AIMS College Prep High School

AIMS College Prep High School Charter Renewal ~~Charter~~ Petition

For ~~a~~the term ~~of~~ July 1, ~~2021~~ 2027-June 30, ~~2026~~ 2032

Submitted ~~to the Oakland Unified School District October 1, 2020~~ July 15, 2026

~~www.aimsk12.org~~

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Affirmations, Declarations, and Assurances

Affirmation of Conditions Described in Education Code Section 47605(e)

AIMS College Prep High School (also referred to herein as "AIMS High School," "AIMS," or the "Charter School"):

1. Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code ("Ed. Code") § 47605(e)(1))
2. Shall not charge tuition (including fees or other mandatory payments for attendance at the Charter School or for participation in programs that are required for students except as authorized by those Education Code provisions that explicitly apply to charter schools). (Ed. Code § 47605(e)(1))
3. ~~Shall~~ Shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status. (Ed. Code § 47605(e)(1))
4. Except for legally permissible admission preferences [as provided in Education Code section 47605(e)(2)], admission to the Charter School shall not be determined according to the place of residence of the pupil, or of the pupil's parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school. (Ed. Code § 47605(e)(1))
5. Shall admit all pupils who wish to attend the Charter School. However, if the number of pupils who wish to attend the Charter School exceeds its capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Oakland Unified School District ("OUSD" or "District") except as provided for in Education Code section 47614.5. Priority order for any preference shall be determined in the charter petition in accordance with all of the following: (Ed. Code § 47605(e)(2)(A)-(B))
   ~~a. Each type of preference shall be approved by OUSD at a public hearing. (Ed. Code §~~
6. In the event of a lottery, preferences are applied sequentially: first, siblings of currently enrolled students are drawn; second, residents of the Oakland Unified School District; third, all remaining applicants. Within each preference tier, placement is determined by random drawing. Applicants not selected are placed on a waitlist in lottery order within their preference tier.

a. Each type of preference shall be approved by OUSD at a public hearing. (Ed. Code § 47605(e)(2)(B)(i))
b. ~~b.~~ Preferences shall be consistent with federal law, the California Constitution, and Education Code section 200. (Ed. Code § 47605(e)(2)(B)(ii))
   ~~c. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils,~~

~~homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. (Ed. Code § 47605(e)(2)(B)(iii))~~

c. ~~d.~~Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. (Ed. Code § 47605(e)(2)(B)(iii))

~~r.~~d. Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B)(iv))

~~9.~~7. ~~6.~~If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. (Ed. Code § 47605(e)(3))

~~10.~~8. ~~7.~~Shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(A))

~~(Ed. Code § 47605(e)(4)(A))~~

~~12.~~9. ~~8.~~Shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment. (Ed. Code § 47605(e)(4)(B))

~~13.~~10. ~~9.~~Shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(C))

~~14.~~11. ~~10.~~Shall post the California Department of Education's Charter School Complaint Notice on the Charter School's website and the Charter School shall provide a parent or guardian, or a pupil if the pupil is 18 years old, a copy of this notice at all of the following times: When a parent, guardian, or pupil inquires about enrollment; before conducting an enrollment lottery; and before disenrollment of a pupil. (Ed. Code § 47605(e)(4)(D))

Declaration Required by Education Code Sections 47611.5(b) and 47605(c)(6)

The Charter School is and shall be deemed the exclusive public employer of the employees of the Charter School for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code, and shall meet the requirements of Government Code sections 3540-3549.3 related to collective bargaining in public education employment (Ed. Code § 47611.5)

Other Assurances

The Charter School:

1. ~~1.~~Shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in ~~non-charter~~noncharter public schools. (Ed. Code § 47605(d)(1))
2. ~~2.~~Shall operate in compliance with generally accepted government accounting principles. (Ed. Code § 47605(c)(5)(I))
3. ~~3.~~Shall at all times maintain all necessary and appropriate insurance coverage.

~~5.~~4. ~~4.~~Shall be subject to conflict of interest and other laws pertaining to public officials, including Government Code section 1090 et seq. and the Political Reform Act. (Ed. Code § 47604.1(b)(3) and (4))

~~6.~~5. ~~5.~~Shall require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) equivalent to that which a teacher in other public schools would be required to hold. (Ed. Code § 47605(l))

~~7.~~6. ~~6.~~Shall not hire any person who has been convicted of a violent or serious felony except as otherwise provided by law, and, if the school contracts with an entity for specified services, verify that any employee of that entity who will have contact with students has had a criminal background check. (Ed. Code §§ 44830.1, 45122.1, and 45125.1)

~~8.~~7. ~~7.~~Shall not discriminate against any employee or candidate for employment on the basis of the fact or perception of a person's race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, ~~martial~~marital status, sex, gender, gender identity, gender expression, age, sexual orientation, military and veteran status or any other protected classification, in accordance with applicable law, and shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. (Government Code § 12940; Title 5 CCR §11967.5.1(f)(5))

~~9.~~8. ~~8.~~Shall adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; Section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990, and serve students with disabilities in the same manner as such students are served in other public schools. (Ed. Code §§ 47646, 56145)
~~Code §§ 47646, 56145)~~

~~11.~~9. ~~9.~~Shall adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974~~; MGL c. 76, section 5; and MGL c. 89, 71 sections (f) and (l).~~.

~~12.~~10. ~~10.~~Shall follow the provisions of the McKinney–Vento Homeless Assistance Act of 1987 (42 U.S.C. ch. 119 § 11431 et seq.) and Education Code sections 48850-48859 to ensure that homeless students and foster youth have access to the same free, appropriate public education, including public preschools, as provided to other children and youths.

~~13.~~11. ~~11.~~Shall provide reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. (Ed. Code § 222)

~~14.~~12. ~~12.~~Shall provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications. (Ed. Code §§ 48907 and 48950)

~~15.~~13. ~~13.~~Shall comply with all other applicable federal, state and local laws and regulations that pertain to the applicant or operation of the charter school, including, but not limited to, the following:

- ~~a.~~The California Code of Regulations
- ~~b.~~The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99)
- ~~c.~~Title IX of the Education Amendments of 1972 (20 U.S.C. Sec. 1681 et seq.)
- ~~d.~~Displaying all required postings at school site and online
- ~~e.~~Following the minimum and maximum age requirements for enrollment
- ~~f.~~Providing the minimum number of instructional minutes

Certification of Affirmations

The undersigned, on behalf of the Board of Directors of American Indian Model Schools, hereby certifies that the Board has reviewed and approved the charter petition for AIMS College Prep High School, including all affirmations, declarations, and assurances set forth above, and authorizes its submission to the Oakland Unified School District for renewal.

_____

Megan Sweet
Board Treasurer, American Indian Model Schools

Date: _____

NOTE: ~~This Charter contains~~Throughout this charter there is specific "District Required Language" (DRL~~)",~~), including but not limited to the above Affirmations, Declarations, and Assurances section. ~~The~~All DRL should be highlighted in gray ~~with each Charter element or section~~. To the extent that

any inconsistency may exist between any provision contained within the body of the Charter and the DRL, the provisions of the DRL shall control.

Introduction

It has been nearly fifteen years since American Indian Model Schools ("AIMS"), which is celebrating its twenty-fifth year in education, opened American Indian Public High School ("AIPHS"). A great deal has changed since then, both within the District and within the Charter School. While the quality of the Charter School remains the same, AIMS decided this is an appropriate time to change the name of the Charter School to AIMS College Prep High School ("AIMS High School", "AIMS HS") to better reflect the diversity of the population we serve. This is how AIMS will be referring to the Charter School in this document. AIMS HS was the second charter school to be opened by the AIMS K12 College Prep Charter District (formerly known as American Indian Model Schools); and AIMS HS has maintained its placement as one of the top performing High Schools in the Bay Area and State.

During this time, OUSD, too, has gone through significant change. OUSD's leadership has recognized that different students are served in different ways, and it has remained committed to ensuring that parents and families have access to high performing schools, whether they are traditional public or charter schools. In this way, OUSD has proven its commitment to the families it serves.

Committed to academic excellence, AIMS HS's goal is to provide structure and student achievement to traditionally underserved urban students by:

Improving the academic achievements of all students including those with special needs
- Closing the achievement gap
- Focusing on student attendance
- Supporting effective educators
- Providing a structured learning environment

AIMS is eager and excited to continue its contributions to the Oakland Unified School District's admirable mission to build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.

During its fifteen years, AIMS HS has received Distinguished Schools and Title I Academic Achievement Awards. AIMS HS serves approximately 75% socioeconomically disadvantaged students and almost 100% racial minority students. AIMS HS graduation rate is 80% and its college acceptance and A-G completion rate is 100%. AIMS HS was recently recognized by Families in Action for A-G completion for our African American and Latino(a) students. Students have the opportunity to take Advanced Placement ("AP") coursework and exams. The AP participation rate for seniors and juniors at AIMS College Prep High School is 100 %. During the years of API reporting AIMS HS consistently scored above 900, and 100% of AIMS HS graduates have been accepted to four-year colleges and universities including Ivy League schools, colleges and universities within the University of California ("UC") system,

and Historically Black Colleges and Universities ("HBCU"). Students who are traditionally underserved in other educational settings excel at AIMS HS. AIMS HS is a member of the College Board. AIMS has consistently met academic measurable outcomes. AIMS HS

participates in social programs such as feeding the homeless in downtown Oakland and tutoring underperforming middle and elementary students. AIMS HS offers a year-round extended program that focuses on enrichment and intervention. Study time and tutoring are embedded into the daily schedule. AIMS HS aggregate and disaggregate subgroup data outperforms that of the District, state, and comparable high schools. AIMS HS is not content simply performing well in comparison to schools in Oakland. AIMS feel it is its duty to reach out and collaborate with non-AIMS schools that may benefit from AIMS' experience. This is called out specifically in our charter assurances. AIMS has no interest in converting those schools into charter schools, but simply wants all students in Oakland to receive a high quality education. AIMS HS has a very active sports, music, and arts program. AIMS HS has many supports for students who have been classified as vulnerable. We have an extensive special education program that exceeds what is provided for by the Special Education Local Plan Area ("SELPA"). Our Newcomers and English Learners, as well as their parents, receive support and training in language acquisition. AIMS HS has social emotional counseling and a restorative justice program. Foster and homeless youth are supported in the various needs. AIMS' Parent Coordinator provides case work support to families who are food vulnerable, financially vulnerable, and /or housing vulnerable.

