OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Renewal Petition Staff Report
American Indian Public Charter School II
December 9, 2024

School Overview

American Indian Public Charter School II			
Charter Management Organization (CMO):	AIMS	**Previous Renewal Year(s):**	2012, 2017
Year Opened:	2007	**Campus Address:**	171 12th St, Oakland, CA 94607
Neighborhood:	Chinatown/Downtown Oakland	**OUSD Attendance Area(s):**	Elem: Lincoln Middle: Westlake
OUSD Board District:	District 2	**Current Enrollment:** [1]	612
Current Grades Served:	K-8[2]	**Current Maximum Authorized Enrollment:**	675
Current Authorized Grades:	K-8	**7-Year Projected Enrollment**	620, 629, 635, 641, 653, 664, 675

Staff Recommendation

Based on outcomes on State dashboard indicators and its placement in the "High Tier" renewal category by the State, the Charter School is eligible for a renewal term of 5-7 years and has requested a 7-year renewal. Staff recommends **denial** of the renewal petition for American Indian Public Charter School II ("AIPCS II" or "Charter School") due to the written findings contained within this report demonstrating the school is not demonstrably likely to be able to implement the proposed program due to substantial governance concerns and that the school is not serving all pupils who wish to attend. OUSD has provided at least 30 days' notice to the Charter School and a reasonable opportunity to cure the violations, and the written findings within this report demonstrate that the corrective action plans proposed by the Charter School have been unsuccessful, and the violations are sufficiently severe and pervasive as to render a corrective action plan unviable. Education Code allows denial of a "High Tier" charter school on these grounds.

Summary of Findings:

Strengths	Challenges
• Students served by the school have high proficiency rates in both Math and ELA, outperforming the District average in all years of the charter term. • The school is financially stable and has maintained sustainable enrollment, despite some enrollment decline.	• Substantial governance concerns identified in two 47607(e) Notices have not been cured. • Concerns about the school not serving all students who wish to attend, identified in two 47607(e) Notices, have not been cured. • Proficiency rates for students with disabilities declined significantly in 2023-24. • 12 Notices of Concern over the course of the charter term.

---

[1] Per census day enrollment spreadsheet submitted to OUSD on October 18, 2024.

[2] The AIMS CMO has a separate charter for AIMS Middle School, which also serves students in grades 6-8.

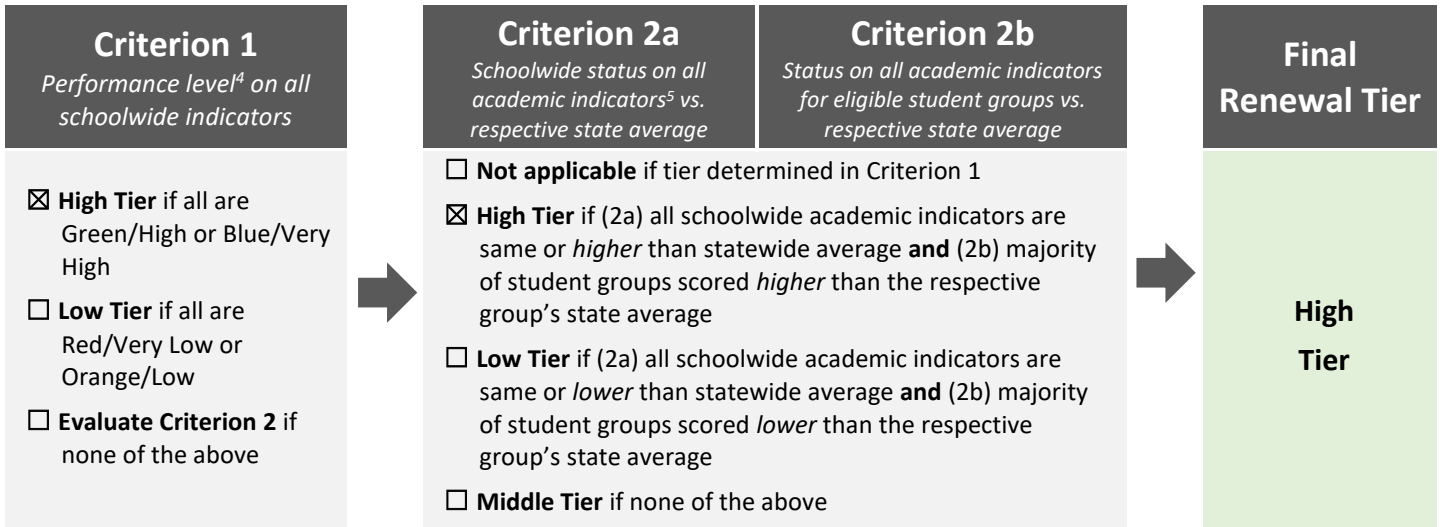# Criteria for Evaluation and Procedural Background

Criteria for Renewal

The Charter Schools Act of 1992 established the criteria by which charter renewal applications must be evaluated. In order to recommend the approval of a charter school renewal, Office of Charter Schools (OCS) Staff must determine that the charter school has met the requirements set forth in Education Code (Ed Code) Sections 47605, 47607, and 47607.2. Specifically, in order to be recommended for renewal, Staff determines whether the charter school has met the following renewal criteria:

I. *Has the Charter School Presented a Sound Educational Program?*
II. *Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?*
III. *Is the Petition Reasonably Comprehensive?*
IV. *Is the School Serving All Students Who Wish to Attend?*

Renewal Tier Analysis

In addition to the criteria outlined above, Education Code outlines a three-tiered system of performance categories for most[3] charter schools seeking renewal. This system provides additional criteria and conditions for evaluating the charter school's renewal petition based on the performance category, or "tier", in which the school is placed. Figure 1 below shows a summary of the criteria used by the California Department of Education to determine AIPCS II's renewal tier. For a more detailed analysis of the Charter School's renewal tier, including analyses of each criterion and sub-criterion, please see Appendix A.

Figure 1: AIPCS II Renewal Tier Analysis

Criterion 1 *Performance level[4] on all schoolwide indicators*	**Criterion 2a** *Schoolwide status on all academic indicators[5] vs. respective state average*	**Criterion 2b** *Status on all academic indicators for eligible student groups vs. respective state average*	**Final Renewal Tier**
☒ **High Tier** if all are Green/High or Blue/Very High ☐ **Low Tier** if all are Red/Very Low or Orange/Low ☐ **Evaluate Criterion 2** if none of the above	☐ **Not applicable** if tier determined in Criterion 1 ☒ **High Tier** if (2a) all schoolwide academic indicators are same or *higher* than statewide average **and** (2b) majority of student groups scored *higher* than the respective group's state average ☐ **Low Tier** if (2a) all schoolwide academic indicators are same or *lower* than statewide average **and** (2b) majority of student groups scored *lower* than the respective group's state average ☐ **Middle Tier** if none of the above		**High Tier**

Sources: California School Dashboard; CDE Charter School Performance Category Data File; CDE "Determining Charter School Performance Category" Flyer

As indicated in Figure 1 above, the CDE placed[6] the Charter School in the High renewal tier. As discussed previously, there are additional criteria and conditions for evaluating a charter school's petition depending on the assigned tier. Figure 2 below outlines the renewal conditions and additional evaluation guidance applicable to schools placed in the High tier.

---

[3] The three-tiered system does not apply to schools that qualify for the Dashboard Alternative School Status (DASS) program.
[4] For the 2022 California School Dashboard, due to the COVID-19 pandemic, status "levels" were assigned to each indicator in place of colors. For the tier analysis, the State used these levels as a proxy for colors, as expressed in Criterion 1. For more information, please see Appendix B.
[5] "Academic indicators" refer to the ELA, Math, English Learner Progress, and College and Career Readiness Indicators on the California School Dashboard.
[6] Charter school performance categories for all California charter schools can be found here: https://www.cde.ca.gov/sp/ch/performcategorydf.asp

Figure 2: Renewal Tier Additional Guidance

HIGH TIER - Additional Guidance and Decision Criteria	
Term	May be renewed for a 5, 6, or 7-year term[7].
Petition Updates	Only required to update the petition to include reasonably comprehensive descriptions of any new requirements, and as necessary to reflect the current program offered by the school.
Additional Renewal Conditions	Shall not be denied for academic reasons as it is, by default, deemed to have a sound educational program. Shall only be denied with a finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to a written finding which demonstrates either: A. *Substantial fiscal or governance concerns; or* B. *The school is not serving all pupils who wish to attend, as documented by data provided by the CDE or by any substantiated complaints that the charter school has not complied with suspension, expulsion, or involuntary disenrollment procedures.* A chartering authority may only deny for either of the two reasons listed above only after it has provided **at least 30 days' notice to the charter school of the alleged violation and provided the charter school with a reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school.** The chartering authority may deny renewal only by making either of the following findings: A. *The corrective action proposed by the charter school has been unsuccessful; or* B. *The violations are sufficiently severe and pervasive as to render a corrective action plan unviable.*

Source*: Education Code §47607(c)*

Procedure

1. On September 27, 2023, following an investigation and in light of significant evidence giving rise to substantiated concerns that AIPCS II was demonstrably unlikely to successfully implement the program due to significant governance concerns and was not serving all pupils who wish to attend, the OUSD Board issued AIPCS II a Notice pursuant to Education Code section 47607(e).
2. On November 15, 2023, AIPCS II submitted a Corrective Action Plan to OUSD, with subsequent updates submitted on February 1, 2024, May 1, 2024, and August 1, 2024.
3. The OUSD review team conducted a site visit on April 22-23, 2024. This site visit involved classroom observations and focus group interviews with students, families, teachers, and school leadership.
4. The OUSD review team conducted an interview with 3 members of the AIMS Governing Board on August 7, 2024, after all members submitted a self-evaluation to assess strengths and gaps in the Governing Body.
5. The Charter School submitted a renewal petition to the District on September 30, 2024.
6. The review team conducted a review of the school's documents, policies, financials, academic performance, and renewal petition to assist in developing the staff report.
7. On October 23, 2024, the OUSD Board issued an additional Notice pursuant to Education Code 47607(e) due to continued concerns regarding the governance at AIPCS II and not serving all students who wish to attend.
8. The initial public hearing was held on November 13, 2024.
9. Staff findings were made public by the 15-day posting requirement, which was November 24, 2024.
10. The decision public hearing is being held on December 9, 2024.

---

[7] While the term length granted to a high tier charter school is up to the discretion of the OUSD Board, Staff created a set of criteria to assist in this decision which can be found on the OCS Website: https://www.ousd.org/officeofcharterschools/for-charter-school-staff/charter-petitions#renewal

Table of Contents

I. Renewal Criteria I: Has the Charter School Presented a Sound Educational Program?

In order for a charter school's renewal petition to be approved, it must present a sound educational program for its students. For schools in the Middle Tier, the District is required to consider the school's performance on California School Dashboard indicators, providing greater weight to performance on academic indicators. Although Education Code does not specifically reference similar criteria for schools meeting the High renewal tier criteria (outside of the Renewal Tier Analysis), the following is being included for context and to provide uniform standards of assessment for all renewals. To provide a comprehensive overview of the educational program, the evaluation below includes evidence from the California School Dashboard as well as results from the CAASPP state assessments, ELPAC results, a summary of the renewal site visit, and verified data, if any was submitted by the Charter School.

A. School Performance Analysis

The District's School Performance Analysis ("SPA") was developed to serve as a tool for determining whether schools meet a minimum performance threshold on a variety of indicators based on the California School Dashboard and, if applicable, CORE Academic Growth[8]. For each indicator, the school may meet the threshold both (a) schoolwide, and (b) for an "equity" category consisting of a combination of historically underserved student groups. In order to be considered "Met", an indicator must have either a California School Dashboard Color Orange / Low Status Level or higher *or* CORE Growth Level "Average" or higher (i.e. growth > 30th percentile). Schools meeting more than 50% of indicators/categories for which data is available are generally considered to be meeting the minimum performance level for purposes of renewal. Please note, due to the impacts of the COVID-19 pandemic, colors were not assigned to indicators for the 2022 Dashboard, so status level was used as a proxy for each. A summary of the SPA analyses for the 2021-22 and 2022-23 school years is shown below (for more information about the California School Dashboard Indicators and for the full SPA analyses, please see Appendix B). As shown in the table below:

- *AIPCS II has met the minimum performance threshold for both the 2021-22 and 2022-23 school years.*
- *From 2021-22 to 2022-23, AIPCS II saw a decline in their schoolwide and equity Chronic Absenteeism indicator.*

Figure 3: School Performance Analysis (SPA) Summary – 2022 and 2023

Indicator	2022		2023	
	SCHOOLWIDE	**EQUITY**	**SCHOOLWIDE**	**EQUITY**
English Language Arts	Met *Dashboard: High*	Met *Dashboard: 4 of 4 student groups ≥ Low*	Met *Dashboard: Green*	Met *Dashboard: 4 of 4 student groups ≥ Orange*
Mathematics	Met *Dashboard: High*	Met *Dashboard: 4 of 4 student groups ≥ Low*	Met *Dashboard: Green*	Met *Dashboard: 4 of 4 student groups ≥ Orange*
English Learner Progress	Met *Dashboard: Very High*	N/A	Met *Dashboard: Yellow*	N/A
Suspension	Met	Met	Met	Met

---

[8] The CORE Academic Growth Model measures the year-over-year growth of students on state tests, compared to similar students across the state based on prior test score history and several demographic factors.

|	Dashboard: Very Low	Dashboard: 5 of 5 student groups ≥ High	Dashboard: Yellow	Dashboard: 5 of 5 student groups ≥ Orange
Chronic Absenteeism	Met _Dashboard: Medium_	Met _Dashboard: 4 of 5 student groups ≥ High_	Not Met _Dashboard: Red_	Not Met _Dashboard: 0 of 5 student groups ≥ Orange_
Total _To meet, school must meet >50% of schoolwide/equity indicators for each year._	**Met** (Met 100%; 9 of 9)		**Met** (Met 78%; 7 of 9)	

Source: _California School Dashboard; CORE Insights Dashboard_

B. Schoolwide Academic Performance

To supplement the information provided in the California School Dashboard, the results from the California Assessment of Student Performance and Progress ("CAASPP") Smarter Balanced Summative Assessments ("SBAC") are provided below. Specifically, the figures include results for both AIPCS II and OUSD schools which serve students in grades K-8. As shown below:

- **ELA**
    - _For all years of the charter term, AIPCS II's proficiency rates have been significantly higher than the District average across all grade spans._
    - _In 2023-24, the K-5 grade proficiency increased 11 percentage points and was about 38 percentage points above the District average._
    - _In 2023-24, the 6-8 grade proficiency rates increased about 6 percentage points and was about 36 percentage points above the District average._
    - _For almost all years of the charter term, AIPCS II's schoolwide, K-8 grade proficiency rates remained fairly consistent, with the exception of 2023-24 when the schoolwide proficiency rate increased about 9 percentage points._

Figure 4: Schoolwide ELA SBAC Results Over Time – AIPCS II and OUSD (Schools Serving Grades K-8 Only)*
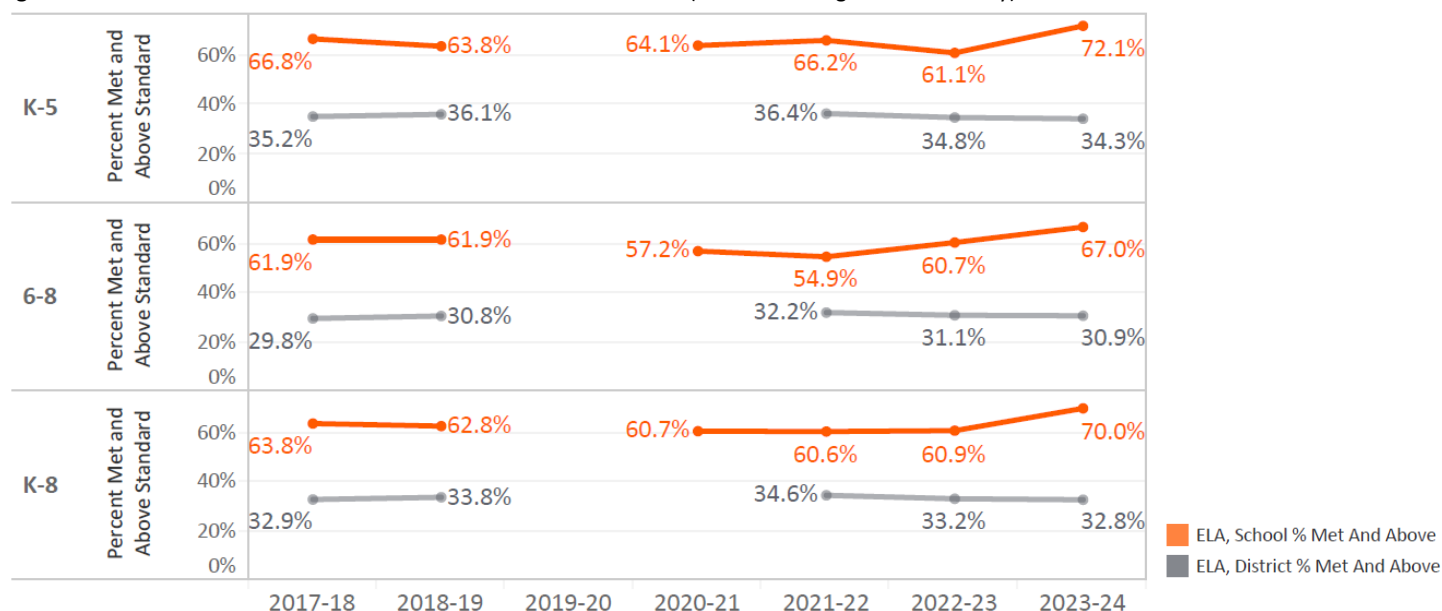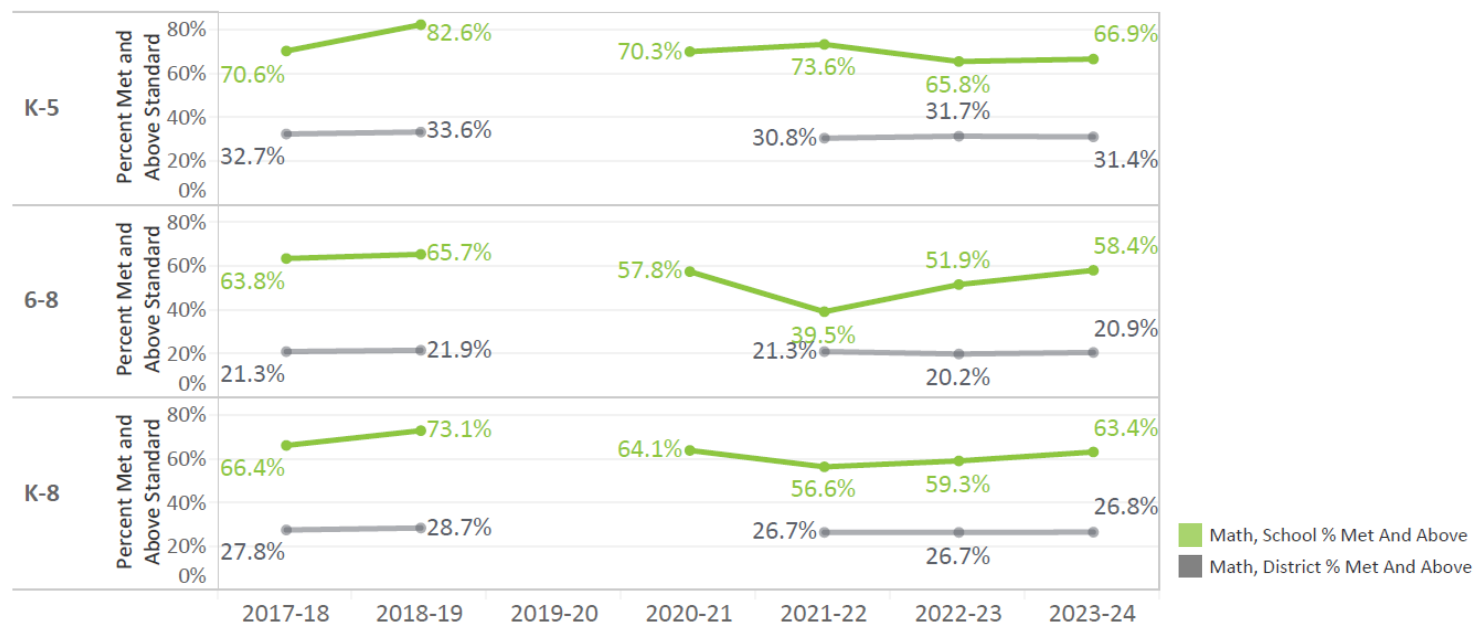

Source: _Downloadable CAASPP Research Files_
Testing for 2019-20 was cancelled due to COVID-19. Testing for 2020-21 was optional.

- **Math**
  - *For all years of the charter term, AIPCS II's proficiency rates have been significantly higher than the District average across all grade spans.*
  - *Pre-pandemic, AIPCS II's K-5 grade proficiency rate was following an upward trend. In 2018-19, AIPCS II's K-5 grade proficiency rate was about 49 percentage points higher than the District average. Post-pandemic, AIPCS II's K-5 grade proficiency rate declined but remained significantly higher than the District average.*
  - *Pre-pandemic, AIPCS II's 6-8 grade proficiency rate was significantly higher than the District average. In 2021-22, the charter school's 6-8 grade proficiency rate declined about 18 percentage points and was 18 percentage points higher than the District average. Since then, the 6-8 grade proficiency rate has been on an upward trend. In 2023-24, AIPCS II's 6-8 grade proficiency rate increased about 6.5 percentage points and was about 38 percentage points higher than the District average.*
  - *Throughout the charter term, AIPCS II's schoolwide, K-8 grade, proficiency rates follow a similar trend to their 6-8 proficiency rate. In 2023-24, the schoolwide proficiency rate increased about 4 percentage points and was about 37 percentage points higher than the District average.*

Figure 5: Schoolwide Math SBAC Results Over Time – AIPCS II and OUSD (Schools Serving Grades K-8 Only)*

Source: Downloadable CAASPP Research Files
*Testing for 2019-20 was cancelled due to COVID-19. Testing for 2020-21 was optional.

