Renewal Petition Staff Report

AIMS College Prep High

Decision Hearing: October 6, 2026

School Overview

AIMS College Prep High			
Charter Management Organization (CMO):	AIMS K-12	**Previous Renewal Year(s):**	2010-11, 2015-16, 2020-21
Year Opened:	2006-07	**Campus Address:**	746 Grand Ave, Oakland, CA 94610
OUSD Board District:	1	**Current Enrollment:** [1]	367
Current Grades Served:	9-12	**5-Year Projected Enrollment**	355, 355, 355, 355, 355
Renewal Performance Category	Middle Tier	**Charter Term, if Renewed**	July 1, 2027-June 30, 2032

Renewal Overview

AIMS College Prep High ("AIMS High" or "Charter School") submitted a renewal petition on July 16, 2026, requesting renewal for a term beginning July 1, 2027, serving students in Grades 9-12 with projected enrollment as shown in the table above. AIMS High is categorized by the California Department of Education in the Middle Performance Category and, if renewed, is eligible for a five year renewal term through June 30, 2032.

This Staff Report provides an analysis of the Charter School's performance over the course of the current charter term, including academic outcomes, fiscal condition, governance, and compliance, to inform the Board's consideration of the Charter School's renewal petition under the applicable statutory renewal criteria.

After considering the renewal petition, this Staff Report, and information presented at the initial and decision public hearings, the Board will vote to approve or deny renewal in accordance with applicable statutory requirements. A decision to deny renewal requires the Board to make written findings supported by specific facts. Section V, Summary and Board Action, summarizes the key strengths and challenges identified in the Staff Report, provides information relevant to whether closure would be in the best interest of pupils in the event of a denial, and outlines the statutory options and requirements for Board action.

[1] Per first month statistical report submitted to OUSD (as of August 28, 2026).

Criteria for Evaluation and Procedural Background

Criteria for Renewal

The Charter Schools Act of 1992 and subsequent amendments 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, OCS 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[2] 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 ("CDE") to determine AIMS High's Renewal Tier. A more detailed analysis of the Charter School's Renewal Tier, including analyses of each criterion and sub-criterion, can be found in Figures 2-4.

Figure 1: AIMS High Renewal Tier Analysis

Criterion 1 *Performance level on all schoolwide indicators*	Criterion 2a *Schoolwide status on all academic indicators[3] 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 or Blue ☐ **Low Tier** if all are Red or Orange ☒ **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		**MIDDLE TIER**

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

Criterion 1 Analysis

Criterion 1 is based on the performance colors received for **all** state indicators on the Dashboard for the two previous State Dashboard years. Per Education Code, if all state indicators are Blue or Green, the Charter School is assigned to the High Tier. If all state indicators are Orange or Red, 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 2 below, AIMS High did not fit the requirements for Low Tier or for High Tier in Criterion 1, thus, an evaluation of Criterion 2 is necessary.

[2] The three-tiered system does not apply to schools that qualify for the Dashboard Alternative School Status (DASS) program.
[3] "Academic indicators" refer to the ELA, Math, Science, English Learner Progress, and College and Career Readiness Indicators on the California School Dashboard.

Figure 2: Criterion 1 Analysis – Schoolwide Results

Indicator	2024	2025
ELA	Orange	Orange
Math	Yellow	Orange
Science	N/A	Orange
EL Progress	Red	Blue
College/Career	Blue	Green
Graduation Rate	Blue	Orange
Suspension Rate	Yellow	Blue

***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, Science, 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 statewide average[4]. 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 Tier. 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 3 and Figure 4 below, the Charter School did not meet the requirements for High Tier or for Low Tier, thus, AIMS High is placed in the Middle Tier[5].

Figure 3: Criterion 2a Analysis

Academic Indicator	2024			2025		
	School Status	State Status	Result	School Status	State Status	Result
ELA	-23.6	-13.2	Lower	-37.5	-8.1	Lower
Math	-31	-47.6	Higher	-63.9	-42.4	Lower
Science	N/A	N/A	N/A	44.3	52.6	Lower
EL Progress	21.4%	45.7%	Lower	76.7%	46.4%	Higher
College / Career	73.3%	45.3%	Higher	88.2%	51.7%	Higher

***Source**: California School Dashboard*

[4] 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

[5] Charter school performance categories for all California charter schools can be found here: https://www.cde.ca.gov/sp/ch/performcategory.asp#files

Figure 4: Criterion 2b Analysis

Indicator	Student Group	2024			2025		
		School Status	State Status	Result	School Status	State Status	Result
ELA	SED	-16.6	-40.9	Higher	-47.2	-35.3	Lower
Math	SED	-21	-78.2	Higher	-70.4	-72.9	Higher
Science	SED	N/A	N/A	N/A	43.8	47.1	Lower
College / Career	SED	74.7%	37.4%	Higher	88.2%	44.8%	Higher
EL Progress		21.4%	45.7%	Lower	76.7%	46.4%	Higher

***Source**: California School Dashboard*

Additional Guidance for Middle Tier Schools

As noted previously, there are additional criteria and conditions for evaluating a Charter School's petition depending on the assigned Renewal Tier. Figure 5 below outlines the renewal conditions and additional evaluation guidance applicable to schools placed in the Middle Tier.

Figure 5: Renewal Tier Additional Guidance

MIDDLE TIER - Additional Guidance and Decision Criteria	
Term	May only be renewed for a 5-year term.
Additional Renewal Conditions	May be denied upon making written findings that: 1. *The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school; AND* 2. *The closure is in the best interest of the pupils; AND* 3. *The decision provided greater weight to performance on measurements of academic performance (if applicable).* May also be denied with a written finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to a 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.*

Verified Data[6] *(Optional)*	If the charter school chooses to submit, the authorizing entity shall also consider clear and convincing evidence, demonstrated by verified data, showing either: *A. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school; or* *B. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.*

***Source**: Education Code §47607.2(b)*

Procedure

1. The Charter School submitted a renewal petition to the District on July 16, 2026.
2. OCS Staff conducted an interview with 2 members of the AIMS K-12 Governing Board on August 13, 2026, after all 4 members submitted a self-evaluation to assess strengths and gaps in the Governing Body.
3. The initial public hearing was held on August 24, 2026.
4. The OUSD review team conducted a site visit on August 31, 2026. This site visit involved classroom observations and focus group interviews with students, families, teachers, and school leadership.
5. 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.
6. This Staff Report was made public by the 15-day posting requirement, which was September 21, 2026.
7. The decision public hearing is being held on October 6, 2026.

[6] Ed Code §47607.2(c) defines verified data as data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. The State Board of Education established criteria to define verified data and identify an approved list of valid and reliable assessments that shall be used for this purpose. For more information, please review the CDE's Verified Data website page: https://www.cde.ca.gov/sp/ch/verifdata.asp

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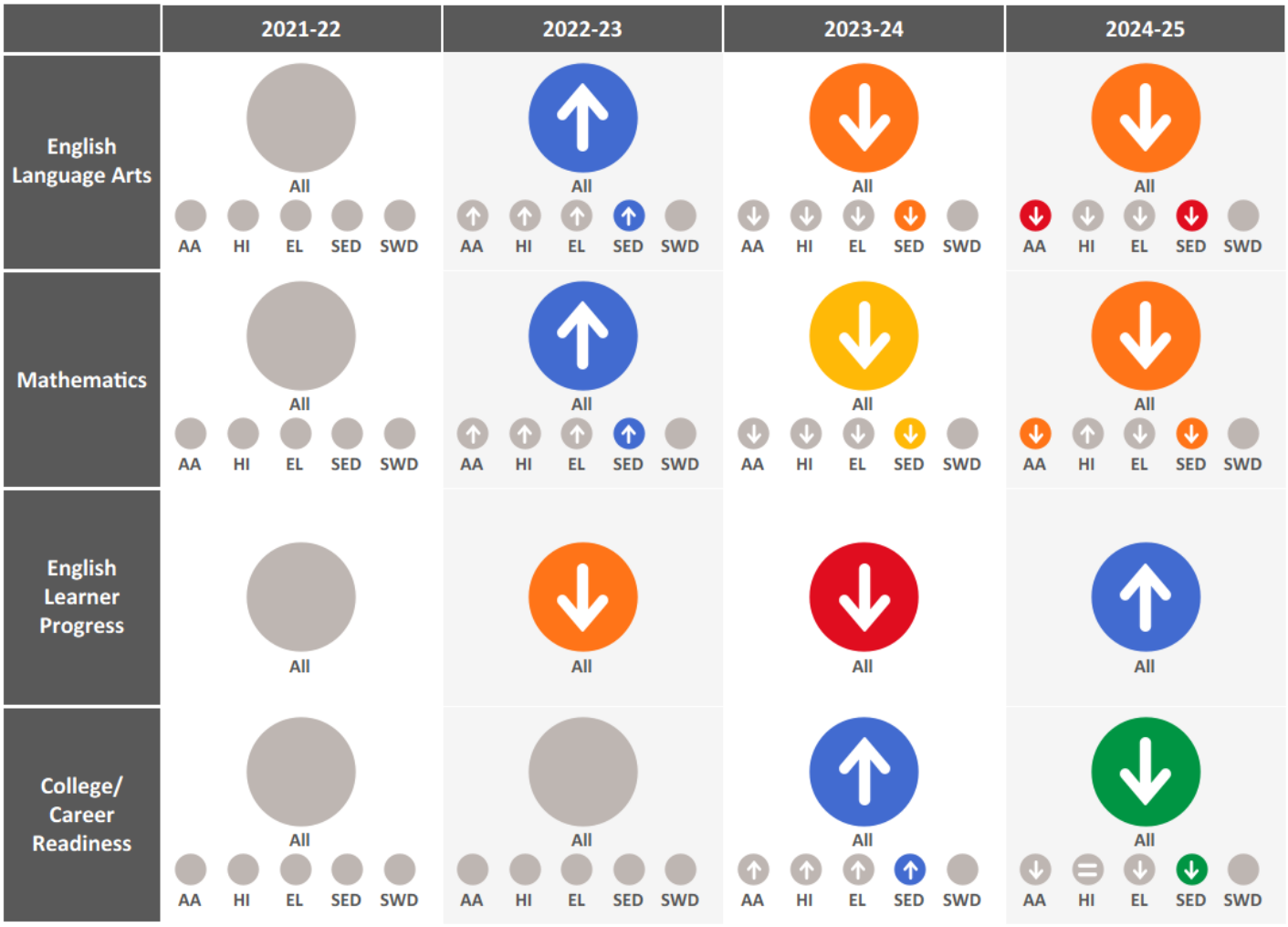
I. Renewal Criteria I: Has the Charter School Presented a Sound Educational Program?

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. 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 California Assessment of Student Performance Progress ("CAASPP") Smarter Balanced Assessment Consortium ("SBAC") assessments, graduation data, ELPAC results, a summary of the renewal site visit, and verified data submitted by the Charter School. As a high-level summary, Figure 6 below represents the academic indicator results from the California School Dashboard over the course of the charter term, details for which can be found in the subsequent sections.

Figure 6: California School Dashboard Academic Indicator Summary



***Source**: California School Dashboard*

A. SBAC Performance Summary – English Language Arts

The below section represents a summary of the results from the ELA SBAC assessment at the Charter School including schoolwide average proficiency rates, average Distance from Standard ("DFS") results disaggregated by student group, and California School Dashboard growth results. Results for the California Alternate Assessments ("CAAs") were not

included as AIMS High did not surpass the required threshold of tested students and, therefore, no data is available. While a more detailed analysis can be found in the subsequent sections, a summary of these data is below:

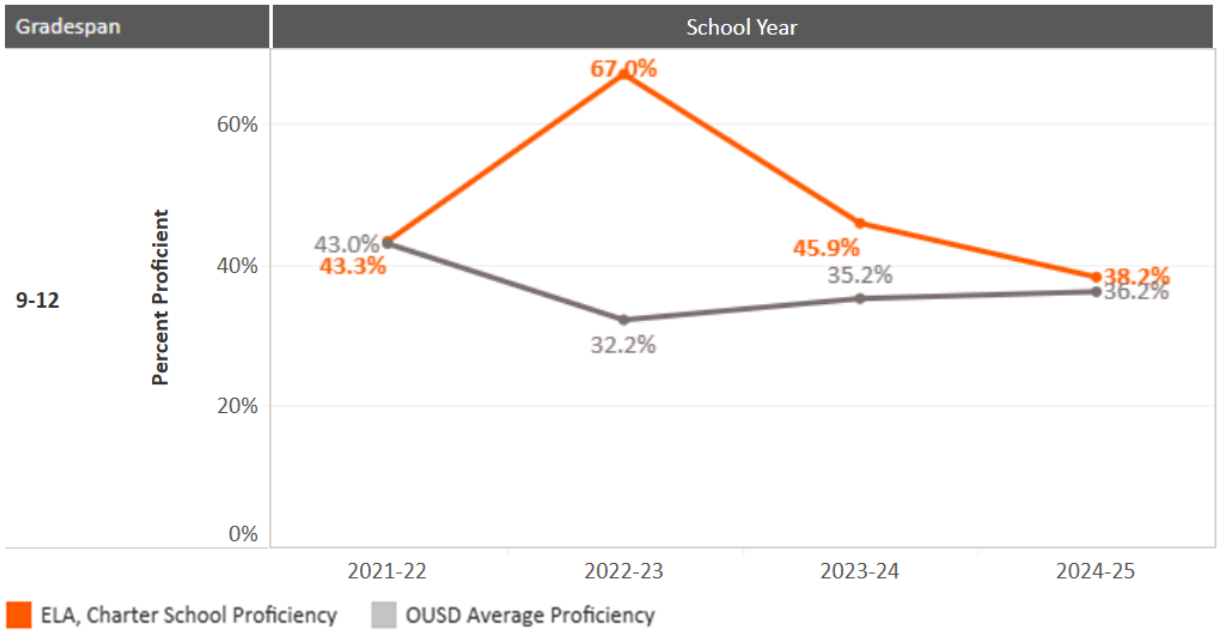
- **Schoolwide Trends:** *In 2022-23, AIMS High's schoolwide proficiency and average DFS increased before declining significantly for the following two years.*
- **Student Group Trends:** *Average DFS increased in 2022-23 then declined significantly for all student groups from 2022-23 to 2024-25.*