Executive Summary

AIMS College Prep High School is built around a universal college-preparatory promise. Every graduate completes A-G requirements. Every student takes AP coursework beginning in 9th grade. Every student receives individualized college counseling. Graduation itself requires acceptance to a four-year college or university. The Charter School administered 803 AP exams across 11 subjects in 2024-25 and pays 100% of AP and SAT/PSAT exam fees for all students. Through the AIMS U concurrent enrollment pathway, students earn UC/CSU transferable credits at Peralta Colleges beginning sophomore year. AIMS applies this model in a small Oakland high school of approximately 386 students serving a population that is 46.9% African American, 64.5% socioeconomically disadvantaged, and 62% English Learner-origin, with zero suspensions and the lowest chronic absenteeism rate among Oakland comparison schools.

As a Middle Tier school under Education Code section 47607.2(b), AIMS is evaluated against three statutory findings that the authorizer must establish in order to deny renewal. The full record supports renewal under this standard.

The evidence demonstrates substantial academic and postsecondary benefits to students. AIMS achieves a College/Career Indicator rate of 88.2% Prepared (Green), fourth among all 30 Oakland high schools with reportable CCI data and highest among the eight comparison schools students would most likely attend upon closure. Every reportable subgroup achieves Very High (Level 5) CCI status: African American 90.0%, Hispanic/Latino 87.5%, English Learners 77.4%, Long-Term English Learners 80.0%. For two consecutive years, 100% of AIMS graduates completed A-G requirements across every reportable subgroup.

English Learner progress reached 76.7% (Blue), leading every Oakland high school by at least 23 percentage points and exceeding the statewide rate by 30.3 points. Among Long-Term English Learners, 79.5% progressed with zero students declining. Reclassified students outperform English Only peers in both ELA and Math.

On three-year averages, AIMS students outperform the statewide three-year average in both ELA (-7.1 vs. -11.6) and Math (-25.8 vs. -46.4). Postsecondary enrollment reaches 69-73%, with 75.9% of enrolled Class of 2024 graduates attending four-year institutions.

AIMS recorded zero suspensions across all 393 students in 2024-25 (Blue), and a chronic absenteeism rate of 16.7%, the lowest of all nine schools in the comparison (AIMS and eight receiving schools). Across 56 school-indicator comparisons with the eight Oakland high schools students would likely attend upon closure, AIMS outperforms on 50 (89.3%).

AIMS also recognizes areas requiring improvement. The most recent single-year ELA and Math Distance from Standard scores are Orange, reflecting a multi-year decline that the Charter School treats as a serious improvement priority. Hispanic/Latino and English Learner California Assessment of Student Performance and Progress ("CAASPP") performance shows persistent gaps. The 2025 graduation rate of 89.2% (Orange) reflects a California Longitudinal Pupil Achievement Data System ("CALPADS") exit-code certification issue that the Charter School has identified, with corrective procedures now in place.

Special education identification at 4.9% is well below state and District averages, requiring continued Child Find and system correction. Teacher credentialing stands at 72.2%, with three vacancies. The Charter School's Performance Improvement Plan addresses these areas through four cross-cutting strategies executed via the Cycle of Inquiry framework.

Renewal Framework and Legal Positioning

A. Renewal Performance Category: Middle

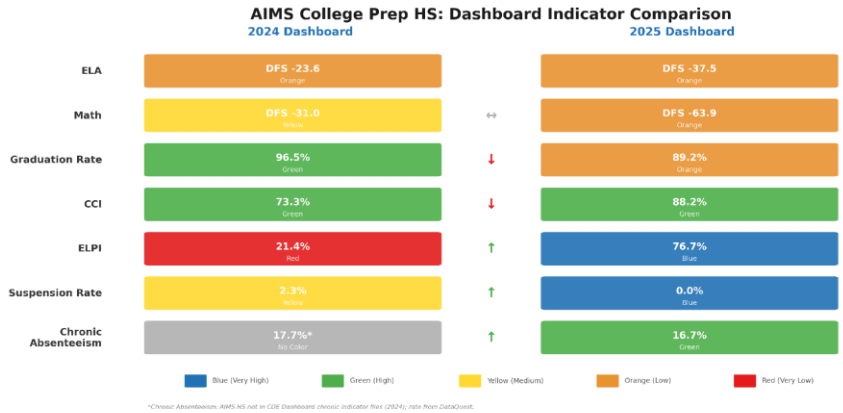
AIMS College Prep High School falls within the Middle Tier renewal performance category under Education Code sections 47607 and 47607.2. This determination is based on the two California School Dashboards immediately preceding the renewal decision: the 2024 Dashboard (reporting 2023-24 data) and the 2025 Dashboard (reporting 2024-25 data).

Under Criterion 1, a school is placed in the High (Streamlined) category only if all school-level state indicators are in the two highest performance levels (Green or Blue) (Education Code Section 47607(c)(2)), and in the Low category only if all are in the two lowest (Orange or Red) (Education Code Section 47607.2(a)(1)(A)). The state indicators include both academic indicators (ELA, Math, CCI, ELPI) and non-academic indicators (Graduation Rate, Suspension Rate, Chronic Absenteeism).

On the 2025 Dashboard, AIMS HS's four academic indicators are: ELA (Orange), Math (Orange), College/Career Indicator (Green), and English Learner Progress Indicator (Blue). Because the Charter School has both Orange indicators and Green/Blue indicators, it does not meet the "all same band" requirement for either High or Low placement. The 2024 Dashboard shows a similar mixed profile: ELA (Orange), Math (Yellow), with CCI and ELPI in mixed states. Neither Dashboard supports High or Low classification under Criterion 1.

Under Criterion 2, a school may be placed in High (Education Code Section 47607(c)(2)(A)(ii)) or Low (Education Code Section 47607.2(a)(1)(B)) based on student group performance relative to state averages. For Low placement, the Charter School's ELA, Math, CCI, and ELPI status must all be lower than the State of California, and all lower for more than 50% of the Charter School's numerically significant student groups. AIMS HS's CCI (Very High, Level 5) and ELPI (Very High, Level 5) are both higher than the state. Because the school-level indicators are mixed, AIMS HS cannot be placed in Low tier via Criterion 2. The same analysis precludes High placement, as ELA and Math status levels are lower than the state.

AIMS College Prep High School is therefore classified as Middle Tier.



B. Legal Standard for Middle Tier Renewal

As a Middle Tier school, AIMS HS is governed by Education Code Section 47607.2(b)(3), which provides that the authorizer "may deny a charter renewal pursuant to this subdivision only upon making written findings, setting forth specific facts to support the findings," that:

Finding 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.

Finding 2: Closure of the charter school is in the best interest of pupils.

Finding 3: The decision provided greater weight to performance on measurements of academic performance (if applicable pursuant to paragraph (2)).

All three elements appear within Education Code Section 47607.2(b)(3) as conjunctive requirements. The first two are mandatory; the third applies when the authorizer's consideration under (b)(2) involved weighing academic performance against other factors. Under the Middle Tier standard, denial requires the authorizer to make written findings addressing each statutory factor. Accordingly, the relevant question is not whether every indicator is strong, but whether the full record supports renewal under the Middle Tier standard.

C. "Meet" vs. "Make Progress": The High School Problem

The statutory language of Finding 1 requires the authorizer to evaluate whether the Charter School has failed to "meet or make sufficient progress toward" standards. In practice, these are understood as two distinct tests. "Meet" refers to the Charter School's current performance level: where students stand on state assessments at a point in time, as measured by Distance from Standard and proficiency rates. "Make progress" refers to growth: whether students are making academic gains over time.

This distinction is critical for high schools. California's CAASPP student growth model applies only to grades 4-8; Grade 11 students do not receive individual growth scores because there is no prior-year high

school CAASPP score for comparison. The Dashboard does provide a cohort-based Change measure for Grade 11 (comparing this year's tested students to last year's), but this reflects shifts in cohort composition as much as instructional effect and is not a measure of individual student growth. For a high school like AIMS HS, "make sufficient progress" is therefore more fully assessed through measures that capture cumulative outcomes: English Learner Progress Indicator trajectory, College/Career Indicator trajectory, A-G completion rates, cohort tracking, and postsecondary outcomes.

Because the growth model does not apply to the Charter School's tested grade, Dashboard ELA and Math status alone (which are point-in-time snapshots) do not fully address whether the Charter School is "making sufficient progress." The "make progress" test requires growth evidence, and AIMS HS presents that evidence through the measures documented in Section IV.

D. Relevant OUSD Renewal Context

In the 2025-26 renewal cycle, OUSD evaluated six charter school renewal petitions (all six decided as of this writing):

~~Charter School Intent and Charter Requirements~~ School	Tier	Board Decision
Latitude 37.8 HS	Middle	Approved
Aspire College Academy	Middle	Approved
Lodestar (Lighthouse)	Middle	Approved
Aspire Golden State Prep	Middle	Denied
BayTech	Low	Denied by OUSD; Approved on ACOE Appeal

Inserted Cells

Inserted Cells

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

~~(a) Improve pupil learning.~~

~~(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.~~

~~(c) Encourage the use of different and innovative teaching methods.~~

(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

(f) Hold the schools established under [the Charter Schools Act of 1992] accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.

(g) Provide vigorous competition within the public school system to stimulate continual improvements at all public schools."

Education Code Section 47601

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

Education Code Section 47605(c)

(c) In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged. The governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice and with the interests of the community in which the school is proposing to locate. The governing board of the school district shall consider the academic needs of the pupils the school proposes to serve. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings

Source: OUSD Office of Charter Schools, 2025-26 Renewal Cycle

Three of four Middle Tier schools were approved. The one Middle Tier denial, Aspire Golden State Prep, had multiple Red indicators and was identified for Differentiated Assistance. AIMS has neither.