C. Key Student Group Academic Performance

The following comparison of academic performance is included to assess whether the Charter School's educational program is sound for *all* students. The figures below compare the school's performance on the ELA and Math SBAC to the District average for the respective student groups (including only schools which serve students in grades K-8 for the following student groups: Socioeconomically disadvantaged students, Black/African American students, Hispanic/Latino students, students with disabilities, and English Learners. Please note, despite the comparisons below, students within the same group may be quite different from one another (e.g. severity of disability for special education students, progress levels for English Learners). Additionally, results for the California Alternate Assessments ("CAAs") were not included as AIPCS II did not surpass the required threshold of tested students and, therefore, no data is available. As shown in the figures below:
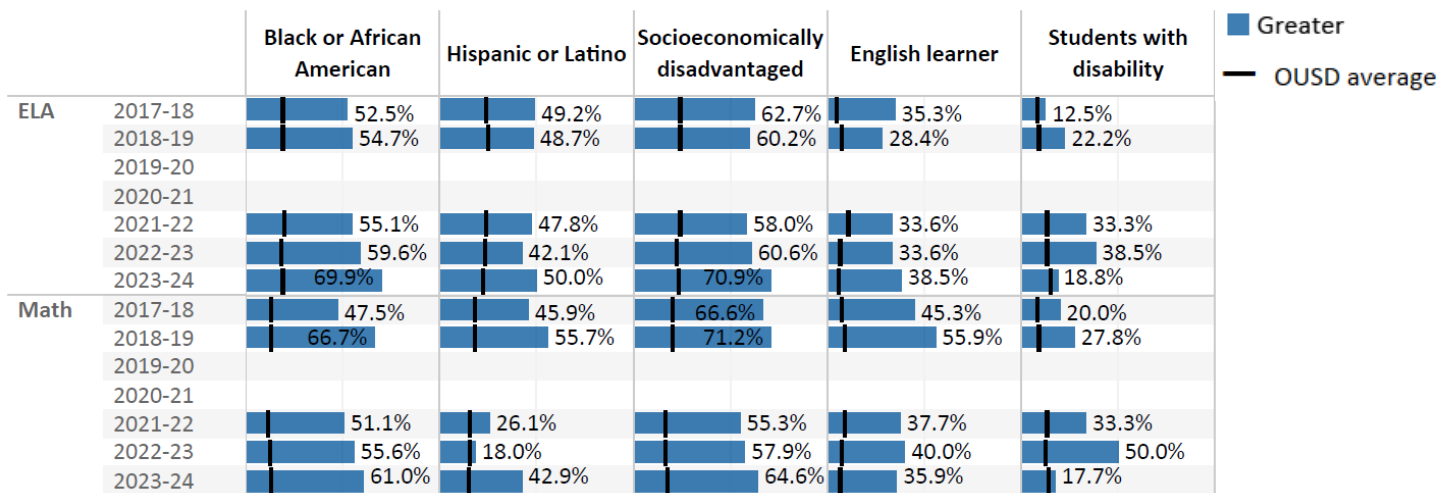
- **ELA**
    - All student groups at AIPCS II outperformed the respective District student group in ELA for all years of the charter term.
    - From 2022-23 to 2023-24, ELA proficiency rates increased for most student groups, with the exception of students with disabilities, whose ELA proficiency rate decreased about 20 percentage points.
- **Math**
    - All student groups at AIPCS II outperformed the respective District student group in Math for all years of the charter term.
    - In 2023-24, the Hispanic or Latino student group Math proficiency rate increased about 25 percentage points.
    - In 2023-24, the students with disabilities Math proficiency rate declined about 32 percentage points.

Figure 6: 2023 SBAC Results Over Time by Student Group – AIPCS II and OUSD (Schools serving Grades K-8) Only)*

		Black or African American	Hispanic or Latino	Socioeconomically disadvantaged	English learner	Students with disability
ELA	2017-18	52.5%	49.2%	62.7%	35.3%	12.5%
	2018-19	54.7%	48.7%	60.2%	28.4%	22.2%
	2019-20					
	2020-21					
	2021-22	55.1%	47.8%	58.0%	33.6%	33.3%
	2022-23	59.6%	42.1%	60.6%	33.6%	38.5%
	2023-24	69.9%	50.0%	70.9%	38.5%	18.8%
Math	2017-18	47.5%	45.9%	66.6%	45.3%	20.0%
	2018-19	66.7%	55.7%	71.2%	55.9%	27.8%
	2019-20					
	2020-21					
	2021-22	51.1%	26.1%	55.3%	37.7%	33.3%
	2022-23	55.6%	18.0%	57.9%	40.0%	50.0%
	2023-24	61.0%	42.9%	64.6%	35.9%	17.7%

Legend: ■ Greater ── OUSD average

Source: Downloadable CAASPP Research Files

D. English Learner Progress

In the 2021-22 and 2022-23 school years, AIPCS II tested 168 and 150 students on the Summative English Language Proficiency Assessment (ELPAC), respectively. The figure below shows the percentage of these students who progressed at least one English Learner Progress Indicator (ELPI) level, maintained ELPI level 4, maintained lower ELPI levels, and decreased at least one ELPI level. As shown below:

- Approximately 64.7% of English Learner students at AIPCS II made progress towards English language proficiency in 2023, representing a 2% decrease from 2022.

Figure 7: 2022 and 2023 Summative ELPAC Results
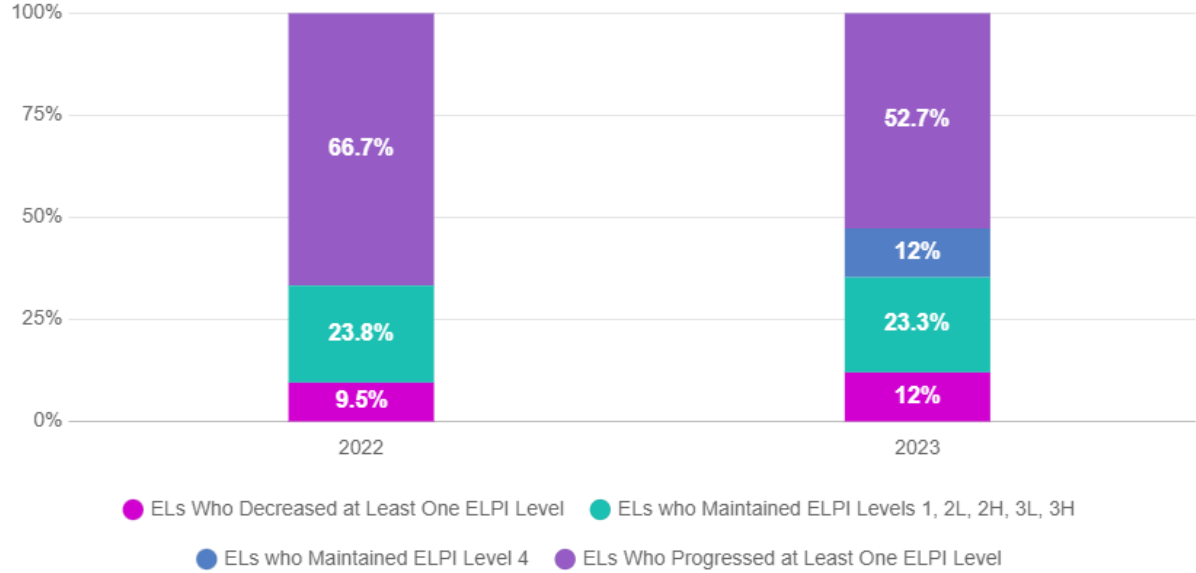
Source: California School Dashboard

E. Renewal Site Visit Summary

School Quality Review Rubric Report

Charter school renewal site visits are guided by the District's School Quality Review (SQR) process. The process is based on a rubric[9] which describes three key domains (Mission and Vision, Quality Program Implementation, and Collective Leadership and Professional Learning) which are further broken into three threads (Instruction, Culture, and Systems and Structures). In order to gather evidence for each of these domains, the OUSD Review Team conducted classroom observations, document reviews, an interview with Charter School leadership, and focus groups with students, families, and teachers. Following the renewal site visit, the OUSD Review Team rated each domain and sub-domain collaboratively using the SQR Rubric Ratings range from 1 (low) to 4 (high): 1 = Emerging, 2 = Developing, 3 = Implementing, and 4 = Sustaining.

Figure 8: Renewal Site Visit Summary

AIPCS II Renewal Site Visit, April 22-23, 2024			
OUSD Review Team: Kelly Krag Arnold (OCS Director), Madison Thomas (OCS Deputy Director), Guadalupe Nuño (OCS Community Liaison), Marwa Doost (OCS Compliance Specialist), Kristy Lu (OCS Analytics Specialist), Jennifer Corn (OUSD Director of Continuous School Improvement), Jenn Blake (OUSD Special Education Director), Nicole Knight (ELLMA Director), Jason Yamashiro (Academic Consultant)			
SQR Domains and Threads	**Domain 1: Mission and Vision**	**Domain 2: Quality Program Implementation**	**Domain 3: Collective Leadership and Professional Learning**
Thread A: Instruction	2.8	2.3	2.5
Thread B: Culture	2.2	2.1	2.3
Thread C: Systems and Structures	2.0	2.0	1.9

---

[9] The School Quality Review Rubric can be found here: https://www.ousd.org/officeofcharterschools/for-charter-school-staff/charter-petitions#renewal

Within each Domain and Thread in the SQR Rubric, there are multiple "sub-domains". The following represent the three highest rated and the three lowest rated sub-domains for AIPCS II.

Figure 9: Highest and Lowest Rated SQR Sub-Domains

Highest Rated Sub-Domains		
Score	Sub-Domain	Description of Sub-Domain
3.0	**1A.1:** School Vision	The school has a compelling, clear vision that is visible throughout the school and present in conversations that include staff, students, and community members. The school's clear, compelling vision provides direction for collaboratively implementing and sustaining school improvement.
3.0	**2A.2** Standards-Based Assessment	Common assessments guide standards-based grading, feedback and tiered support for students. The school has a system for assessing student progress and clear expectations for administering assessments and analyzing student results. The school uses a comprehensive set of standards-based, grade level aligned assessments to track student growth and achievement. Assessments serve a range of purposes, including diagnostic, formative and summative and provide data that inform instruction and schoolwide decisions and can also be disaggregated by race, socioeconomic status, and language designation.
2.8	**1A.2** Graduate Student Profile	The school has defined the complex cognitive and social-emotional skills that students will master by the time they graduate (from elementary, middle, or high school) in order to be college and career ready. The identified knowledge and skills are clear, concise, and rigorous.
Lowest Rated Sub-Domains		
Score	Sub-Domain	Description of Sub-Domain
1.3	**3C.5** Partnerships with Community Based Organizations	School utilizes the community schools model to build meaningful partnerships with community based organizations that support and honor youth and community and expand access to family supports, enrichment, and health services.
1.6	**2B.2:** Social Emotional Learning and Restorative Practices	School staff utilize Social Emotional Learning (SEL) practices and Restorative Practices to cultivate a joyful environment and caring relationships with students, families and each other. The school has an approach to social emotional learning that helps students acquire the attitudes, competencies, values, and social skills they need to facilitate academic learning. Staff consistently demonstrate equitable, culturally relevant and responsive practices that respect diversity, integrate trauma-informed and Restorative Practices, and utilize Transformative SEL practices.
1.6	**2C.5** Special Education Policies and Procedures, including IEPs	Special Education Case Managers write timely, student-centered, and data-driven IEPs that are individualized to support student growth and educational benefit. Special Education Department policies and procedures are followed for initial assessments, student discipline, and change of least restrictive environment (LRE) determinations.

Renewal Site Visit Strengths and Areas for Improvement

The OUSD Review Team noted the following strengths and areas for improvement based on the evidence collected throughout the site visit.

Strengths:

1. **Assessments:** AIPCS II has developed a tightly aligned, standards based, quarterly assessment system utilizing Illuminate and guided by administration. The system includes immediate and intensive follow up support for students who are identified as having learning gaps on the assessment and evidence of classroom progress are posted in all classrooms. The quarterly assessment system also keeps classroom learning focused on the standards and creates clear communication with students about their own progress.

2. **Academic Performance:** Student academic performance outperforms many schools. Classroom observations demonstrated that students are in teacher-led instruction or independent work for the bulk of class time, and are

engaged learners most of the time. While the curriculum was not consistent across the school, the focus on standards was, and students were expected to rise to the standards or above working level.

Areas for Improvement

1. **Staff Turnover and Credentialing:** Staff turnover and the number of classrooms taught by uncredentialed or substitute teachers remains at a worryingly high level. In addition to concerns about recruitment and retention of highly qualified teachers, communication with stakeholders (staff, parents, and students) around teaching staff appears opaque, leading to high degrees of uncertainty. This weakens not only the quality of instruction, but the ability to develop a coherent and strong community. In discussion with leadership and teaching staff, it was not clear that there was a viable plan to change this dynamic moving forward.

2. **School Culture:** Discipline and community building appeared very uneven. General feedback suggested concerns about student behavior and community building at the middle school level. Throughout the K-8 there was variance, often based on the experience level of the teaching staff.

3. **Central Leadership:** Leadership was unable to provide answers to specific questions in the interview and provided extremely limited documentation throughout the renewal visit process. This included requests for information about teacher credentials, master schedule, which 6th-8th classes were part of AIMS K-8, enrollment, budget, and more. It was not clear why this was the case as there was a large number of administrators and evidence of detailed information in certain areas.

4. **Special Education:** Although school and central leadership shared about progress in special education programming, including additional staffing and improvements in IEP compliance, there was very little, if any, evidence of supports or differentiation for students with disabilities in classroom observations. Instruction was generally not inclusive of neurologically diverse students and there was little evidence any accommodations were provided for students with disabilities. Additionally, teachers shared that the diagnostic process for students referred in compliance with Child Find is severely lacking.

5. **English Learner Instruction:** The large majority of classrooms did not have any visuals or evidence of language supports for English Learner students. There were few opportunities for meaningful student talk in classrooms and no specific vocabulary instruction. Additionally, the English Language Development (ELD) curriculum is focused on foundational literacy skills, but did not appear to align to ELD standards.

F. Additional Verified Data Provided by the School

Verified Data Background

For schools in the Middle or Low renewal tiers, Education Code requires that the District consider clear and convincing evidence, demonstrated by verified data, showing either of the following:

- The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school; or
- Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

The California State Board of Education ("SBE") adopted a list[10] of academic progress indicators and post-secondary indicators that met the established criteria outlined in Education Code Section 47607.2 and that may be used in the renewal process. Assessments or data sources that are not on this list may not be used as verified data. To be eligible for inclusion as verified data, a data source must include the results of at least 95 percent of eligible students.

---

[10] A full list of the adopted academic progress and postsecondary indicators can be found here: https://www.cde.ca.gov/sp/ch/verifdataacadprogress.asp

For schools in the High renewal tier, Education Code does not require that the chartering authority consider verified data for purposes of renewal. While the Charter School did not provide the District with verified data, academic assessment results from the CAASPP are included in Criteria I of this Staff Report.

II. Renewal Criteria II: Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?

In order for a charter school's renewal petition to be approved, it must be demonstrably likely to successfully implement the program set forth in the petition.[11] Evidence considered for this criterion include an analysis of the Charter School's financial condition, enrollment, enrollment demographics, compliance with regulatory elements (Notices of Concern), board health and effectiveness, and staffing and credentialing.

A. Enrollment

Total Enrollment by Year

The Charter School has maintained stable, but slightly declining enrollment over the course of the charter term, with the exception of the 2018-19 school year. The 2018-19 school year saw a sudden enrollment increase of more than 22%, followed the next year by an equivalent enrollment decline. As of Census Day, October 2, 2024, the Charter School reported an enrollment of 612 for the current school year.

Figure 10: Total Enrollment Over Time
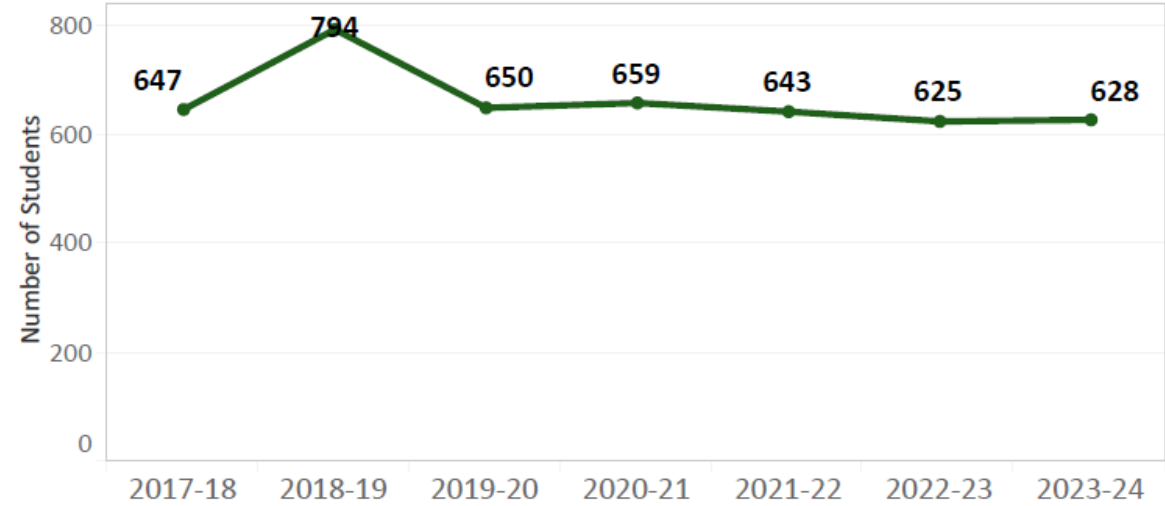
Source: 2017-18 through 2023-24 Enrollment – CDE Downloadable School Enrollment Data Files

---

[11] EC §47605(c)(2)

Enrollment by Grade Level

Figure 11: 2023-24 Enrollment by Grade Level
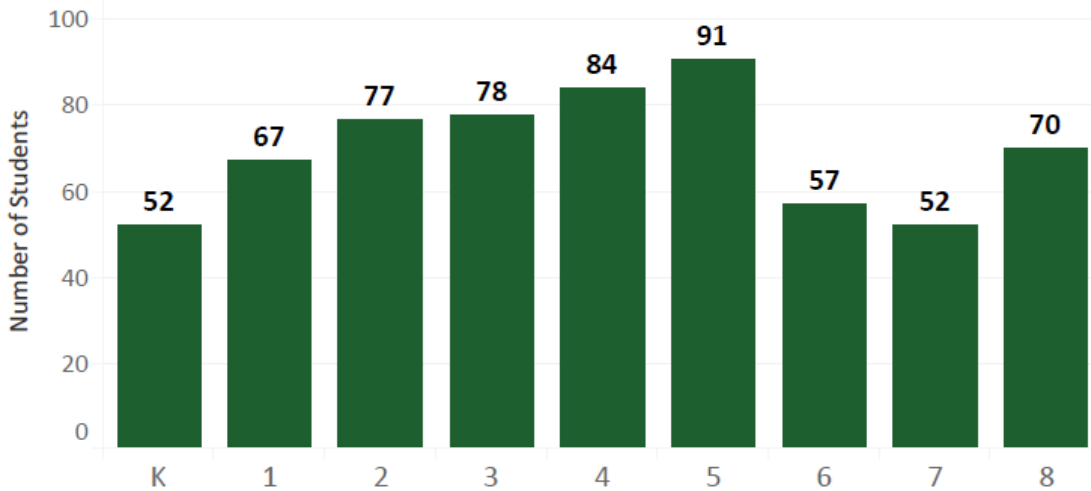
Source: 2023-24 Enrollment – CDE Downloadable School Enrollment Data Files

Student Retention

The figure below shows the Charter School's student retention rate, or the percent of students who were at the school in the prior year and returned (excluding graduating grade levels). As shown below, the Charter School's retention rate has decreased in recent years, but has remained higher than the Oakland charter school average. As a note, students who transferred from AIPCS II to AIMS Middle School were considered "retained" in calculating the below rates.

Figure 12: Annual Student Retention Rate
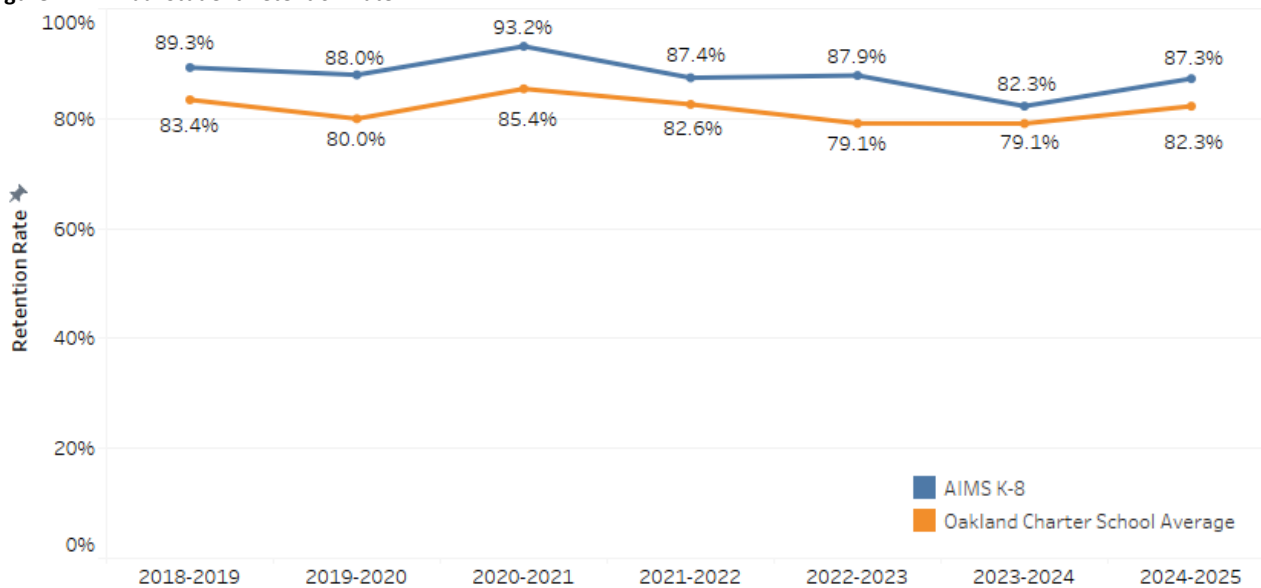
Source: Annual Fall Census Day student-level enrollment reports submitted to OUSD

B. Financial Condition

The Charter School is currently in good financial standing with a healthy ending fund balance. While the school did have significant deficit spending of more than 106% of its fund balance in 2019-2020, they have had no deficit spending since. Throughout the charter term, the debt ratio has been less than 1, there have been no major audit findings, and the

school has maintained a 3% reserve. Its most recent annual financial audit report did not identify any material weaknesses. Its most recent unaudited actuals reported an ending fund balance of $6,017,512 for the Charter School.

Figure 13: Financial Analysis

Financial Indicator	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24 (Unaudited)
Ending Fund Balance *Typically represents unrestricted funds, although in some cases, restricted funds that were not fully spent in previous years may be included.*	$4,239,570	$2,054,589	$2,992,287	$3,429,472	$5,177,223	$6,017,512
Deficit Spending *Deficit spending is indicated by a number in parentheses. A school's fund balance and reserves are depleted when expenditures exceed revenues, and over time could lead to insolvency.*	$0	$(2,184,981)	$0	$0	$0	$0
Deficit-to-Ending Fund Balance Ratio *This ratio measures how large the deficit spending is in relation to the overall fund balance. The larger the ratio, the faster the fund balance is being depleted.*	0.00%	106.35%	0.00%	0.00%	0.00%	0.00%
Debt Ratio *A ratio less than 1 indicates the school has lower debts than assets, representing a low level of financial risk.*	0.47	0.05	0.35	0.37	0.39	0.76
3% Reserve *A minimum 3% reserve is standard as a set aside for to prepare for potential liabilities. Below 3% is indicative of a poor financial condition.*	Yes	Yes	Yes	Yes	Yes	Yes
Audit Opinion *"Unmodified" indicates compliance with required accounting standards. "Qualified" indicates there are material misstatements found, where the auditors are unable to obtain sufficient appropriate evidence.*	No	No	No	No	No	Not applicable[12]
Major Audit Finding *Any major or repeat audit findings are described in the paragraph above.*	None	None	None	None	None	

Source: 2018-19 through 2022-23 Annual Audit Reports; 2023-24 unaudited actuals report

The enrollment projections on which the Charter School's multi-year budget projection ("MYP") are based (see summary in Figure 14 below), are reasonable, given the school's current enrollment of 612. It should be noted that the Charter School's 2024-25 budget is based on a projected enrollment of 641, which represents a difference of 6.1% from the school's actual 2024-25 census day enrollment. While the Charter School's 2023-24 budget did accurately project enrollment (the approved budget was based on a projected 630 students, with a 2023-24 census day enrollment of 628), in 2022-23 the adopted budget overprojected enrollment at 662 students, with a census day enrollment of 625.