Average Proficiency Rates and Grade Span Results

To supplement the information provided in the California School Dashboard, additional analyses of the results from the ELA SBAC assessment are provided in this and subsequent sections. Below, Figure 7 represents the Charter School's average proficiency rates on the ELA SBAC over the course of the charter term, or the percentage of students who have met or exceeded the "Standard" threshold for this exam. As shown below:

- *In 2022-23, AIMS High's proficiency rate significantly increased about 24 percentage points but has declined in each of the following two years. From 2022-23 to 2024-25, AIMS High's proficiency rate declined about 29 percentage points.*
- *Throughout the charter term, AIMS High's proficiency rate was either similar to or above the District average, although the 34.8 percentage point difference in 2022-23 narrowed to 2 percentage points by 2024-25.*

Figure 7: Schoolwide ELA SBAC Proficiency Rates Over Time – AIMS High and OUSD



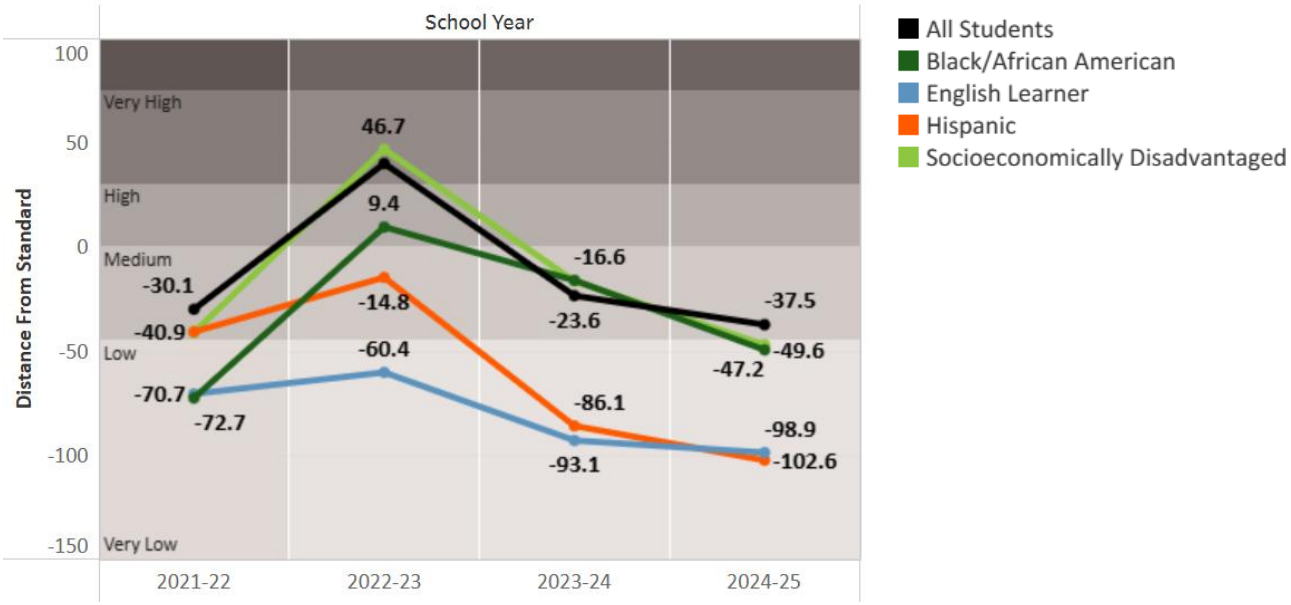
***Source**: Downloadable CAASPP Research Files*

Distance from Standard (DFS) and Student Group Results

Figures 8 and 9 below represent the Charter School's average Distance from Standard ("DFS") on the ELA SBAC assessment over the course of the charter term. While average proficiency rates illustrate the percentage of students scoring at or above the "Standard Met" threshold on the SBAC assessment, average DFS measures how far, on average, student results deviate from the "Standard Met" threshold, providing a more granular analysis. As shown in Figure 8 below:

- *Average DFS increased across all student groups in 2022-23, followed by a significant decline through 2024-25. In that time period, AIMS High's Socioeconomically Disadvantaged and Hispanic student groups experienced the sharpest declines, dropping approximately 93.9 and 87.8 points, respectively.*

Figure 8: AIMS High ELA DFS Over Time

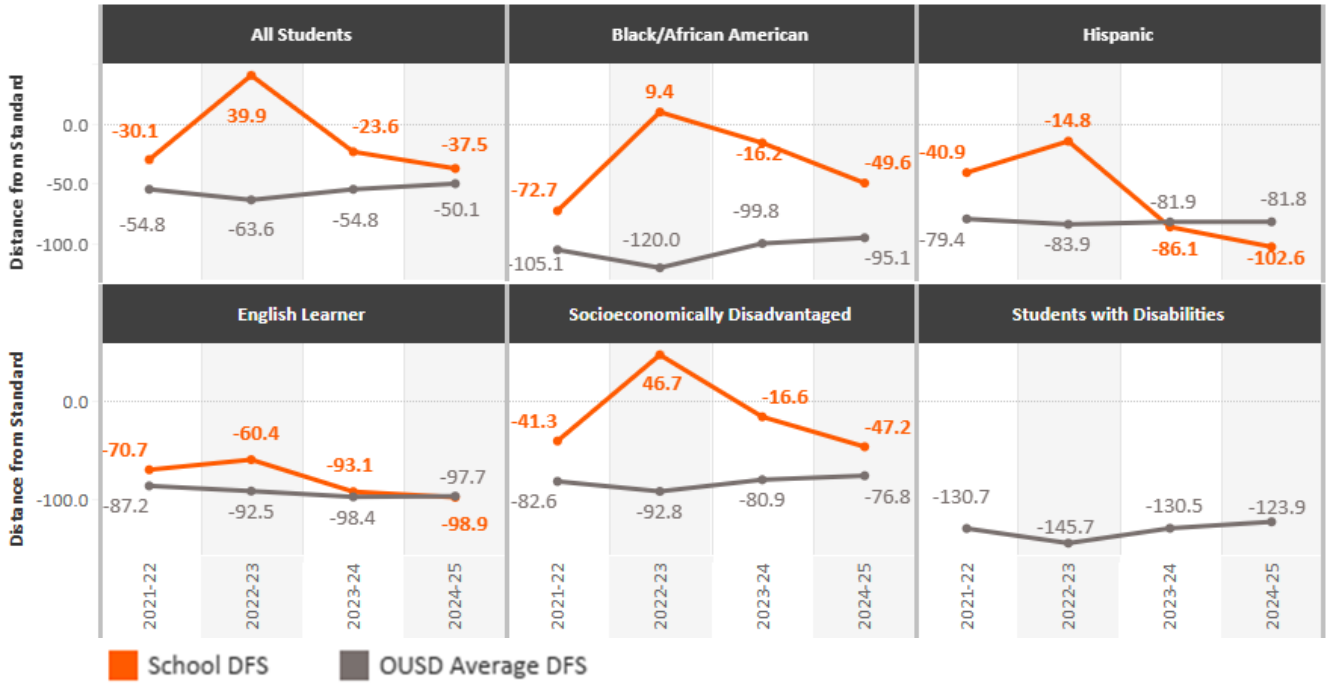


***Source**: Downloadable CAASPP Research Files*

Figure 9 below again shows the average DFS, both schoolwide and for key student groups, over the course of the charter term, but also compares these results with the OUSD average for each corresponding group. 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). As shown below:

- *Average DFS was higher than the respective District averages schoolwide and for the Black/African American and Socioeconomically Disadvantaged student groups.*
- *In 2024-25, average DFS for the English Learner and Hispanic student groups were below the respective District averages.*

Figure 9: AIMS High and OUSD ELA DFS Over Time*



***Source**: Downloadable CAASPP Research Files*

B. SBAC Performance Summary – Mathematics

The below section represents a summary of the results from the Math SBAC assessment at the Charter School including schoolwide average proficiency rates, average Distance from Standard ("DFS") results disaggregated by student group, and California School Dashboard results. Results for the California Alternate Assessments ("CAAs") were not included as AIMS High did not surpass the required threshold of tested students and, therefore, no data is available. While a more detailed analysis can be found below, a summary of these data is below:

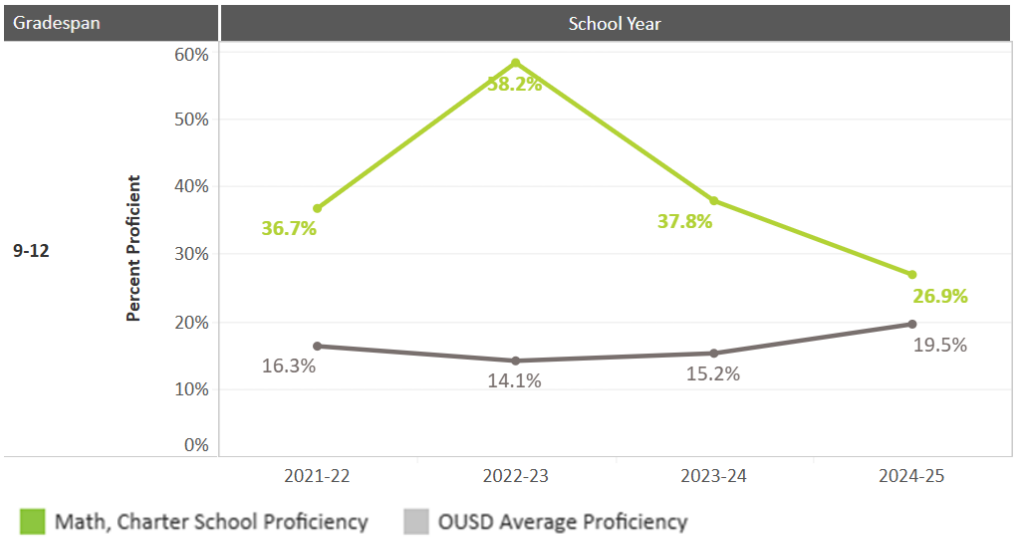
- **Schoolwide Trends:** *Proficiency and average DFS sharply increased in 2022-23 before declining significantly for the following two years.*
- **Student Group Trends:** *Average DFS sharply increased in 2022-23 before declining significantly for the following two years for most student groups.*

Average Proficiency Rates and Grade Span Results

To supplement the information provided in the California School Dashboard, additional analyses of the results from the Math SBAC assessment are provided in this and subsequent sections. Below, Figure 10 represents the Charter School's average proficiency rates on the Math SBAC over the course of the charter term, or the percentage of students who have met or exceeded the "Standard" threshold for this exam. The figure additionally includes average proficiency rates for the corresponding grade spans at OUSD for further context. As shown below:

- *In 2022-23, AIMS High's proficiency rate increased about 22 percentage points but has declined in each of the following two years. From 2022-23 to 2024-25, AIMS High's proficiency rate declined about 31 percentage points.*
- *Throughout the charter term, AIMS High's proficiency rate was above the District average.*

Figure 10: Schoolwide Math SBAC Proficiency Rates Over Time – AIMS High and OUSD*



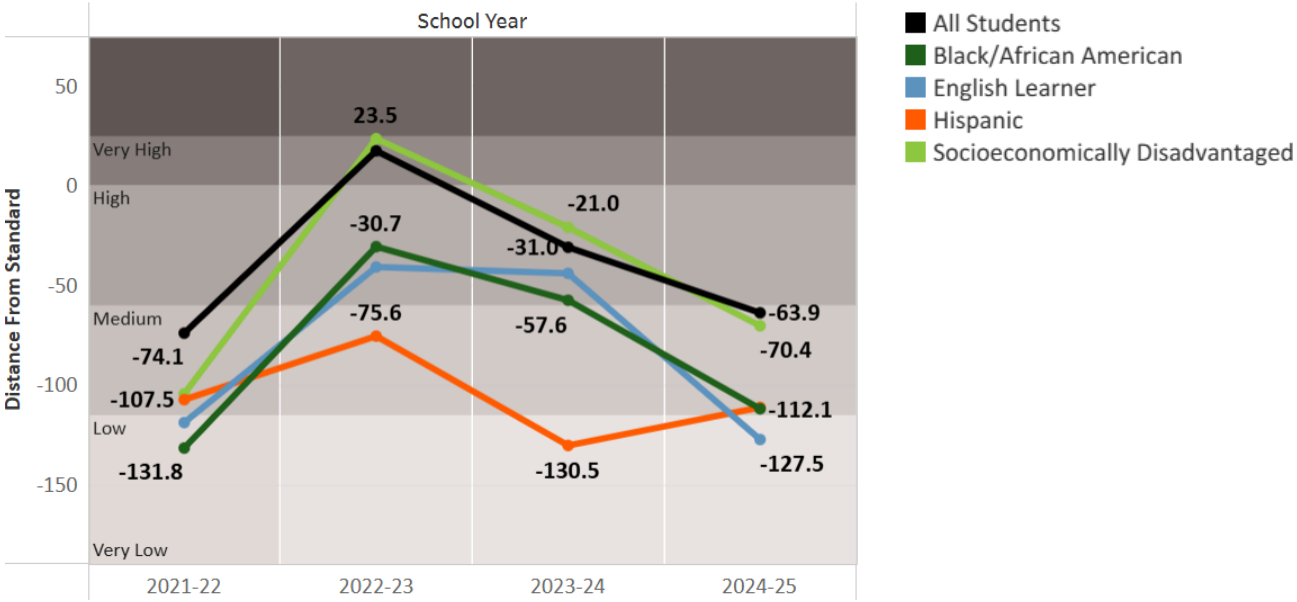
***Source**: Downloadable CAASPP Research Files*