E. How This Narrative Is Organized

This narrative presents evidence addressing each of the three findings required for denial under Education Code Section 47607.2(b). We respectfully submit that the record does not support any of the three findings. AIMS College Prep High School is meeting or making sufficient progress toward standards; closure would not serve the best interests of our students, who would be sent to schools that perform worse on nearly every measure; and academic performance, when properly weighted to include growth, college/career readiness, and English Learner progress, supports renewal.

School Profile and Population Context

A. Mission and Program Model

AIMS College Prep High School is a small, college-preparatory charter school serving 386 students on Census Day (393 cumulative enrollment) in grades 9-12 in Oakland, California. The Charter School operates under the AIMS K-12 College Prep Charter District, an independent nonprofit that also operates AIMS College Prep Middle School (grades 6-8) and AIMS College Prep K-8. The Charter School's educational program is organized around a framework emphasizing standards-based instruction, data-driven differentiation, and a restorative school culture.

The program model that produces AIMS's outcomes is built on five structural commitments:

Universal College-Preparatory Pathway. Every student completes A-G requirements as a condition of graduation. Every student's four-year course schedule is pre-planned from 9th grade entry. Academic counselors maintain individual Student Academic Plans for every student and conduct annual individual meetings (weekly or biweekly for at-risk students). This is a structural guarantee: A-G completion is required for graduation, and 100% of graduates have completed A-G in both of the two most recent graduating classes, across every reportable subgroup.

Broad AP Access and Postsecondary Preparation. AP courses are available to all students beginning in 9th grade, with strong encouragement for broad participation rather than selective enrollment. The Charter School administered 803 AP exams across 11 subjects in 2024-25 and pays 100% of AP and SAT/PSAT exam fees for all students, removing financial barriers to college readiness testing. Beginning 2026-27, honors course options are being added alongside AP to expand rigorous pathways. Graduation requires acceptance to a four-year college or university. The Charter School maintains a college-access partnership with Sonoma State University that provides eligible AIMS students a defined admissions pathway, a Genesis Works internship program matching 11th graders with internships at companies including Salesforce, and community college transfer support through the TAG program. Through AIMS U, students pursue concurrent enrollment with Peralta Colleges beginning sophomore year, earning 18-24

UC/CSU transferable credits. A new 8-period block schedule for 2026-27 accommodates concurrent enrollment, electives, and an SEL/advising course.

Integrated English Learner Program. English Learner students are integrated into all mainstream classes with EL-authorized teachers. Designated ELD instruction is provided through separate class periods for non-fluent students, with limited 30-minute pullout for emerging ELs that does not interfere with core instruction. The Charter School implements Guided Language Acquisition Design (GLAD) strategies schoolwide, uses National Geographic Lift curriculum for ELD, and provides 24/7 on-demand interpreting services in all languages. The results of this model are documented in Section IV: 76.7% ELPI (Blue), 79.5% LTEL progress with zero declining, and RFEP students who outperform English Only peers in both subjects.

Restorative School Culture. AIMS uses tiered interventions (teacher redirections, lunchtime detention, Saturday school, restorative conversations) before any exclusionary consequence. Restorative practices are facilitated by the assistant head of school and SEL counselor. The Charter School maintains a cell phone policy (7:45-3:30, Yondr pouches) that supports a focused learning environment. The result: zero suspensions across all 393 students in 2024-25 (Blue, 0.0%), with zero suspensions across every subgroup.

Small School Environment. At approximately 386 students, AIMS enables individual academic planning, relationship-based discipline, and personalized counselor caseloads. The school culture built on Eagles Values and the AIMSTRONG learner profile is a function of this intentional small-school design.

B. Student Demographics

AIMS HS serves a student population that differs substantially from both state and district averages in ways that directly affect standardized assessment outcomes.

~~Charter Renewal Criteria~~ Characteristic	AIMS HS	State of CA	OUSD District
Enrollment	386 (Census Day)	5.9M	~34,000
Grade 11 Tested	68 (2024-25)	433,459	–
African American	46.9%	~5.3%	~21%
Asian	25.1%	~9.4%	~12%
Hispanic/Latino	16.8%	~55.4%	~44%
White	3.6%	~21.5%	~10%

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~~Charter Renewal Criteria~~ Characteristic	AIMS HS	State of CA	OUSD District
Socioeconomically Disadvantaged	64.5%	~58%	~73%
Current EL	17.9%	~17.7%	~29%
Ever-EL (EL + RFEP)	61.9%	–	–
LTEL (% of ELs)	62.3%	–	–
Students with Disabilities	~4.9%	~14.2%	~17.2%

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~~Evidence of Meeting Charter Renewal Criteria Pursuant to:~~

~~Education Code Section 47607.2(b) (middle tier)~~

~~Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported the California School Dashboard ("Dashboard"), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.~~

~~In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.~~

~~The Charter School fits into the middle tier, as determined by the California Department of Education, and is eligible for charter renewal, as demonstrated below.~~

~~Education Code Section 47607.2(b) states:~~

> ~~*(1) For all charter schools for which [top tier and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].*~~

~~*(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.*~~

~~"Measurements of academic performance" are defined in statute as "statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator." (Education Code Section 47607(c)(3).)~~

~~**A.Analysis of AIMS HS Data**~~

~~The following tables display the Charter School's schoolwide Dashboard state indicators and, for comparison purposes, the State's, for the 2017-18 and 2018-19 school years.~~

~~**1.American Indian Public High Dashboard State Indicators, 2018-2019**~~

~~Performance on the state measures is calculated based on data from current and prior years resulting in five color-coded performance levels for each indicator. From highest to lowest the performance levels are: **Very High-Blue, High-Green, Medium-Yellow, Low-Orange, and Very Low-Red.**~~

Source: CDE DataQuest

Note: Enrollment figures in this narrative reflect different measurement methods. Census Day enrollment (386) is the state's official October snapshot count; cumulative enrollment (393) counts all students enrolled at any point during the year. All are official 2024-25 figures.

C. How Population Affects Performance Metrics

AIMS serves a population that is 46.9% African American, 64.5% socioeconomically disadvantaged, and 62% ever-EL. The combination of high African American enrollment (unusual statewide, where the African American population is approximately 5%) and high ever-EL rates means that the Charter School's Distance from Standard is structurally depressed relative to the statewide average.

Schools serving higher proportions of socioeconomically disadvantaged, English Learner, and students with disabilities populations produce structurally lower Distance from Standard scores. This is a well-documented measurement characteristic of the DFS metric. Comparing AIMS's -37.5 ELA DFS to the statewide -8.1 does not account for population composition. The proper comparison is to schools serving similar populations, or to state averages for the same student groups. When that comparison is made, AIMS's performance is at or above the relevant benchmarks (detailed in Section IV-D).

D. Enrollment Context

AIMS HS cumulative enrollment has declined from 450 in 2022-23 to 395 in 2023-24 to 393 in 2024-25, a trend consistent with broader enrollment patterns across Oakland. Despite this decline, the Charter School remains at a sustainable enrollment size with stable class sizes across all four grade levels. Enrollment by grade in 2024-25: 9th grade (119), 10th grade (111), 11th grade (73), 12th grade (83).

1. Academic Progress

The statutory question for Finding 1 is whether AIMS HS has "failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school" (Education Code Section 47607.2(b)(3)). The evidence demonstrates that AIMS is making sufficient progress across multiple measures. The evidence weighs against a Finding 1 denial determination.

Because California's CAASPP growth model does not apply to high schools (Section II-C), this section presents growth through the measures that do capture cumulative academic progress: CCI trajectory, ELPI trajectory, LTEL progress, RFEP performance, A-G completion, postsecondary outcomes, and IAB leading indicators. Sections IV-A through IV-G present this evidence in order of strength.

A methodological note applies throughout this section: at the cohort sizes tested at AIMS HS (68 students on the 2024-25 CAASPP, 60 matched ELs on the ELPI, 82-93 graduates in the CCI cohort, and subgroups as small as 14-16 students), individual student outcomes materially affect aggregate metrics. This caveat applies equally to both favorable and unfavorable indicators. The Charter School presents all data transparently and invites the Board to consider the full pattern across indicators rather than any single small-N result.

A. Growth and Trajectory Evidence

CCI Trajectory: 52.2% to 88.2% Prepared Over Two Dashboard Reporting Years

The College/Career Indicator measures the percentage of graduating students who are college or career "Prepared" through pathways including A-G completion, AP exam passage (3+), ELPAC Level 4 attainment, CTE pathway completion, and other measures. CCI is the single most comprehensive postsecondary-readiness metric on the Dashboard.

AIMS HS reached 88.2% Prepared on the 2025 Dashboard (Green, Very High). AIMS's 88.2% CCI rate ranks fourth among all 30 Oakland high schools with reportable CCI data, behind ARISE High School (96.0%), Oakland Charter High School (closed June 2025; 92.5%), and East Bay Innovation Academy (92.2%), and highest among the eight comparison schools students would most likely attend upon closure.

Every reportable subgroup achieved Very High (Level 5) status on CCI in 2025:

Indicator Subgroup	2018 AIMS HS % Prepared (2025)	2018 State Status Level	Comparison	2019 AIMS HS	2019 State	Comparison
English Language Arts All Students	Yellow 88.2%	Orange 5 (Very High)	Higher	Yellow	Green	Lower
Mathematics African American	Yellow 90.0%	Orange 5	Higher	Blue	Orange	Higher
Chronic Absenteeism Asian	N/A 89.3%	Yellow 5	N/A	N/A	Orange	N/A
Suspension Rate Hispanic/Latino	Yellow 87.5%	Yellow 5	Equal	Green	Yellow	Higher
Graduation Rate English Learners	Green 77.4%	Yellow 5	Higher	Orange	Green	Lower
College/Career SED	Blue 88.2%	Yellow 5	Higher	Yellow	Yellow	Equal
English Learner Progress Long-Term EL	58.7% Well Developed and Moderately Developed 80.0%	65.2% Well Developed and Moderately Developed 5	Lower	Very High (65.3% making progress)	Medium (48.3% making progress)	Higher

N/A, AIMS HS it is not an indicator reported for high schools in the state of California.