Additionally, the enrollment projections on which the MYP is based do not match the enrollment projections listed in Element 1 of the charter petition. While the MYP projects 612 students for the first three years of the charter term, Element 1 in the charter petition projects enrollment in the first three years as 620, 629, and 635 respectively. In the budget narrative submitted in the petition, the Charter School noted that "AIPCS II is actively recruiting to obtain the numbers closer to the projected adopted budget but in the financial plan we are assuming our current lower enrollment to be fiscally conservative". However, the difference in projected enrollment between the budget and the petition is concerning as it demonstrates a lack of alignment between the budget development process and the Charter School's petition.

---

[12] The 2023-24 audit is due on December 15, 2024.

Figure 14: Multi-Year Budget Projection Summary

	2025-26	2026-27	2027-28
Projected Enrollment	612	612	612
Projected ADA	587.52	587.52	587.52
Projected Total LCFF Entitlement	$8,502,493	$8,764,514	$9,053,802
Projected LCFF Entitlement per ADA	$14,472	$14,918	$15,410

Source: Multiyear Budget Projections submitted with Renewal Petition

C. Enrollment Demographics

Per California Education Code Section 47605(c)(5)(G), a charter school must include in the renewal petition a reasonably comprehensive description of "*the means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted*". This description is included on page 164-170 of the charter petition. The current section includes a summary of the school's enrollment demographic data for further context.

Enrollment Demographics Comparison

Enrollment demographics for the 2023-24 school year are included in the table below. Although Education Code specifies that a charter school should aspire to achieve a demographic balance which is reflective of the *entire* District, the average enrollment demographics of the District schools which serve a similar grade span and are located in the High School Attendance Area (HSAA) in which the majority of the Charter School's students reside, Oakland Technical, is included for reference.

Figure 15: 2023-24 Enrollment Demographics

Student Group Type	Student Group	Charter School	OUSD schools in Comparison HSAA[13]	OUSD
Race/ Ethnicity	**Hispanic/Latino**	7.3%	15.1%	47.3%
	Black/African American	45.4%	23.7%	20.1%
	Asian	36.3%	17.6%	9.8%
	White	5.7%	24.4%	11.5%
	Two or More Races	2.9%	13.4%	6.8%
	Other Race/Ethnicity	0.3%	1.3%	1.9%
	Not Reported	2.1%	4.5%	2.6%
Other Student Groups	**Socioeconomically Disadvantaged**	78.0%	59.2%	81.4%
	English Learners	27.4%	14.5%	32.9% (K-8 only: 34.7%)
	Special Education	4.3%	15.9%	16.3% (K-8 only: 15.6%)

Source: Ethnicity/English Learners – CDE Downloadable Data Files (School Enrollment, English Learners); Socioeconomically Disadvantaged/Special Education – CDE DataQuest School Enrollment by Subgroup Report

---

[13] Includes 9 OUSD-operated schools serving students in grades K-8 located in the Oakland Technical HSAA. Specifically, Peralta Elementary, Chabot Elementary, Sankofa United, Hillcrest, Emerson Elementary, Piedmont Elementary, Westlake Middle School, Claremont Middle School, and Lincoln Elementary.

English Learner Enrollment

As shown previously, during the 2023-24 school year, 27.4% of AIPCS II's total enrollment were English Learners. The following tables are included to further disaggregate this data to give a fuller context of the English Learners served at AIPCS II and their level of need. As a note, this data does not provide any indication as to how well the Charter School is serving these students. The English Learner Progress Indicator on the California School Dashboard is a more appropriate metric for evaluating the strength of the English Learner program. As shown below:

- *The Charter School has a larger percentage of English Learner students who were placed in a higher ELPAC level (levels 3 and 4) compared with OUSD in the same grade span.*
- *Approximately 18% of the Charter School's students are considered Reclassified Fluent English students.*
- *The Charter School has a lower percentage of English learners between 0-3 years compared to OUSD in grades K-8, which suggests that AIPCS II serves a lower percentage of newcomer students than OUSD. Additionally, the Charter School serves a larger percentage of English Learners who have been classified as "Not At-Risk" compared with OUSD in grades K-8.*

Figure 16: ELPAC Levels – Charter School vs. OUSD (Grades K-8 only)

ELPAC Level	Charter School	OUSD (Grades K-8 Only)
Level 4 – Well Developed	18.0%	9.6%
Level 3 – Moderately Developed	48.2%	25.0%
Level 2 – Somewhat Developed	25.9%	29.6%
Level 1 – Minimally Developed	7.9%	35.7%

Source: *2022-23 Summative ELPAC Results*

Figure 17: Enrollment by English Language Acquisition Status and Grade

Grade	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English (RFEP)	To Be Determined (TBD)
K	51.9%	3.8%	19.2%	0.0%	25.0%
1	56.7%	14.9%	22.4%	0.0%	6.0%
2	53.2%	9.1%	37.7%	0.0%	0.0%
3	50.0%	10.3%	33.3%	6.4%	0.0%
4	40.5%	10.7%	31.0%	17.9%	0.0%
5	37.4%	6.6%	28.6%	27.5%	0.0%
6	36.8%	8.8%	28.1%	26.3%	0.0%
7	30.8%	9.6%	23.1%	36.5%	0.0%
8	25.7%	8.6%	17.1%	48.6%	0.0%
Total	**42.7%**	**9.2%**	**27.4%**	**18.0%**	**2.7%**

Source: *CDE Downloadable Data Files*

Figure 18: English Learner Breakdown by Grade Span and Category

	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL
Charter K-5	56.8%	13.6%	0.0%	29.5%
OUSD K-5	70.5%	21.7%	0.0%	7.8%
Charter 6-8	2.5%	2.5%	27.5%	67.5%
OUSD 6-8	17.7%	13.4%	40.1%	28.8%
Charter K-8	44.2%	11.0%	6.4%	38.4%

OUSD K-8	57.7%	19.7%	9.8%	12.9%

Special Education Enrollment

As shown previously, during the 2023-24 school year, 4.3% of AIPCS II's total enrollment were students with disabilities. The following figures are included to further disaggregate this data to give a fuller context of the students with disabilities served at AIPCS II and their level of need. As shown below:

- *Approximately 40% of students with disabilities at AIPCS II have a speech or language impairment as the primary disability.*
- *Approximately 93% of students with disabilities at AIPCS II are in a regular classroom setting for 80 percent or more of the school day. The percentage of students who are in a regular classroom setting for less than 80% of the day is significantly less than the District, at 7.4% compared with 31.3%.*
- *Over 90% of students with disabilities at AIPCS II are receiving less than 450 service minutes weekly.*

Figure 19: 2023-24 Special Education Enrollment by Disability Type
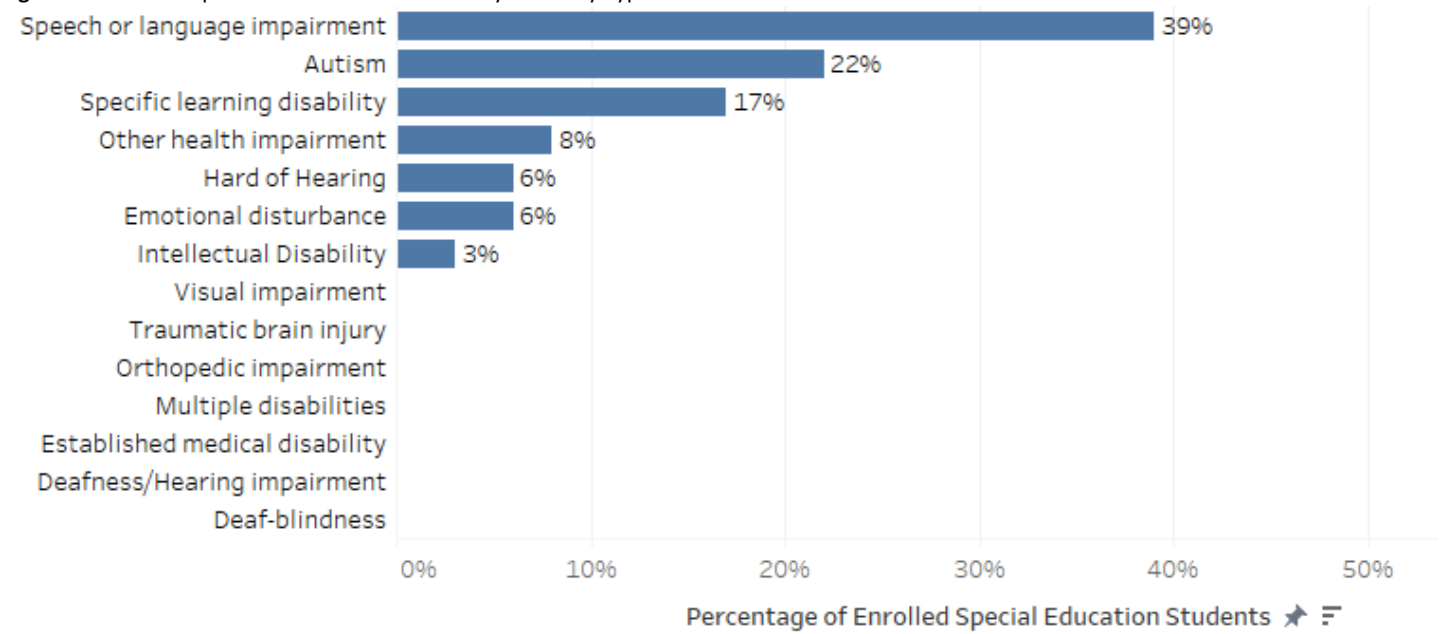
Figure 20: 2022-23 Special Education Enrollment by Program Setting
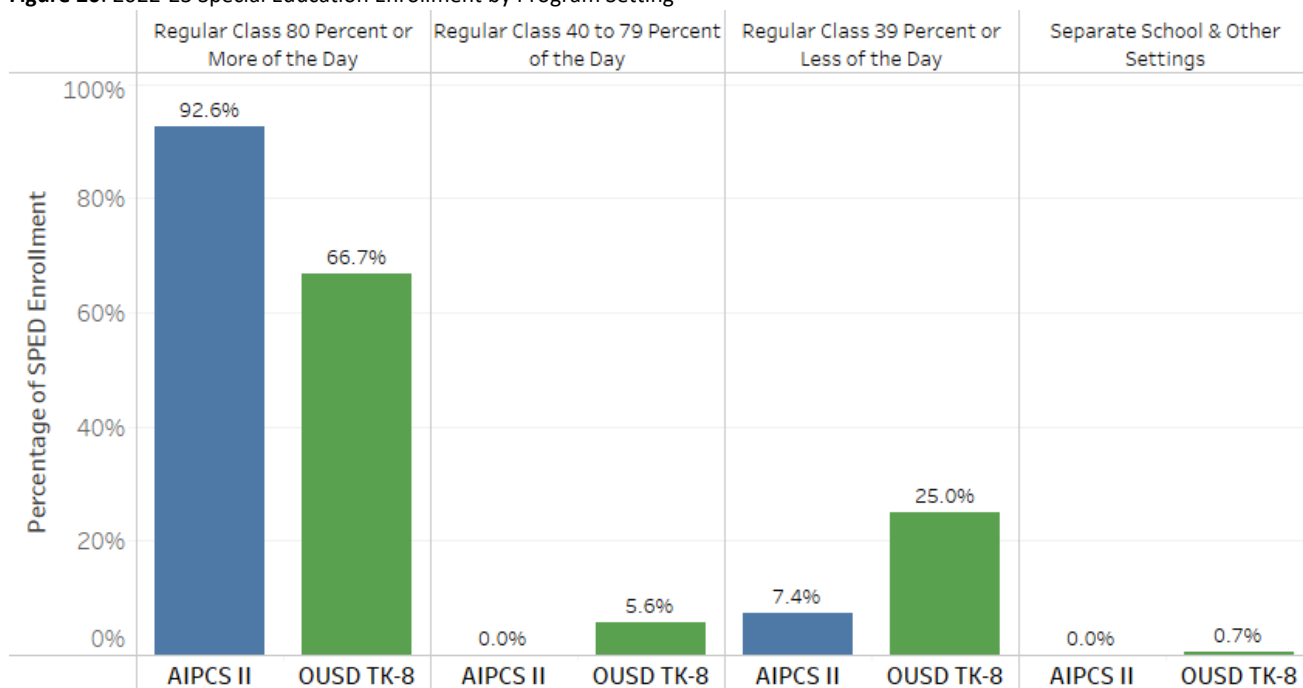
Source: CDE Downloadable Data Files

Figure 21: Special Education by Placement and Weekly Service Minutes

	2022-23	2023-24
Percentage of students with IEPs receiving fewer than 450[14] service minutes weekly	100%	91.7%
Percentage of students with IEPs receiving more than 450 service minutes weekly	0%	8.3%
Percentage of students with IEPs in nonpublic school (NPS) placement	0%	0%

Source: Charter School Performance Report

D. Notices of Concern and/or Notices to Cure and Correct

If credible evidence suggests that a charter school has violated state or federal law or the terms of its charter petition, the Office of Charter Schools will send the school, charter school board, or charter management organization a Notice of Concern regarding the issue, which includes remedies the charter school must implement to rectify the issue and resolve the Notice of Concern.[15] AIPCS II has received 5 Notices of Concern over the course of the current charter term. Furthermore, the Charter School's CMO, AIMS, has been issued 7 Notices of Concern during the current charter term.

---

[14] The 450 minute threshold was chosen as a conservative estimate of the point at which a student may be considered to have moderate needs.

[15] If, after sending a Notice of Concern, the Office of Charter Schools determines that the violation listed in the notice did not occur, the notice may be rescinded. In such instances, the notice is removed from the school's record.

Figure 22: Notices of Concern and/or Notices to Cure and Correct

School Year	Notices of Concern	Area(s) of Concern	Remedy
2017-18	1	Unauthorized TK Program	AIPCS II stated that its TK program is fully integrated with its Kindergarten class and agreed to provide a Material Revision.
2018-19	2	Brown Act Violation; Exceeded Board-approved maximum enrollment	AIMS responded to all remedies including providing access to board packet materials; AIPCS II stated plans to reduce enrollment
2019-20	0	--	--
2020-21	0	--	--
2021-22	3	AB 361 Virtual Meeting Violation; Incomplete CalSAAS Submission; Brown Act Violation	AIMS abided by all virtual meeting requirements; AIMS assigned a CalSAAS contact for the 2021-22 cycle; AIMS agreed to abide by Brown Act requirements moving forward.
2022-23	1	Violation of expulsion requirements for students with disabilities	AIPCS II complied with all remedies and offered to re-enroll student.
2023-24	3	47607(e) Notice; Violation of Ed Code §47604.3; Brown Act Violation	AIPCS II submitted a Corrective Action Plan; AIMS provided OCS with the requested information; AIMS acknowledged error and outlined steps to remedy the Brown Act Violation.
2024-25	2	Exposure of confidential student and employee information (including social security numbers); 47607(e) Notice	AIMS acknowledged the error and is addressing all remedies; As of the posting of this report, OUSD has not received a response to the 47607(e) Notice.

Source: *OUSD Office of Charter Schools Notice of Concern documentation*

E. Board Health and Effectiveness

A charter school governing board's decisions have a significant impact on the health and viability of its schools, as well as the quality of education students receive. Governing boards are responsible for decisions on the operations, vision, and policies of the charter school. Most importantly, governing boards are also responsible for ensuring that the charter school and its charter management organization (if applicable) is serving the best interest of students. The below table provides an overview of the AIMS Governing Board and its composition.

Figure 23: Charter School Governing Board Overview and Composition

AIMS Governing Board Overview			
Schools Overseen	3	**Total Enrollment of all Schools**	1,208 students
Required Minimum # of Members	3	**Current # of Members**	5
Regular Meeting Frequency	Monthly	**Committees**	Governance, Finance
AIMS Governing Board Composition			
Name, Role	**Time on Board**	**Name, Role**	**Time on Board**
Christopher Edington, Chair	8 years	**Steven Leung, Treasurer**	11 years

| Jaime Colly, Member | 2 years | Jumoke Hinton, Member | 2 years |
| Megan Sweet, Member | 6 months | | |

Source: Charter School Board Self-Evaluations submitted to OUSD; Charter School Website; CDE Dataquest

As part of the renewal process, Staff evaluates the governing board's overall health and effectiveness using the Charter School's performance report, a governing board interview, governing board audits, a board self-evaluation tool, and Element 4 of the charter renewal petition (along with any supporting documentation). These components are used as evidence in order to evaluate the Charter School governing board on the "Board Effectiveness Core Competencies" found below. The scale used for rating is aligned with the SQR Rubric Ratings, where the scores range from 1 (low) to 4 (high): 1 = Emerging, 2 = Developing, 3 = Implementing, and 4 = Sustaining.

Figure 24: Board Core Competency Ratings

Core Competency	Description	Score
Board Composition	Board members possess a diversity of backgrounds and an array of appropriate and relevant skills with which to oversee the school/CMO.	3
Mission Alignment	Board members have a shared understanding of and commitment to the school's mission and vision.	3.8
School Familiarity	Board members are knowledgeable about the school's operations, successes, and challenges.	2.2
Role Familiarity	Board members demonstrate an understanding of their role in providing oversight to the charter school.	3
Community Engagement	Board members actively engage with school staff, families, and community members in order to govern effectively.	2.4
Accessibility	All governing board meetings are accessible to the community and the decision-making process is clear and transparent.	3.4
Compliance	The board complies with (and has systems in place to ensure compliance with) its own board policies and bylaws as well as with applicable state and federal laws regarding governance. The board is free of real or perceived conflicts of interest.	3.2
Effectiveness	The governing board is an effective decision-making body which is active and meets its governance obligations.	2.5

Source: Staff evaluation of Charter School performance report, Charter School renewal petition, Charter School board member self-evaluations, Charter School board member interview, Charter School board observations

F. Staffing and Teacher Credentialing

Education Code section 47605(l)(1) requires all charter school teachers to hold the credential required for their assignment. Pursuant to Education Code Section 44258.9, all charter schools must participate in annual teacher assignment monitoring through the California Statewide Assignment Accountability System ("CalSAAS"). The OUSD Office of Charter Schools acts as the "Monitoring Authority" for all charter schools authorized by OUSD, which requires the annual review of educator assignments.

During the 2022-23 CalSAAS Cycle, which occurred between August 1, 2023, and November 1, 2023, OCS discovered inaccuracies throughout the AIPCS II CalSAAS data reports. Upon inquiring with the school, it was discovered that AIPCS II had entered inaccurate data into the CALPADS reports which populate the CalSAAS system. Specifically, OCS discovered that administrators were entered as the teacher of record where there were vacancies, educators no longer with the organization were still entered, newly hired educators were not entered, and some courses were missing entirely. OCS worked closely with AIPCS II to correct these errors within CalSAAS, and thus the 2022-23 misassignment results in Figure 25 are accurate. As shown below:

- *During the 2022-23 school year, AIPCS II had 62 total misassignments, with the majority in the General Education setting. Of the General Education misassignments, 24 were due to vacancies.*

Figure 25: 2022-23 California Statewide Assignment Accountability System ("CalSAAS") Results
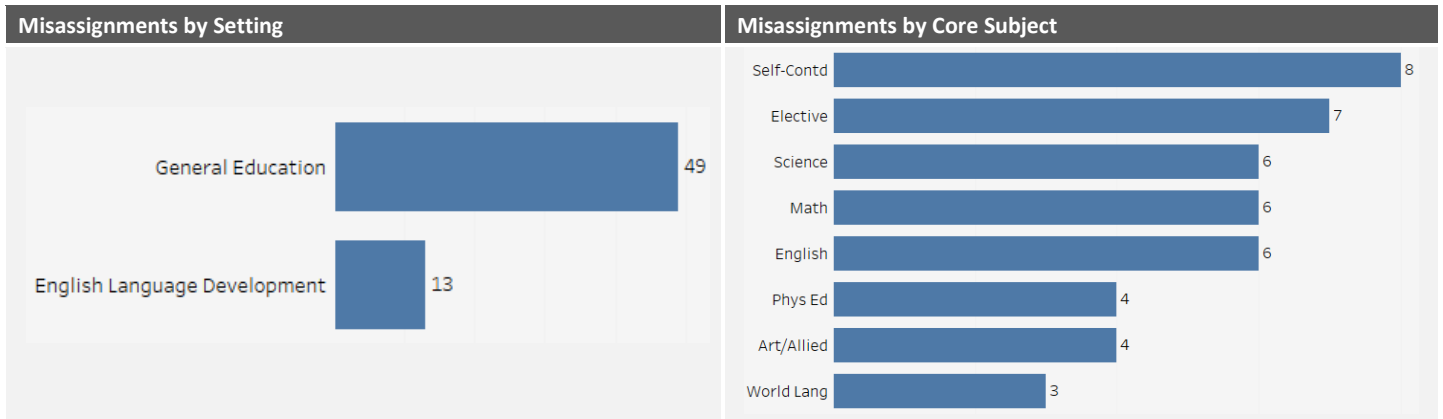
Source: 2022-23 CalSAAS Monitoring Audit Report

While OCS was able to correct the Misassignment data within CalSAAS, the official reports, such as the 2022-23 Teaching Assignment Monitoring Outcomes CDE report, did not reflect these changes. Therefore, Figure 26 below represents a manual analysis of the AIPCS II educator credentialing status for the most recent three years. As shown below:

- *During each of the past three years, the majority of educators at AIPCS II were considered "Ineffective", or were either not legally authorized or were authorized by an emergency credential, variable term waiver, or substitute permit. For comparison, in 2022-23, the percentage of educators at OUSD which were considered "Ineffective" was 31.7%, significantly below the AIPCS II levels.*

Figure 26: Educator Credentials by Type

	2022-23	**2023-24**	**2024-25**
Clear *Authorized by clear or preliminary credential or by local assignment option 80005(b)*	10.3%	19.4%	32.4%
Intern *Authorized by intern credential*	10.3%	5.5%	0.0%
Out-of-Field *Authorized by GELAP, SELAP, short-term waiver, emergency EL permit, or Local Assignment Option*	2.6%	5.5%	8.1%
Ineffective *No legal authorization or authorized by emergency credential (PIP, STSP), variable term waivers, or substitute permits*	79.5%	69.4%	59.5%

Source: California Commission on Teacher Credentialing; CALPADS reports submitted by AIPCS II to OUSD

In addition to the CalSAAS results, the Charter School submitted information regarding educator retention as part of its Renewal Performance Report. As shown below:

- *The Charter School has struggled with educator retention over the course of the charter term, with over 30% of educators leaving in 5 out of 7 years of available data.*
- *The Charter School has had multiple educators leaving their position early every year of the charter term.*

Figure 27: Educator Retention Over Time (Self-Reported)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Percent of Educators Retained from Prior Year	68%	20%	76%	84%	62%	54%	69%
Early Separations	5/44	9/41	4/38	7/39	3/39	3/36	-

Source: Charter School Renewal Performance Report

III. Renewal Criteria III: Is the Petition Reasonably Comprehensive?

In order for a charter school's renewal petition to be approved, the petition must include all of the following, which are described in detail in this section:

- Reasonably comprehensive descriptions of all 15 required elements
- All other information required by the Ed Code
- All OUSD-specific requirements

Evidence considered for this criterion includes a review of the corresponding sections of the charter petition, including changes made from the prior petition, as well as checks for any additional requirements enacted since the charter was last approved.