Distance from Standard (DFS) and Student Group Results

Figures 11 and 12 below represent the Charter School's average Distance from Standard ("DFS") on the Math SBAC assessment over the course of the charter term. While average proficiency rates illustrate the percentage of students scoring at or above the "Standard Met" threshold on the SBAC assessment, average DFS measures how far, on average, student results deviate from the "Standard Met" threshold, providing a more granular analysis. As shown in Figure 11 below:

- *Average DFS increased across all student groups in 2022-23, followed by a significant decline through 2024-25. In that time period, AIMS High's Socioeconomically Disadvantaged student group experienced the sharpest decline, dropping approximately 93.9 points.*

Figure 11: AIMS High Math DFS Over Time

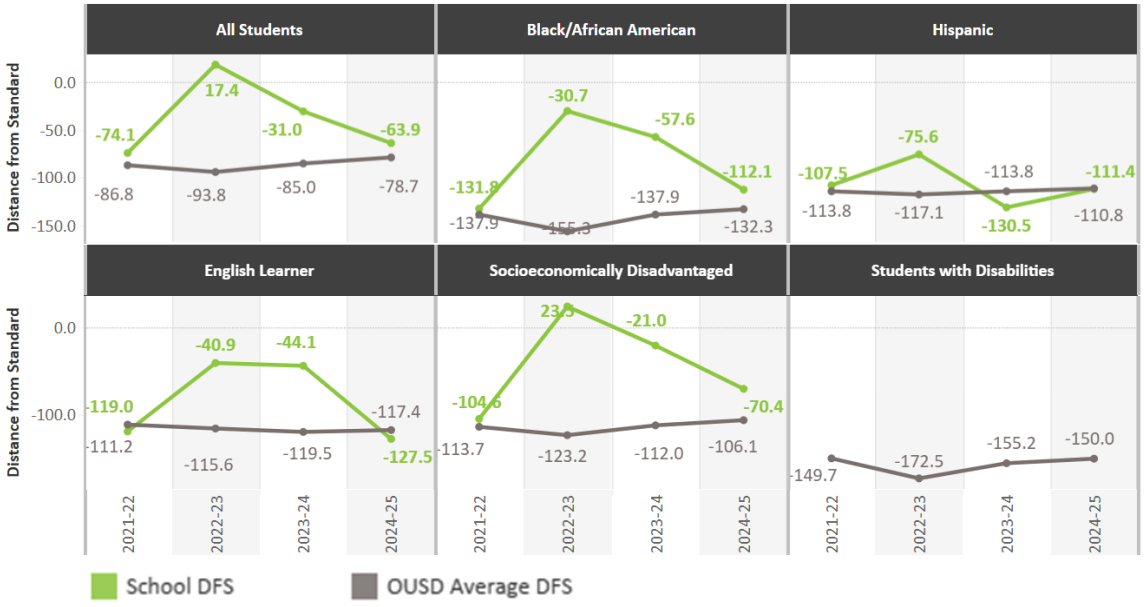


***Source**: Downloadable CAASPP Research Files*

Figure 12 again shows the average DFS, both schoolwide and for key student groups, over the course of the charter term, but also compares these results with the OUSD average for each corresponding group. 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). As shown below:

- *Average DFS was higher than the respective District averages schoolwide and for the Black/African American and Socioeconomically Disadvantaged student groups.*
- *In 2024-25, average DFS for the Hispanic and English Learner student groups were below their respective District averages.*

Figure 12: AIMS High and OUSD Math DFS Over Time



***Source**: Downloadable CAASPP Research Files*

C. Science

The below section represents a summary of the results from the California Science Test ("CAST") at the Charter School including schoolwide average proficiency rates and average Science Points[7] ("SPs") results disaggregated by student group. Please note, CAST results below reflect data starting from the 2024–25 school year, as this marked the first year Science was included as an accountability metric with a Dashboard color on the California School Dashboard. Results for the California Alternate Assessment for Science ("CAAs for Science") were not included as AIMS High did not surpass the required threshold of tested students and, therefore, no data is available. While a more detailed analysis can be found below, a summary of these data is below:

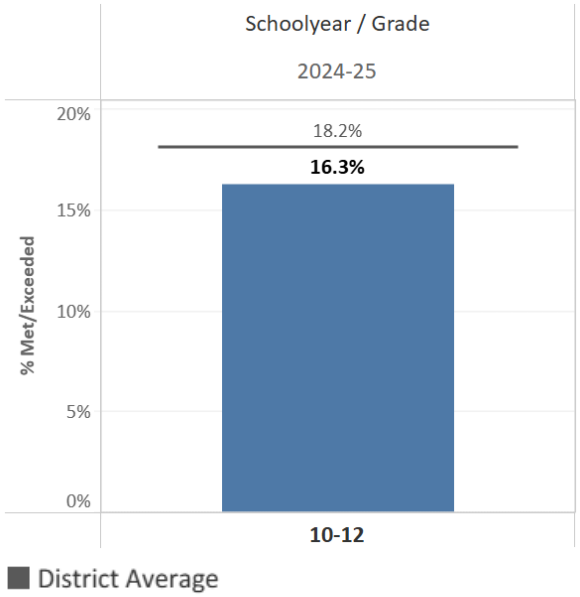
- **Schoolwide Results:** *AIMS High's schoolwide proficiency was 16.3%, and the schoolwide average was 44.3 Science Points.*
- **Student Group Results:** *Average Science Points ranged from 32.6 to 43.8 among student groups with reportable results, with the Hispanic student group scoring the lowest at 11.7 SPs below the schoolwide average.*

Average Proficiency Rates and Grade Span Results

To supplement the information provided in the California School Dashboard, additional analyses of the results from the CAST are provided in this and subsequent sections. Below, Figure 13 represents the Charter School's average proficiency rates on the CAST in the 2024-25 school year, or the percentage of students who have met or exceeded the "Standard" threshold for this exam. The figure additionally includes average proficiency rates for the corresponding grade span at OUSD for further context. As shown below:

- *AIMS High's average proficiency rate was 16.3%, about 2 percentage points below the respective District average.*

Figure 13: Schoolwide CAST Proficiency Rates From 2024-25 – AIMS High and OUSD



***Source**: Downloadable CAASPP Research Files*

Science Points (SPs) and Student Group Results

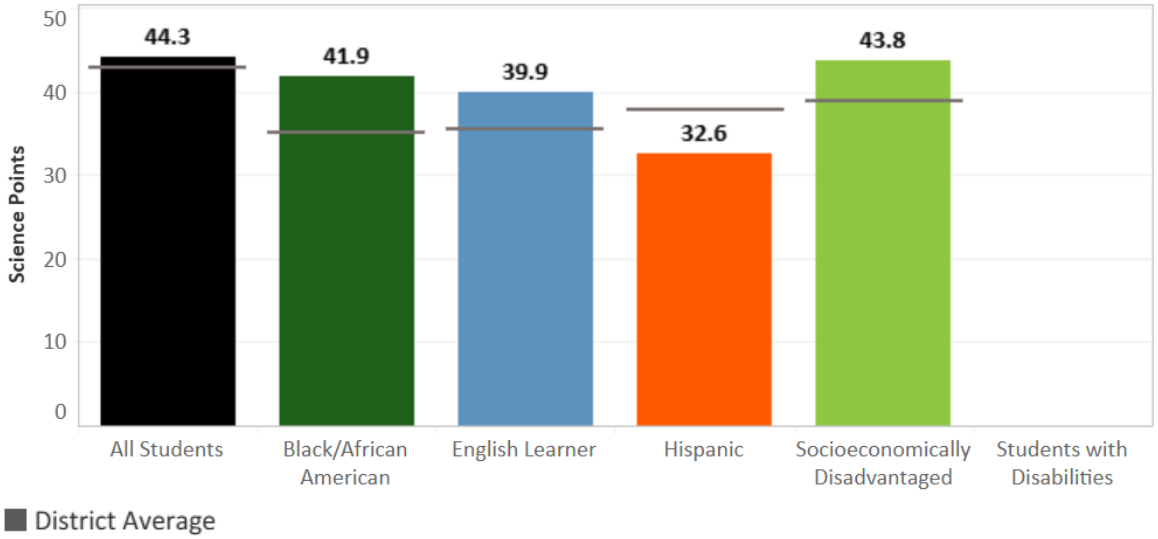
Figures 14 below represent the Charter School's average Science Points ("SPs") on the CAST in the 2024-25 school year, both schoolwide and for key student groups, compared with the corresponding OUSD average. While average

[7] Science Points translate the science assessment scales to a range from zero, as the lowest possible score, to 100 points, as the highest possible score.

proficiency rates illustrate the percentage of students scoring at or above the "Standard Met" threshold on the CAST, average SPs measures how far, on average, student results deviate from the "Standard Met" threshold, providing a more granular analysis. As shown in Figure 14 below:

- *In 2024-25, AIMS High's schoolwide average was 44.3 Science Points, with student group averages ranging from 32.6 to 44.3. Schoolwide SP and all student group average SPs were above the respective District averages, with the exception of the Hispanic student group.*

Figure 14: AIMS High CAST SPs from 2024-25



***Source**: Downloadable CAASPP Research Files*

D. College and Career Readiness Measures

The below section represents a summary of the results from various college and career readiness measures, including results from the California School Dashboard College/Career Indicator ("CCI") and graduation metrics.

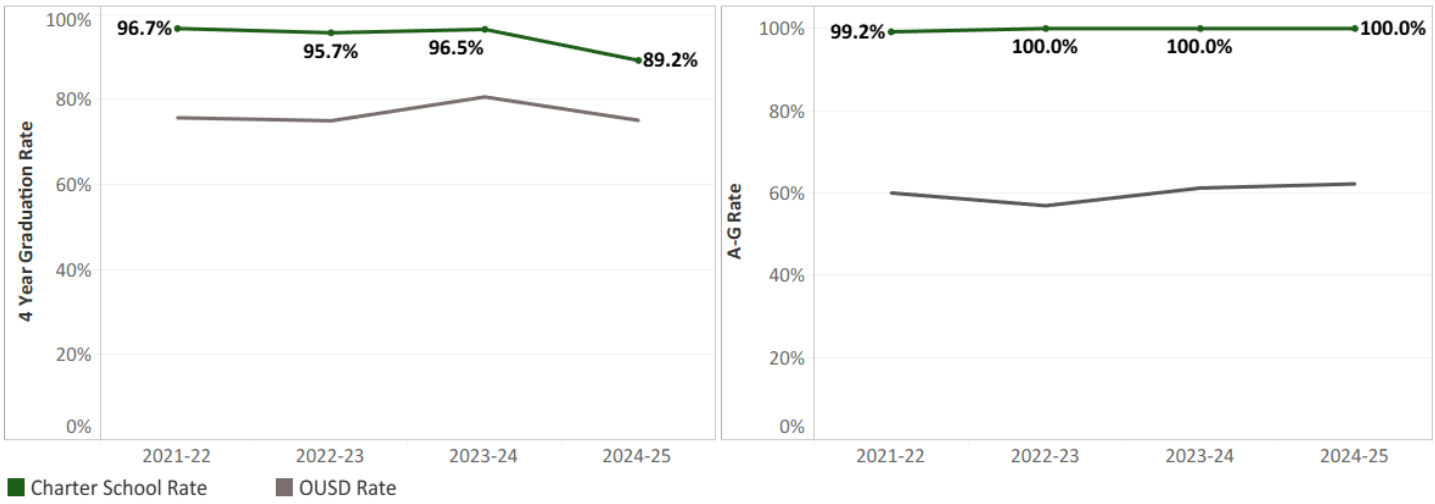
Graduation Metrics

The figures below compare the four-year cohort graduation [8]and A-G graduation rates[9] between OUSD and AIMS High. As shown below:

- *AIMS High's schoolwide four-year cohort graduation rate was above the District average throughout the charter term, although it declined in the most recent year. In 2024-25, graduation rates for all student groups were above their respective District averages.*
- *The A-G completion rate remained at or near 100% throughout the charter term and above the District average.*

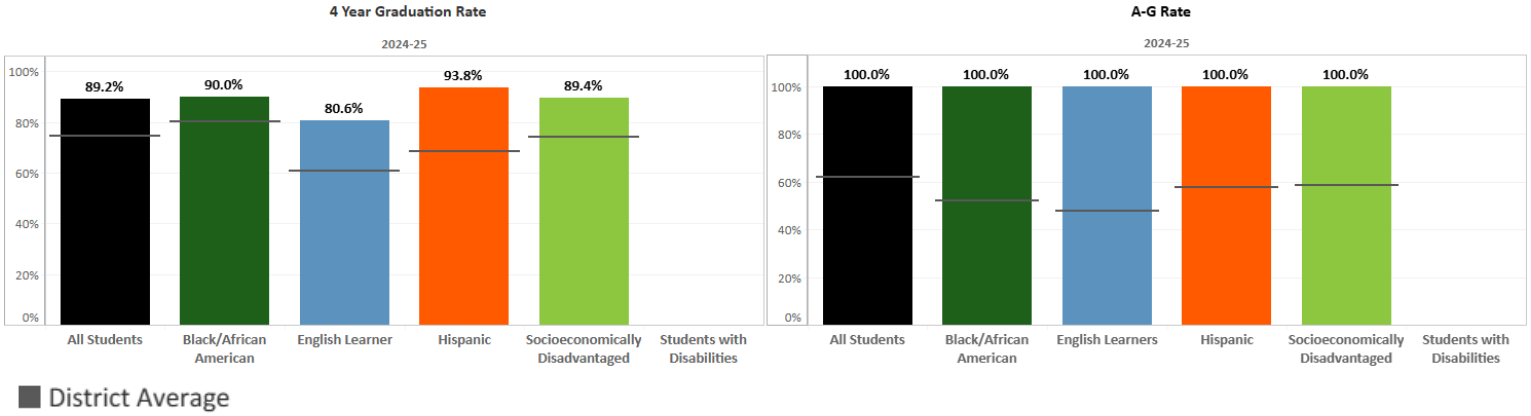
[8] The four-year cohort graduation rate is the number of students who graduate from high school in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class.
[9] The A-G graduation rate refers to the percentage of high school graduates who successfully complete the A-G course sequence with a grade of "C" or better, making them eligible to apply to the University of California (UC) or California State University (CSU) systems.