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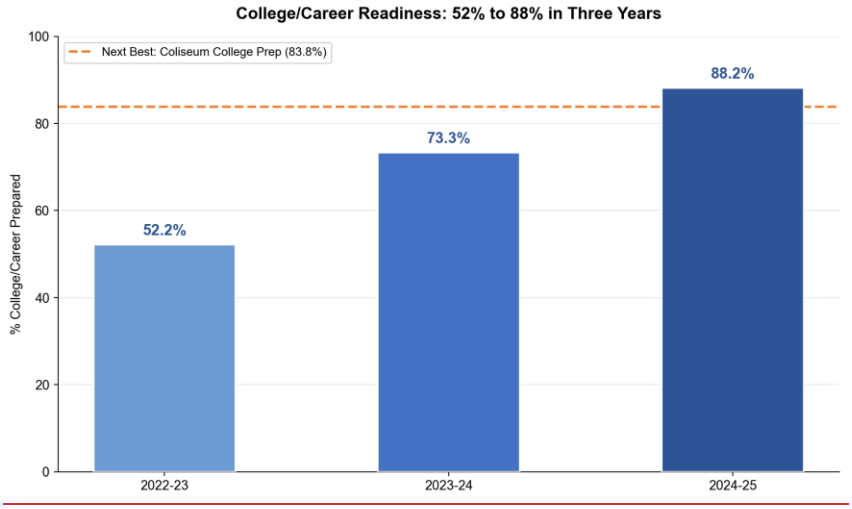
~~As demonstrated above, the Charter~~*Source: CDE CA School* ~~performed~~*Dashboard*

These are the same ~~as or better than the State in nine of the twelve~~student groups that show the weakest CAASPP scores, yet on the comprehensive college-readiness measure, every one exceeds Very High status: Hispanic/Latino at 87.5% Prepared, English Learners at 77.4%, and Long-Term English Learners at 80.0%.

In the 2025-26 OUSD renewal cycle, OCS weighted CCI heavily for high schools. Both Latitude and BayTech had their CCI cited favorably as a counterweight to weak academic status indicators ~~for which there~~. AIMS's CCI is stronger than each.



ELPI: 76.7% (Blue), Leading Oakland and the State

AIMS HS reached 76.7% on the English Learner Progress Indicator in 2024-25 (Blue, Very High), exceeding every prior year and the statewide rate (46.4%) by 30.3 percentage points. This represents a recovery from 21.4% (Red) in 2023-24, a +55.3 percentage point year-over-year gain. Of 60 EL students, 44 (73.3%) progressed at least one ELPAC performance level, 2 (3.3%) maintained the highest level (PL4), 11 (18.3%) maintained their current level, only 1 (1.7%) declined, and 2 (3.3%) did not complete the full assessment.

AIMS leads every Oakland high school by a wide margin. The next closest accountability-eligible school is ~~data.~~ Life Academy at 53.3% (Green), 23.4 percentage points behind. AIMS exceeds the statewide ELPI rate (46.4%) by 30.3 percentage points.

~~2.American Indian Public High 2019 Dashboard Local Indicators~~

~~Local Indicator~~ School	~~Result~~ ELPI Rate (2025)	Color	Gap vs. AIMS
~~Basics: Teachers, Instructional Materials, Facilities~~ **AIMS College Prep HS**	~~Standard Met~~ **76.7%**	**Blue**	–
~~Implementation of Academic Standards~~ Life Academy	~~Standard Met~~ 53.3%	Green	-23.4 pp
~~Parent and Family Engagement~~ Coliseum College Prep	~~Standard Met~~ 44.0%	Yellow	-32.7 pp
~~Local Climate Survey~~ Fremont HS	~~Standard Met~~ 43.2%	Yellow	-33.5 pp
~~Access to a Broad Course of Study~~ Skyline HS	~~Standard Met~~ 42.9%	Yellow	-33.8 pp
Oakland HS	37.2%	Yellow	-39.5 pp
Oakland Technical HS	34.0%	Orange	-42.7 pp
Castlemont HS	27.9%	Red	-48.8 pp
McClymonds HS	27.3%	No Color	-49.4 pp

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~~**B.Measurable Increases in Academic Performance**~~

~~Charter Schools in the middle track must also meet the following requirement:~~

~~*(3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:*~~

~~*(A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.*~~

~~*(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.*~~

~~*(4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data . . .*~~

~~"Verified data" is defined in statute as "data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced." (Education Code Section 47607.2(c)(1).)~~

~~1.California Assessment of Student Performance and Progress ("CAASPP") Data~~

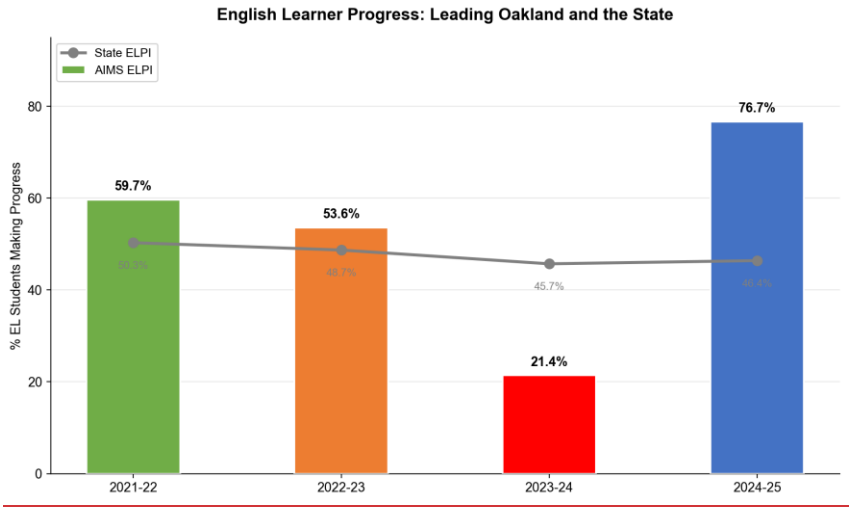
~~The table below shows AIMS HS students' performance on the CAASPP over the course of the past charter term. We believe this data makes a strong case for the renewal of the Charter School and demonstrates measurable increases in academic achievement, as defined by at least one year's progress for each year in school.~~

~~American Indian Public High School CAASPP Results: Percentage of Students Met or Exceeded Standards~~

Source: CDE CA School Dashboard

The ELPI is a direct measure of academic progress. It captures year-over-year movement on ELPAC performance levels for the Charter School's second-largest student population. Sixty-two percent of AIMS students have EL history, making English Learner progress a central indicator of overall school effectiveness.

The 2023-24 trough (21.4%, Red) represents the Charter School's lowest ELPI performance on record. The AIMS LCAP (pp. 21-22) attributes this to a large-group testing protocol that proved disruptive; the Charter School returned to small-group administration (a maximum of 12 students per session) in 2024-25. The immediate recovery to 76.7% suggests the trough was anomalous, not indicative of a programmatic failure. This interpretation is further supported by the longer-term ELPI trend: 59.7% (2021-22), 53.6% (2022-23), 21.4% (2023-24), 76.7% (2024-25). The 2024-25 result exceeds all prior years and represents a genuine step-change in EL program effectiveness.



LTEL Progress: 79.5% Making Progress, Zero Declining

Among Long-Term English Learners (students classified as EL for 6 or more years), 79.5% made progress on the ELPI in 2024-25 (75.0% progressed at least one ELPAC level, 4.5% maintained the highest performance level), with zero students declining. This represents a +65.6 percentage point swing from the prior year's 13.9%. Of 44 LTEL students assessed, 33 (75.0%) progressed at least one ELPAC level, 2 (4.5%) maintained the highest level, 9 (20.5%) maintained their current level, and none declined.

AIMS's LTEL ELPI of 79.5% exceeds the statewide LTEL rate (49.1%) by 30.4 percentage points. LTELs constitute 62.3% of AIMS's current EL population, meaning the Charter School is achieving exceptional results with the hardest-to-serve EL cohort.

Beginning in 2026, reclassification will count toward ELPI for LTELs only, increasing the weight of LTEL outcomes in the Dashboard. AIMS's LTEL results position the Charter School favorably for this evolving methodology.

RFEP Students Outperform English Only Peers

Reclassified Fluent English Proficient (RFEP) students at AIMS HS outperform English Only (EO) students on CAASPP in both subjects:

Student Group	ELA % Met/Exceeded	2016-17 Math % Met/Exceeded	2017-18	2018-19
RFEP	60.5% (N=43)	50.0% (N=42)		
English Only	47.6% (N=21)	25.0% (N=20)		
All Students 64.29%	53.45.9% (N=85%)	59.32% 37.8% (N=82)		
Asian	75.51%	72.97%		70.27%
Black or African American	N/A	23.53%		18.18%
Socioeconomically Disadvantaged	64.00%	54.84%		53.85%

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Source: CAASPP Research Files, 2023-24

RFEP students outperform English Only peers in both ELA and Math on CAASPP. This demonstrates that AIMS's reclassification process is rigorous: students who exit EL status are genuinely prepared academically, not prematurely reclassified. RFEP students are not only keeping up with their English-proficient peers; they are outperforming them.

This finding addresses a potential concern about the ELPI data. A school could show high ELPI rates through premature or mechanical reclassification that does not translate into academic performance. The RFEP outperformance data refutes that concern directly. When AIMS reclassifies an English Learner, that student goes on to exceed the academic performance of students who never had a language barrier.