A. The Required Fifteen Elements

All charter petitions must include a "reasonably comprehensive" description of 15 required elements related to the school's operation. [16] The following table summarizes staff findings related to whether this standard was met for each element.

Figure 28: Petition Element Analysis

Element	Reasonably Comprehensive?
1. Description of the educational program of the school, including what it means to be an "educated person" in the 21st century and how learning best occurs.	Yes
2. Measurable student outcomes	Yes
3. Method by which student progress is to be measured	Yes
4. Governance structure	Yes
5. Qualifications to be met by individuals employed at the school	Yes
6. Procedures for ensuring health and safety of students	Yes
7. Means for achieving a balance of racial and ethnic, English learner, and special education students	Yes
8. Admission policies and procedures	Yes
9. Manner for conducting annual, independent financial audits and manner in which audit exceptions and deficiencies will be resolved	Yes
10. Suspension and expulsion procedures	Yes
11. Manner for covering STRS, PERS, or Social Security	Yes
12. Attendance alternatives for students residing within the district	Yes
13. Employee rights of return, if any	Yes
14. Dispute resolution procedure for school-authorizer issues	Yes

---

[16] EC §47605(c)(5)

| 15. Procedures for school closure | Yes |

Source: *Ed Code §47605(c)(5) subsection (A) thru (O) and staff analysis of the charter renewal petition*

B. Other Required Information

In addition to the required 15 elements, the Education Code also requires all charter petitions to include the following information.

Figure 29: Other Required Information

Required Information	Included in Petition?
An affirmation of each of the conditions described in EC §47605(h).	Yes
A declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Government Code §3540 thru 3540.2.	Yes
Information regarding the proposed operation and potential effects of the charter school on the authorizer, including: ● The facilities to be used by the charter school, including specifically where the charter school intends to locate. ● The manner in which administrative services of the charter school are to be provided. ● Potential civil liability effects, of the charter school on the authorizer.	Yes
Financial statements that include the annual operating budget and 3-year cashflow and financial projections, backup and supporting documents and budget assumptions (i.e. anticipated revenues and expenditures, including special education, and projected average daily attendance).	Yes
If the school is to be operated by, or as, a nonprofit public benefit corporation, the petitioner shall provide the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school.	Yes

Source: *Ed Code §47605(c)(4), §47605(c)(6), and §47607(g); staff analysis of the charter renewal petition*

C. OUSD-Specified Requirements

Figure 30: OUSD-Specified Requirements

OUSD-Specified Requirement	Included in Petition?
District Required Language	Yes
Charter Renewal Performance Report	Yes

Source: *Staff analysis of the charter renewal petition*

IV. Renewal Criteria IV: Is the Charter School Serving All Students Who Wish to Attend?

In order for a charter school's renewal petition to be approved, the school must be serving all students who wish to attend.[17] By State law, evaluation of this criteria is limited to consideration of two sources of information (1) State-provided enrollment data and (2) any substantiated complaints related to noncompliance with suspension/expulsion requirements included in law and/or the charter school's procedures. Denial under this criterion may only occur if (1) there is sufficient evidence in the abovementioned information sources demonstrating that the charter school is not serving all students who wish to attend and (2) the school has been given a reasonable opportunity to cure the violation. Therefore, evidence considered for this criterion includes:

- State-provided enrollment data
- Substantiated complaints and notices of concern related to noncompliance with suspension/expulsion requirements

A. State-Provided Enrollment Data

State law mandates that, upon request, the State provide charter school authorizers with certain aggregate data, specified in the law, reflecting student enrollment patterns for authorized charter schools. The State does not provide any guidance regarding how this data should be interpreted. This data includes the following for each year of the charter term[18]:

- **Data Set 1:** The percentage of students enrolled at any time between the beginning of the school year and the census day who were not enrolled at the end of the same school year, and the average State test results for these students from the prior school year, if available.

- **Data Set 2:** The percentage of students enrolled during the prior school year who were not enrolled as of the census day of the school year in question (excluding students who completed the highest grade served by the school), and the average State test results for these students from the prior year, if available.

The tables below summarize the data provided by the State. To avoid exposing potentially personally identifiable information, State test results are excluded for any group with fewer than 11 students. Additionally, it is important to note the data provided is limited in that it can only show correlation, *not causation*. Therefore, while an analysis is included below, the data, on its own, cannot definitively show whether or not the school is serving all students who wish to attend. With this limitation in mind, the analysis is below:

Data Set 1: For the first set of data, students who left the Charter School performed slightly below (between 20 points and 1 point below), moderately below (between 21 points and 40 points below), or significantly below (more than 40 points below) the Charter School's schoolwide average for each year of the charter term for which data is available. While this represents a concerning trend, the total number of students tested was not significant enough to conclude definitively that the school is not serving all students who wish to attend.

Figure 31: Charter School Enrollment Data – Education Code Section 47607(d)(1)(B)

Data Set 1	2017-18	2018-19	2019-20	2022-23
Percent of students enrolled at the Charter School between start of the school year and census day who were not enrolled at the end of the school year	4.87% (33 of 678)	4.59% (38 of 828)	2.54% (17 of 668)	3.23% (22 of 681)

---

[17] EC §47607(e)

[18] At the time of this report, the State provided data for 2016-17 through 2019-20 and 2022-23. Due to the impact of the COVID-19 pandemic, there was insufficient data available for the 2020-21 and 2021-22 school years.

| | | | ELA: 5 | |
Number of these students with State test results from the prior year	14	16	ELA: 5 Math: 6	12
ELA: Difference between average DFS of unretained students and schoolwide average	-29.93 Unretained = -0.43 School = 29.5	-59.81 Unretained = -28.81 School = 31	N/A*	-12.57 Unretained = 9.33 School = 21.9
Math: Difference between average DFS of unretained students and schoolwide average	-46.03 Unretained = 1.57 School = 47.6	-37.32 Unretained = 9.38 School = 46.7	N/A*	-26.3 Unretained = -14 School = 12.3

Source: Aggregate enrollment-pattern data provided by the State
* Data excluded due to an insufficient number of students with results for this group

Data Set 2: The second set of data demonstrates that students who left the Charter School performed below the Charter School's schoolwide average for each year of the charter term for which data is available. There were multiple data points within this second set of data which cause concern:

1. The percentage of students who left AIPCS II more than doubled from 2017-18, with over 20% of students leaving in 2022-23.
2. Students who left the Charter School consistently performed below the Charter School's schoolwide average across both subjects and across all years for which data is available.
3. In 2022-23, the difference between the average DFS for unretained students and the schoolwide average was the greatest out of all OUSD charter schools with reportable data (22 schools for ELA and 21 schools for Math).
4. For every year measured, AIPCS II ranked in the bottom 5 of OUSD-authorized charter schools when measuring the difference between the average DFS for unretained students and the schoolwide average.

Taken together, the data included in Figure 32 below suggests that AIPCS II may not be serving all students who wish to attend, as students who perform lower on state tests are exiting the school at consistently disproportionate rates. *While this data outline cannot definitively conclude causation **on its own**, given the evidence outlined in the September 2023 Notice, including witness statements which attested that AIPCS II employs practices which indirectly push lower-achieving students to disenroll, this data is particularly concerning. On October 23, 2024, the OUSD Board of Education directed Staff to notify AIPCS II of these concerns through a 47607(e) Notice. The response from AIPCS II is included in the Proposed Corrective Action Plan section.*

Figure 32: Charter School Enrollment Data – Education Code Section 47607(d)(1)(C)

Data Set 2	2017-18	2018-19	2019-20	2022-23
Percent of students enrolled at the Charter School during the prior school year who were not enrolled as of the census day for the specified year (excluding graduating students)	8.77% (58 of 661)	9.88% (67 of 678)	16.55% (137 of 828)	20.42% (137 of 671)
Number of these students with State test results from the prior year	38	ELA: 47 Math: 45	ELA: 111 Math: 113	ELA: 107 Math: 108
ELA: Difference between average DFS of unretained students and schoolwide average	-14.76 Unretained = 14.74 School = 29.5	-42.87 Unretained = -11.87 School = 31	-12.28 Unretained = 12.32 School = 24.6	-38.97 Unretained = -17.07 School = 21.9
Math: Difference between average DFS of unretained students and schoolwide average	-24.39 Unretained = 23.21 School = 47.6	-39.46 Unretained = 7.24 School = 47.6	-35.76 Unretained = 13.84 School = 49.6	-47.07 Unretained = -34.77 School = 12.3

Source: Aggregate enrollment-pattern data provided by the State

B. Substantiated Complaints and Notices of Concern Related to Noncompliance with Suspension / Expulsion / Disenrollment Requirements

During the current charter term, the Office of Charter Schools sent one Notice of Concern on October 14, 2022, related to noncompliance with expulsion requirements and violation of the Individuals with Disabilities Act ("IDEA"). In particular, the Office of Charter Schools discovered that a student had been expelled from AIPCS II without a manifestation hearing, despite AIPCS II having a basis of knowledge that the student may require special education services as the parent had communicated as such to the school on multiple documented occasions. Despite OCS sharing the manifestation hearing requirement with the school, AIPCS II moved forward with the expulsion without notifying the student and their family. The student and family were only made aware of the expulsion when they arrived on the first day of the 2022-23 school year and were notified the student had been disenrolled due to expulsion.

In addition to this Notice of Concern, the OUSD Office of Charter schools received additional complaints related to potential pushout and disenrollment at AIPCS II, particularly in reference to students with disabilities and students struggling academically. These complaints were documented in the September 2023 Notice sent to AIPCS II. A full analysis of steps taken by AIPCS II to evaluate these concerns are included in the CAP analysis section below.

V. OUSD Board Notices and Proposed Corrective Action Plan

Education Code section 47607, subdivision (e) provides, in relevant part, that, regardless of tier, *"the chartering authority may deny renewal of a charter school upon a finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors or is not serving all pupils who wish to attend."* To deny a charter renewal petition based on the standard set forth in Education Code section 47607, subdivision (e), a charter authorizer must have provided "at least 30 days' notice to the charter school of the alleged violation and provided the charter school with a reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school."

Following an investigation, and in light of significant evidence giving rise to substantiated concerns that AIPCS II was demonstrably unlikely to successfully implement the program due to significant governance concerns, and was not serving all pupils who wish to attend, the OUSD Board issued a Notice[19] ("September 2023 Notice"), pursuant to Education Code section 47607(e), on September 27, 2023[20]. As requested in the Notice, AIPCS II submitted a Corrective Action Plan ("CAP") on November 15, 2023, along with updates on February 1, 2024, May 1, 2024, and August 1, 2024[21].

Upon reviewing the Corrective Action Plan and associated evidence, and in light of new evidence such as enrollment data received from the California Department of Education after the initial Notice was issued, the OUSD Board continued to have concerns regarding AIPCS II's governance and whether the Charter School is serving all students who wish to attend. Therefore, on October 23, 2024, following the AIPCS II renewal submission on September 30, 2024, the OUSD Board directed Staff to issue an additional, Second Notice[22] ("Second Notice" or "October 2024 Notice") pursuant to Education Code 47607(e). The Second Notice documented these new concerns and allowed AIPCS II to optionally submit a supplementary CAP prior to the Charter School's Decision Hearing. This Second Notice did not replace the initial Notice. AIMS was responsible to cure the concerns raised in both Notices. In response to this Second Notice, AIPCS II submitted a supplementary CAP to OUSD on November 21, 2024. The action steps proposed in both the original CAP and the supplementary CAP are summarized in this analysis.

Pursuant to Education Code section 47607(e), given that the school has had substantial time to remedy the concerns documented in both Notices, the chartering authority may deny renewal for these concerns by making either of the following findings:

1. **The corrective action proposed by the charter school has been unsuccessful.**
2. **The violations are sufficiently severe and pervasive as to render a corrective action plan unviable.**

Therefore, the section below shall act as the Staff analysis of whether or not the corrective action plan proposed by the Charter School has successfully cured the concerns raised in the Notices. Staff's analysis is based on evidence from document reviews, focus group responses, and data analyses.

---

[19] The full Notice, including the investigation results and scope, can be found here: https://tinyurl.com/mrnpnwca
[20] Although OUSD is only required to issue the Notice 30 days in advance of a renewal decision, OUSD chose to issue the Notice a full year in advance to give AIPCS II ample time to evaluate the concerns raised in the Notice and to take meaningful action steps to remedy.
[21] As remedying the concerns outlined in the Notice is the sole responsibility of the charter school, OUSD did not contribute to nor evaluate the AIPCS II CAP as it was developed or as updates were submitted.
[22] The 2nd Notice can be found here: https://tinyurl.com/2w864c94

Finding 1: AIPCS II is demonstrably unlikely to implement the program set forth in the petition due to substantial governance concerns.

Concern A: School Safety

Background

In the investigation which led to the September 2023 Notice, multiple witnesses described serious safety concerns at AIPCS II, painting a picture of a school with inadequate security measures and supervision and non-compliant safety protocols. Per witnesses, the building had unmonitored entrances where visitors were buzzed in without verification or registration requirements, and the school frequently operated without a security guard - leading to at least one incident where an armed person from a nearby courthouse gained access to the building. Staff reported receiving minimal to no safety training, with annual "bootcamp" sessions described as "lackluster" and limited to basic exit route information. Per witnesses, emergency drills either did not occur at all or were poorly executed, including an active shooter drill that caused student panic due to a failure to warn students and staff.

Witnesses shared that student supervision issues were particularly troubling, with incidents including a kindergartener walking unsupervised toward a freeway, students regularly unsupervised during school hours in a nearby park due to staff shortages, and PE classes where a single teacher was responsible for up to 62 students walking through downtown Oakland. When staff raised safety concerns, including requests for the school's safety plan, administration either ignored them or responded with superficial measures, such as a four-question survey to parents. Upon review, OUSD found that AIPCS II failed to update and maintain the Comprehensive School Safety Plan as required by California Education Code. The Safety Plan was incomplete, had significantly outdated references, and had not been board approved by the California Department of Education's ("CDE") required annual March 1 deadline.

Relevant AIPCS II CAP Actions:

In response to the concerns listed above, AIPCS II took the following action steps, summarized by OUSD. Please note, only action steps which were taken by AIPCS II following the initial concerns were included below, as any actions taken prior were already in place at the time of the concerns and therefore were insufficient as a remedy. For a full review of action steps, please see the AIPCS II CAP and subsequent updates.

1. The AIMS Board approved an updated 2023-24 Comprehensive School Safety Plan on October 9, 2023, developed by the "Safe School Committee" which included 5 administrators, the technology coordinator, a teacher, and a student.
2. The AIMS Board approved the 2024-25 Comprehensive School Safety Plan on March 1, 2024, developed by an expanded "Safe School Committee" which included 2 parents, 6 middle school students, 3 teachers, and 8 administrators.
3. AIPCS II submitted the following documentation:
   a. Log showing scheduled safety drills for the 2023-24 school year, including fire, earthquake, and lockdown drills.
   b. Fire/Life Safety Inspection Certificate of Compliance dated October 17, 2023.
4. AIPCS II held a staff safety training on January 26, 2024, facilitated by the AIMS Facilities and Maintenance Coordinator.

OUSD Analysis

AIPCS II has made progress towards being in compliance with required safety protocols and procedures. The Comprehensive School Safety Plans submitted to OUSD were, upon review, fully compliant with California Education Code and OUSD particularly appreciated the formation of an expanded Safe School Committee to provide important community input into the development and updates of these plans. Documentation submitted as part of the CAP also suggested that AIPCS II conducted required safety drills and ensured that staff were appropriately trained on these procedures. Finally, at the AIPCS II Renewal Site Visit, conducted on April 22-23, 2024, Staff noted that AIMS installed security cameras in stairwells and had a staff member monitoring the main entrance to the school building.

However, school safety remains an area of concern at AIPCS II. For example, during a focus group at the April 22-23, 2024 Renewal Site Visit (which occurred subsequent to the September 2023 Notice), AIPCS II students shared that, although they felt generally safe at school, they all agreed that AIPCS II should have more security, particularly as there are side exits to the building which are unlocked and unsupervised. Students shared that because of this, any student could leave at any time without being noticed and anyone not affiliated with the school could come in. Moreover, in its CAP, AIPCS II did not address concerns regarding safety protocols during PE classes, which is particularly concerning as these courses occur off-campus and AIPCS II has had at least one vacancy in the PE teacher position during both the 2023-24 and 2024-25 school years. Indeed, in the student focus group at the April 22-23, 2024 Renewal Site Visit, one student shared "*I don't feel safe especially at PE. The ratio of students to teachers are 80:3. We go out in Oakland*".

Finally, AIMS also submitted results from the California Healthy Kids Survey ("CHKS") to OUSD. However, given the low participation rates[23] from students, OUSD could not draw any conclusions from the data as OUSD could not confirm the results were reliable and free from selection bias.

Figure 33: 2023-24 AIPCS II Elementary CHKS Student Sample Size

Student Sample Characteristics

	Grade 3	Grade 4	Grade 5	Grade 6
Student Sample Size				
Target sample	79	89	98	56
Final number	40	37	55	19
Response Rate	51%	42%	56%	34%

Source: 2023-24 AIPCS II Elementary CHKS Report submitted to OUSD

Figure 34: 2023-24 AIPCS II Elementary CHKS Student Safety Results

School Connectedness Scale Questions – Continued

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Do you feel safe at school? *(In-School Only)*				
No, never	8	6	8	33
Yes, some of the time	15	22	28	33
Yes, most of the time	50	47	42	27
Yes, all of the time	27	25	22	7

Source: 2023-24 AIPCS II Elementary CHKS Report submitted to OUSD

---

[23] For reference, the California Local Control Funding Formula Priority 6 suggests a minimum 70% participation rate for student climate surveys.

Figure 35: 2023-24 AIPCS II Secondary CHKS Student Sample Size

Student Sample for Core Module

	Grade 6	Grade 7	Grade 8
Student Sample Size			
Target sample	56	52	71
Final number	1	6	51
Response Rate	2%	12%	72%

Source: 2023-24 AIPCS II Elementary CHKS Report submitted to OUSD

Figure 36: 2023-24 AIPCS II Secondary CHKS Student Safety Results

School Connectedness Scale Questions – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
I feel safe in my school. *(In-School Only)*			
Strongly disagree			4
Disagree			6
Neither disagree nor agree			54
Agree			30
Strongly agree			6

Source: 2023-24 AIPCS II Secondary CHKS Report submitted to OUSD

Concern B: Workplace Concerns

Background

OUSD received a variety of complaints from AIPCS II staff members reporting serious workplace issues, particularly following a 2022-23 decision to dissolve the AIMS Human Resources Department and, instead, contract out all HR related services, leaving no trained HR personnel on staff. Complaints and witness statements described a lack of proper breaks and preparation time due to understaffing, with teachers being required to take on additional duties like lunch supervision and crossing guard responsibilities, all without compensation. Several witnesses also stated they rarely got their legally mandated breaks and worked 9–10-hour days without proper rest periods. Furthermore, witnesses described a dysfunctional complaint system, specifically citing that administration either ignored their concerns, created barriers to filing complaints, or violated confidentiality expectations. Multiple employees additionally reported being fired or facing retaliation after filing complaints, including having their email access blocked or receiving non-rehire letters shortly after raising concerns. Upon review, OUSD confirmed that AIPCS II had, on multiple occasions, violated their own Uniform Complaint Procedures. Specifically, AIMS was unable to provide information regarding complaints submitted to AIMS leadership as there was no system in place for intaking, tracking, or investigating complaints.

Relevant AIPCS II CAP Actions

In response to the concerns listed above, AIPCS II took the following action steps. Please note, only action steps which were taken by AIPCS II following the initial concerns were included below. Additionally, for a full review of action steps, please see the AIPCS II CAP and subsequent updates.

To address concerns regarding ineffective Human Resource systems, AIPCS II:

1. Hired an HR Coordinator on 11/21/23.

2. Created a Human Resource link on their web page that identifies HR contact information and information regarding their contracted HR software such as Paycom (contracted as of November 2022).
3. AIPCS II leadership participated in professional development on managing human resources on June 26-27, 2024.

To address concerns regarding ineffective complaint systems and UCP violations, AIPCS II:

1. Implemented mandated UCP training for staff and posted UCP forms in all AIPCS II classrooms.
2. Presented a complaint summary to the AIPCS II Board.
3. Implemented a digital system to track and respond to complaints.
4. Updated its website to include information about the complaint processes at AIPCS II and contact information for the AIPCS II Ombudsman.
5. Developed a written UCP investigation and follow-through process.
6. Allocated funds towards providing the HR employee and Ombudsman with specialized training on investigations and confidentiality.

To address concerns regarding retaliation and a hostile work environment, AIPCS II:

1. Distributed the California Healthy Kids Survey to staff members.
2. *Approved funding for mandatory harassment and retaliation training for leadership.*

OUSD Analysis

AIPCS II and AIMS leadership have taken steps to improve HR and complaint systems for its employees. In particular, AIPCS II has increased transparency regarding these systems and policies and have ensured that AIPCS II staff and community members have clear points of contact for concerns that may arise. The Ombudsman complaint section on the AIMS website is now especially clear and accessible. At the Renewal Site Visit on April 22-23, 2024, OUSD Staff confirmed that UCP information is posted in all classrooms and teachers confirmed in the focus group that all understood how to submit complaints. Additionally, when OUSD inquired on June 11, 2024, AIPCS II was able to produce records of complaints submitted during the 2023-24 school year, demonstrating a clear improvement in complaint tracking and response systems.