Figure 15: Four-Year Graduation Rate and A-G Rate Over Time – Charter School and OUSD



***Source**: CDE Downloadable Data Files*

Figure 16: 2024-25 Four-Year Graduation Rate – Charter School and OUSD



***Source**: CDE Downloadable Data Files*

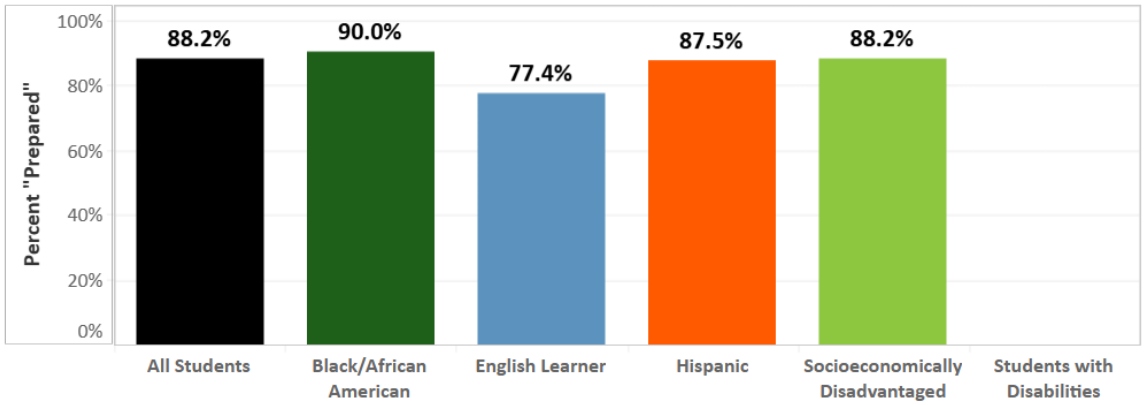
CCI Indicator Summary

The figure below represents the percentage of students in various student groups who were considered "Prepared"[10] on the CCI Indicator in the 2024-25 school year. As shown below:

- *88% of AIMS High students were considered "Prepared" on the CCI Indicator in 2024-25, with the Black/African American student group having the highest rate while the English Learner student group had the lowest rate.*

[10] For more information on how graduates can meet the CCI "Prepared" Criteria, please see https://www.cde.ca.gov/ta/ac/cm/documents/collegecareer26.pdf

Figure 17: 2024-25 CCI Indicator "Prepared" Rate by Student Group



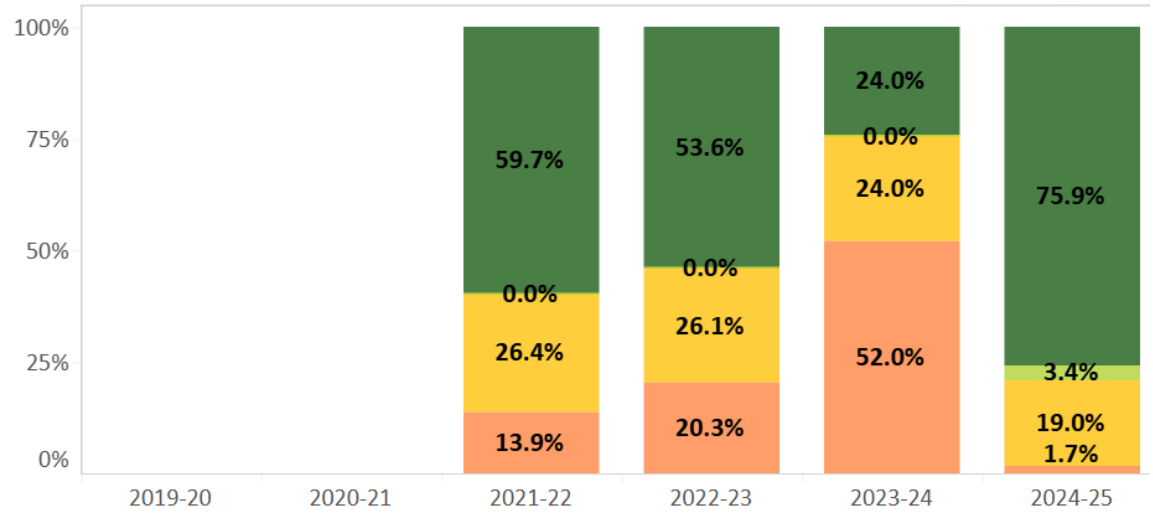
***Source**: CDE Downloadable Data Files*

E. English Learner Progress

In the past four years with available data, AIMS High tested 72, 69, 50, and 58 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:

- *The percentage of English Learner students making progress towards English proficiency declined between 2021-22 and 2023-24 before increasing to 75.9% in 2024-25, representing a 51.9% increase from 2023-24.*

Figure 18: Summative ELPAC Results



***Source**: California School Dashboard*

F. 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[11] 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

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

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 19: Renewal Site Visit Summary

AIMS High Renewal Site Visit, August 31, 2026			
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), Jenn Blake (OUSD Executive Director, Special Education), Vanessa Sifuentes (Deputy Chief of Post-Secondary Readiness), 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	**2.2**	**2.2**	**1.9**
Thread B: Culture	**2.3**	**2.3**	**2.8**
Thread C: Systems and Structures	**2.1**	**2.2**	**2.1**

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 AIMS High.

Figure 20: Highest and Lowest Rated SQR Sub-Domains

Highest Rated Sub-Domains		
Score	**Sub-Domain**	**Description of Sub-Domain**
3.2	**2C.2 Safety**	The school has a comprehensive safety plan that is focused on building and implementing systems and structures to ensure a physically safe campus. The plan includes an articulated crisis plan to respond to immediate and acute emergencies. All members of the school community know what to do in case of emergency and report feeling safe on the campus.
3.0	**3B.2 Communication Practices**	The school utilizes timely and effective communication practices with staff, students and families to convey important messages, decisions and potential impact through newsletters, website and other media. The school has established norms for communication and for dealing with conflict, including restorative practices for adults to learn from conflict.
2.8	**1B.2 Asset-Based and Anti-Racist Mindset**	Students, staff, and families hold an asset-based and anti-racist mindset. Teachers and staff create safe spaces for learning, implementing culturally responsive, trauma-informed and anti-racist practices, and actively encouraging risk-taking. School policies and practices and classroom instruction are culturally and linguistically affirming.
Lowest Rated Sub-Domains		
Score	**Sub-Domain**	**Description of Sub-Domain**
1.3	**3A.3 Coaching, Observation and Feedback**	Teachers are regularly observed and provided with specific and actionable feedback in order to improve teaching and learning in their classroom and across the school. Educators receive regular 1:1 coaching to reflect on impact and improve practice.
1.4	**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.

1.9	**2A.3 Meaningful Inclusion & Targeted Intervention**	Students with IEPs, Newcomer students, and other marginalized student groups are meaningfully included in the general education program – including core grade-level instruction, electives/specials, lunch, recess, and school-wide events – as much as possible based on their individualized plan. They have access to grade-level content, and receive the interventions, supports, and services that they need to meet their goals.

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. The school demonstrated a commitment to supporting physical safety of students and to highly structured classrooms. New school leaders have established good communication with students, increasing the feeling of psychological safety at AIMS High. Students appeared comfortable in classes and in the hallways and were confident that staff care for their safety.
2. Communication has been a focus for the new leadership team at AIMS High. There was evidence of strong practices by the principal and superintendent and all stakeholders felt heard. Ongoing work was taking place to enhance communication protocols and ensure stakeholder feedback.
3. AIMS High demonstrated a commitment towards an asset based and anti-racist approach to teaching and learning. There is a clearly shared mission to support student identity and push students to high levels of academic achievement. While there has been a drop in performance overall, staff continues to be dedicated to the mission of high achievement and its asset based anti-racist approach is incorporated into its improvement work.

Areas for Improvement

1. It was clear through observation and discussion that the leadership turnover at AIMS High School has led to very inconsistent observation and feedback coaching sessions, as well as a lack of a strong protocol. There is a need for leadership to pursue best practices in this area including a differentiated structure for veteran vs. new teachers, high expectations for the feedback meetings and follow up implementation, and a way to create a continuous improvement model for educator development.
2. While AIMS High leadership is aware of the need for ongoing work in special education policies and procedures, there is a significant need for work to improve the program overall. There is a need to improve core instructional services both in standard classes and in specialized classes within the master schedule to better meet the needs of Students with Disabilities as well as all legal requirements.
3. As AIMS High designs both services to all students and its master schedule, there is a clear need for leadership to reflect on new ways to both include and meet the needs of all students in the school. While its AP focused curriculum has served some of its students well, the lack of needed support for many students has led to low average AP scores, as well as other issues around academic, social, and emotional needs of students.

G. Additional Verified Data Provided by the School

Verified Data Background

For schools in the Middle Renewal Tier, Education Code requires that the District consider clear and convincing evidence submitted by the charter school and 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[12] 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.

The Charter School provided the District with data from National Student Clearinghouse StudentTracker to be considered as a postsecondary indicator for the purposes of verified data. Upon review, AIMS High did surpass the 95 percent participation threshold, and thus, the District's analysis is included below. Additionally, the Charter School's Performance Report, included in the renewal petition, includes the Charter School's own analysis of the results.

Verified Data Analysis – National Student Clearinghouse StudentTracker, Postsecondary Indicator

The National Student Clearinghouse ("NSC") provides longitudinal data about the postsecondary enrollment of high school graduates through its StudentTracker report. AIMS High submitted this report with data showing first-fall college enrollment for its graduating students at postsecondary institutions.

As noted above, Education Code defines "strong postsecondary outcomes" as college enrollment, persistence, and completion rates equal to those of similar peers. The data submitted by the Charter School only provides college enrollment data, and the Charter School did not submit data regarding college persistence or completion.

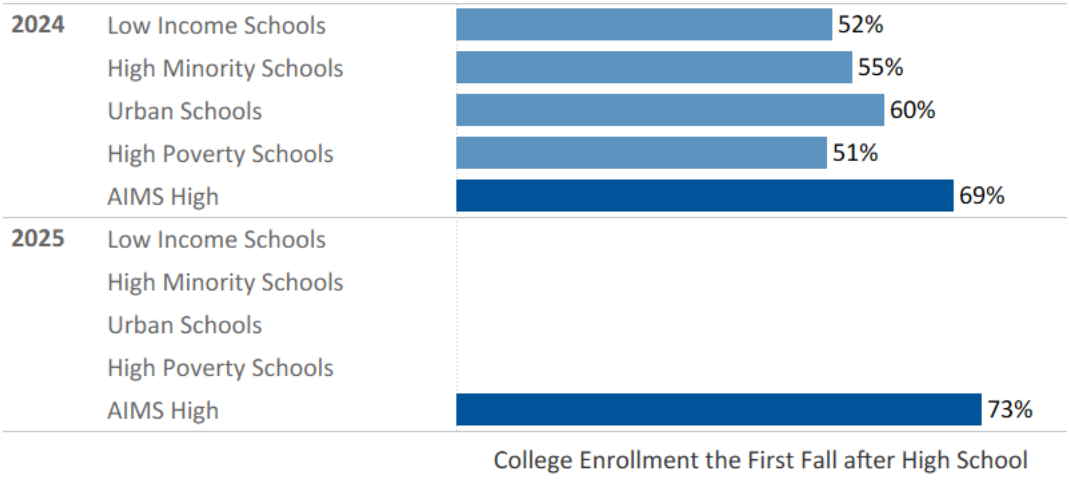
The District considered national averages reported from the National Student Clearinghouse High School Benchmarks reports for additional context. However, these are national averages and not an exact comparison group of schools.