B. College and Career Readiness

100% A-G Completion: All Graduates, All Subgroups, Two Consecutive Years

AIMS HS requires A-G completion as a condition of graduation. The result: 100% of graduates completed A-G requirements in both 2022-23 (88/88) and 2023-24 (82/82), across every reportable subgroup: African American, Asian, Hispanic/Latino, SED, and English Learner students. Even in 2021-22, the rate was 99.2% (117/118). Source: CDE ACGR Data Files

AIMS is one of only five Oakland high schools where every graduate completed A-G requirements in 2023-24, and the only one with a graduation rate above 95%. The comparison:

~~Mathematics~~ School	~~2016-17~~ A-G Rate (2023-24 graduates)	~~2017-18~~	~~2018-19~~
~~All Students~~ **AIMS College Prep HS**	~~63.89%~~ **100.0%**	~~43.08%~~	~~62.97%~~
Life Academy	98.3%		
Coliseum College Prep	86.2%		
Oakland Technical HS	76.4%		
~~Asian~~ Skyline HS ~~72%~~	70.~~27%~~ 9%	~~83.34%~~	
~~Black or African American~~ McClymonds HS	~~36.36%~~ 70.7%	~~5.88%~~	~~N/A~~
~~Socioeconomically Disadvantaged~~ Fremont HS	~~60.79%~~ 59.7%	~~45.16%~~	~~55.55%~~
Oakland HS	59.2%		
Castlemont HS	40.6%		

Source: CDE ACGR Data Files

A-G completion is the primary pathway to CCI "Prepared" status. It is the foundational metric of AIMS's college-prep mission. Achieving 100% across all subgroups for two consecutive years demonstrates that the educational program delivers its core promise uniformly, regardless of student demographics.

CCI: 88.2% Prepared, Fourth in Oakland

The CCI pathway breakdown shows A-G completion is the dominant pathway (100% of prepared students completed A-G), supplemented by AP exam passage (25 students, 26.9% of cohort scored 3+ on at least one AP exam).

AIMS is also the only school in the comparison set to earn Golden State Seal Merit Diplomas: 43 students (52.4% of 2023-24 graduates) received this distinction. No other school in the comparison set had any recipients.

The contrast between AIMS's strong CCI and A-G results and its declining CAASPP proficiency rates warrants direct acknowledgment. CAASPP is a single point-in-time assessment administered in April of grade 11; A-G completion and CCI reflect cumulative coursework, teacher-evaluated mastery, and multiple assessments across a student's full four-year high school experience. These metrics measure different constructs, and the CCI 'Prepared' designation is itself a CDE-defined standard representing the state's own definition of college and career readiness.

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The Charter School does not treat CCI as a substitute for CAASPP proficiency. The Performance Improvement Plan's emphasis on standards-based grading in mathematics, aligned to CAASPP assessment blueprints, is specifically designed to ensure that course-level assessments better reflect the proficiency standards measured by CAASPP, closing the gap between what students demonstrate in coursework and what they demonstrate on the state assessment.

AP Program: Universal Access, 800+ Exams Annually, Improving Outcomes

The AP program described in Section III-A has shown improving outcomes over five years.

Five-year exam volume and pass rates:

Year	Total Exams	~~AIMS HS 3-Year SAT Mean~~ Score ~~Data~~ 3+	Pass Rate	Subjects
2021	1,218	129	10.6%	17
2022	1,147	156	13.6%	17
~~2017-18~~2023	~~2018-19~~597	124	~~2019-~~20.8%	12
2024	778	156	20.1%	12
2025	803	155	19.3%	11

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Source: College Board AP School Five Year Score Summary 2025

Note: The decline in total exam volume from 1,218 (2021) to 803 (2025) reflects schoolwide enrollment reduction over this period (cumulative enrollment declined from 450 in 2022-23 to 393 in 2024-25, with earlier years higher still) and consolidation from 17 to 11 AP subjects to maintain viable class sizes. Per-subject exam volume returned to approximately 72-73 exams per subject by 2025, confirming sustained per-student participation intensity.

The pass rate nearly doubled from 10.6% (2021) to approximately 20% (2023-2025). Individual subjects show strong improvement trajectories: Human Geography (mean score 1.50 to 2.41), US Government (1.22 to 2.15), US History (1.18 to 1.96). In 2025, 25 students (26.9% of the graduating cohort) scored 3+ on at least one AP exam, qualifying as "Prepared" through the AP pathway on the CCI.

The overall pass rate of approximately 20% is acknowledged as an area for continued growth (see Section VII). However, the AP program must be evaluated in context: AIMS encourages all students to take AP courses and does not restrict enrollment to high-performing students, unlike selective AP programs at other schools. A 20% pass rate in a program where all students participate is not directly comparable to higher pass rates at schools that restrict AP enrollment to top performers. The relevant measure is course access and improvement trajectory, both of which are strong.

AIMS's AP participation model, in which all students are encouraged to enroll beginning in 9th grade and the Charter School pays all exam fees, is broader and more systematic than traditional opt-in AP programs at the comparison schools. An AIMS student transferring to another Oakland high school would lose access to this breadth of rigorous coursework.

C. IAB Leading Indicators (Spring 2026)

Spring 2026 Interim Assessment Blocks show directionally positive results in specific content areas. In Geometry, the Congruence claim shows 58% Near Standard and 22% Above Standard, a strong leading indicator for the corresponding CAASPP claim. Several AP subjects show continued score improvement.

IABs have small sample sizes and are not SBAC-equivalent. They serve as triangulating evidence of where instructional improvement is occurring, not as standalone performance claims. The value for the renewal argument is to demonstrate that AIMS is actively monitoring student progress at granular content-area levels and adjusting instruction accordingly, a practice consistent with the Charter School's cycle-of-inquiry framework.

The Charter School is also pursuing 8th-to-11th grade matched-student CAASPP data through the California Education Research System (CERS) to provide a direct measure of individual student academic growth from middle school to high school, filling the gap left by the inapplicability of California's official growth model to high schools.

D. Academic Status in Context

Three-Year DFS Averages Beat State Averages

Three-year averages are the standard methodological approach for smoothing volatility in schools with small tested cohorts. AIMS tested between 68 and 91 students per year in the three-year period. At these sample sizes, a handful of students performing differently can swing the Charter School's DFS by 20 or more points.

ELA Distance from Standard (3-Year Averages)

Group	2022-23	2023-24	2024-25	AIMS 3-Year Avg	State 3-Year Avg	vs. State
All Students	+39.9	-23.6	-37.5	**-7.1**	-11.6	**4.5 pts above state**
African American	+9.4	-16.2	-49.6	**-18.8**	-56.6	**37.8 pts above state**
Asian	+102.9	-1.2	+33.4	**+45.0**	+61.5	16.5 pts below state

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Group	2022-23	2023-24	2024-25	AIMS 3-Year Avg	State 3-Year Avg	vs. State
Hispanic/ Latino	-14.8	-86.1	-102.6	**-67.8**	-37.7	30.1 pts below state
SED	+46.7	-16.6	-47.2	**-5.7**	-39.6	**33.9 pts above state**
English Learners	-60.4	-93.1	-98.9	**-84.1**	-65.1	19.0 pts below state

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~~Despite some temporary declines in academic performance, AIMS HS still consistently averages among the top five - ten highest performing public and public charter schools in Oakland - far~~

~~outpacing OUSD and state averages. For example, during the 2018-19 Academic school year, AIMS HS ranked as the top performing high school in Math in all of OUSD. Additionally, EL reclassification rates exceed district, county, and state averages. AIMS HS College rates, particularly its UC college rates, exceed district averages. The following data best illustrates evidence of academic achievement at AIMS HS.~~

Math Distance from Standard (3-Year Averages)

	2022-23	2023-24	2024-25	AIMS 3-Year Avg	State 3-Year Avg	vs. State
Side by Side Comparison						
SELECT SCHOOL Oakland High - Oaklan School Type: 0. N Total students: 1,6 Grades served: 9- 1023 MacArthur B Oakland, CA 9461 Authorizer: Oaklan Open Date: 07/01/ SELECT SCHOOL American Indian Publi School Type: 1. C Total students: 41 Grades served: 9- 746 Grand Avenu Oakland, CA 9460 Authorizer: Oaklan Open Date: 06/22/ SCHOOL KEY American Indian Publi Oakland High						
Group						

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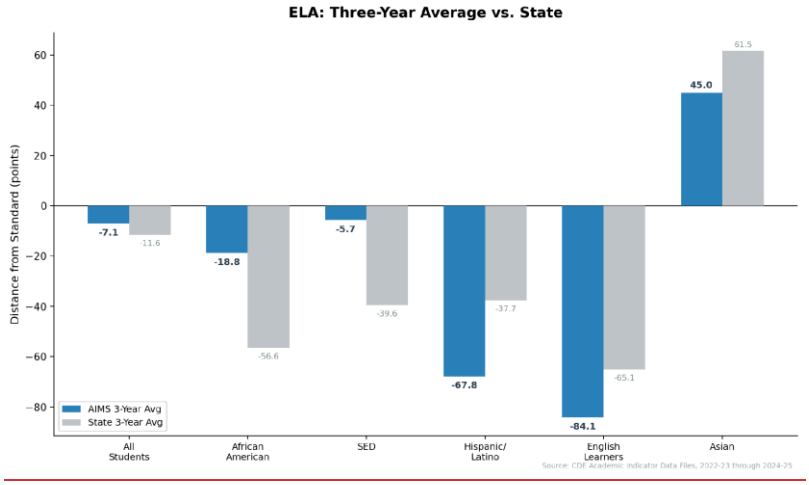
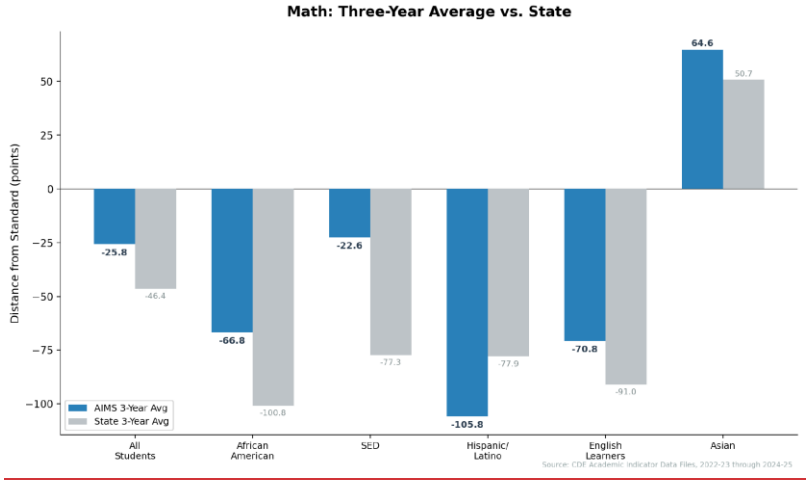
All Students	+17.4	-31.0	-63.9	**-25.8**	-46.4	**20.6 pts above state**
African American	-30.7	-57.6	-112.1	**-66.8**	-100.8	**34.0 pts above state**
Asian	+103.0	+52.3	+38.6	**+64.6**	+50.7	13.9 pts above state
Hispanic/ Latino	-75.6	-130.5	-111.4	**-105.8**	-77.9	27.9 pts below state
SED	+23.5	-21.0	-70.4	**-22.6**	-77.3	**54.7 pts above state**
English Learners	-40.9	-44.1	-127.5	**-70.8**	-91.0	**20.2 pts above state**

Note: Both AIMS and state figures in the "vs. State" column are three-year averages (2022-23, 2023-24, 2024-25), providing a methodologically parallel comparison. State three-year averages were computed from CDE Academic Indicator Data Files for all three years. AIMS figures represent three-year averages.