However, there is still evidence which suggests AIPCS II has not resolved these concerns. For example, during the 2023-24 school year, OUSD received and forwarded two complaints regarding AIPCS II to AIMS, but neither were included in the complaint report submitted to OUSD and presented to the AIMS Board. OUSD received an additional complaint regarding AIPCS II in the 2023-24 school year, but the complainant requested not to share the information with AIPCS II for fear of retaliation. Furthermore, community members notified OUSD that, in at least two confirmed instances, AIMS leadership were discouraging individuals from contacting OUSD with any concerns and were spreading misinformation about the Notice issued by the OUSD Board in September 2023. Specifically, on the Ombudsman section of the AIMS website, the website read the following:

> *"In the past, when complaints or concerns arose, they were submitted directly to OUSD. These should now be sent to me directly as I'm the one responsible for evaluating and investigating any concerns or complaints. As a reminder, OUSD is the authorizer of AIMS, and they decide whether these schools remain open. Closing AIMS' schools could result in close to 1,300 children not having access to quality education. I desire to support the community in resolving concerns without jeopardizing the ability of AIMS' students to continue receiving a quality education."*

While OUSD encourages all complainants to contact their Charter School first as directed in the excerpt of the AIMS website above and as outlined on the OCS website, suggesting that submitting complaints to OUSD would lead to the

closure of all three AIMS schools is not only false, but also impedes the integrity of the CAP and subsequent analysis by pushing misinformation to manipulate a data point OUSD specifically noted it would evaluate in the September 2023 Notice. Additionally, in an email allegedly sent to AIMS staff and/or community members and forwarded to OUSD, AIMS leadership shared the following message:

> "Oakland Unified School District (OUSD) actions are geared towards the potential non-renewal of our charter schools next school year. The implications are far-reaching, and OUSD's primary motivation is to retain the revenue generated by charter students."

While OUSD understands the severity of issuing a Notice pursuant to Education Code 47607(e), it is difficult to assess improvements stemming from the CAP when AIMS leadership has chosen to spread misinformation and fear regarding the purpose of the Notice, which was distributed over a year in advance of the Charter School's renewal. Moreover, AIPCS II's comments undermine its commitment to provide a fair and neutral process for addressing employee and parent complaints that is free of retaliation. Finally, disparaging OUSD's duty as authorizer to oversee the Charter School's handling of complaints calls into question AIPCS II's commitment to transparency and accountability in the renewal process.

Finally, while OUSD commends AIPCS II for implementing a nationally, recognized culture and climate survey as recommended in the CAP, the results from the CHKS Staff survey are, again, limited by the response rate[24]. Per the survey, 28 AIPCS II staff members completed the CHKS Staff survey. The Figure below outlines the percentage of respondents by role.

Figure 37: 2023-24 AIPCS II Staff CHKS Respondents by Role

Role (Job) at School

	All %
Teacher in grade 4 or below	32
Teacher in grade 5 or above	32
Special education teacher	0
Administrator	14
Prevention staff, nurse, or health aide	0
Counselor, psychologist	0
Police, resource officer, or safety personnel	0
Paraprofessional, teacher assistant, or instructional aide	14
Other certificated staff	4
Other classified staff	11
Other service provider	0

Question A.1: What is your role(s) at this school? (Mark All That Apply.)
Source: 2023-24 AIPCS II Staff CHKS Report submitted to OUSD

As shown above, 64% of the respondents identified as teachers, which represents 18 employees. Per the Performance Report submitted by AIPCS II, there were 36 teachers employed at AIPCS II in 2023-24, representing a 50% response rate. Additionally, 14% of respondents were administrators at AIPCS II. Given the low response rate, and the inclusion of administrators, OUSD could not confirm the results were reliable and free from selection bias. With those limitations in mind, the results from the Staff Working Environment section of the Staff CHKS are included below.

---

[24] For reference, the California Local Control Funding Formula Priority 6 suggests a minimum 70% participation rate for staff climate surveys.

Figure 38: 2023-24 AIPCS II Staff CHKS Staff Working Environment Results

Staff Working Environment Scale Questions

	All %
Staff working environment	
Average reporting "Strongly agree"	30
This school...	
is a supportive and inviting place for staff to work.	
Strongly agree	33
Agree	42
Disagree	17
Strongly disagree	8
promotes trust and collegiality among staff.	
Strongly agree	39
Agree	43
Disagree	9
Strongly disagree	9
is a safe place for staff.	
Strongly agree	26
Agree	52
Disagree	22
Strongly disagree	0
promotes personnel participation in decision-making that affects school practices and policies.	
Strongly agree	22
Agree	43
Disagree	26
Strongly disagree	9

Source: 2023-24 AIPCS II Staff CHKS Report submitted to OUSD

Concern C: Staffing and Credentialing

Background

As mentioned previously, many witnesses noted that staffing shortages contributed to severe safety concerns due to supervision issues. Many witnesses shared that they believed that the hostile work environment created by AIPCS II and AIMS leadership resulted in high teacher turnover rates and inadequate staffing. Complaints from former staff members substantiated these statements. Regardless of cause, the September 2023 Notice noted that, in 2021-22, AIPCS II had a significant number of teacher misassignments in core classes, elective classes, and English Learner assignments, meaning either the teacher of record did not have the appropriate credential for the assignment or the position was vacant. In 2022-23, teacher credentialing information again revealed key vacancies and misassignments throughout AIPCS II. For example, AIPCS II had 0 credentialed kindergarten teachers for a total enrollment of 54 students and only 1 credentialed 5th grade teacher for a total enrollment of 70 students. Finally, AIPCS II is relying heavily on emergency credentials, including the use of Short Term Staffing Permits (STSPs) and Provisional Internship Permits (PIPs), which, according to the California Commission on Teacher Credentialing (CTC) should only be used "*to fill a vacancy when no suitable, fully-qualified educator can be recruited*".

Relevant AIPCS II CAP Actions

In response to the concerns listed above, AIPCS II took the following action steps, summarized by OUSD. Please note, only action steps which were taken by AIPCS II following the initial concerns were included below. Additionally, for a full review of action steps, please see the AIPCS II CAP and subsequent updates.

1. AIMS Leadership provided monthly reports to the AIMS Board regarding staffing and credentialing information.
2. AIPCS II provided OUSD with a list of 2022-23 and 2023-24 recruitment channels for educators.
3. AIMS partnered with Swing and Scoot Education to employ long-term substitutes and have invited them to be permanent employees at AIPCS II.

OUSD Analysis:

AIPCS II has made some improvements in teacher credentialing and staffing over the last three years, particularly following the hiring of a Credentials Analyst who has deep knowledge in credentialing pathways and opportunities. For example, as shown below, although the majority of educators or assignments at AIPCS II were considered "Ineffective" as of Census Day in each of the previous three years, there has been a *decrease* in this percentage each year. Upon review, this decrease is primarily due to a decrease in the number of vacant positions on Census Day each year. Specifically, AIPCS II had 16 vacancies in 2022-23, 9 vacancies in 2023-24, and only 4 vacancies in 2024-25. As vacancies was a key issue raised in the September 2023 Notice, the relatively low number in 2024-25 is an important improvement.

Figure 39: Educator Credentials by Type – INCLUDING VACANCIES

	2022-23	2023-24	2024-25
Clear *Authorized by clear or preliminary credential or by local assignment option 80005(b)*	10.3%	19.4%	32.4%
Intern *Authorized by intern credential*	10.3%	5.5%	0.0%
Out-of-Field *Authorized by GELAP, SELAP, short-term waiver, emergency EL permit, or Local Assignment Option*	2.6%	5.5%	8.1%
Ineffective *No legal authorization or authorized by emergency credential (PIP, STSP), variable term waivers, or substitute permits*	79.5%	69.4%	59.5%

Source: California Commission on Teacher Credentialing; CALPADS reports submitted by AIPCS II to OUSD

However, when evaluating only *filled* positions at AIPCS II on Census Day, a concerning trend remains. As shown in Figure 40 below, when removing vacant positions from the analysis, the percentage of educators considered "Ineffective" actually remains consistent over the previous three years.

Figure 40: Educator Credentials by Type – EXCLUDING VACANCIES

	2022-23	2023-24	2024-25
Clear *Authorized by clear or preliminary credential or by local assignment option 80005(b)*	17.4%	25.9%	36.4%
Intern *Authorized by intern credential*	21.7%	7.4%	0.0%
Out-of-Field *Authorized by GELAP, SELAP, short-term waiver, emergency EL permit, or Local Assignment Option*	4.4%	7.4%	9.1%
Ineffective *No legal authorization or authorized by emergency credential (PIP, STSP), variable term waivers, or substitute permits (excluding vacancies)*	56.5%	59.3%	54.5%

Source: California Commission on Teacher Credentialing; CALPADS reports submitted by AIPCS II to OUSD

As OUSD noted in both the September 2023 and October 2024 Notice, AIPCS II relies heavily on the use of emergency credentials in order to fill staffing needs, despite guidance from the State that these should be used only when all other options have been exhausted. While OUSD recognizes schools across California are grappling with a teacher shortage,

the over-reliance on emergency credentials at AIPCS II, and the percentage of educators considered "Ineffective", far exceeds both the OUSD and State average (31.6% and 4.9% in 2022-23, respectively) and far exceeds the OUSD-authorized charter school average (31.9% in 2022-23). Moreover, as noted previously in this Staff Report, AIPCS II continues to have very low teacher retention rates, at 62%, 54%, and 69% for the previous three years, per the AIPCS II performance report. Together, these data points point to serious concerns regarding the stability and preparedness of the AIPCS II workforce.

To understand this issue further, at the April 22-23, 2024 Renewal Site Visit, OUSD inquired in both the teacher and student focus groups about the impact of staffing and credentialing on the school. The teachers shared that while it does cause strain, with one teacher sharing the high turnover decreased their willingness to partner with new teachers, the teachers work together to cover vacancies and support substitutes. In the student focus group, students shared there is a clear difference between the courses with substitutes[25], or "rotating teachers", and the courses with full-time, credentialed teachers. For students with full-time, credentialed teachers, students expressed they received a lot of care and attention and had clearly developed strong relationships. However, students also shared that in other classes, the substitutes were unprepared to teach the material and untrained to handle student discipline issues. Students described feeling bad for students without teachers and shared that the turnover was impacting instruction and student culture.

Relevant AIPCS II Supplementary CAP Actions

In response to the October 2024 Notice, which specifically noted the over-reliance on the use of emergency credentials and teacher turnover, AIPCS II proposed the following action step related to staffing:

1. Establish a monthly credentialed teacher recruitment and retention steering committee to address turnover issues and to address how to better hire and retain credentialed teachers.

However, in a letter sent by AIMS on November 21, 2024, they also claimed "*OUSD's allegations concerning governance, including claims of teacher turnover and reliance on emergency credentials, are unfounded and fail to reflect the broader context.*" AIPCS II has consistently advanced the notion that staffing concerns either do not exist at the school or are solely a result of the nationwide teacher shortage. For example, in a letter sent to OUSD General Counsel Jenine Lindsey on April 19, 2024, AIMS stated that OUSD's concerns are "*based solely on the statements of witnesses, some of whom may be disgruntled former AIMS employees, without considering any evidence other than credentialing misassignments, which are neutral on their face and do not reflect or suggest anything about the workplace environment or turnover rates*". While a steering committee may be an appropriate beginning step in addressing the staffing issues, it is unlikely to be successful should AIMS and AIPCS II leadership continue to deny or minimize these concerns and deflect responsibility for addressing them.

In summary, while AIPCS II has decreased the number of vacant teaching positions, and the hiring of a Credentials Analyst has clearly increased institutional knowledge regarding credentialing pathways and opportunities, AIPCS II continues to face significant staffing challenges. The actions outlined in the CAP, including Board presentations and increased recruitment, have appeared to be successful in decreasing the number of vacancies, but fall very short of remedying the broader issue of hiring and retaining qualified, credentialed educators. In communication with OUSD, AIPCS II has refused to acknowledge the existence of staffing concerns, despite clear data to suggest otherwise, including focus group responses from students. In summary, OUSD continues to have serious concerns regarding staffing at AIPCS II which the school appears unlikely to address based on the actions outlined in the CAP and based on AIPCS II and AIMS leadership's unwillingness to engage further regarding the root cause, or even existence, of these issues.

---

[25] Students appeared to use "substitutes" for both substitute teachers and teachers who were uncredentialed.

Concern D: Accountability and Leadership

Background

As part of the investigation prior to the issuance of the September 2023 Notice, OUSD interviewed AIMS Superintendent Woods-Cadiz and AIMS Board Chair Edington. In response to these interviews, the September 2023 Notice acknowledged that it was clear from these interviews that both leaders are experienced professionals dedicated to the success of all three AIMS schools and that evidence of some effective governance practices were in place, including the development of annual goals and annual evaluations of the Superintendent. However, the September 2023 Notice expressed concerns regarding leadership's willingness to acknowledge the existence of many concerns and the possibility of governance shortcomings. This apparent unwillingness to hold themselves, and the AIMS Board, accountable for, sometimes glaring, issues at AIPCS II was, in and of itself, a key governance concern.

Relevant AIPCS II CAP Actions

In response to the concerns listed above, AIPCS II took the following action steps, summarized by OUSD. Please note, only action steps which were taken by AIPCS II following the initial concerns were included below. Additionally, for a full review of action steps, please see the AIPCS II CAP and subsequent updates.

1. On October 12, 2023, the AIMS Board submitted a statement to OUSD which read: "*We both acknowledge the need for and remain committed to significant improvements in governance practices. AIMS intends to cure/remedy the violations by the end of the 2023/2024 school year.*"
2. AIPCS II created a CAP Advisory and Monitoring Committee which included a Leadership Consultant (CAP Committee Chairperson), the AIMS Director of Schools, site administrators from AIPCS II, the Superintendent, 6 AIMS administrators, 2 AIMS Board members, and 4 independent advisors.
3. AIPCS II submitted a CAP, and subsequent updates, as requested by OUSD in the September 2023 Notice.
4. AIPCS II developed a 2024-25 governance training and coaching schedule for AIPCS II leadership which includes sessions on human resource leadership, instructional leadership, organizational management, and professionalism (OUSD cannot confirm whether these have or have not occurred).

OUSD Analysis

OUSD has acknowledged and appreciated AIPCS II's efforts to develop an organized Corrective Action Plan in accordance with the recommendations outlined in the September 2023 Notice. However, despite AIMS leadership's initial acknowledgement of governance issues, subsequent communication with AIMS leadership continues to cause severe concerns regarding their willingness to accept the need for improvements and their willingness to evaluate the root cause of the outlined concerns. Without accountability, it is unlikely that these issues will ultimately be meaningfully resolved. As has been mentioned previously, in many instances, AIMS and AIPCS II leadership have either denied that the concerns outlined in the September 2023 Notice exist or blamed their existence on OUSD or former staff members who are no longer part of the organization. The below represents some further examples:

> In the October 2023 email allegedly sent to the AIMS Community, AIMS stated *"The investigation that triggered these actions involves incidents that occurred the year after we fully returned from the pandemic shutdown, a challenging period for everyone. Additionally, concerns have been raised about OUSD's special education services and their inability to correctly serve our students with special needs during the years we were in their SELPA. It's important to note that the individuals involved in this investigation are no longer a part of our school community."*

In an April 2023 letter, AIMS legal counsel shared "*For all special education matters, especially those related to assessments and the low percentage of special education students at AIMS, it must be noted that AIMS operated as a public school of the District for purposes of special education, and thus was affiliated with OUSD's SELPA, until the 2022-23 school year. Many of the issues with getting students assessed and positioned to receive special education services are tied to the District's failure to timely assess AIMS students and provide them services, not any alleged noncompliance on the part of AIMS.*"

In the leadership interview at the AIPCS II renewal site visit meeting, Superintendent Woods-Cadiz continued to promote the idea that any special education issues at AIMS schools were due to the membership of AIPCS II in the OUSD SELPA, despite the fact that Child Find requirements are solely the responsibility of the school itself and leadership.

In response to the OCS inquiry regarding AIMS' public posting of confidential employee and student information, including the social security numbers of over 20 staff members, Superintendent Woods-Cadiz shared that *"this is NOT a current governance concern. In fact, our strong governance and improved systems allowed us to respond swiftly and effectively to rectify this past issue. This incident occurred six years ago, caused by staff no longer with our organization."* However, Superintendent Woods-Cadiz and Board Chair Edington were both present at all meetings in which confidential information was included in Board Meeting documents and confidential information was posted as recently as August 2023 and could still be reviewed online until after OUSD notified AIMS of the issue.

In a letter to OUSD, AIMS legal counsel shared *"AIMS has suffered through a barrage of Notices of Concern Notices to Cure, a Notice of plans to nonrenew a high-performing school, and countless "inquiries" from OCS since 2021. We have received the message that the District plans to close AIPCS II, the first chance it gets."*

AIPCS II's continued defiance demonstrates that it is not fully committed to accountability or correcting the deficiencies raised by the District.

Finding 2: AIPCS II is not serving all students who wish to attend

Concern A: Students with Disabilities

Background

Witness statements, complaints, and special education data together suggested that AIPCS II was not adequately serving students with disabilities. First, enrollment data showed that the school consistently enrolled students with disabilities at a significantly lower rate compared to both District schools and other charter schools (~4% at AIPCS II vs. nearly 16% at OUSD and over 11% at OUSD-authorized charter schools). Furthermore, the investigation found that in the 2022-23 school year, AIPCS II did not identify any students for special education services pursuant to its Child Find responsibilities. OUSD also received several specific complaints from parents alleging the school engaged in retaliatory practices against students with disabilities who sought special education services or evaluation. In one case, a student was expelled without following proper procedures after the parent requested a special education evaluation. Witness testimonies from former AIPCS II staff further corroborated these concerns. Multiple witnesses reported observing the school systematically failing to adequately support students with disabilities and other high-need students. They described a pattern of the school discouraging or pressuring these families to disenroll their children, rather than providing the necessary accommodations and services. Multiple former staff members additionally noted they rarely or never saw IEPs being implemented, despite estimating that approximately 45-50 students in the middle school grades alone might have needed services. Overall, the evidence points to AIPCS II not fulfilling its obligation to serve all students who wish to attend, particularly students with disabilities.

Overall, the lack of services available to students, and the clear willingness to dismiss students with disabilities, added up to an environment where families of students with disabilities were discouraged from enrolling at the school.

Relevant AIPCS II CAP Actions

In response to the concerns listed above, AIPCS II took the following action steps, summarized by OUSD. Please note, only action steps which were taken by AIPCS II following the initial concerns were included below. Additionally, for a full review of action steps, please see the AIPCS II CAP and subsequent updates.

1. AIPCS II trained staff on its obligations under Child Find and ensured all staff understood the resources available at AIPCS II to support students with disabilities in meeting their IEP goals.
2. AIPCS II increased recruitment and marketing efforts to recruit a diverse population of students, including students with disabilities.
3. AIPCS II updated the Special Education information on the AIMS website.
4. AIPCS II presented information to the AIMS Board regarding their obligations to students with disabilities and regarding the AIMS recruitment and enrollment processes.
5. AIMS increased special education staffing across AIMS schools.

OUSD Analysis

AIPCS II has made efforts to recruit additional special education staff in order to better support students with disabilities at the site. As of October 16, 2024, the special education team at AIPCS II included the below AIMS - employed providers, in addition to four contracted providers (working across all three AIMS schools) who provide speech and occupational therapy and evaluation support.

Figure 41: 2024-25 AIPCS Special Education Internal Providers

| Position	AIPCS II FTE	Credential	Notes
Director	0.49	Extensive Support Bridge	
Program Manager	0.18	Mild/Moderate	
K-5 SPED Teacher*	1	Mild/Moderate	22 student caseload; *Resigned in late October
K-5 SPED IA	1		
6-8 SPED IA	0.49		
TA	0.49	Student Teacher - Mild/Moderate	9 student caseload at AIPCS II 22 student caseload at AIMS MS
Social Emotional Counselor	0.49	Clear PPS School Counseling	
Social Emotional Counselor	0.49		

Data Source: SPED Service Details Report submitted to OUSD

However, additional data collected continues to support a finding that AIPCS II is not adequately serving students with disabilities, thereby, discouraging their enrollment. These concerns are outlined below.

AIPCS II Enrollment of Students with Disabilities

As noted in the October 2024 Notice, while OUSD District schools and OUSD-authorized charter schools had increasing SPED populations in 2023-24, AIPCS II's SPED population decreased from 4.6% to 4.3%.

Figure 42: Enrollment Rate of Students with Disabilities over Charter Term
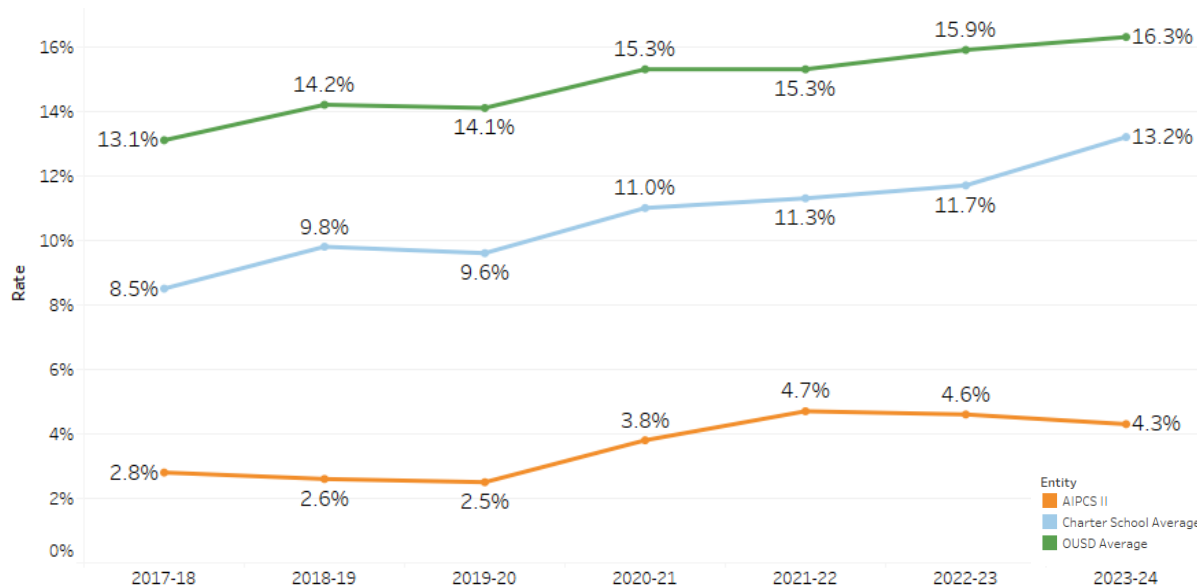
Source: California Department of Education

Child Find and Evaluation Procedures

Additionally, as noted in the October 2024 Notice, AIPCS II continues to have extremely low evaluation rates. In the 2023-24 school year, AIPCS II reported that three students were referred and subsequently evaluated for special education services. However, as outlined below, 2 out of the 3 cases were non-compliant with the required 60-day timeline between the date of initial parent consent and the date of the initial meeting. As shown below, in one case, the initial meeting occurred almost 5 months after the initial parent consent date.

Figure 43: 2023-24 AIPCS Special Education Child Find Information

Student Grade Span	Referred By	Referral Date	Initial Parent Consent	Meeting	Compliant?
K-5	Parent	6/28/23	10/23/23	3/20/24	No
K-5	Teacher	4/11/24	4/15/24	5/14/24	Yes
6-8	Teacher	1/26/24	1/29/24	5/2/24	No

Source: 16.21 CALPADS Report Students with Disabilities - Overdue Plan Review and Reevaluation Meetings Student List submitted to OUSD by AIPCS II

Furthermore, in a focus group during the April 22-23, 2024 renewal site visit, educators shared that, while they all understood how to refer a student for an evaluation, the school's system for completing the evaluation was ineffective and slow.