Figures 21, 22, and 23 below show the percentage of graduates enrolled in college the first Fall immediately after high school. According to this data, the analysis is below:

- ***College Enrollment***
    - *For the graduating class of 2024, 69% of AIMS High graduates enrolled in college during the first fall after high school. This exceeded the national average for low-income, high-minority, urban, and high-poverty schools. For the graduating class of 2025, that rate increased by approximately 4 percentage points.*
    - *For the graduating class of 2025, enrollment in 2-year institutions increased about 9 percentage points, while enrollment in four-year institutions declined about 4 percentage points.*
    - *For the graduating class of 2025, the first fall college enrollment rates increased among Black/African American and Socioeconomically Disadvantaged graduates, while the first fall college enrollment declined about 22% among Hispanic graduates.*

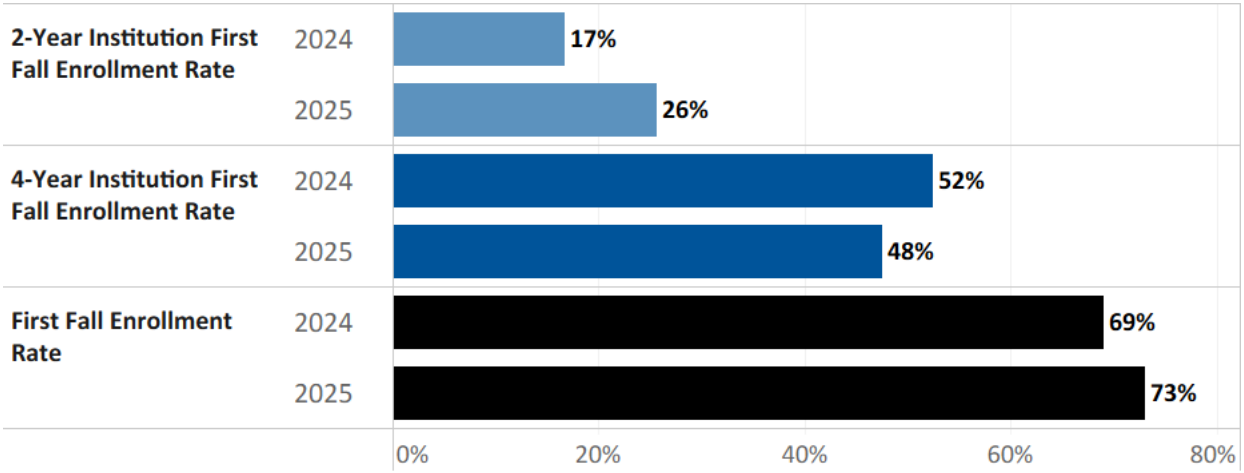
[12] A full list of the adopted academic progress and postsecondary indicators can be found here: https://www.cde.ca.gov/sp/ch/verifdataacadprogress.asp

Figure 21: College Enrollment the first Fall after High School, National Student Clearinghouse



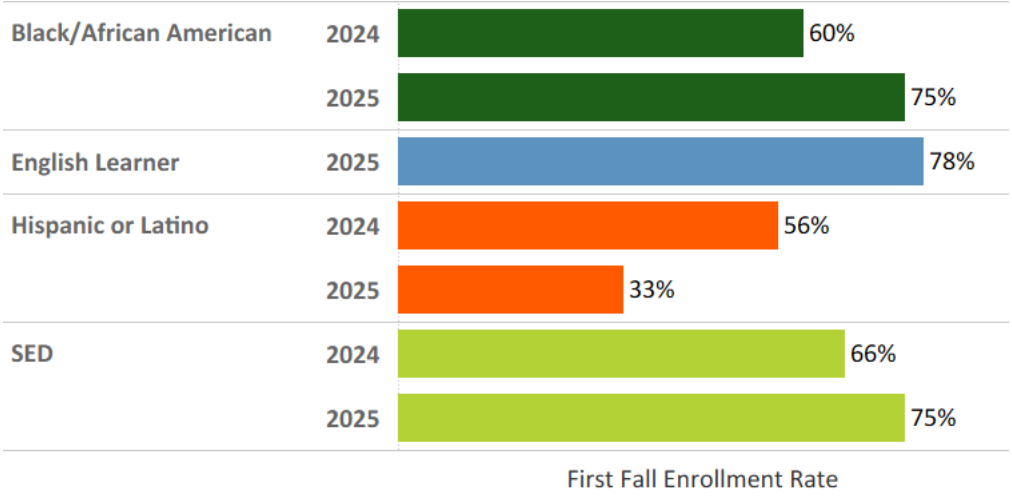
***Source**: Verified Data submitted by AIMS High to OUSD; National Student Clearinghouse StudentTracker*

Figure 22: College Enrollment the first Fall after High School by Institutional Level, National Student Clearinghouse



***Source**: Verified Data submitted by AIMS High to OUSD*

Figure 23: College Enrollment the first Fall after High School by Student Group, National Student Clearinghouse



***Source**: Verified Data submitted by AIMS High to OUSD*

H. Academic Performance Improvement Plan

While not required, AIMS High submitted a Performance Improvement Plan ("PIP") with its renewal petition addressing its academic performance, including the Charter School's Orange 2025 Dashboard results in ELA, Math, and Science.

The plan identifies several factors contributing to the Charter School's declining performance, including inconsistent instructional practices across content areas, uneven implementation of English Learner instructional strategies, loss of instructional coaching capacity, inconsistent implementation of the school's cycles of inquiry, and the lack of systematic criteria for assigning students to academic interventions.

The plan proposes four primary instructional strategies: a common evidence-based writing and reasoning framework across content areas, expanded use of integrated ELD strategies, increased monitoring and accountability for Cycles of Inquiry, and use of NWEA results and defined criteria to assign students to MTSS interventions. The plan also identifies instructional coaching, staffing, and teacher credentialing as necessary supports for implementation.

The plan establishes annual improvement targets for ELA, Math, and Science, including differentiated targets for student groups. The plan generally addresses the areas of concern identified in the school's performance data and includes specific strategies, owners, timelines, and measurable targets. However, many of the proposed strategies and systems are new or beginning in 2026-27, and therefore there is limited evidence available regarding their implementation or effectiveness.

If AIMS High is renewed, OCS Staff will monitor the implementation of the PIP and AIMS High's progress towards its annual goals throughout the charter term. AIMS High will be expected to implement the strategies identified in the plan and meet the performance targets it has established in the PIP.

I. Course Offerings and Access

The educational program proposed in the charter renewal petition includes multiple core subjects in which students have access only to AP or Honors courses. For example, the English sequence provides only AP or Honors courses in Grades 11 and 12. In both Science and History/Social Studies, only AP or Honors is offered for Grades 9, 10 and 11.

Based on the graduation requirements and course offerings identified in the charter renewal petition, students would be required to complete Honors or AP coursework in multiple core subject areas in order to graduate.

While the program detailed in the petition provides students broad access to advanced coursework, the absence of non-honors or AP options in multiple grade levels and subjects raises equity concerns regarding whether the course offerings appropriately serve students with differing academic needs.

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.[13] Evidence considered for this criterion include an analysis of the Charter School's operations, financial condition, enrollment, enrollment demographics, compliance with regulatory elements (Notices of Concern), board health and effectiveness, and staffing and credentialing.

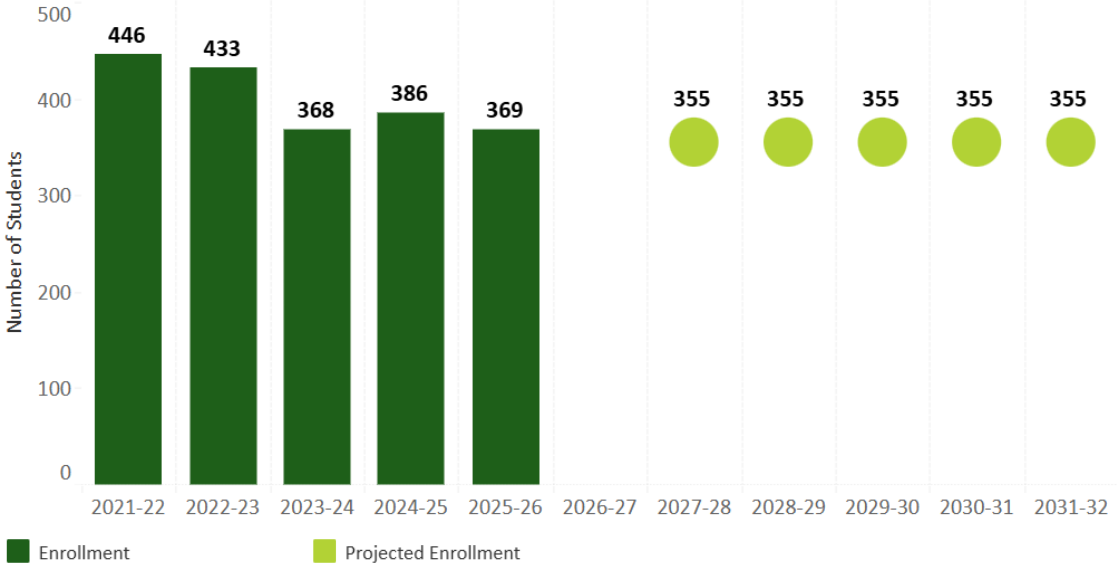
A. Enrollment

Total Enrollment by Year – Actual and Projected

The figure below includes the total enrollment of the Charter School over the course of the term and the projected enrollment included in the Multi-Year Projection ("MYP"). The 2026-27 enrollment figures were not yet available at the time this staff report was published. As shown below:

- *AIMS High total enrollment declined overall during the charter term.*
- *The current 2026-27 total enrollment of 367 is similar to the 2025-26 total enrollment and is above the 2027-28 projected enrollment of 355[14].*
- *Incoming Grade 9 enrollment for the 2025-26 school year decreased by about 28% compared to 2024-25.*

Figure 24: Total Enrollment Over Time, Actual and Projected



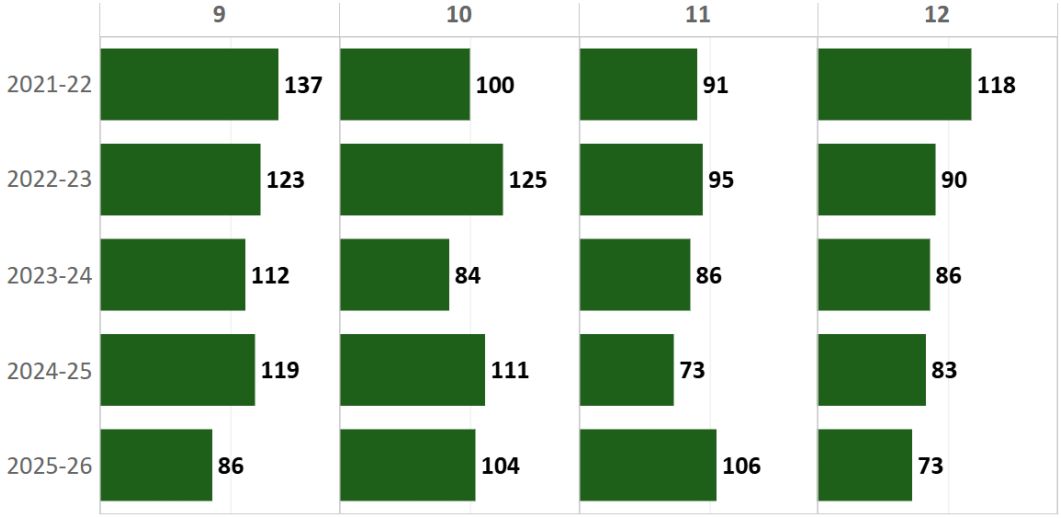
***Source**: CDE Downloadable School Enrollment Data Files; August Enrollment Submission to OCS, MYP*

[13] EC §47605(c)(2)

[14] 2026-27 enrollment per the first month statistical report submitted to OUSD (as of August 28, 2026).

Enrollment by Grade Level

Figure 25: 2025-26 Enrollment by Grade Level



***Source**: CDE Downloadable School Enrollment Data Files*

B. Financial Condition

Summary

The Charter School's financial condition is good based on its fiscal health indicators, audit results, and multi-year budget projections. The Charter School's forecast realistically considers the school's historical and present enrollment trends, while its growing fund balance suggests efficient resource management.

Fiscal Health

The figure below summarizes key fiscal indicators throughout the current charter. As shown below:

- *The Charter School maintained a positive ending fund balance throughout the charter term, although it reported a deficit in 2021-22.*
- *Although the debt ratio increased slightly during the charter term, it remains below 1.0, indicating assets exceeded liabilities and the school retains borrowing capacity if needed.*
- *The Charter School's cash reserve was 0% in the first two years of the charter term, but exceeded FCMAT's recommended 5% floor in the past two audit reports and is projected to remain above the minimum in 2025-26.*
- *The CMO's maintained a positive ending fund balance throughout the charter term, and its debt ratio decreased from 0.63 to 0.57.*[15]

[15] See Appendix B. Charter Management Organization's Fiscal Health Summary

Figure 26: Fiscal Health Summary

Financial Indicator	2021-22	2022-23	2023-24	2024-25	2025-26 (2nd Int.)
Annual Surplus or (Deficit) *Indicates whether the school spent more or less than it received in revenue during the year. Deficits are shown in parentheses.*	(74,506)	925,598	488,246	85,570	518,608
Ending Fund Balance *Typically represents unrestricted funds, although in some cases, restricted funds that were not fully spent in previous years may be included.*	1,639,188	2,564,786	3,053,032	3,138,602	3,657,210
Debt Ratio *A ratio less than 1 indicates the school has lower debts than assets, representing a lower level of financial risk.*	0.34	0.35	0.66	0.39	Unavailable
Budgetary Reserve *Given the school's ADA, FCMAT[16] prescribes a minimum 4% reserve (calculated as Unrestricted Net Assets / Total Expenditures) as a set aside to prepare for potential liabilities. Reserve rates below this rate indicates poor financial condition.*	14%	38%	48%	42%	54%
Cash Reserve *FCMAT recommends 5%+ cash reserve of the total of all budgeted expenditures (calculated as Unrestricted Cash / Total Expenditures). Below 5% is indicative of a poor financial condition.*	0%	0%	66%	50%	63%

***Source**: 2021-22 through 2024-25 Annual Audit Reports and 2025-26 2nd Interim Budget Report*

Annual Financial Audit Reports

The figure below summarizes the CMO's annual audit results and submission history during the current charter term. As shown below:

- *The Charter School's CMO received unmodified audit opinions throughout the charter term, and the audit report was submitted on time in the past two years.*
- *During the charter term, no material weaknesses or significant deficiencies were identified for the CMO nor any statutory compliance findings specific to AIMS High.*

Figure 27: Annual Financial Audit Reports Summary

Indicator		2021-22	2022-23	2023-24	2024-25
Audit Submitted by Statutory Deadline *December 15 deadline for the fiscal years shown.*		No	No	Yes	Yes[17]
Audit Opinion *"Unmodified" indicates the financial statements fairly represent the school's financial position in accordance with accounting standards. "Modified, qualified" opinion indicates a material issue or insufficient evidence in a specific area of the financial statements, while the remainder are considered reliable.*		Unmodified	Unmodified	Unmodified	Unmodified
Material Weakness(es) *A material weakness is a deficiency in internal controls that creates a reasonable possibility that a material error in the financial statements could occur and go uncorrected.*	***Number of Findings***	-	-	-	-
	Initial Year of Finding(s)	-	-	-	-
Significant Deficiency *A significant deficiency is a flaw in internal controls that is less severe than a material weakness, but still merits attention.*	***Number of Findings***	-	-	-	-
	Initial Year of Finding(s)	-	-	-	-
Statutory Compliance *Statutory compliance is adherence to specific state and federal laws and regulations that govern operations, funding, and program requirements within the scope of the audit.*	***Number of Findings***	-	-	-	-
	Initial Year of Finding(s)	-	-	-	-

***Source**: 2021-22 through 2024-25 Annual Audit Reports*

[16] *Financial Crisis and Management Assistance Team*

[17] The Charter schools' CMO requested an audit extension for the 2024-25 audit report, citing the delayed issuance of the Federal Office of Management and Budget's 2025 Compliance Supplement. The CMO subsequently issued the 2024-25 audit report within the OUSD-approved extension period.