Source: CDE Academic Indicator Data Files, 2022-23 through 2024-25





In the most recent single year (2024-25), several subgroups fall in the Very Low performance band. African American students' ELA DFS of -49.6 and Math DFS of -112.1, and socioeconomically disadvantaged students' ELA DFS of -47.2 and Math DFS of -70.4, reflect significant distance from standard. Hispanic/Latino students show the widest gaps: ELA DFS of -102.6 and Math DFS of -111.4.

English Learner Math DFS of -127.5 represents the lowest single-year score of any subgroup. These single-year figures are not dismissed. They reflect the cumulative impact of the staffing, coaching, and assessment disruptions described in Section VII. (Note: subgroups with fewer than 30 students do not receive official Dashboard color assignments per CDE methodology, though their DFS scores are reported.)

The three-year averages, however, change the picture significantly:

- **ELA All Students:** Single-year DFS of -37.5 (29.4 points below state) becomes a three-year average of -7.1 (4.5 points above the state three-year average of -11.6).
- **Math All Students:** Single-year DFS of -63.9 (21.5 points below state) becomes a three-year average of -25.8 (20.6 points above the state three-year average of -46.4).
- **Math SED:** Single-year DFS of -70.4 becomes a three-year average of -22.6 (54.7 points above the state SED three-year average of -77.3).
- **ELA African American:** Single-year DFS of -49.6 becomes a three-year average of -18.8 (37.8 points above the state AA three-year average of -56.6).

On a three-year average basis, AIMS All Students outperform the statewide three-year average in both ELA and Math. African American students at AIMS outperform the statewide African American three-year average by 34-38 points in both subjects. SED students at AIMS outperform the statewide SED three-year average by 34-55 points.

The Charter School recognizes that the three-year average is directionally declining and that the 2022-23 result was the Charter School's strongest single year. The structural reforms detailed in Section VII, including the eight-period block schedule, Springboard ELA curriculum adoption, and standards-based grading in mathematics, are designed to reverse this trajectory. The Charter School welcomes monitoring benchmarks tied to the three-year average as a condition of renewal.

Acknowledging the CAASPP Status Decline

CAASPP status scores have declined across the three-year period for all reported subgroups in both ELA and Math. This is a real trend, not a single-year anomaly:

- **ELA All Students:** +39.9 (2022-23) to -23.6 (2023-24) to -37.5 (2024-25)
- **Math All Students:** +17.4 (2022-23) to -31.0 (2023-24) to -63.9 (2024-25)

Source: CDE Academic Indicator Data Files, 2022-23 through 2024-25

AIMS does not dismiss this trajectory. The Charter School's Performance Improvement Plan identifies five root causes and a structured response:

1. **Inconsistent evidence-based writing across content areas.** Four departments teach claim-evidence-reasoning using four different vocabularies. Students encounter each framework in isolation rather than building cumulative proficiency. Assessment data confirms that reasoning

articulation, not content knowledge, is the binding constraint: AP Statistics shows 58% of students scored below 50% on justification items while performing adequately on calculation.

2. **Uneven instructional supports for Multilingual Learners.** Guided Language Acquisition Design (GLAD) adoption reached 72% through Cycle of Inquiry work, but saturation is incomplete. One ELD teacher serves all grades 9-12, creating a capacity bottleneck. During 2024-25, long-term substitutes in EL-heavy classes could not deliver designated ELD instruction, directly contributing to the EL Math DFS collapse from -40.9 (2022-23) to -44.1 (2023-24) to -127.5 (2024-25), an 86.6-point total decline over three years. Where GLAD has been implemented with fidelity, it works: the ELPI jumped from 21.4% to 76.7% (Blue). The issue is coverage, not efficacy.

3. **Loss of instructional coaching capacity.** The instructional coach passed away midyear 2024-25, disrupting coaching cycles, classroom observations, and professional development continuity. The position was not replaced in time. Teacher credentialing and vacancy challenges are detailed in Section VII-G.

4. **Cycles of Inquiry implementation variability.** The Charter School's COI framework is the primary mechanism for data-driven instructional improvement. Where cycles run at fidelity, practice changes are measurable: ELD Cycle 3 produced a documented increase in GLAD adoption from 41% to 72%. Where cycles do not run at fidelity, nothing moves. The framework is sound; what is missing is consistent facilitation and accountability.

5. **Intervention supports lack systematic activation.** Saturday School, tutoring, and break/summer classes are funded and operational, but student enrollment is teacher-nominated rather than data-triggered. The MTSS Director position is new, and the incumbent is still building systems. NWEA MAP completion stands at 75%, meaning one in four students lacks the diagnostic data needed for systematic tier placement.

These root causes are being addressed through the Charter School's PIP, which is structured around four cross-cutting strategies executed through the existing Cycle of Inquiry framework: (1) a common schoolwide evidence-based writing and reasoning framework aligned across all four content areas; (2) integrated ELD strategies across all content areas, moving GLAD adoption from 72% to 100%; (3) COI fidelity enforcement with quarterly Exhibition of Learning; and (4) MTSS activation connecting NWEA MAP diagnostic data to published tier placement criteria. Enabling infrastructure includes restaffing the instructional coach position, filling three teacher vacancies, and advancing the credentialing pathway toward 80% by June 2027. Source: AIMS HS Performance Improvement Plan 2026-27

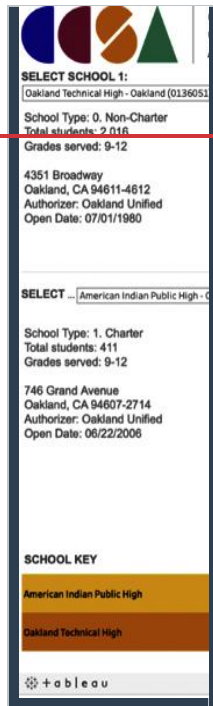
Of these four strategies, two have already produced measurable results. GLAD adoption grew from 0% at baseline to 72% through dedicated Cycle of Inquiry work, directly correlating with the ELPI's rise from 21.4% to 76.7% (Blue). The National Geographic Lift curriculum, adopted in 2024, supported this gain. COI Cycle 3 produced a documented GLAD adoption increase from 41% to 72%, demonstrating that the improvement methodology works when executed with fidelity. The remaining two strategies, the common writing framework and MTSS activation, extend the same Cycle of Inquiry methodology to new domains and are planned for implementation beginning 2026-27.

The critical context is this: while CAASPP status scores have declined, multiple growth-oriented measures tell a different story. CCI rose from 52.2% to 88.2%. ELPI rose from 21.4% to 76.7%. 100% A-G completion was maintained across both most recent years. Postsecondary enrollment reached 69-73% with strong equity outcomes. The contrast between declining status scores and improving outcome measures is consistent with the recognition that status and growth measure different things, and that for the statutory question of whether a school is "making sufficient progress," growth is the more appropriate measure.

OUSD District-Level Comparison

OCS staff reports consistently benchmark charter school performance against OUSD averages. On every reported indicator, AIMS outperforms the District:

AIMS vs. OUSD District: All Indicators (2024-25)



Indicator	AIMS HS	OUSD District	AIMS Advantage
ELA DFS (All Students)	-37.5	-50.1	+12.6 pts above district

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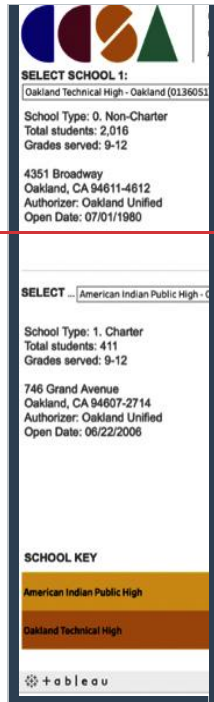

Indicator	AIMS HS	OUSD District	AIMS Advantage
Math DFS (All Students)	-63.9	-78.7	+14.8 pts above district
CCI (% Prepared)	88.2%	43.4%	+44.8 pp above district
ELPI (% Progressing)	76.7%	40.3%	+36.4 pp above district
Suspension Rate	0.0%	4.1%	4.1 pp lower (zero)
Chronic Absenteeism	16.7%	27.9%	11.2 pp lower

Source: CDE CA School Dashboard

AIMS's CCI of 88.2% is more than double the OUSD rate (43.4%). AIMS's ELPI of 76.7% is 36.4 percentage points above the district rate (40.3%).

At the subgroup level, AIMS African American students outperform OUSD African American students in both ELA (-49.6 vs. -95.1, a 45.5-point advantage) and Math (-112.1 vs. -132.3, a 20.2-point advantage).