IEP Timeline Compliance

To further evaluate special education compliance at AIPCS II, OUSD requested the 16.21 CALPADS Report *Students with Disabilities - Overdue Plan Review and Reevaluation Meetings Student List* from July 2024. According to this report, during the 2023-24 school year, 23 students required an annual IEP plan review (the report did not include graduated 8th grade students). Of these 23, 12 annual meetings were held late with no valid excuse and 3 were never held at all. **Overall, 12 out of 23 annual IEP meetings were non-compliant, or approximately 52%.** Additionally, the report shows that one re-evaluation meeting was never held. This non-compliance rate is particularly concerning given the very low students with disabilities population at AIPCS II. More concerning, Superintendent Woods-Cadiz reported to OUSD on July 31, 2024, *"For the 2023-2024 school year, all psychoeducational assessments, including initial and triennial re-evaluations, are complete."* Given the report shows 4 students who never had the required review, this statement suggests that either Superintendent Woods-Cadiz was unaware of compliance issues occurring at the site or that AIPCS II is not capturing accurate IEP compliance data, as required by the State. Either way, the incongruence between the report and this statement is concerning.

Complaints

OUSD received three complaints regarding the special education programming at AIMS since the issuance of the September 2023 notice, two directly involving AIPCS II and one from a high school student, which revealed systemic issues at the AIMS CMO level. In Case 1, the complainant, a parent of two students with disabilities at AIPCS II, shared that AIPCS II reduced her student's time at school to 8-11am only as they did not have an employee on staff to provide the 1-on-1 support required per the student's IEP. When OUSD inquired with AIMS leadership, they confirmed that the student was not able to attend a full day of school until October 17, 2023, due to staffing shortages. In Case 2, a student at AIMS High School voluntarily disenrolled in October 2023 to enroll at an OUSD school as the student never received any special education services in accordance with the IEP and never had a meeting to discuss the IEP. When OUSD inquired with AIMS leadership, they shared that *"special education staff was not informed that the student's enrollment documents indicated that he had an IEP until October 12, 2023."* Although this incident occurred at the high school, it demonstrates a concerning failure of the AIMS enrollment and special education departments in regard to coordination and oversight of the special education programming at AIPCS II.

Finally, on October 22, 2024, OUSD received a complaint from the AIPCS II K-5 Special Education teacher. The educator, who requested to remain anonymous, was employed at AIPCS II during the start of the 2024-25 school year but resigned in October due to the concerns outlined in the complaint. Overall, the complaint alleges, during the 2024-25 school year, (1) major special education compliance violations, including missing annual meetings, unmet service minutes, excessive caseloads, and the failure of school staff to implement required accommodations (2) severe safety concerns including inadequate emergency protocols which led to a student experiencing multiple seizures without appropriate medical intervention, and, (3) harsh disciplinary measures, including forcing students to eat lunch in silence and having PE/recess withheld. Overall, the complaint depicts a pattern of institutional problems, particularly involving special education programming, which leadership are either unwilling or unequipped to resolve meaningfully.

On November 7, 2024, OUSD sent AIPCS II a Letter of Inquiry requesting a response to the allegations in the complaint, and requesting service logs for 2023-24 and 2024-25. On November 21, 2024, AIPCS II send OUSD a response to the allegations in the complaint. Given the short amount of time between this submission and the required posting of this report, the original complaint and the AIPCS II response has been included in Appendix C for evaluation. However, due to student privacy concerns, service logs submitted by AIPCS II have not been included. As of November 21, 2024, approximately two weeks after OUSD originally requested service logs for the 2023-24 and 2024-25 school years, AIPCS

II was only able to submit service logs from the contracted provider for speech and OT services for 2023-24, counseling services for 2024-25, and extremely limited specialized academic instruction logs for 2024-25 at the middle school level only. As of November 21, 2024, AIPCS II was unable to produce any service logs for the 2023-24 school year for specialized academic instruction.

Relevant AIPCS II Supplementary CAP Actions

In response to the October 2024 Notice, which specifically noted the low enrollment of students with disabilities and the non-compliant Child Find information, AIPCS II proposed the following action step related to staffing:

1. Host quarterly Parent-Child Find meetings to raise awareness and engage families in identifying and supporting students with disabilities.
2. Enhance referral processes for IEP evaluations, aiming for a 30% increase in referrals by the end of the 2024-25 school year.
3. Collaborate with community organizations to provide workshops and resources for parents of children with special needs.

While these could be beneficial steps to take as an organization, the steps above do little to address the concerns outlined in either the September 2023 or October 2024 Notices. In particular, these action steps seem to infer that the root cause of these special education concerns are due to limited referrals from educators and limited awareness of families regarding special education. Again, it appears that leadership is shifting the blame from themselves to a failure of their educators and families to appropriately identify and support students with disabilities, when the evidence suggests much broader failures in programmatic implementation, staffing, and compliance. Therefore, it appears unlikely that these action steps outlined in the supplementary CAP will be successful.

Concern B: Recruitment, Disenrollment, and Pushout

Background

Beyond students with disabilities, witness statements reported additional concerns about whether the school is serving all students who wish to attend, alleging improper recruitment practices to "cherrypick" students and describing a pattern of pushing out students who are academically struggling. The statements alleged that the school attempted to push out students by creating disciplinary paper trails, delaying special education assessments, and pressuring parents to disenroll their children. Witnesses also reported improper retention practices, with students being held back without prior notification to parents. Indeed, a parent complaint at the start of the 2023-24 school year revealed that a student had been retained without any notification to the parent. When OUSD inquired about the complaint, AIPCS II conceded the retention policy was not followed and thus promoted the student. Former employees also testified that AIMS lacked adequate support systems for students with disabilities, English Learners, and those with behavioral challenges. They described a systemic issue where the school would repeatedly contact parents about "problem" children until families became frustrated enough to withdraw their students. The statements also indicate that AIMS actively recruited students from other schools mid-year, particularly targeting siblings of enrolled students, suggesting a pattern of selective enrollment practices while simultaneously pushing out students who required additional support services.

Relevant AIPCS II CAP Actions

AIPCS II did not take any specific actions outlined in the CAP to address the above concerns. For a full review of action steps, please see the AIPCS II CAP and subsequent updates.

OUSD Analysis:

Student Exits

During the 2023-24 school year, OUSD monitored student exits from AIPCS II to understand any patterns in student disenrollment throughout the school year. According to this data, AIPCS II had 31 total mid-year exits, although 19 of these students were transferred to AIMS Middle School after being informed they would not have a fully credentialed teacher at AIPCS II, per AIMS leadership. Of these exits, none were students with disabilities and there did not appear to be any disproportionality in student demographics compared with the overall enrollment of AIPCS II.

CDE Enrollment Data

As noted previously in this report, the enrollment data provided by the CDE demonstrates a concerning trend in which students who left AIPCS II performed consistently below the school average for each of the years for which data is available. For example, in 2022-23, students who left AIPCS II, on average, had a DFS which was approximately 39 points below the schoolwide average in ELA and approximately 47 points below the schoolwide average in Math. These differences were the largest out of all OUSD-authorized charter schools.

Figure 44: Charter School Enrollment Data – Education Code Section 47607(d)(1)(C)

Data Set 2	2017-18	2018-19	2019-20	2022-23
Percent of students enrolled at the Charter School during the prior school year who were not enrolled as of the census day for the specified year (excluding graduating students)	8.77% (58 of 661)	9.88% (67 of 678)	16.55% (137 of 828)	20.42% (137 of 671)
Number of these students with State test results from the prior year	38	ELA: 47 Math: 45	ELA: 111 Math: 113	ELA: 107 Math: 108
ELA: Difference between average DFS of unretained students and schoolwide average	-14.76 Unretained = 14.74 School = 29.5	-42.87 Unretained = -11.87 School = 31	-12.28 Unretained = 12.32 School = 24.6	-38.97 Unretained = -17.07 School = 21.9
Difference compared with other OUSD authorized charter schools with at least 11 students tested	*2nd largest out of 18*	*3rd largest out of 20*	*4th largest out of 18*	*Largest out of 21*
Math: Difference between average DFS of unretained students and schoolwide average	-24.39 Unretained = 23.21 School = 47.6	-39.46 Unretained = 7.24 School = 46.7	-35.76 Unretained = 13.84 School = 49.6	-47.07 Unretained = -34.77 School = 12.3
Difference compared with other OUSD authorized charter schools with at least 11 students tested	*4th largest out of 18*	*4th largest out of 19*	*4th largest out of 18*	*Largest out of 22*

Source: Aggregate enrollment-pattern data provided by the State

Grade Retention

To further evaluate concerns regarding AIPCS II's retention practices and whether they had been resolved, OCS reviewed the Census Day Enrollment Spreadsheets submitted to OUSD and found that 9 students at AIPCS II were held back between the 2023-24 and 2024-25 school years. This list included one student in 1st grade, in violation of the AIPCS II Retention Policy, and the student with an IEP discussed previously who was not able to attend a full day of classes until October of the 2023-24 school year due to insufficient special education staffing at AIPCS II. For further context, the total number of retained students across all Oakland charter schools (including those not authorized by OUSD) are included below (only including students in grades K-8). In 6 out of 7 years, AIPCS II and AIMS MS together account for over 40% of

all retentions. For further context, in 2024-25, AIPCS II and AIMS MS students made up only 8.5% of the total K-8 enrollment across Oakland charter schools.

Figure 45: AIPCS II and AIMS MS Retention Data Over Time

	18-19	19-20	20-21	21-22	22-23	23-24	24-25
AIPCS II	19	18	15	7	11	3	9
AIMS MS	4	7	2	1	4	3	1
All other Oakland Charter Schools	28	35	15	38*	12	8	18
Percentage of AIMS retentions in all Oakland Charter Schools	45%	42%	53%	21%	56%	43%	44%

Data Source: Census Day Enrollment Spreadsheets submitted to OUSD
*Oakland School for the Arts was excluded from this number as their Census Day Enrollment Spreadsheet contained a significant number of errors

Upon discovering the above concerning data trends, OUSD reviewed AIMS' retention policies submitted to OUSD in both 2023-24 and 2024-25. Both retention policies were extremely limited, with no clear timeline on how or when to notify parents, no clear explanation of thresholds for retention, and no clear plan for interventions prior to retention. Although there is mixed research regarding the impact of retention on student learning, it is clear that the strategy must be used in combination with an effective and comprehensive intervention and support system which meaningfully involves families early in the process. Based on the AIMS retention policies, these systems do not appear to be in place. Furthermore, in the student focus group at the Renewal Site Visit on April 22-23, 2024, students expressed anxiety about being held back, with multiple students noting that other students leave AIPCS II because they are retained, demonstrating further that AIPCS II is relying heavily on this procedure. Although OUSD was unable to confirm the total number of students each year who were notified they would need to be retained, the extremely high retention numbers, the limited retention policies, witness statements, complaints, and student focus group comments together suggest that AIPCS II is, whether purposefully or not, indirectly pushing out students who are struggling academically. The CDE Enrollment data included in Criteria IV, which demonstrates that students who leave AIPCS II have consistently and significantly underperformed the school average on state tests, additionally bolster this conclusion.

Relevant AIPCS II Supplementary CAP Actions

In response to the October 2024 Notice, which specifically noted concerning CDE enrollment trends, AIPCS II proposed the following action steps:

1. Conduct root cause analysis regarding current enrollment/population levels.
2. Based on analysis, launch targeted outreach initiatives to underrepresented groups by January 2025.
3. Revise recruitment materials to reflect inclusive support services by February 2025.

These action steps are overly broad and do little to address the concerns raised in either the September 2023 or October 2024 Notice regarding issues around retention or trends in the CDE enrollment data. Furthermore, in the November 21, 2024 letter to the OUSD General Counsel Jenine Lindsey, AIPCS II continued to deny these issues exist and stated *"The Charter School adheres to inclusive admission policies and actively serves all students who wish to attend. Any student transfers are a result of individual choices, which are common in many schools in these first years after the COVID-19 pandemic, rather than systemic exclusion."* Again, the inability of AIMS or AIPCS II leadership to investigate concerning trends or even acknowledge issues may exist suggest that AIPCS II will not be successful in curing these concerns.

CAP Analysis Summary and Conclusion

AIPCS II took many positive steps towards resolving the concerns outlined in the September 2023 and October 2024 Notices pursuant to Education Code 47607(e). In regard to governance concerns, AIMS leadership created systems to ensure staff had access to important HR related information, to appropriately document complaints, to ensure the school is in compliance with safety related laws and procedures, and to ensure the AIMS Governing Board was aware of the AIPCS II's progress in resolving any concerns. In regard to concerns about serving all students who wish to attend, AIPCS II increased special education staffing and updated recruitment materials.

However, many of the action steps taken by AIPCS II were superficial solutions to deeply rooted and complex problems. While AIPCS II enacted policies and conducted trainings on certain topics identified in OUSD's Notice, both the firsthand witness accounts and available data establish that such measures did not lead to implementation of legally-compliant outcomes and practices during the 2024-2025 school year. Furthermore, AIPCS II and AIMS leadership consistently denied the existence or validity of the concerns outlined in the Notices, or chose to deflect responsibility, frequently to former staff members, despite their own supervisorial obligations. For example, AIPCS II took extremely limited steps to address, or even investigate, the data which suggested that AIPCS II is not serving all students who wish to attend, particularly students with disabilities and academically struggling students. When prompted, AIMS and AIPCS II leadership either denied the concerns or shifted responsibility to OUSD. This reluctance to acknowledge systemic issues or accept leadership accountability raises serious doubts about AIMS and AIPCS II leadership's capacity or commitment to meaningful change. While OUSD recognize the accomplishments of AIPCS II, particularly its placement in the High tier, it is the responsibility of AIPCS II to serve *all* students and the responsibility of AIMS and AIPCS II leadership to create the systems and procedures to govern and operate the school equitably.

In conclusion, OUSD makes the following findings pursuant to Education Code 47607(e) and in response to the September 2023 Notice, the October 2024 Notice, the CAP and subsequent updates, and the supplementary CAP submitted by AIPCS II to OUSD:

1. **The corrective action proposed by the charter school has been unsuccessful.**
2. **The violations are sufficiently severe and pervasive as to render a corrective action plan unviable.**

VI. Recommendation Summary

To determine if the Charter School has adequately met each renewal criteria, Staff considered evidence gathered from the school's petition and supporting documentation, the site visit, and the school's performance during its previous charter term. The following section outlines the Charter School's identified strengths and challenges related to each renewal criteria, as well as a determination of whether the Charter School adequately met the criteria for purposes of renewal.

A. Renewal Criteria I: Has the Charter School Presented a Sound Educational Program?

Strengths	Challenges
• Met all schoolwide and equity indicators of the SPA Analysis, based on the California State Dashboard, in 2021-22, and the majority of the SPA indicators in 2022-23. • AIPCS II's ELA and Math proficiency rates have been significantly higher than the District average across all grades spans for all years of the charter term, with ELA proficiency increasing by about 10 percentage points in 2023-24. • All student groups outperformed the respective District student group in both Math and ELA for all years of the charter term, with Hispanic or Latino students making particular progress in 2023-24.	• The site visit and SQR revealed very little evidence of supports, differentiation, or accommodations for students with disabilities. • Proficiency rates for students with disabilities declined significantly in 2023-24, declining about 20 percentage points in ELA and about 32 percentage points in Math.

Determination
Based on this analysis, AIPCS II has presented a sound educational program.

B. Renewal Criteria II: Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?

Strengths	Challenges
• Charter School has maintained sustainable enrollment over course of charter term, despite some enrollment decline. • The school is financially stable and has consistently had a healthy reserve balance and no audit findings.	• Lack of alignment between enrollment projections in MYP and enrollment projections in charter petition. • Several recent Board-approved budgets substantially over project enrollment and therefore revenue. • Serves a substantially lower percentage of students with disabilities than the OUSD average. • The school appears to serve a minimal number of students with moderate/severe disabilities based on service minutes/time in regular classroom setting. • 12 Notices of Concern over the course of charter term.

	• Governing board has low scores in several core competencies, including school familiarity, community engagement, and effectiveness. • Consistently high numbers of teacher misassignments and vacancies and a concerning pattern of relying heavily on emergency credentials. • The corrective action plan proposed by the Charter School to cure the governance concerns identified in both 47607(e) notices has been unsuccessful.

Determination

Based on this analysis, AIPCS II is **not** demonstrably likely to successfully implement the proposed educational program.

C. Renewal Criteria III: Is the Petition Reasonably Comprehensive?

Strengths	Challenges
• Charter petition contains reasonably comprehensive descriptions of the required 15 elements. • OUSD-specified requirements are included in the petition.	N/A

Determination

Based on this analysis, the petition for AIPCS II is reasonably comprehensive.

D. Renewal Criteria IV: Is the School Serving All Students Who Wish to Attend?

Strengths	Challenges
• N/A	• The corrective action plan proposed by the Charter School to cure the concerns identified in both 47607(e) notices about not serving all students who wish to attend has been unsuccessful.

Determination

Based on this analysis, AIPCS II is **not** serving all students who wish to attend.

E. Analysis of 6-Year or 7-Year Term Criteria for High-Tier Schools

Under state law, charter schools in the High renewal tier may be renewed for a term of five, six, or seven years. Although the OUSD Board of Education will ultimately determine the term length for a High tier charter school, if it is renewed, OCS developed criteria[26] to assist in this decision. In this analysis, extremely strong schoolwide performance on the State dashboard is required but not sufficient for a charter school to be considered for a 6- or 7-year renewal term. OCS recommends that renewal terms of over five years are reserved for exceptional charter schools with a

---

[26] Although summarized below, the criteria for 6- or 7-Year renewal terms for high tier charter schools can also be found here: www.ousd.org/officeofcharterschools/for-charter-school-staff/charter-petitions#renewal

demonstrated commitment not only to high performance, but also to equity and access, operational sustainability, and partnership as part of Oakland's community of schools.

Figure 46: Equity and Access 6-7 Year Term Analysis

Sub-Criteria	6-Year Criteria	7- Year Criteria	Evidence	Staff Analysis
Continuous Enrollment	School enrolls new students at multiple grade levels.	School enrolls new students at most grade levels and takes students mid-year, if seats become available.	*Per 2024-25 Enrollment Census Day Spreadsheet and 2023-24 Attendance Reports*	Meets 7-year criteria
In-District Enrollment	At least 75% of in-District students in most recent year.	At least 90% in-District students in most recent year.	***2024-25**: 92.5% in-District*	Meets 7-year criteria
Special Education Enrollment	Percent of students with disabilities at school has been no more than 3 percentage points below OUSD average in each of the previous two years.	Percent of students with disabilities at school has been no more than 1 percentage point below OUSD average in each of the previous two years.	***2022-23**: 4.6% at AIPCS II vs. 15.9% at OUSD* ***2023-24**: 4.3% at AIPCS II vs. 16.3% at OUSD*	Does not meet 6- or 7-year criteria
English Learner Enrollment	Percent of English learners at school has been no more than 10 percentage points below OUSD average in each of the previous two years.	Percent of English learners at school has been no more than 7 percentage points below OUSD average in each of the previous two years.	***2022-23**: 29.9% at AIPCS II vs. 34.5% at OUSD* ***2023-24**: 27.4% at AIPCS II vs. 32.9% at OUSD*	Meets 7-year criteria
Socioeconomically Disadvantaged Enrollment	Percent of socioeconomically disadvantaged students at school has been no more than 10 percentage points below OUSD average in each of the previous two years.	Percent of socioeconomically disadvantaged students at school has been no more than 7 percentage points below OUSD average in each of the previous two years.	***2022-23**: 69.0% at AIPCS II vs. 77.3% at OUSD* ***2023-24**: 78.0% at AIPCS II vs. 81.4% at OUSD*	Meets 6-year criteria

Equity and Access Summary: AIPCS II met the 7-year criteria for 3 of 5 sub-criteria and met the 6-year criteria for 1 of the remaining 2 sub-criteria. AIPCS II did not meet the 6- or 7-year criteria for the Special Education Enrollment sub-criterion.

Figure 47: Quality 6-7 Year Term Analysis

Sub-Criteria	6-Year Criteria	7- Year Criteria	Evidence	Staff Analysis
Student Group Performance	Majority of high-needs student groups are blue, green, or yellow on the State Dashboard in the previous two years, with no red indicators.	Majority of high-needs student groups are blue or green on the State Dashboard in the previous two years, with no red indicators.	*See SPA Analysis in Appendix I*	Meets 6-year criteria
School Quality Review	Each of the three domains from the School Quality Rubric from the renewal site visit must have an average score at or above 3.0	Each of the three domains from the SQR from the renewal site visit must have an average score at or above 3.2.	*See SQR Section in Criteria I*	Does not meet 6- or 7-year criteria

Quality Summary: AIPCS II met the 6-year criteria for 1 sub-criteria. AIPCS II did not meet the 6- or 7-year criteria for the School Quality Review sub-criterion.

Figure 48: Operational Sustainability 6-7 Year Term Analysis

Sub-Criteria	6-Year Criteria	7- Year Criteria	Evidence	Staff Analysis
Notices of Concern	4 or fewer notices of concern in previous four years and none involving student safety/welfare. All notices of concern have been resolved in a timely manner		*See Notices of Concern section in Criteria II*	Does not meet 6- or 7-year criteria
Fiscal Health	Strong fiscal health for previous 4 years (including fund balance, reserve, debt ratio, deficit spending, audit reports).		*See Fiscal Health section in Criteria II*	Meets 7-year criteria
Stable Enrollment	Stable enrollment for each of the previous 4 years.		*See Enrollment section in Criteria II*	Meets 7-year criteria

Operational Sustainability Summary: AIPCS II met the 7-year criteria for 2 of 3 sub-criteria. AIPCS II did not meet the 6- or 7-year criteria for the Notices of Concern sub-criterion.

Figure 49: Community Partnerships 6-7 Year Term Analysis

Sub-Criteria	6-Year Criteria	7- Year Criteria	Evidence	Staff Analysis
Collaboration with District	Positive previous history of collaboration and partnership with the District (e.g. facilities practices and usage, enrollment practices, data sharing).		*See Sept 27, 2023, and Oct 23, 2024, 47607(e) Notices, and Notices of Concern Summary*	Does not meet 6- or 7-year criteria
Oakland Enrolls	Charter petition confirms that the school enrolls students through Oakland Enrolls (common charter application system).		*Enrollment procedures in Petition confirms Oakland Enrolls participation*	Meets 7-year criteria
CORE Data Collaborative	Participation in CORE data collaborative.		*Does not participate in CORE Collaborative*	Does not meet 6- or 7-year criteria

Community Partnerships Summary: AIPCS II met the 7-year criteria for 1 of 3 sub-criteria. AIPCS II did not meet the 6- or 7-year criteria for the Collaboration with District or CORE Data Collaborative sub-criteria.