Attendance and Enrollment in Multi-Year Budget Projections

The enrollment and attendance rate assumptions underlying the Charter School's Multi-Year Budget Projections ("MYP") included with the renewal petition, as shown in the figure below, appear realistic and are aligned to the projected enrollment listed in Element 1 of the charter petition. As shown below:

- *Projected enrollment is generally consistent with the Charter School's historical patterns.*
- *Actual 2026-27 enrollment, as of August 28, is 3.38% higher than the projected enrollment for 2026-27.*
- *Projected attendance rates are slightly higher than the recent annual averages of 94.18% and 93.54% in 2024-25 and 2025-26, respectively but could be reasonably attainable.*

Figure 28: MYP Summary: Projected Enrollment and Attendance Rates

	2026-27 (Actual YTD)	2026-27 (Projected)	2027-28 (Projected)	2028-29 (Projected)
Enrollment	367	355	355	355
Attendance Rate	95.7%	96.7%	96.7%	96.7%

***Source**: 2026-27 Enrollment and Attendance Rate – 2026-27 Month 1 Statistical Report (as of August 28, 2026); 2027-28 through 2028-29 - LCFF Calculator 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 124 of the charter petition. The current section includes a summary of the school's enrollment demographic data for further context.

As of the 2026-27 school year, AIMS High does participate in an Oakland-wide common charter enrollment system, Oakland Enrolls. OCS Staff strongly encourages all OUSD-authorized charter schools to coordinate participation in an Oakland-wide common charter enrollment application system. OCS Staff believes that a unified charter enrollment approach supports educational equity by reducing barriers that can disproportionately affect families whose primary language is not English, have limited technology access, or lack the time and resources to navigate many application processes with different deadlines, websites, and requirements.

Enrollment Demographics Comparison

Enrollment demographics for the 2025-26 school year are included in the table below. Although Education Code specifies that a charter school should seek 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 Tech, is included for reference.

Figure 29: 2025-26 Enrollment Demographics

Student Group Type	Student Group	Charter School	OUSD schools in Comparison HSAA[18]	OUSD
Race/ Ethnicity	Hispanic/Latino	16.5%	26.8%	47.7%
	Black/African American	47.4%	31.5%	19.2%
	Asian	25.7%	14.1%	9.3%
	White	5.1%	14.1%	11.9%
	Two or More Races	1.6%	9.2%	7.1%
	Other Race/Ethnicity	2.1%	1.5%	1.9%
	Not Reported	1.4%	2.8%	3.0%
Other Student Groups	Socioeconomically Disadvantaged	66.9%	77.7%	80.9%
	Homeless Youth	0.0%	6.9%	5.3%
	Foster Youth	0.8%	0.7%	0.4%
	English Learners	19.2%	16.2%	30.2% (9-12 only: 26.5%)
	Special Education	4.9%	15.7%	18.1% (9-12 only: 18.7%)

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

English Learner Enrollment

As shown previously, during the 2025-26 school year, 19.2% of AIMS High'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 AIMS High 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:

- *Over the course of the charter term, the percentage of "0-3 Year" English Learner students at AIMS High School has decreased, from 27.1% in 2021-22 to 7.0% in 2025-26.*
- *The proportion of "At-Risk" students followed a similar pattern, decreasing from 16.5% in 2021-22 to 4.2% in 2025-26, while LTEL rates similarly dropped from 54.1% in 2021-22 to 35.2% in 2025-26.*
- *In 2025-26, AIMS High School had a lower proportion of EL, At-Risk, and LTEL students than OUSD.*

Figure 30: English Learner Breakdown Over Time

Year	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL
2021-22	27.1%	16.5%	54.1%	2.4%
2022-23	21.7%	18.5%	22.8%	37.0%
2023-24	7.0%	16.9%	46.5%	29.6%
2024-25	11.6%	10.1%	62.3%	15.9%
2025-26	7.0%	4.2%	35.2%	53.5%

***Source**: CDE Downloadable Data Files*

[18] Includes 4 OUSD-operated schools serving students in Grades 9-12 located in the Oakland Tech HSAA. Specifically, Gateway, Oakland International, Oakland Tech, and Street Academy.

Figure 31: 2025-26 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 School	7.0%	4.2%	35.2%	53.5%
OUSD (9-12 Only)	39.1%	7.2%	39.0%	14.7%

***Source**: CDE Downloadable Data Files*

Special Education Enrollment

As shown previously, during the 2025-26 school year, 4.9% of AIMS High'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 AIMS High and their level of need. As shown below:

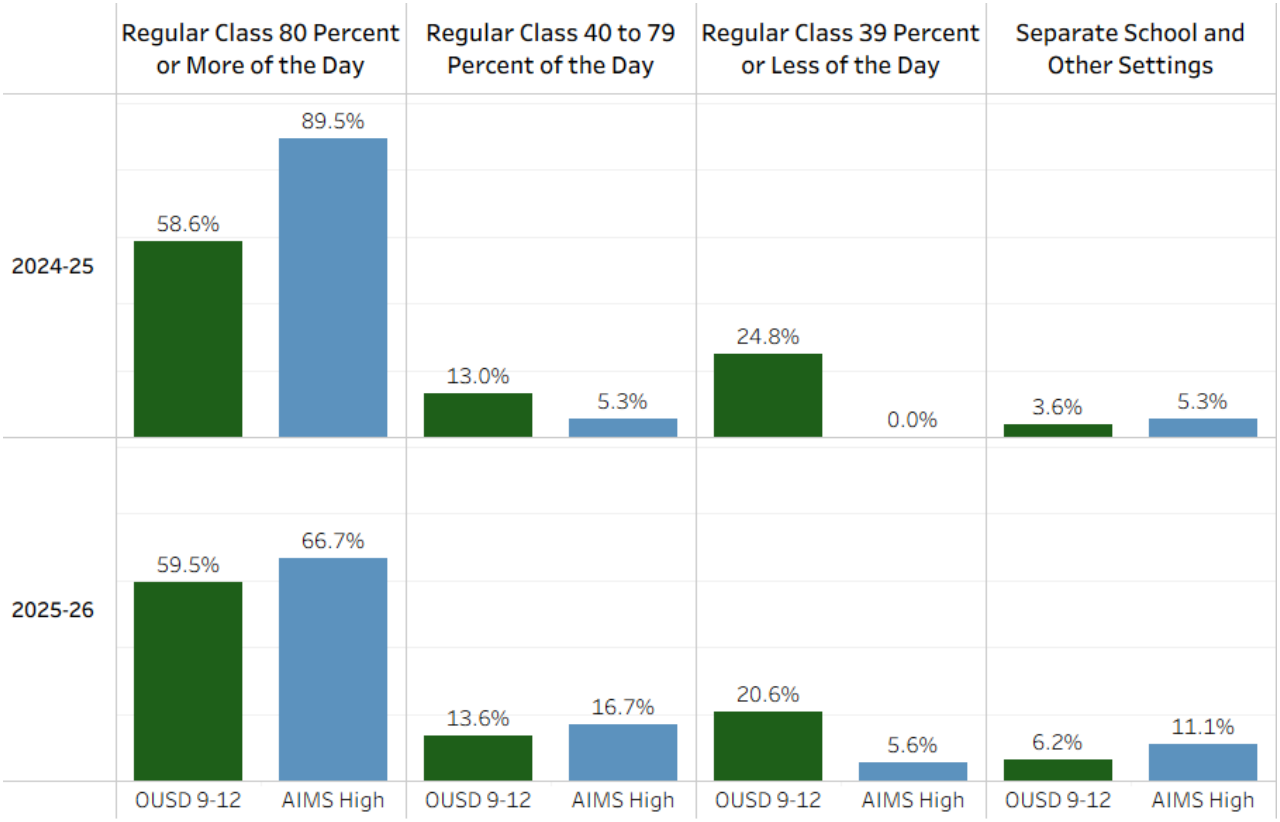
- *The majority of Students with Disabilities at AIMS High had a Specific Learning Disability, Speech or Language Impairment, or Emotional Disturbance as the primary disability in 2025-26.*
- *In 2025-26, approximately 67% of Students with Disabilities at AIMS High were in a regular classroom setting for 80 percent or more of the school day, which represents a significant decrease from the prior year.*
- *In 2025-26, approximately 36% of Students with Disabilities at AIMS High were receiving more than 450 service minutes weekly.*

Figure 32: Special Education Enrollment by Disability Type

Disability Type	2021-22	2022-23	2023-24	2024-25	2025-26
Autism	0%	0%	0%	0%	9%
Deaf-Blindness	0%	0%	0%	0%	0%
Deafness/Hearing Impairment	0%	0%	0%	0%	0%
Emotional Disturbance	6%	7%	26%	16%	18%
Established Medical Disability	0%	0%	0%	0%	0%
Hard of Hearing	0%	0%	0%	0%	5%
Intellectual Disability	0%	0%	0%	0%	0%
Multiple Disabilities	0%	0%	0%	0%	0%
Orthopedic Impairment	0%	0%	0%	0%	0%
Other Health Impairment	28%	47%	26%	16%	5%
Specific Learning Disability	50%	33%	42%	58%	45%
Speech or Language Impairment	17%	13%	5%	11%	14%
Traumatic Brain Injury	0%	0%	0%	0%	5%
Visual Impairment	0%	0%	0%	0%	0%

***Source**: CALPADS End-of-Year SELPA 16.12 Report - Students with Disabilities – Education Plan by Primary Disability (EOY 4)*

Figure 33: Special Education Enrollment by Program Setting



***Source**: CDE Downloadable Data Files*

Figure 34: Special Education by Placement and Weekly Service Minutes

	2024-25	2025-26
Percentage of students with IEPs receiving fewer than 450[19] service minutes weekly	73.7%	59.1%
Percentage of students with IEPs receiving more than 450 service minutes weekly	21.1%	36.4%
Percentage of students with IEPs in nonpublic school (NPS) placement	5.3%	4.5%

***Source**: Charter School Performance Report*

D. Special Education Compliance

During the AIMS High charter term, OCS Staff identified numerous concerns regarding the special education programming across the AIMS CMO. While many arose at other schools within the AIMS CMO rather than at AIMS High specifically, they are relevant and outlined below as the CMO's special education department is centralized - its special education program operates as a single K-12 system under one Special Education Manager, with shared staffing, compliance processes, and service-delivery structures.

In October 2022, OCS Staff issued a Notice of Concern to American Indian Public School II ("AIPCS II") for failing to conduct a manifestation hearing before expelling a student with a suspected disability. As a requested remedy, the CMO provided Child Find data showing that only one student had been newly referred for evaluation across AIPCS II and AIMS Middle School in 2021-22. This data, along with witness statements noting similar concerns regarding special education

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

compliance at AIMS, were included in a 30-Day Notice issued to AIPCS II in September 2023 under Education Code section 47607(e). AIPCS II submitted a Corrective Action Plan in November 2023, but many issues persisted. In July 2025, for example, OCS Staff issued another Notice of Concern to AIMS Middle School for a significant delay in responding to a parent's evaluation request. As a requested remedy, AIMS provided CALPADS data showing that, as of the end of 2024-25, nine annual plan reviews were held late while 11 were overdue and four reevaluation meetings were held late while four were overdue. OUSD no longer authorizes AIPCS II as of June 30, 2025 (it is currently authorized by the Alameda County Board of Education), and AIMS Middle School closed effective June 30, 2026.

In spring 2026, the AIMS CMO commissioned Seneca Family of Agencies to conduct a review of its K-12 special education program, including focus groups and an audit of 30 randomly selected IEPs across all three schools. The Seneca review identified concerns including untimely IEP meetings and evaluations, the absence of centralized compliance tracking, inconsistent IEP documentation, mismatches between required service minutes and available staffing, and students being missed for services. Additional concerns included staffing and provider continuity, transition planning, family communication, staff understanding of special education responsibilities, and placement and inclusion practices. These findings were identified across the K-12 special education program and are not disaggregated by campus.

AIMS High-specific CALPADS data provided by AIMS is consistent with the IEP-timeliness concerns identified in the Seneca review. Specifically, as of June 10, 2026, 5 of the 19 AIMS High students had an annual plan review identified as noncompliant due to lateness (26.3%) and 10 of the 19 AIMS High students had a reevaluation identified as noncompliant due to lateness (52.6%). Of the reevaluation meetings, three were late as of the 2023-24 school year, two as of the 2024-25 school year, and five as of the 2025-26 school year. Despite the untimely IEP meetings and evaluations, as of June 10, 2026, there were no instances of overdue plan review or reevaluation meetings.

AIMS has noted that staff capacity and leadership turnover has been one key driver of special education compliance issues. In particular, AIMS's special education program has experienced multiple changes and vacancies in department-level leadership since the start of the charter term. From October 2020 to May 2022, AIMS employed a SPED/Compliance Manager until a Director of Special Education was hired in June 2022. The Director of Special Education position became vacant in November 2025 and remained vacant until March 2026, when AIMS appointed an Interim Manager of Special Education. The Interim Manager served through August 31, 2026. AIMS reports that it has hired a new Director of Special Education and Student Services who is currently onboarding. As of September 1, 2026, AIMS's organizational chart continued to identify both the Director of Student Services and Special Education and Manager of Special Education positions as vacant.