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SED students outperform the OUSD SED average by 29.6 points in ELA (-47.2 vs. -76.8) and 35.7 points in Math (-70.4 vs. -106.1). Source: CDE CA School Dashboard

OUSD District ELA and Math DFS: Three-Year Trend

Year	OUSD ELA DFS	OUSD Math DFS
2022-23	-63.6	-93.8
 ~~Source: California Charter Schools Association. "American Indian Public High School Data Side by Side." Accessed September 24, 2020. https://www.ccsasnapshots.org/sidebyside.~~ 2023-24	-54.8	-85.0
2024-25	-50.1	-78.7
3-Year Average	**-56.2**	**-85.8**

AIMS's three-year averages (ELA -7.1, Math -25.8) exceed the OUSD three-year averages (ELA -56.2,

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Math -85.8) by 49.1 points in ELA and 60.0 points in Math. Source: CDE CA School Dashboard, 2022-23 through 2024-25

Even at AIMS's lowest single-year point (-37.5 ELA, -63.9 Math), AIMS outperforms the OUSD average by 12.6 and 14.8 points respectively. The district has shown improvement in both 2023-24 and 2024-25, but from a substantially lower baseline: OUSD's three-year ELA average is -56.2 versus AIMS's -7.1.

Grade 11 Proficiency Rates

AIMS HS Grade 11 proficiency rates in 2024-25 were 38.24% in ELA and 26.87% in Math. In Math, AIMS's 26.87% is 3.62 percentage points below the statewide Grade 11 average of 30.49%, a narrow gap. In prior years, AIMS substantially outperformed the state: in 2022-23, Math proficiency was 58.24% (30.89 points above state) and ELA proficiency was 67.03% (11.62 points above state).

E. English Learner Progress

The English Learner evidence is presented in full in Section IV-A: ELPI trajectory from 21.4% to 76.7% (Red to Blue), LTEL progress at 79.5% with zero declining, and RFEP outperformance of English Only peers in both subjects. Remaining EL challenges are addressed transparently in Section VII-C.

F. Graduation and Postsecondary

Graduation Rate: 89.2% Orange Reflects CALPADS Certification and Exit-Coding Issues

The 2025 Dashboard reports an 89.2% graduation rate (Orange), down from 96.5% (Blue) in 2024. The Charter School's review of CALPADS Report 15.2 indicates that the decline was materially affected by exit-code, SSID-matching, and pre-certification review issues rather than a broad change in graduation outcomes.

The cohort: CALPADS Report 15.2 for the Class of 2025 shows 98 total students, 6 removed from cohort (verified out-of-state or emigrated), leaving an adjusted cohort of 92. Of those 92: 82 graduated with a diploma, 7 were classified as "Dropout," and 3 were classified as "Still Enrolled" (5th-year seniors). The graduation rate of 82/92 = 89.1% is consistent with the Dashboard's 89.2% (the Dashboard file shows 83/93, a one-student difference in both numerator and denominator likely due to snapshot timing).

Of the 7 students classified as "Dropout," 5 were transfers whose paperwork failed:

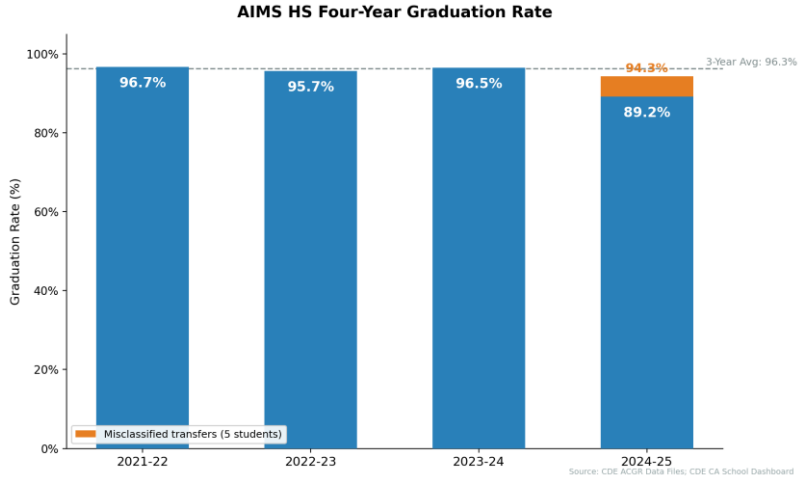
- **5 students** exited with T160 codes (California public school transfer). CALPADS auto-matches T160 exits via Student State ID to verify enrollment at the receiving school. For these 5, the SSID match failed, and they defaulted to "dropout" status. One student (Student A) told the Charter School she was transferring to San Lorenzo High School. Another (Student B) had been retained three times before leaving. These were real transfers misclassified by an automated matching failure.
- **1 student (Student C)** appears as "Dropout" in CALPADS but "Still Attending" in PowerSchool, an active discrepancy between the state reporting system and the Charter School's student information system.

- **1 student (Student D)** exited mid-year and was not coded as a transfer.
- **2 of the 7 (Students E and F)** do not appear in the registrar's internal tracking spreadsheet at all, indicating a gap in the Charter School's own record-keeping for these students.

Why this happened: No one at AIMS reviewed CALPADS Report 15.2 before end-of-year certification. Report 15.2 shows exactly how CDE will count each student in the graduation cohort. Without pre-certification review, the SSID mismatches, the Student C/PowerSchool discrepancy, and the Students E and F tracking gap all went uncaught and became final in the Dashboard calculation.

Why it will not recur: AIMS has implemented a mandatory Report 15.2 review step before every future EOY certification. The Registrar has already completed a proactive CALPADS audit of the Class of 2026 (current seniors), individually tracing 67 student exits: 60 confirmed enrolled at subsequent schools, 7 unidentifiable (out of country, out of state, or no CALPADS records). This level of pre-certification diligence did not exist for the Class of 2025.

The official Dashboard rate is 89.2%. Excluding the five students who exited with T160 transfer codes to other California public schools would yield an estimated graduation rate of approximately 94.3% (82 graduates out of an adjusted cohort of 87).



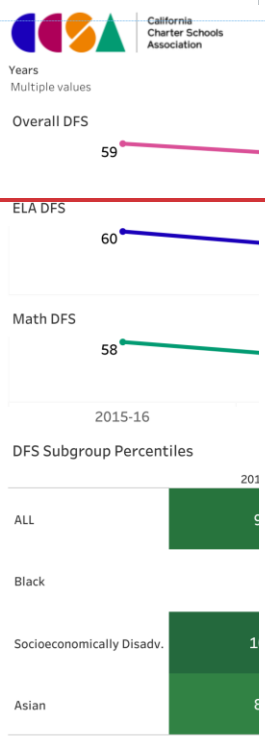
Three-year graduation rate context: The three ACGR years prior to this data error show rates of 96.7% (2021-22), 95.7% (2022-23), and 96.5% (2023-24), averaging 96.3%. The 89.2% is the first year the Charter School dropped below 95%, and the root cause is a process failure in data certification, not a change in student outcomes.

Postsecondary Outcomes

National Student Clearinghouse StudentTracker data for the Classes of 2024 and 2025 (delivered June 2, 2026) confirms strong postsecondary enrollment outcomes.

Immediate Fall Enrollment (enrolled in the fall immediately after HS graduation):

Metric	Class of 2024 (n=84)	Class of 2025 (n=82)
Total enrolled	58 (69.0%)	60 (73.2%)
4-year institution	44 (75.9% of enrolled)	39 (65.0% of enrolled)
2-year institution		21 (35.0% of enrolled)



~~*DFS: Distance From Standard is defined as the average student that is X amount of points away from meeting or not meeting standards on CAASPP exams.*~~ ~~Source: California Charter Schools Association. "American Indian Public High School Data Deep Dive." Accessed September 24, 2020. https://www.ccsasnapshots.or~~

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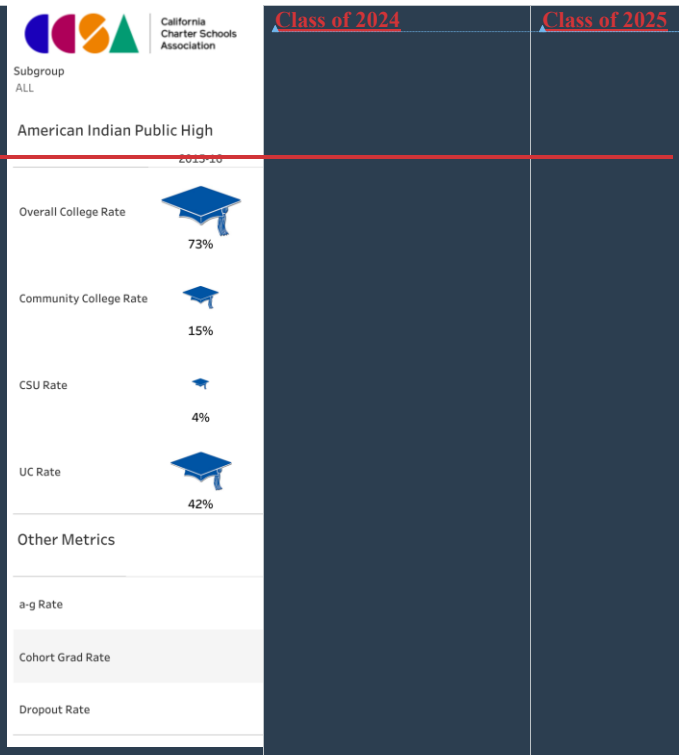
Metric	Class of 2024 (n=84)	Class of 2025 (n=82)
	~~g/data-deep-dive.~~ 14 (24.1% of enrolled)	
In-state	57	58
Out-of-state	1	2

Any-time enrollment within the first year reaches 71.4% for the Class of 2024 (60/84) and 75.6% for the Class of 2025 (62/82). Within two years, the Class of 2024 reaches 73.8% (62/84).