Overall Summary and Staff Recommendation

Overall, AIPCS II met the 7-year criteria for 6 of 13 sub-criteria and the 6-year criteria for 2 of the remaining 7 sub-criteria. AIPCS II did not meet the 6- or 7-year criteria for 5 sub-criteria, including the Special Education Enrollment, School Quality Review, Notices of Concern, Collaboration with District, and CORE Data Collaborative criteria. As discussed previously, schools in the High tier should meet *all* the sub-criteria outlined above to be granted a 6- or 7-year term, given that renewal terms of over five years are reserved for those charter schools which are exceptional in not only school-wide performance, but also in equity and access, operational sustainability, and partnership as part of Oakland's community of schools. Therefore, based on the results of this analysis, in addition to the concerns outlined in the September 27, 2023 and October 23, 2024 47607(e) Notices, **Staff does not recommend granting a 6-7 year term, should the OUSD Board of Education approve the renewal petition for AIPCS II.**

F. Analysis of Other Public School Options if Renewal is Denied

Denial findings for a Middle tier school must demonstrate, in part, that closure is in the best interest of students[27]. Although CDE placed AIPCS II in the High tier, the analysis below is included to provide additional context. The following provides an overview of the attendance areas where AIPCS II students live, where students who have transferred from the school enroll in the subsequent year, and how nearby schools serving elementary and middle school students perform relative to AIPCS II.

---

[27] Ed Code 47607.2(b)(6)

AIPCS II Students Attendance Areas

Students attending AIPCS II in 2023-24 lived in 34 different OUSD attendance areas. Additionally, 45 of its students reside outside of Oakland. The table below shows all elementary and middle school attendance areas where at least 20 AIPCS II students lived.

Figure 50: Charter School Enrollment by Attendance Area and Grade Span

Attendance Area Grade Level	Attendance Area	Number of 2023-24 AIPCS II Students Living in Attendance Area (Percent of Total Enrollment)
Elementary	MLK	73 (11.6%)
	Lincoln	52 (8.3%)
	Piedmont	38 (6.1%)
	Franklin	30 (4.8%)
	Emerson	27 (4.3%)
	Hoover	21 (3.3%)
Middle	Westlake	62 (9.9%)
	WOMS	24 (3.8%)

Source: OUSD Department of Research, Assessment, and Data Live/Go Dashboard

Performance Comparison with Nearby Schools/Target Student Population Area

In order to evaluate the performance of AIPCS II relative to other public-school options available to the Charter School's current students, the following list of comparison schools was created to include (A) any schools serving similar grade spans within the Elementary Attendance Area(s) or Middle Attendance Area(s)for which at least 20 students currently live and (B) any schools serving similar grade spans within the High School Attendance Area (HSAA) for which the school is located. The Figure below summarizes 2022-23 State test outcomes (in terms of Distance from Standard (DFS)) for these schools, comparing outcomes to AIPCS II. The table also includes some demographic information from that same year for additional context. As shown in Figure 51:

- **Math:** *AIPCS II had a DFS which was greater than 15 of 19 comparison schools.*
- **ELA:** *AIPCS II had a DFS which was greater than 14 of 19 comparison schools.*

Figure 51: Performance Comparison of Nearby Schools

School	Grade Span	% SED	% EL	% SWD	Math DFS	ELA DFS
AIPCS II	*K-8*	*69%*	*30%*	*5%*	*21.1*	*21.6*
MLK	TK-5	95%	25%	16%	-95.1	-111.7
KIPP Bridge	TK-8	91%	25%	16%	-56.9	-35.4
Lincoln	K-5	77%	47%	11%	26.1	18.7
Piedmont	TK-5	78%	13%	17%	-83.5	-60.4
Franklin	K-5	94%	51%	15%	-37.7	-32.1
Emerson	TK-5	72%	15%	17%	-99.8	-75.7
Hoover	K-5	96%	48%	12%	-103.6	-94
WOMS	6-8	99%	29%	21%	-157.4	-113.8

Westlake	6-8	87%	25%	22%	-195.6	-139.7
Envision Academy	6-12	81%	20%	18%	-125	-47.5
Oakland School for the Arts	6-12	34%	2%	12%	-42.7	31.3
AIMS Middle	6-8	67%	35%	8%	-127.1	-46.4
Yu Ming	K-8	27%	17%	6%	107.5	95.9
Aspire BMA	K-8	73%	17%	13%	-83.9	-55.4
Peralta Elementary	K-5	29%	4%	9%	20	37
Chabot Elementary	K-5	26%	5%	13%	35.9	41.9
Sankofa United	PK-5	62%	6%	14%	-95.5	-56.6
Hillcrest	K-8	14%	1%	6%	46.3	69.6
Claremont Middle	6-8	43%	5%	19%	-12.5	12.5

Source: English Learners – CDE Downloadable Data Files (School Enrollment, English Learners); Socioeconomically Disadvantaged/Special Education – CDE DataQuest School Enrollment by Subgroup Report; OUSD Special Education/Distance From Standard/CORE Growth Percentile – OUSD Department of Research, Assessment, and Data

G. Recommendation

Based on the analysis outlined therein, Staff recommends **denial** of the renewal petition for American Indian Public Charter School II. In particular, the analysis in this report finds that (1) the school is not demonstrably likely to be able to implement the proposed program due to substantial governance concerns, and (2) the school is not serving all students who wish to attend. The OUSD Board has provided at least 30 days' notice to the Charter School of these alleged violations and provided the Charter School with a reasonable opportunity to cure the violation. Pursuant to Education Code, the analysis in this recommendation is additionally based on the following written findings: (1) The corrective action plan proposed by the Charter School has been unsuccessful; and (2) The violations are sufficiently severe and pervasive as to render a corrective action plan unviable.

VI. Appendices

Appendix A. Complete Renewal Tier Analysis

Summary of State Renewal Tier Analysis

As mentioned previously, Education Code Section 47607 outlines a three-tiered system of performance categories for most[28] charter schools seeking renewal. In this system, charter schools are placed into one of three categories ("High Tier", "Low Tier", or "Middle Tier") based on an evaluation of student outcomes over the prior two years. Two criteria determine the performance category of a charter school. Criterion 1 is based on the **colors** received for all the **schoolwide** state indicators in the Dashboard. Criterion 2 is based on the **status** for all **academic** indicators with 30 or more students, using **both** schoolwide and student-group data (Criterion 2a and 2b, respectively). Analyses of both for AIPCS II can be found below, including more detailed descriptions of each criterion.

Criterion 1 Analysis

Criterion 1 is based on the performance colors or "levels"[29] received for **all** the state indicators on the Dashboard for the two previous State Dashboard years. Per Education Code, if all state indicators are Blue/Very High or Green/High, the charter school is assigned to the High Tier. If all state indicators are Orange/Low or Red/Very Low, the charter school is assigned to the Low Tier. In all other circumstances, an evaluation of Criterion 2 is necessary to determine the charter school's tier. As shown in Figure 52 below, AIPCS II did not fit the requirements for Low Tier or for High Tier in Criterion 1, thus, an evaluation of Criterion 2 is necessary.

Figure 52: Criterion 1 Analysis – Schoolwide Results

Indicator	2022	2023
ELA	High	Green
Math	High	Green
EL Progress	Very High	Yellow
Suspension Rate	Very Low	Yellow
Chronic Absenteeism	Medium	Red

***Source**: California School Dashboard*

Criterion 2 Analysis

Criterion 2 is based on the "Status" (or the current year data) for all **academic** indicators (ELA, Mathematics, EL Progress, and College/Career) with a performance color for the two previous Dashboard years. Performance determinations are then based on the overall status compared with the statewide averages for the previous two Dashboard years. Criterion 2 is broken into two sub-criteria – Criterion 2a evaluates the Charter School's schoolwide performance and Criterion 2b evaluates the Charter School's student group performance, specifically for student groups which scored below the

---

[28] The three-tiered system does not apply to schools that qualify for the Dashboard Alternative School Status (DASS) program.
[29] For the 2022 California School Dashboard, due to the COVID-19 pandemic, status "levels" were assigned to each indicator as a proxy for colors (See Appendix B for more details).

statewide average[30]. Per Education Code, if (Criterion 2a) all **schoolwide** academic indicators are same or higher than the statewide average *and* (Criterion 2b) the majority of eligible student groups are higher than their group's respective statewide average, then the Charter School is placed in the High ter. If (Criterion 2a) all **schoolwide** academic indicators are same or lower than the statewide average *and* (Criterion 2b) the majority of eligible student groups are lower than their respective statewide average, then the Charter School is placed in the Low tier. In all other circumstances, the Charter School is placed in the Middle tier. As shown in Figure 53 and Figure 54 below, the Charter School met the requirements for High, thus, AIPCS II is placed in the High tier.

Figure 53: Criterion 2a Analysis

Academic Indicator	2022			2023		
	School Status	State Status	Result	School Status	State Status	Result
ELA	21.9	-12.2	Higher	21.6	-13.6	Higher
Math	12.3	-51.7	Higher	21.1	-49.1	Higher
EL Progress	66.7%	50.3%	Higher	64.7%	48.7%	Higher

Source: *California School Dashboard*

Figure 54: Criterion 2b Analysis

Indicator	Student Group	2022			2023		
		School Status	State Status	Result	School Status	State Status	Result
ELA	**African American**	8.5	-57.7	Higher	12	-59.6	Higher
	English Learner	4.1	-61.2	Higher	6.7	-67.7	Higher
	Hispanic/Latino	-8.8	-38.6	Higher	-26	-40.2	Higher
	SED	15.5	-41.4	Higher	20.2	-42.6	Higher
Math	**African American**	-4.2	-106.9	Higher	2.3	-104.5	Higher
	English Learner	-0.9	-92	Higher	16.5	-93.4	Higher
	Hispanic/Latino	-50.7	-83.4	Higher	-62.1	-80.8	Higher
	SED	6.8	-84	Higher	22.3	-80.8	Higher
EL Progress		66.7%	50.3%	Higher	64.7%	48.7%	Higher

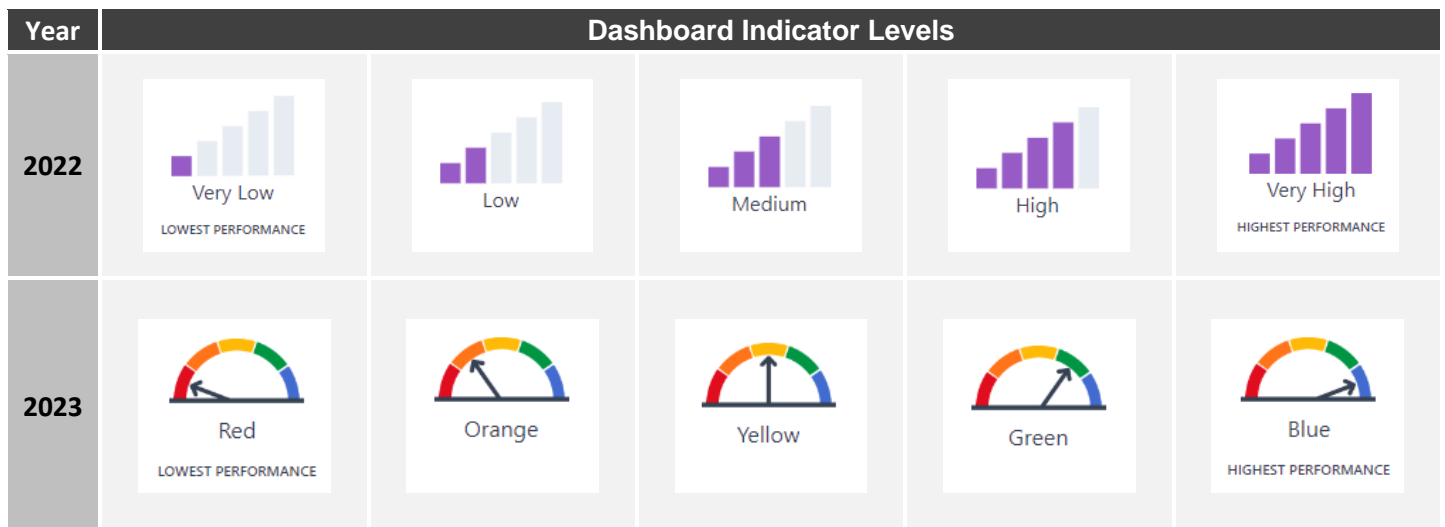*Source*: *California School Dashboard*

Appendix B. Additional California School Dashboard Analyses – including SPA and Local Indicators

Impact of COVID-19 Pandemic on California School Dashboard Indicators

Typically, the California School Dashboard displays colors for each indicator (see below) which are assigned based on two factors: the current year's data and the difference between the current year's data and the prior year's data, or "Change". Due to the impacts of the COVID-19 pandemic on statewide testing and accountability systems, there was insufficient data to calculate "Change" for the 2022 California School Dashboard, and thus the 2022 California School Dashboard displayed "Status levels" (Very High, High, Medium, Low, and Very Low) in place of colors. For purposes of the Renewal Tier Analysis and the School Performance Analysis, these Status Levels were used as proxies for color as shown below.

Figure 55: 2022 and 2023 California School Dashboard Indicator Levels

---

[30] For more information regarding which student groups are included in the analysis for Criterion 2b, please see the CDE's Performance Categories Flyer: https://www.cde.ca.gov/sp/ch/documents/categoryflyer.pdf

American Indian Public Charter School II Charter Renewal

Year	Dashboard Indicator Levels				
2022	Very Low — LOWEST PERFORMANCE	Low	Medium	High	Very High — HIGHEST PERFORMANCE
2023	Red — LOWEST PERFORMANCE	Orange	Yellow	Green	Blue — HIGHEST PERFORMANCE

Source: *California School Dashboard*

The only exceptions to the categorization rules above are the Chronic Absenteeism and Suspension Indicators for which the 2022 scale is reversed such that "Very High" corresponds to the lowest performance, or the "Red" color. Additionally, there was insufficient data to assign a status level to the College and Career Readiness indicator for the 2022 California School Dashboard, so the indicator is not available for the 2022 California School Dashboard and is categorized using a status level, not a color, for the 2023 California School Dashboard. For more information about the California School Dashboard, please visit the CDE's support page at www.cde.ca.gov/ta/ac/cm/index.asp.

Complete School Performance Analyses – Schoolwide and Equity

The School Performance Analysis (SPA) Summary is found in Part 1 of this Staff Report. The below analyses represent the Schoolwide and Equity SPAs for 2022 and 2023. As a reminder, in order to be considered "Met" in the SPA, an indicator must have either a California School Dashboard Color Orange / Low Status Level or higher **or** CORE Growth Level Medium or higher (i.e. growth > 30th percentile).

For the Schoolwide SPA to be considered as "Met", the school must meet the threshold for greater than 50% of the available indicators. For the Equity SPA to be considered as "Met", the school must meet the thresholds for greater than 50% of available student groups.

Figure 56: 2022 and 2023 Schoolwide School Performance Analyses

Indicator	Data Source	2022		2023	
		Performance	Met/Not Met	Performance	Met/Not Met
English Language Arts State Test	Dashboard Color/Level	High DFS = 21.9	Met	Green DFS = 21.6; decreased 0.3 points	Met
Mathematics State Test	Dashboard Color/Level	High DFS = 12.3	Met	Green DFS = 21.1; increased 8.8 points	Met
English Learner Progress	Dashboard Color/Level	Very High 66.7% making progress	Met	Yellow 64.7% making progress; decreased 2%	Met
Suspension	Dashboard Color/Level	Very Low 0.3% suspended	Met	Yellow 0.9% suspended; increased 0.6%	Met
Chronic Absenteeism	Dashboard Color/Level	Medium 7.9% chronically absent	Met	Red 17.1% chronically absent; increased 9.2%	Met

American Indian Public Charter School II Charter Renewal

	Schoolwide SPA Result	Met (Met 100%; 5 of 5)	Met (Met 100%; 5 of 5)

Figure 57: 2022 Equity School Performance Analysis

Indicator	Data Source	Student Group								Met/Not Met
		Black/ African American	Hispanic/ Latino	Pacific Islander	Socioeconomically Disadvantaged	English Learner	Special Education	Homeless	Foster Youth	
English Language Arts State Test	Dashboard Color *(DFS)*	Medium 8.5	Low -8.8	N/A	High 15.5	Medium 4.1	No Status Level	N/A	N/A	**Met** (4 of 4)
Mathematics State Test	Dashboard Color *(DFS)*	Medium -4.2	Low -50.7	N/A	High 6.8	Medium -0.9	No Status Level	N/A	N/A	**Met** (4 of 4)
Suspension	Dashboard Color *(% suspended once)*	Very Low 0%	Medium 3%	N/A	Very Low 0%	Very Low 0%	Very Low 0%	N/A	N/A	**Met** (5 of 5)
Chronic Absenteeism	Dashboard Color *(% chronically absent)*	Low 4.1%	Very High 24.2%	N/A	Medium 8.4%	Medium 7.7%	High 13.3%	N/A	N/A	**Met** (4 of 5)
Equity SPA Result										**Met** (Met: 100%; 4 of 4)

Figure 58: 2023 Equity School Performance Analysis

Indicator	Data Source	Student Group								Met/Not Met
		Black/ African American	Hispanic/ Latino	Pacific Islander	Socioeconomically Disadvantaged	English Learner	Special Education	Homeless	Foster Youth	
English Language Arts State Test	Dashboard Color *(DFS; change)*	Green 12 ↑3.6	Orange -26 ↓-17.3	N/A	Green 20.2 ↑4.6	Yellow 6.7 ↑2.6	No Color	N/A	N/A	**Met** (4 of 4)
Mathematics State Test	Dashboard Color *(DFS; change)*	Green 2.3 ↑6.5	Orange -62.1 ↓-11.4	N/A	Blue 22.3 ↑15.6	Blue 16.5 ↑17.4	No Color	N/A	N/A	**Met** (4 of 4)
Suspension	Dashboard Color *(% suspended once; change)*	Yellow 0.6% ↑0.6%	Orange 3.4% ↑0.4%	N/A	Yellow 1% ↑1%	Green 0.5% ↑0.5%	Blue 0% ↓0%	N/A	N/A	**Met** (5 of 5)
Chronic Absenteeism	Dashboard Color *(% chronically absent; change)*	Red 14.4% ↑10.3%	Red 45.6% ↑21.4%	N/A	Red 19.5% ↑11.1%	Red 17.6% ↑9.9%	Red 32.4% ↑19%	N/A	N/A	**Not Met** (0 of 5)
Equity SPA Result										**Met** (Met: 75%; 3 of 4)

American Indian Public Charter School II Charter Renewal

California School Dashboard Local Indicators

Charter schools are required to report annually on five State Board of Education (SBE)-approved local indicators aligned to State priority areas where other State data is not available. In order to meet each local indicator, the SBE requires charter schools to (1) annually measure their progress based on locally available data, (2) report the results at a public charter school board meeting, and (3) report the results to the public through the California School Dashboard. The school uses self-reflection tools included within the California School Dashboard to report its progress on the local indicators. If a charter school does not submit results to the California School Dashboard by the given deadline, including completing the self-reflection tool, the school's California School Dashboard will reflect *Not Met* for the indicator by default. Earning a performance level of *Not Met* for two or more years for a given local indicator may be a factor in being identified for differentiated assistance, provided by an outside agency (typically the local school district or county office of education) as required by State law.[31] AIPCS II was not identified for differentiated assistance during the current charter term.

Figure 59: California School Dashboard Local Indicators

Local Indicator	2017	2018	2019	2022	2023
Basics: Teachers, Instructional Materials, Facilities	Met	Met	Met	Met	Met
Implementation of Academic Standards	Met	Met	Met	Met	Met
Parent and Family Engagement	Met	Met	Met	Met	Met
Local Climate Survey	Met	Met	Met	Met	Met
Access to a Broad Course of Study	N/A	Met	Met	Met	Met

Source: California School Dashboard

Appendix C. Additional Program Implementation Information

Proposed Charter School Projected Student Enrollment and Grade Levels Served (as outlined in Petition)

In its renewal petition (pg. 14), AIPCS II is proposing to serve a maximum enrollment of 675 and a projected student enrollment at each grade level and at all grade levels combined in each of the years of the term of the Charter as follows:

Figure 60: Projected Enrollment

Projected Student Enrollment for Each Year by Grade Level and Total Enrollment							
Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
K	50	50	52	54	56	58	60
1	55	54	53	55	57	61	65
2	75	75	75	75	75	75	75
3	75	75	75	75	80	83	85
4	80	75	80	82	80	82	85
5	80	80	80	85	85	85	85
6	75	75	75	75	75	75	75
7	75	75	75	70	75	75	75
8	55	70	70	70	70	70	70
Total	620	629	635	641	653	664	675

Source: AIPCS II Renewal Petition

---

[31] Detailed criteria for differentiated assistance can be found at https://www.cde.ca.gov/ta/ac/cm/leaproposedcrit.asp.

Admissions Preferences

In the event of a public random drawing, the AIPCS II admissions preferences are as shown below:

Figure 61: AIPCS II Admissions Preferences

#	Admissions Preferences
1	Siblings of students admitted to or attending AIPCS II or graduates, and dependents of AIPCS II employees
2	Students residing within District boundaries
3	All other applicants

Source: *AIPCS II Renewal Petition*

Charter School Enrollment Demographics Over Time

Figure 62: Learning Without Limits Enrollment Demographics

Student Group Type	Student Group	17-18	18-19	19-20	20-21	21-22	22-23	23-24
Ethnicity	**Hispanic/Latino**	12%	11%	9%	9%	10%	9%	7%
	Black/African American	28%	34%	35%	38%	41%	45%	45%
	Asian	55%	47%	46%	42%	41%	39%	36%
	White	3%	5%	5%	6%	5%	4%	6%
	Two or More Races	2%	1%	2%	3%	2%	2%	3%
	Other Race/Ethnicity	1%	1%	2%	2%	1%	1%	2%
	Not Reported	0%	0%	1%	1%	0%	1%	2%
Other Student Groups	**Socioeconomically Disadvantaged**	72%	77%	81%	71%	64%	69%	78%
	English Learners	28%	33%	32%	32%	34%	30%	27%
	Special Education	3%	3%	3%	4%	5%	5%	4%

Source: *ETHNICITY/SOCIOECONOMICALLY DISADVANTAGED/ENGLISH LEARNERS/SPECIAL EDUCATION – CDE Dataquest (School Enrollment by Subgroup Report)*

2024-25 Charter School Educator Demographics

Figure 63: 2024-25 Educator Demographics

Race / Ethnicity	24-25
Hispanic/Latino	19.4%
Black/African American	9.7%
Asian	38.7%
White	22.6%
Other Race/Ethnicity	9.7%

Source: *Charter School Performance Report*

Charter School Complaints to OUSD

The OUSD Office of Charter Schools logs the complaints it receives for OUSD-authorized charter schools. However, unless the allegations meet specific criteria[32] or identify a potential violation of local, state, or federal law, the Office of Charter Schools typically refers the complainant to school leadership, who is ultimately responsible for addressing the complaint in compliance with its adopted complaint policy. Therefore, complaints included in the table below may not

---

[32] Complaints where Office of Charter School staff will become involved include those alleging a severe or imminent threat to student health or safety, employee discrimination per Title 5 of the California Code of Regulations, or violations outlined in Education Code §47607(c).

American Indian Public Charter School II Charter Renewal

necessarily have been substantiated. Instead, the table is a record of what has been reported to the Office of Charter Schools staff. Additionally, some complainants may not know that they can submit complaints to the Office of Charter Schools. Therefore, the absence (or a low number) of complaints does not necessarily mean that other complaints were not reported directly to the school or charter management organization.