In June 2026, the AIMS Governing Board adopted a five-year Special Education Performance Improvement Plan. The plan includes centralized compliance tracking, regular internal compliance audits, standardized service-delivery processes, staff training, equity and LRE monitoring, and regular reporting to the Governing Board. Many of the systems identified in the plan are scheduled for implementation during 2026-27. As part of the renewal review, AIMS provided a current student-level AIMS High special education caseload/compliance tracker, indicating that a centralized tracking tool has been established.

If AIMS High is renewed, OCS Staff will monitor the Charter School's implementation of the Special Education Performance Improvement Plan and AIMS's progress in addressing the compliance, service delivery, staffing, and program capacity concerns.

E. 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.[20] AIMS High and its CMO, AIMS K-12, have collectively been issued 10 Notices of Concern during the current charter term (0 issued to the Charter School and 10 issued to the CMO) as of September 17, 2026. Notices issued to other schools operated by the CMO are not included below.

Figure 35: Notices of Concern and/or Notices to Cure and Correct

School Year	Notices of Concern	Area(s) of Concern	Remedy
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	0	--	--
2023-24	2	Violation of Ed Code §47604.3; Brown Act Violation	AIMS provided OCS with the requested information; AIMS acknowledged error and outlined steps to remedy the Brown Act Violation
2024-25	3	Brown Act Violation; Exposure of Confidential Student and Staff information; Second Exposure of Confidential Information	AIMS acknowledged the error and agreed to abide by all remedies in the future for the Brown Act; AIMS acknowledged the concerns in the Notices and responded to all remedies to ensure student and staff privacy is protected
2025-26	2	Attendance Reporting; Brown Act	AIMS acknowledged the concerns and described corrective action; AIMS acknowledged the error and agreed to abide by all remedies in the future for the Brown Act
2026-27	1	Violation of Charter Petition and Board Bylaws	AIMS acknowledged its noncompliance with the minimum board membership requirement and added two additional members in August 2026.

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

E. Board Health and Effectiveness

Governing Board Evaluation

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 K-12 Governing Board and its composition.

[20] If, after sending a Notice of Concern, the Office of Charter Schools determines based on the school's response that the violation listed in the notice did not occur, the notice may be rescinded.

Figure 36: Charter School Governing Board Overview and Composition

AIMS K-12 Governing Board Overview			
Schools Overseen[21]	3	**Total Enrollment of all Schools Overseen**	1,017 students
Required Minimum # of Members	5	**Current # of Members (as of July 16, 2026)**	4
Regular Meeting Frequency	Monthly	**Brown Act Committees**	Governance, Finance
Virtual Meeting Access	Yes	**Minutes and Board Packet Posted Publicly**	Yes

AIMS K-12 Governing Board Composition			
Name, Role	**Time on Board**	**Name, Role**	**Time on Board**
Kimi Kean, Chair	1.5 years	**Tiffany Rose Naputi Lacsado, Secretary**	1 year
Megan Sweet, Treasurer	2 years	**Steven Leung, Member**	14 years

***Source**: Charter School Board Self-Evaluations submitted to OUSD, 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, the governing board's meeting agendas, minutes, and related documentation, 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 37: 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.	2.0
Mission Alignment	Board members have a shared understanding of and commitment to the school's mission and vision.	2.5
School Familiarity	Board members are knowledgeable about the school's operations, successes, and challenges.	2.75
Role Familiarity	Board members demonstrate an understanding of their role in providing oversight to the charter school.	2.5
Community Engagement	Board members actively engage with school staff, families, and community members in order to govern effectively.	1.4
Accessibility	All governing board meetings are accessible to the community and the decision-making process is clear and transparent.	2.67
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.	1.5
Effectiveness	The governing board is an effective decision-making body which is active and meets its governance obligations.	2.0

***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*

[21] Schools overseen and corresponding total enrollment as of the 2025-26 school year.

Governance Transition and Board Capacity

The AIMS Charter Management Organization ("CMO") experienced significant governance and compliance concerns during the charter term, including repeated Brown Act violations and two instances in which documents containing sensitive confidential information, including Social Security numbers, were publicly disclosed in board materials. Additionally, from April 22 through August 20, 2026, the AIMS governing board operated with four members, below the five-member minimum required by its bylaws and the AIMS High charter petition. These concerns resulted in multiple Notices of Concern, as outlined above.

The AIMS governing board experienced substantial turnover during the charter term. As of September 2026, five of the Board's six current members were appointed since June 2024, including two members appointed in August 2026. The current governing board and new leadership have taken steps to address a number of longstanding governance, compliance, and operational concerns[22]. While these efforts represent progress, the CMO remains in the early stages of addressing many of the issues identified over the course of the charter term. The Board's recent turnover has occurred during a period of significant corrective and systems-building work across the organization.

F. Leadership Stability

The Charter School and associated CMO have experienced significant leadership turnover during the current charter term. The school has had six different school leaders during the charter term, including one who served during two different periods in an interim capacity. Since August 2025, the school has experienced five leadership changes and is currently operating with an interim principal.

The CMO has also experienced recent turnover in executive leadership. Maya Woods-Cadiz ceased serving as Superintendent on June 30, 2025, and was followed by Marco Menendez, who served as Interim Executive Director through June 30, 2026. LaResha Huffman currently serves as Superintendent. AIMS has also indicated that it has hired a new Chief Academic Officer who is currently onboarding.

G. Staffing and Teacher Credentialing

Education Code sections 47605(l)(1) and 47605.4 require 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 Office of Charter Schools Staff acts as the "Monitoring Authority" for all charter schools authorized by OUSD, which requires the annual review of educator assignments. The figures below represent the Teacher Assignment Monitoring Outcomes results for 2023-24 and the CalSAAS results for educator assignments in the 2024-25 school year, the most recent years for which data is available. As shown below:

- *During the 2023-24 school year, more than 70% of assignments at AIMS High were considered "Ineffective", meaning the teacher had no legal authorization or was authorized by an emergency credential, variable term waiver, or substitute permit, which is significantly above the OUSD average.*
- *During the 2024-25 school year, there were 20 total misassignments at AIMS High out of 93 total assignments.*

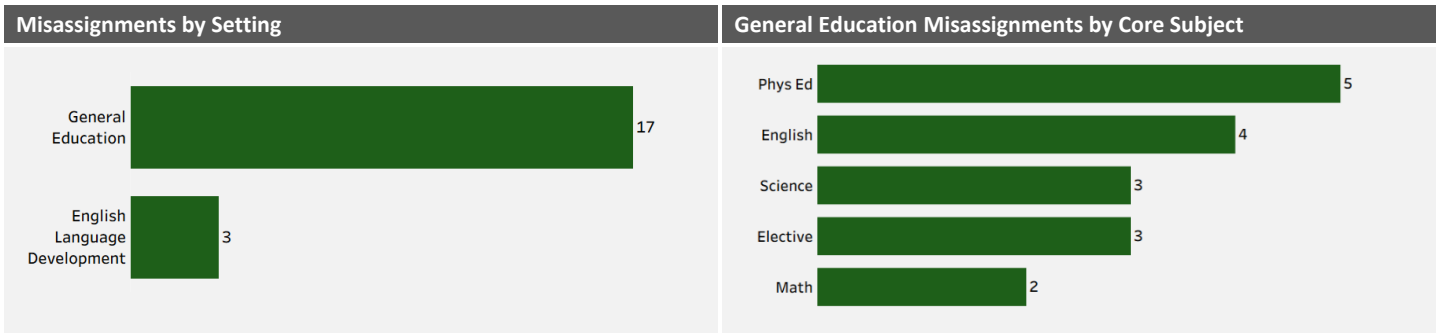
[22] For additional background and detail on these concerns, see the AIMS K-8 OUSD Renewal Staff Report: https://ousd.legistar.com/LegislationDetail.aspx?ID=6368253&GUID=23CAC94D-A5FE-4F18-8BA0-65075805B9C7&Options=&Search=

Figure 38: 2023-24 Educator Credentials by Type

	Charter School	OUSD (9-12 Only)[23]
Clear *Authorized by clear or preliminary credential or by local assignment option*	28.6%	57.3%
Intern *Authorized by intern credential*	0.0%	1.4%
Out-of-Field *Authorized by GELAP, SELAP, short-term waiver, emergency EL permit, or Local Assignment Option*	0.0%	2.5%
Ineffective *No legal authorization or authorized by emergency credential (PIP, STSP), variable term waivers, or substitute permits*	71.4%	37.9%
Incomplete *Missing or incorrect information was reported to CALPADS about the assignment*	0.0%	0.9%

***Source**: CDE Teaching Assignment Monitoring Outcomes by FTE Report*

Figure 39: 2024-25 California Statewide Assignment Accountability System ("CalSAAS") Results



***Source**: 2024-25 CalSAAS Monitoring Audit Report*

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 had very high educator turnover rates, particularly in 2023-24 when only 17% of educators returned from the prior year.*
- *The Charter School had minimal early separations at the start of the charter term but had 4 educators leave mid-year in 2025-26.*

Figure 40: Educator Retention Over Time (Self-Reported)

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Percent of Educators Retained from Prior Year	55%	31%	17%	53%	37%	63%
Early Separations	1/16	0/18	2/17	2/19	4/16	N/A

***Source**: Charter School Renewal Performance Report*

[23] The 2023-24 Teaching Assignment Monitoring Outcomes report on CDE Dataquest only disaggregates data into K-6, 6-9, 9-12, or K-12. Therefore, 9-12 was chosen as the most similar comparison point to AIMS High.

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 14 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 Fourteen Elements

All charter petitions must include a "reasonably comprehensive" description of 14 required elements related to the school's operation.[24] The following table summarizes staff findings related to whether this standard was met for each element.

Figure 41: 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. Suspension and expulsion procedures	Yes
10. Manner for covering STRS, PERS, or Social Security	Yes
11. Attendance alternatives for students residing within the district	Yes
12. Employee rights of return, if any	Yes
13. Dispute resolution procedure for school-authorizer issues	Yes
14. 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 14 elements, the following information is specified by either Education Code or OUSD to be included in all charter petitions.

[24] EC §47605(c)(5)

Figure 42: 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 through 3540.2 (California's public school collective bargaining law).	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
District Required Language	Yes

***Source**: Ed Code §47605(c)(4), §47605(c)(6), and §47605(h); staff analysis of the charter renewal petition, 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.[25] 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[26]:

[25] EC §47607(e)

[26] At the time of this report, the State provided data for 2016-17 through 2019-20 and 2022-23 through 2024-25. Due to the impact of the COVID-19 pandemic, there was insufficient data available for the 2020-21 and 2021-22 school years.

- **Data Set 1 (Mid-Year Exits):** 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 (Year-to-Year Exits):** 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 (Mid-Year Exits)**: For the first set of data, the Charter School did not have a numerically significant number with State test results for any year of the charter term.
- **Data Set 2 (Year-to-Year Exits):** For the second set of data, the Charter School did not have a numerically significant number with State test results for any year of the charter term.

Figure 43: Charter School Enrollment Data – Education Code Section 47607(d)(1)(B)

Data Set 1: Mid-Year Exits	2022-23	2023-24	2024-25
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	7.33% (33 of 450)	8.86% (35 of 395)	4.33% (17 of 393)
Number of these students with State test results from the prior year	3	1	0
ELA: Difference between average DFS of unretained students and schoolwide average	*	*	*
Math: Difference between average DFS of unretained students and schoolwide average	*	*	*

***Source**: Aggregate enrollment-pattern data provided by the State*

* Data excluded due to an insufficient number of students with results for this group

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

Data Set 2: Year-to-Year Exits	2022-23	2023-24	2024-25
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)	8.14% (38 of 467)	22.22% (100 of 450)	11.39% (45 of 395)
Number of these students with State test results from the prior year	1	9	ELA: 4 Math: 3
ELA: Difference between average DFS of unretained students and schoolwide average	*	*	*
Math: Difference between average DFS of unretained students and schoolwide average	*	*	*

***Source**: Aggregate enrollment-pattern data provided by the State*

* Data excluded due to an insufficient number of students with results for this group

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

During the current charter term, the Office of Charter Schools Staff did not receive any substantiated complaints related to noncompliance with suspension and/or expulsion requirements for the charter school.

V. Summary and Board Action

The following section summarizes the Charter School's strengths and challenges related to each applicable renewal criterion, provides information relevant to whether closure would be in the best interest of pupils if the Board denies renewal, and outlines the statutory options and requirements for Board action.

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

Strengths	Challenges
• **ELA Status (Charter Term):** Average ELA DFS for the Black/African American and Socioeconomically Disadvantaged student groups were above the corresponding State averages in three of the four years with available data. • **Math Status (Charter Term):** Schoolwide average Math DFS was above the State average in two of the four years with available data, while the Socioeconomically Disadvantaged student group was above it in each of the past three years. • **Graduation Metrics (Charter Term):** Graduation and A-G completion rates remained high during the charter term, with the A-G rate at or near 100% for the past four years. In 2024-25, the CCI indicator was Green. • **English Learner Progress (2024-25):** English Learner Progress improved from Red to Blue between the 2024 and 2025 Dashboards.	• **ELA Status (2023-24 and 2024-25):** ELA performance declined significantly schoolwide (*Proficiency: -28.8 percentage points; DFS: -77.4 pts*) and for all student groups from 2022-23 to 2024-25. The schoolwide ELA indicator declined from Blue in 2022-23 to Orange in 2024-25, with the African American/Black and Socioeconomically Disadvantaged student groups both receiving a Red. Schoolwide ELA DFS was below the State average in both 2023-24 and 2024-25. • **Math Status (2023-24 and 2024-25):** Math performance declined significantly schoolwide (*Proficiency: -31.1 percentage points; DFS: -81.3 pts*) and for all student groups from 2022-23 to 2024-25. The schoolwide Math indicator declined from Blue in 2022-23 to Orange in 2024-25, with the African American/Black and Socioeconomically Disadvantaged student groups both receiving an Orange. Schoolwide Math DFS was below the State average in 2024-25. • **Educational Program:** The current and proposed educational program does not identify non-Honors/AP coursework sufficient for students to meet graduation requirements in several core subject areas. • **EL Progress (Charter Term):** English Learner Progress declined for the first three years with available data. • **Site Visit (2025-26):** AIMS High received below a 3.0 in all nine Site Visit Domain Threads and below a 2.5 in eight out of nine.

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

Strengths	Challenges
• The Charter School is in good financial condition, with positive fund balances, adequate reserves, and realistic enrollment and budget projections. • The current governing board and CMO leadership have taken steps to address governance, compliance, academic, and operational concerns identified during the charter term.	• AIMS High has had five executive leadership changes since August 2025 and is currently operating with an interim school leader. The CMO has also experienced recent executive leadership transitions. • The governing board has experienced substantial turnover and remains relatively new while overseeing significant corrective and systems-building work across the CMO. • The CMO had repeated governance and compliance issues during the charter term, including multiple Brown Act violations and two public disclosures of confidential information, including Social Security numbers. • AIMS's external special education review identified significant concerns related to compliance, IEP implementation, service delivery, staffing, and program capacity, in addition to special education concerns identified through OCS oversight. AIMS is currently transitioning special education leadership. • Over 70% of credentialed assignments were considered "ineffective" in the 2023-24 school year, with 20 misassignments in 2024-25.

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

Strengths	Challenges
• Charter petition contains reasonably comprehensive descriptions of the required 14 elements. • OUSD-specified requirements are included in the petition.	N/A

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

Strengths	Challenges
• Based on the State-provided enrollment data, there is not sufficient evidence to support denial under this criterion. • OCS has not substantiated any complaints or issued any Notices of Concern related to suspension, expulsion, or involuntary disenrollment requirements that would support denial under this criterion.	The following concerns relate to student access but cannot provide a basis for denial under Criterion IV: • AIMS High serves a substantially lower percentage of Students with Disabilities than the OUSD average. • Complaints at AIMS K-8 have also raised concerns related to disenrollment/pushout; however, these concerns do not provide a basis for denial of AIMS High under Criterion IV.

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

When determining whether to recommend denial, OCS Staff consider other public-school options available to the Charter School's current students, and denial findings for a Middle Tier school must demonstrate, in part, that closure is in the best interest of students[27]. The following provides an overview of the attendance areas where AIMS High students live and how nearby schools serving high school students perform relative to AIMS High.

> ***A note about the Purpose and Scope of this Analysis***
>
> *The purpose of this section is to identify public school options, based upon the high school attendance area in which the charter school is located and where its students reside available to students in the event the renewal petition is denied. This section is not intended to replicate the evaluation and analysis of the Charter School's overall academic performance and renewal eligibility. Applicable Dashboard indicators and other evidence relevant to the renewal criteria are provided elsewhere in this Report. The full analysis of the Charter School's academic performance is contained in Section I of this Report. The analysis below identifies the attendance areas in which the Charter School's students reside and compares the ELA and Math performance of the public schools in those attendance areas. CDE identifies ELA and Math as the Dashboard's only two Academic indicators[28]. Accordingly, ELA and Math are used below to compare the academic performance of the other public school options below.*

AIMS High Students Attendance Areas

Students attending AIMS High in 2025-26 lived in 6 different OUSD attendance areas. Additionally, 39 (10.6%) of its students reside outside of Oakland or their addresses are unknown. The table below shows all high school attendance areas where at least 5% of AIMS High students lived.

Figure 45: 2025-26 Charter School Enrollment by Attendance Area and Grade Span

Attendance Area Grade Level	Attendance Area	Number of AIMS High Students Living in Attendance Area (Percent of Total Enrollment)
High	OAKLAND TECH	102 (27.7%)
	MCCLYMONDS	63 (17.1%)
	OAKLAND HIGH	55 (14.9%)
	CASTLEMONT/CCPA/MADISON	45 (12.2%)
	FREMONT	37 (10.1%)
	SKYLINE	27 (7.3%)

***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 AIMS High 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 High School Attendance Area(s) for which at least 5% of 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 2024-25 State test outcomes (in terms of Distance from Standard (DFS)), comparing outcomes to AIMS High. The table also includes some demographic information from that same year for additional context. As shown in Figure 46:

- ***ELA:** AIMS High had a DFS which was greater than 14 of 23 comparison schools*
- ***Math:** AIMS High had a DFS which was greater than 22 of 23 comparison schools*

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

[28] https://www.cde.ca.gov/ta/ac/cm/dashboardacad.asp

Figure 46: 2024-25 Performance Comparison of Nearby Schools for schools servings grades 9-12

Attendance Area	School	Grade Span	% SED	% EL	% SWD	ELA DFS	Math DFS
OAKLAND TECH	**AIMS College Prep High**	9-12	65%	18%	5%	-37.5	-63.9
	Envision Academy for Arts & Technology	6-12	77%	11%	23%	-49.6	-127.3
	Oakland School for the Arts	6-12	29%	1%	15%	24.9	-58
	Oakland Technical High	9-12	70%	7%	16%	-48.1	-118.1
MCCLYMONDS	McClymonds High	9-12	96%	11%	23%	-144.2	-206.7
	Oakland Military Institute, College Preparatory Academy	6-12	91%	35%	15%	-34.6	-106.6
OAKLAND HIGH	MetWest High	9-12	95%	17%	22%	-43.5	-138.5
	Oakland High	9-12	90%	21%	15%	-38.3	-100.1
CASTLEMONT/ CCPA/ MADISON	Alternatives in Action	9-12	94%	53%	18%	-162.5	-172.7
	Coliseum College Prep Academy	6-12	99%	41%	20%	-68.6	-134.6
	LPS Oakland R & D Campus	9-12	78%	34%	14%	-72.4	-165.3
	Castlemont High	9-12	99%	50%	19%	-176.7	-221.6
	Lodestar: A Lighthouse Community Charter Public	K-12	97%	44%	14%	-74.9	-83.4
	Oakland Unity High	9-12	79%	20%	17%	32.8	-78.3
	Aspire Lionel Wilson College Preparatory Academy	6-12	88%	18%	18%	-28.7	-115.6
	Lighthouse Community Charter High	9-12	94%	35%	20%	-14.9	-109.4
	Madison Park Academy 6-12	6-12	99%	40%	17%	-110.2	-171.5
FREMONT	ARISE High	9-12	89%	39%	18%	-4.3	-88.1
	Fremont High	9-12	99%	53%	13%	-150	-227.6
	Bay Area Technology	6-12	87%	23%	19%	-53.2	-108.9
	Latitude 37.8 High	9-12	73%	26%	22%	-2.8	-82.6
	LIFE Academy	6-12	98%	31%	19%	-31.5	-102.3
SKYLINE	East Bay Innovation Academy	6-12	43%	11%	20%	3.6	-65.2
	Skyline High	9-12	76%	15%	18%	-45.9	-116.5

Indicates DFS above the Charter School ***Indicates DFS below the Charter School***

***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– – CDE Academic Indicators Downloadable Data Files*

F. Board Action

After reviewing the information presented in this Staff Report and at the initial and decision public hearings, the OUSD Board will vote to approve or deny the Charter School's renewal petition. In making its determination, the Board shall consider the Charter School's schoolwide and subgroup performance on the state indicators and its performance on the local indicators of the California School Dashboard, provide greater weight to performance on measurements of academic performance, and consider applicable verified data submitted by the Charter School.

OPTION 1: APPROVAL RENEWAL

Board Action

Vote to approve the Charter School's renewal petition for a five-year term, beginning July 1, 2027, through June 30, 2032.

Board Process

To approve renewal, the Board must adopt a resolution approving the Charter School's renewal petition.

OPTION 2: DENY RENEWAL

Board Action

Deny the Charter School's renewal petition on one or more of the following bases:

- The school presents an unsound educational program;
- The school is demonstrably unlikely to successfully implement the proposed program;
- The renewal petition does not contain reasonably comprehensive descriptions of the required charter elements.

Board Process

To deny renewal, the Board must adopt a resolution that:

1. Identifies one or more of the bases for denial listed above *and* sets forth the specific facts supporting each selected basis; ***and***
2. Sets forth specific facts to support each of the following findings:
    a. The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school; ***and***
    b. Closure of the charter school is in the best interest of pupils; ***and***
    c. The Board's decision provided greater weight to performance on measurements of academic performance.

The "Strengths" and "Challenges" set forth above are designed to provide findings aligned with Education Code criteria for renewal.

ADDITIONAL BASES FOR DENIAL – NOT APPLICABLE

Education Code section 47607(e) permits denial based on a finding that the charter school is demonstrably unlikely to successfully implement its program due to substantial fiscal or governance factors, or a finding that the Charter School is not serving all pupils who wish to attend. These grounds may be used as a basis for denial only following at least 30 days' notice and a reasonable opportunity for the Charter School to address the identified concerns. Accordingly, these additional grounds may not serve as bases for denial in this renewal.

VI. Appendices

Appendix A. Additional Program Implementation Information

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

In its renewal petition (pg. 46), AIMS High is proposing to serve 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 47: 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**
9	86	86	86	86	86
10	98	90	90	90	90
11	76	99	99	99	99
12	95	80	80	80	80
Total	355	355	355	355	355

***Source**: AIMS High renewal petition*

Charter School Enrollment Demographics Over Time

Figure 48: AIMS High Enrollment Demographics

Group Type	Student Group	2021-22	2022-23	2023-24	2024-25	2025-26
Ethnicity	**Hispanic/Latino**	18%	18%	20%	17%	17%
	Black/African American	29%	35%	41%	47%	47%
	Asian	44%	38%	29%	25%	26%
	White	6%	5%	5%	4%	5%
	Two or More Races	2%	3%	3%	3%	2%
	Other Race/Ethnicity	1%	0%	1%	2%	2%
	Not Reported	0%	1%	2%	3%	1%
Other Student Groups	**Socioeconomically Disadvantaged**	66%	80%	76%	65%	67%
	Homeless Youth	0%	0%	0%	0%	0%
	Foster Youth	0%	0%	1%	0%	1%
	English Learners	19%	21%	19%	18%	19%
	Special Education	4%	4%	5%	5%	5%

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

Charter School Educator Credentials

Figure 49: Educator Credentials by Type Over Time

	2021-22	2022-23	2023-24
Clear *Authorized by clear or preliminary credential or by local assignment option*	44.4%	37.9%	28.6%
Intern *Authorized by intern credential*	9.8%	0.0%	0.0%
Out-of-Field *Authorized by GELAP, SELAP, short-term waiver, emergency EL permit, or Local Assignment Option*	0.0%	0.0%	0.0%
Ineffective *No legal authorization or authorized by emergency credential (PIP, STSP), variable term waivers, or substitute permits*	42.6%	62.2%	71.4%
Incomplete *Missing or incorrect information was reported to CALPADS about the assignment*	0.0%	0.0%	0.0%

***Source**: CDE DataQuest*

Charter School Complaints to OUSD

The OUSD Office of Charter Schools Staff logs the complaints it receives for OUSD-authorized charter schools. However, unless the allegations identify a potential violation of their charter petition or of local, state, or federal law, the Office of Charter Schools Staff 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 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 Staff. 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 charter term, the Office of Charter Schools Staff received 6 complaints regarding AIMS High and 10 complaints regarding the Charter School's CMO.

Figure 50: AIMS High Complaints to OUSD*

School Year	Complaints	Areas of Concern
2021-22	2	Discrimination, Communication, Credentialing, Hiring/Staffing
2022-23	3	Disenrollment, Staff Conduct, Pushout, Student Health/Safety, Conflict Resolution, Communication, Bullying, Hiring/Staffing, Staff Conduct, Governance
2023-24	3	Public Records/Brown Act Violation, School Practice, Student Health/Safety
2024-25	3	Student Health/Safety, Retaliation, Teacher Safety, Hiring/Staffing, Governance, School Practice, Human Resources, Special Education, Conflict Resolution, Financial Mismanagement, Bullying
2025-26	4	Governance, Health/Safety School Community, Hiring/Staffing, Communication, Governance, School Practice
2026-27	1	Academic Policies, Student Health and Safety, Support Services, Retaliation, Hiring/Staffing, Governance, School Practice, Human Resources

***Source**: OUSD Office of Charter Schools Complaint Records as of September 17, 2026*

Appendix B. Charter Management Organization's Key Fiscal Indicators

Figure 51: AIMS Charter Management Organization's Key Fiscal Indicators

Financial Indicator	2021-22 Audited	2022-23 Audited	2023-24 Audited	2024-25 Audited
Annual Net Surplus or (Deficit) *Indicates whether the school spent more or less than it received in revenue during the year. Deficits are shown in parentheses.*	566,620	2,910,933	539,906	754,792
Ending Fund Balance *Typically represents unrestricted funds, although in some cases, restricted funds that were not fully spent in previous years may be included.*	6,889,412	9,800,345	10,340,251	11,095,043
Debt Ratio *A ratio less than 1 indicates the school has lower debts than assets, representing a lower level of financial risk.*	0.63	0.61	0.63	0.57
Budgetary Reserve *Given the school's ADA, FCMAT prescribes a minimum 4% reserve (calculated as Unrestricted Net Assets / Total Expenditures) as a set aside to prepare for potential liabilities. Reserve rates below this rate indicates poor financial condition.*	29%	47%	46%	41%
Cash Reserve *FCMAT recommends 5%+ cash reserve of the total of all budgeted expenditures (calculated as Unrestricted Cash / Total Expenditures). Below 5% is indicative of a poor financial condition.*	28%	63%	71%	57%

***Source**: 2021-22 through 2024-25 Annual Audit Reports*