During the current seven-year charter term, the Office of Charter Schools received 48 complaints regarding AIPCS II and AIMS CMO.

Figure 64: AIPCS II and AIMS CMO Complaints to OUSD

School Year	Complaints	Areas of Concern
2017-18	3	Public Record/Brown Act (Allegation), Student Discipline, Communication, Teacher turnover
2018-19	4	Retaliation, Mismanagement, Inappropriate staff interaction with students, Communication, Student Health and Safety, Human Resources, Governance
2019-20	8	Inappropriate staff interaction with student, Discipline, Sexually inappropriate staff interaction with student, Lack of formal evaluation, No sex ed, Retaliation, Teacher turn over, Governance, Teacher misconduct, Credentialing, Communication, COVID
2020-21	4	Retaliation, Harassment, Human Resources, Communication
2021-22	9	Student/Staff Health and Safety, Lack of Non-Binary Policies, Bullying, Shared Space, Conflict Resolution, Human Resources, SpEd
2022-23	12	SpEd, Communication, Disenrollment, Staff/Student Health and Safety, Conflict Resolution, Recruitment and Enrollment, Bullying, Teacher turnover, Financial Mismanagement
2023-24	5	SpEd, Communication, Brown Act Violation, Student Health and Safety, Hiring/Staffing, Bullying
2024-25	3	Student Health and Safety, Staff/Teacher Safety, Retaliation, Exposure to Biohazard, SpEd, Hostile Work Environment

Source: OUSD Office of Charter Schools Complaint Records

Charter School English Learners by Language

Figure 65: 2023-24 Language Group Data

Language	English Learners (EL)	Fluent English Proficient (FEP) Students	Percent of Total Enrollment that is EL and FEP
Cantonese	53	60	17.99%
Uncoded languages	23	26	7.80%
Tigrinya	19	27	7.32%
Amharic	16	18	5.41%
Spanish; Castilian	20	9	4.62%
Arabic	17	11	4.46%
Mandarin (Putonghua, Gouyu)	6	9	2.39%
Other Sino-Tibetan languages (Taishanese)	5	2	1.11%
Vietnamese	2	4	0.96%
Burmese	2	3	0.80%
Somali	3	0	0.48%

American Indian Public Charter School II Charter Renewal

Pushto; Pashto	0	2	0.32%
Mon-Khmer languages (Cambodian)	2	0	0.32%
Korean	1	0	0.16%
Swahili	1	0	0.16%
Chaozhou (Teochew, Chiuchow)	1	0	0.16%
Oromo	1	0	0.16%

Source: CDE Dataquest

Appendix D. 2024-25 Special Education Complaint and AIPCS II Response

The complaint submitted to OUSD by a former AIPCS II SPED Teacher is included on the following page as well as a response from AIPCS II to the OUSD Letter of Inquiry requesting AIMS leadership respond to the allegations outlined in the complaint.

OUSD

Marwa Doost <marwa.doost@ousd.org>

[EXTERNAL] OUSD Charter Concern

To: marwa.doost@ousd.org   Tue, Oct 22, 2024 at 1:23 PM

Hello,

I am currently the K-5 Special Education teacher at AIMS Charter. I am planning to resign today, and wanted to write to the board to document some major concerns that I have experienced/witnessed during my time at AIMS K-8 Elementary school on 12th, as I believe the school is still undergoing an ongoing investigation. I have had to take the past week and two days off, needing to call my doctors due to the emotional and mental stress/damage this school has caused me since August. I can no longer, in good conscience, work at a school that goes against my values and why I became an educator in the first place.

I first applied for the elementary school special education teacher position, and during the interview I was told that my caseload would approximately be around 25 students (which included the number of anticipated new IEPs that would be coming in due to new enrollment, as this interview was already pretty close to the start of the year and I assumed they had the numbers already). Once I got on-site, I was informed I was the K-6 special education teacher. My caseload for the first month of school fluctuated frequently. There were kids being added onto my SEIS frequently, and I had to request for my supervisor(s) to EMAIL me or at least let me know if there is a new student on my caseload, as I am not always checking every day on the spreadsheet to see if new kids are being added. Thus, another compliance issue was ensuring that all minutes are being met AND that missed minutes are being made up - which was VERY difficult to do due to the school schedule, and we are still in the process of making up compensatory minutes.

At a certain point I had up to 31 students on my caseload, at which point I advocated for myself and requested support. A non-credentialed special education IA was put as case manager for 6th grade students so that reduced my caseload back down to a feasible number. This was a really great shift, and felt more sustainable for me as well as my IA team. Unfortunately, this did create a weird tension-filled work environment in which the IA was upset because she felt that I had "taken" her job from her. She was one of the only special education team members at this school last year, and was not aware or informed that someone would be hired for her position. She expressed to me on a daily basis the frustration of having to be told what to do by me, and how the schedules I was making for her were too complicated and she could not do everything that I was asking her to do. Once she was moved to the 6th grade floor, she started removing things from our communal office and left our room with a lack of school supplies. There is only one person to go to for supplies, and I was not able to get basic supplies like pencils, paper, and whiteboard markers for a few days because that one person in charge of supplies is extremely busy, as well as me, so I would have to borrow supplies from other classrooms. I believe if the school had been transparent with her about staffing for the next school year, her behavior as well as the subsequent impacts of her behavior on the special education team, would have been drastically different.

In addition I have more concerns listed below:

1. Since the beginning of the year, I have been extremely concerned and stressed about my education specialist credential being at risk due to the number of noncompliance issues I am seeing in the special education program and database.

- I inherited at least 3 IEPs that never had an annual meeting in the previous school year, and at least 3 IEPs that were held, but were never signed by a legal guardian.
- There are at least 3 students on my current caseload whose services are not able to be met due to staffing constraints. For example, one student requires 60 minutes of academic support daily, and as a team we are currently only able to serve her 45 minutes daily, or 60 minutes per day but not on a daily basis.
- Majority of my students' accommodations are not being implemented in the classroom despite multiple efforts from me to support this, and me reporting this to the admin/my supervisor.
  - I requested a teacher to move one of my student's seats closer to the front as per his accommodations, however I was told that he was specifically placed in that seat because it is physically more difficult for him to get up from that seat, so it prevents him from "roaming the room" and denied my request to change his seat, wanting to wait and see if she will change it in the future.
  - I asked a teacher how one of my students is doing in his class, and he responded with "great, a lot of the students help him out". When I look at his journals in class, they are completely empty or filled with colorful doodles. His Google classroom assignments are completed by his classmates, and he has no evidence of in-class work to show. This student also got yelled at for multiple days in a row during lunch

because teachers/staff did not read through his accommodations fully. I have sent an email with his IEP, as well as a bulleted list of his accommodations, as well as a physical copy to keep in the classroom.

- IEP meetings are not being affirmed/attested in a timely manner.
  - I had an IEP meeting with a parent on 8/29/24 in which we discussed adding a new goal. It is 10/16/24, and the new goal still has yet to be added and a meeting held to add this new goal into his IEP. I unfortunately do not handle scheduling, but had a new goal written and emailed to the team/parent on 10/2/24. We are still waiting on a meeting to be scheduled to add this goal.
  - There are at least 3 students on my current caseload that need amendment meetings to fix service minutes to accurately capture what is being served.
    - Since LAST year, a student has had the incorrect service and service minutes being served, to this day. In his current IEP he has 300 minutes daily of SAI and 60 minutes daily of BIS, when in fact it should be the opposite - 300 minutes daily of BIS and 60 minutes daily of SAI. This student, along with others, have an all day or majority of the day 1:1 aid, when that is not currently listed in their IEP. Again, IEPs are not being updated in a timely manner to accurately capture present levels of need and what supports students are currently receiving.
  - There are at least 2 students whose annuals/triennials have still not been held/are late.
- Service logs and progress monitoring was not happening. When I put in service minutes for the first time this year, ALL of the students' SAI minutes were at 0, meaning no one had tracked their SAI service minutes all of last year. In addition, all of their progress monitoring reports are either empty/missing or simply say "Progress being made."
- On the very first day of school, a parent of a student without an IEP came up to me and let me know that her son had been retained in Kinder without her consent, and that she had been requesting for her son to be evaluated for an IEP all of last school year and that it never happened. When I asked my supervisor about this, the information that she and the parent were giving me did not match up. I was told not to worry about this student since he does not have an IEP, and to only worry once he was officially on my caseload.
  - A few weeks later, this student has 3 seizures at school within a 15-20 minute period. I was not there to witness this, however two of my IAs were there. Not a single adult called 911 or knew what to do. I do not even know if an official report was made. All I read was the witness statement from my IA, spoke with the PE teachers since it happened during PE, that no one called for medical help, and grandma picked him up from school early that day. And he was back at school the next day.

2. I am uncomfortable with my name being on the paperwork. The quality of work that I am able to produce within this setting, is not adequate, and is not a fair representation of what the kids actually need to excel and be successful. There seems to be a lack of data collection in general from general education teachers, and most of them are not equipped to be able to work with students with learning disabilities. These students are often just ignored, put in the back to copy from the board, and are just given the basic passing grade.

3. The proper safety protocols are not in place to ensure student or staff safety during emergency situations.

- During a lockdown drill that we did, I was in a 2nd grade classroom that had a whole ceiling to floor window exposed because the curtain is broken. It is still broken to this day, and if there was an actual active shooter, everyone in the classroom is visible, and that classroom is right at the front entrance of the school. Until the curtain is fixed, the teacher put a bookshelf, cabinet, and teacher desk to try and block that window as much as possible, but it is still extremely visible from the outside. I emailed my supervisors about this and got no response.
- During all other drills, the students are required to cross the street and stand on the other side of the street. I understand that facilities-wise we need to do this, however, it is extremely unsafe because ALL students K-8 exit the same building and try to cross the street simultaneously, and the middle schoolers getting mixed up with the Kindergartners was terrifying - we even lost one student who was left on the other side of the street because she got lost among the middle schoolers.

4. I had to take multiple days off last week and this week due to burnout, stress, and trauma from an unsafe work environment.

- On October 8 (Tuesday), there was an incident during dismissal in which I felt extremely disrespected and witnessed other community members being blatantly disrespected by school staff. I saw a student on my caseload who was crying by the front door. I knew why he was crying (he was worried about his mom picking him up late), but of course, I was concerned and wanted to support him even for just a second, so I went to approach him and he hugged me and started crying. A staff member started yelling at me saying "I already called his mother why does nobody listen to me and let me do my job?" to which I did not respond because I had just entered the scene and already assumed she had called his mother. Although I was confused, I just stood there trying to comfort the student and tell him "don't worry, they called mom, she is on the way, just wait", etc. A non-English speaking parent was also with him at the time, trying to comfort him, as she knew the student's mother. The staff member started yelling at the parent to go home and that he is fine. She was raising her voice very loudly at the parent, but because the parent did not speak English she was very confused as to

why she was being yelled at. Eventually someone that spoke Chinese let her know what was going on and that she could leave. Once she left, this staff member continued to yell at me saying that "sped people always try to help but make things too much for me" and was trying to get other staff members on her side saying "you heard me right? I just need people to say they heard me so people don't blame me for something."

- This is not the first time I have seen this staff member interact with parents/families in a negative, angry, and belittling way.
- This is also not the first time she has referred to our team as the "sped people" and that she "doesn't do sped"
- This staff member has also yelled at some of the substitute IAs that have come in to support me during really hard times and telling them what to do, when I have given them explicit instructions on how to interact/work with our students with special needs.
- I met with the on-site admin about this, and they also were at a loss of how to address this issue.

- Some days, students are expected to eat lunch in absolute silence. If students are being "too noisy" during their lunchtime, support staff will blow an extremely loud whistle/beeper and yell at the students to eat at a voice level 0 for the entire lunch period.
  - These students already do not get a recess/play area, and sometimes they do not even get to go to PE. If students do not get a chance to go to PE, they do not get any outdoor time during their school day.
  - I had a 6th grader crying in my office once because he had been kept in from PE for multiple days, being forced to make up classwork. That meant he was not getting PE OR recess for multiple days, and was not getting any free time during the school day except lunch which is only 30 minutes.
    - The reason that students do not get to go to PE some days is if they are too loud when lining up to go to PE. If they are too loud, their punishment is that they do not get to go to the park, and instead sit in silence. When students ask why they are not going to PE I have heard teachers explicitly say "because you guys don't shut up."

- On October 11, a long term substitute teacher, who had already previously given me a difficult time, lost her cool in class. She threw/slammed a thick bag of clorox wipes onto a students desk and it slid off and hit the student. I was texting a coworker at the time but nearly dropped my phone from shock. The teacher apologized, but continued to yell at the students and I was frozen. Once students were being dismissed for lunch, I escaped the room, but my hands were shaking and sweaty, and I struggled to calm down for about 15 minutes because it was so triggering.
  - I met with the on-site admin about this, and the responses I got back were generally around her being stressed and how she was not like this last year. They said they would talk to her and figure out why she is so stressed.

- I was getting word from some students and staff members that some of the students on my caseload that are in K-1, were peeing on the floor in the bathrooms. As this started happening more and more, a staff member and I went into the bathrooms after school when no students were in the restrooms, to check out what was going on. There is only ONE small urinal in the boys restroom that would be tall enough for the really small students to use. The other 2 urinals are more regular student sized, and would need step stools to be used properly/hygienically. The girls restroom had step stools. I emailed staff about this, and was told that the step stools were no longer allowed in the boys bathroom because they were "not being used appropriately". SO, we had to teach/coach the smaller students (with learning disabilities) to ONLY use the shortest urinal, and that they needed to WAIT if that one was being used by someone. However, there are some days that the urinal is covered or closed, so smaller students have no other choice but to use the taller urinal unhygienically, or accidentally pee on the floor. (I have photos if needed)

- It is a fear-based school, and even as an adult/staff, I fear for my mental and emotional wellbeing. Every day I hear adults yelling with intense ferocity at students, sometimes even just inches away from their face, and sometimes in front of everyone. I have to walk away because if I interfere, I will also get yelled at, or told that this is what the kid deserves. It is also extremely troubling when the students being yelled at, have an IEP and don't understand WHY they are being yelled at, or are nonverbal and have no way to respond/advocate for themself.

Please let me know if there are any questions or anything I can clarify further. I want to ensure that all Oakland students get a fair chance to have a safe, healthy, and happy school that they can go to whether charter or district, and protect them from further structural harm and oppression. My number is ████████, I called the office earlier today at 510-879-1677.

████████	████████	10/28/2024
Name		Date

SpEd Complaint LOI
November 7, 2024

Complaint	Response
Bullet 1: "..at least 3 IEPS that never had an annual…" " ..at least 3 held, never signed by parent.."	New students transferred in with overdue IEPs. 24-25 Students Transferring Into District *Notes were made in the SEIS system recording parent calls made requesting signatures.
Bullet 2: At least 3 students whose services are not able to be met due to staffing constraints.	Complainant scheduled small groups with no more than 2 students, versus 3-4 students which would allow adequate provision of service minutes.
Bullet 3: Majority of students' accommodations in the classroom despite multiple efforts	Under our operating procedures, all teachers review student IEPs at the beginning of the school year and as necessary throughout the school year, to understand required accommodations. Teachers receive ongoing support in the implementation of IEPs, and special education staff check-in with classroom teachers regularly to discuss IEP compliance. When there is a concern or report that a classroom teacher is not implementing required accommodations, it is the practice of SpEd admin to check-in with the classroom teacher and address compliance. Without any specific information on the students or teachers of concern and specific issues, it is not feasible to provide a more specific response.
Bullet 4: IEPs not being affirmed in a timely manner	Presently, all IEP meetings have been held and staff is working to complete the affirmation process in SEIS.
Bullet 4.2: 3 students needing amendments having incorrect minutes	Presently, all IEP meetings have been held and staff is working to complete the affirmation process in SEIS.
Bullet 4.3 2 students whose annuals/triennials are late	New students transferred in with overdue IEPs. ████████████████████ Complainant misread SEIS information tabs and did not read the actual information and eligibility pages of the students IEP documents: **Student 1 SEIS Tab:**

Student   Quick Links ▦

Reporting LEA: American Indian Public Charter School II

DSEA: American Indian Public Charter School II

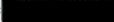**School:** American Indian Public Charter School II

Case Manager: Tanya Nelson

Future IEP Date: 06/18/2024

Current IEP Date: 06/18/2024

Affirmed On: 06/20/2024

Student 1 Info and Eligibility Page:

EL DORADO COUNTY CHARTER SELPA
INDIVIDUALIZED EDUCATION PROGRAM (IEP) - INFORMATION / ELIGIBILITY

Student Legal Name: ▮▮▮▮   Legal Suffix: ▮▮▮▮   IEP Date: _6/18/2024_

Original SpEd Entry Date: _7/26/2021_   Next Annual Plan Review: _5/12/2025_

Last Reevaluation: _6/18/2024_   Next Reevaluation: _6/17/2027_

MEETING TYPE: ☐ Initial ☐ Plan Review ☑ Reevaluation

Additional Purpose of Meeting (if needed): ☐ Transition ☐ Pre-Expulsion ☐ Interim ☐ Other

Student 2 SEIS Tab:

Student   Quick Links ⠿

Reporting LEA: American Indian Public Charter School II

DSEA: American Indian Public Charter School II

School: American Indian Public Charter School II

Case Manager: Mariko Orii

Future IEP Date: 05/07/2024

Current IEP Date: 05/07/2024

Affirmed On: 05/09/2024

Unaffirmed IEP: No

Student 2 Info and Eligibility Page:

EL DORADO COUNTY CHARTER SELPA
INDIVIDUALIZED EDUCATION PROGRAM (IEP) - INFORMATION / ELIGIBILITY

Student Legal Name:	Legal Suffix:	IEP Date: _5/7/2024_

Original SpEd Entry Date: _5/23/2022_   **Next Annual Plan Review:** _5/6/2025_

Last Reevaluation: _5/6/2022_   **Next Reevaluation:** _5/6/2025_

MEETING TYPE: ☐ Initia ☑P an Review ☐ Reeva uation

Additional Purpose of Meeting (If needed): ☐ Transition ☐ Pre-Expusion ☐ Interim ☐ Other

---

|	
Bullet 5: Service logs and progress monitoring not happening.	Reference made to SEIS's service tracker. Not required to use that specific trackers, as confirmed with EDC SELPA. Service providers used attendance/sign-in sheets, service logs and/or documentation/notes progress. Refer to linked logs: **23-24 Service Logs** Counseling Speech and Language Occupational Therapy SAI **24-25 Service Logs** Counseling Speech and Language Occupational Therapy SAI (Elementary) SAI (Middle)

Bullet 6: Parent requested her ███ son be evaluated for an IEP all last school year to no avail.	Student had an initial SST meeting in ████████ and a follow up on ████████. At the time, the mother denied signing a consent for the exchange of information with the medical doctor. Mom submitted a written eval request on ████████. The assessment plan, and procedural safeguards were sent to mom on ████████.

Appendix E. AIPCS II Retention Policies

The following pages contain the AIMS 2022-23 and 2024-25 Retention Policies, respectively. The 2022-23 Retention Policy was submitted to OUSD on August 31, 2022, in response to a Letter of Inquiry regarding enrollment concerns. The 2024-25 Retention Policy was submitted to OUSD via Epicenter on October 15, 2024.
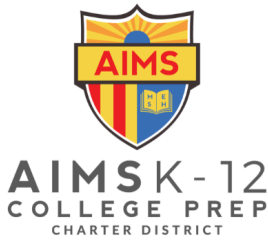
AIMS K-12 College Prep Charter District

AIMS College Prep Elementary (K-8)
AIPCS II
171 12th St | Oakland | CA 94607

E elementary@aimsk12.org
T 510-893-8701
F 510-893-0345

www.AIMSK12.org

AIMS College Prep Middle School (6-8)
Formerly known as AIPCS
171 12th St | Oakland | CA 94607

E middleschool@aimsk12.org
T 510-893-8701
F 510-893-0345

AIMS College Prep High School (9-12)
Formerly known as AIPHS
746 Grand Ave | Oakland | CA 94610

E highschool@aimsk12.org
T 510-220-5044
F 510-519-5549

AIMS K-12

Promotion and Retention Policy

Promotion/Retention

The local education agency (LEA) governing board expects students to progress through each grade level within one school year. Toward this end, instruction shall be designed to accommodate the variety of ways that students learn and provide strategies for addressing academic deficiencies as needed. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

Promotion

When high academic achievement is evident, the teacher may recommend a student for acceleration to a higher grade level. The student's maturity level shall be taken into consideration in making a determination to accelerate a student.

Retention

Teachers shall identify students who should be retained or who are at risk of being retained at their current grade level as early as possible in the school year and as early in their school careers as practicable. Such students shall be identified at the following grade levels:

1. Between grades 2 and 3
2. Between grades 3 and 4
3. Between grades 4 and 5
4. Between the end of the intermediate grades and the beginning of the middle school grades
5. Between the end of the middle school grades and the beginning of the high school grades

Students shall be identified for retention on the basis of failure to meet minimum levels of proficiency, as indicated by grades and the following additional indicators of academic achievement (applicable tests depend on assessments given at each grade level):

District Created Benchmarks using Illuminate
Smarter Balanced Assessment
California Assessment of Student Performance and Progress
Student Work/Portfolios
Scholastic Reading Inventory
Math Inventory
Attendance

Students between grades 2 and 3 and grades 3 and 4 shall be identified primarily on the basis of their level of proficiency in reading. Proficiency in reading, English language arts, and mathematics shall be the basis for identifying students between grades 4 and 5, between intermediate and middle school grades, and between middle school grades and high school grades. If a student does not have a single regular classroom teacher, the Superintendent or designee shall specify the teacher(s) responsible for the decision to promote or retain the student.

The teacher's decision to promote or retain a student may be appealed. The Superintendent or designee shall establish an appeals process for the LEA.

When a student is recommended for retention or is identified as being at risk for retention, the Superintendent or designee shall offer an appropriate program of remedial instruction to assist the student in meeting grade-level expectations.

Special Education Students

The Superintendent or designee shall ensure that with regards to special education students, the determination as to the appropriate standards for promotion or retention should be made as part of the IEP process.

Legal References:

California Education Code

48010 Admittance to first grade

48011 Promotion/retention following one year of kindergarten

48070- 48070.5 Promotion and retention

56345 Elements of individualized education plan

60640-60649 California Assessment of Student Performance and Progress

60850-859 California High School Exit Examination

Adopted

(Date)

AIMS K-8th Retention

1. AIM Schools K-8th grade students must pass language arts and mathematics (C- or below is failing), or they may be retained or attend summer school.

2. All failing students should be placed in tutoring. Students who do not put forth effort may be retained.

3. Teachers must provide documentation on progress reports and report cards EARLY IN THE YEAR if a student is at risk of being retained. Documentation of retention MUST BE REPEATED in each progress report and report card.

4. You should plan to meet with parents throughout the year and inform them of the student's progress.

5. DO NOT SAY students may be retained or students could be retained. Instead, SAY **based on your current progress, you will be retained**.

6. DO NOT be afraid to retain a student who did not do the work. You will only set them up for failure if they are promoted to the next grade level when unprepared.

7. Chaos is created for the new teacher when you promote a student who is not prepared for the next grade level. Retention is never negotiable with families.

"A School at Work"