Equity Outcomes (Fall Immediate Enrollment):



Subgroup	Class of 2024	Class of 2025
Economically Disadvantaged	43/65 (66.2%)	42/56 (75.0%)

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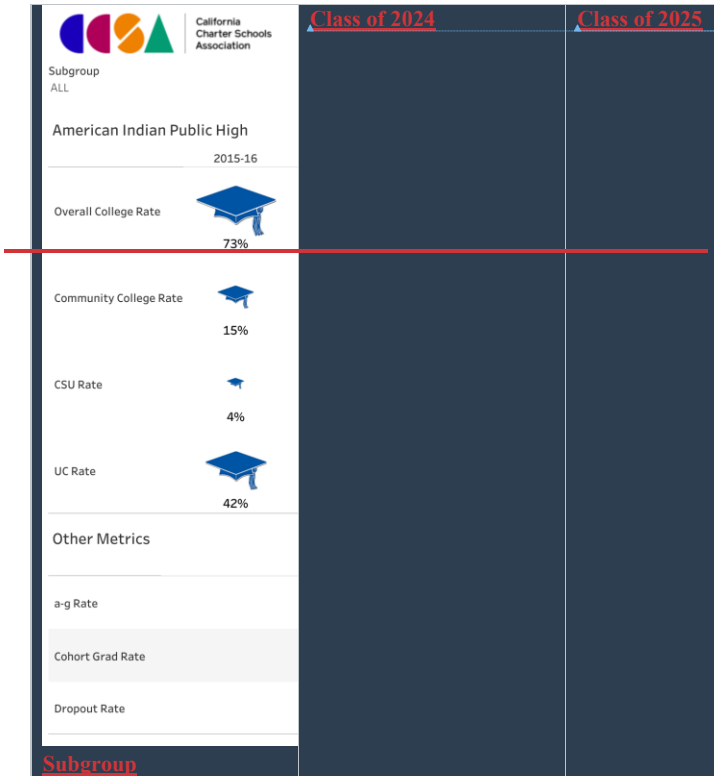

Subgroup	Class of 2024	Class of 2025
English Language Learners	Suppressed (n<10)	14/18 (77.8%)
Black or African American	15/25 (60.0%)	27/36 (75.0%)
Asian	30/35 (85.7%)	23/24 (95.8%)
Hispanic/Latino	9/16 (56.2%)	5/15 (33.3%)

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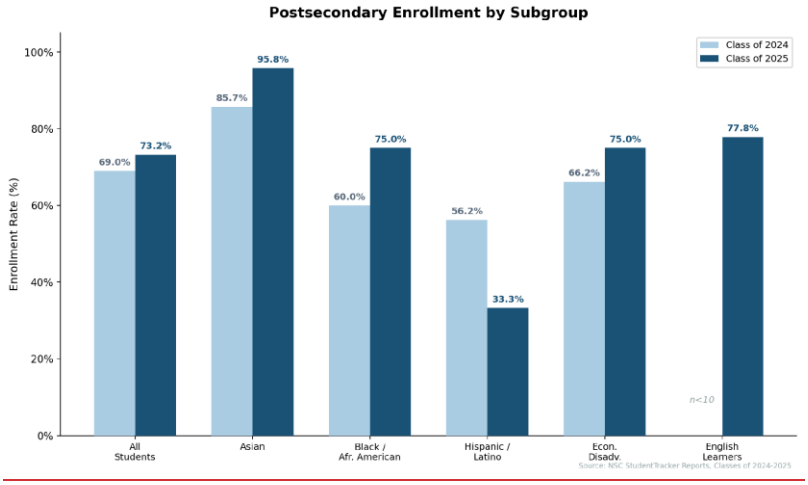
The equity story is strong for most subgroups: Economically Disadvantaged enrollment rose from 66.2% to 75.0%, African American enrollment rose from 60.0% to 75.0%, and EL enrollment reached 77.8% in the Class of 2025 (Class of 2024 EL data was suppressed due to small cohort size, n<10). Asian enrollment is exceptionally high at 95.8%.

The one concerning gap is Hispanic/Latino postsecondary enrollment, which declined from 56.2% (9 of 16) to 33.3% (5 of 15) between the two classes; at these cohort sizes, 4 students account for the entire decline. This aligns with the broader Hispanic/Latino outcome challenges identified in the CAASPP data

and chronic absenteeism patterns. The Charter School is addressing this through bilingual outreach strategies and targeted retention interventions described in the Performance Improvement Plan.

Top receiving institutions include San Francisco State University, UC Irvine, UC Davis, UC Berkeley, UC Santa Cruz, Berkeley City College, and Laney College. The Class of 2025 shows a shift toward community colleges (35.0% of enrolled vs. 24.1% for 2024), consistent with the AIMS U concurrent enrollment pathway through Peralta Colleges.



Retention and degree completion data is not yet available for either class (too recent for longitudinal metrics). Class of 2026 data will be submitted to NSC after graduation.

Source: NSC StudentTracker Reports, Classes of 2024-2025

G. Finding 1 Conclusion

The evidence presented in this section demonstrates that AIMS HS is making sufficient progress toward standards across multiple measures:

1. **College/career readiness: 88.2% CCI (Green), fourth in Oakland, with every reportable subgroup at Very High status.**
2. **English Learner progress:** 76.7% ELPI (Blue), leading Oakland by 23+ points and the state by 30+ points. LTEL progress at 79.5% with zero declining.
3. **A-G completion:** 100% for two consecutive years, across all subgroups, one of only five Oakland high schools to achieve this, and the only one with a graduation rate above 95%.
4. **Three-year DFS averages:** Above state averages in both ELA and Math for All Students, African American, and SED subgroups.

5. **AP improvement:** Pass rate nearly doubled from 10.6% to ~20% with broad, non-selective participation.
6. **Reclassification quality:** RFEP students outperform English Only peers in both subjects.
7. **Postsecondary outcomes:** 69-73% college-going rate, 75.9% at four-year institutions (Class of 2024), with strong equity outcomes for Economically Disadvantaged (75.0%), EL (77.8%), and African American (75.0%) students.

On the measures that most directly capture academic progress, CCI trajectory, ELPI trajectory, LTEL progress, A-G completion, and postsecondary enrollment, AIMS HS is making sufficient progress. The multi-year DFS decline is a serious improvement priority, addressed through the Charter School's Performance Improvement Plan. At the same time, three-year averages exceed state averages and the growth indicators are uniformly strong.

The evidence weighs against a Finding 1 denial determination.

2. Best Interest of Pupils

The statutory question for Finding 2 is whether "closure of the charter school is in the best interest of pupils" (Education Code Section 47607.2(b)(3)). This finding requires affirmative evidence that students would be better served at the schools they would otherwise attend. A Middle Tier charter school may **only** be denied if the Board makes this finding.

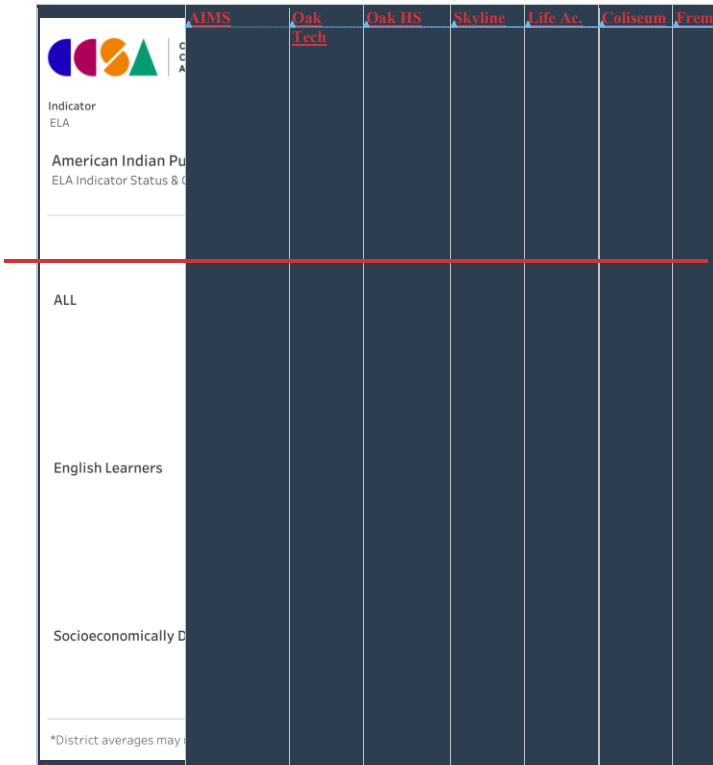
The comparative data show that AIMS outperforms the Oakland high schools its students would attend on the majority of state indicators. Closure would send students to schools that are further from standard in Math, less college-ready, less safe, and more chronically absent.

A. Comparison to Receiving Schools: AIMS Outperforms on 89% of Indicator Comparisons

AIMS College Prep HS was compared against eight Oakland public high schools students would likely attend upon closure: Oakland Technical HS, Oakland HS, Skyline HS, Life Academy, Coliseum College Prep, Fremont HS, Castlemont HS, and McClymonds HS. These eight schools are the Oakland public high schools AIMS students would most realistically enroll in were AIMS College Prep High School not operating: the OUSD-operated comprehensive district high schools serving Oakland, together with the nearest non-selective charter high schools that draw from the same student population.

AIMS College Prep HS was compared against eight Oakland public high schools students would likely attend upon closure: Oakland Technical HS, Oakland HS, Skyline HS, Life Academy, Coliseum College Prep, Fremont HS, Castlemont HS, and McClymonds HS.

Composite Comparison: All Students, Schoolwide Indicators



	AIMS	Oak Tech	Oak HS	Skyline	Life Ac.	Coliseum	Fremont	Castle.	McCly.	Wins
~~Source: California Charter Schools Association. "American Indian Public High School Data Deep Dive." Accessed September 24, 2020. https://www.ccsasnapshots.org/data-deep-dive. Indicator~~										
ELA DFS	-37.5	Higher	Comparable	Higher	Lower	Higher	Higher	Higher	Higher	6/8
Math DFS	-63.9	Higher	Higher	Higher	Higher	Higher	Higher	Higher	Higher	**8/8**
Grad Rate*	89.2%	Lower	Higher	Higher	Lower	Lower	Higher	Higher	Lower	4/8
CCI	88.2%	Higher	Higher	Higher	Higher	Higher	Higher	Higher	Higher	**8/8**

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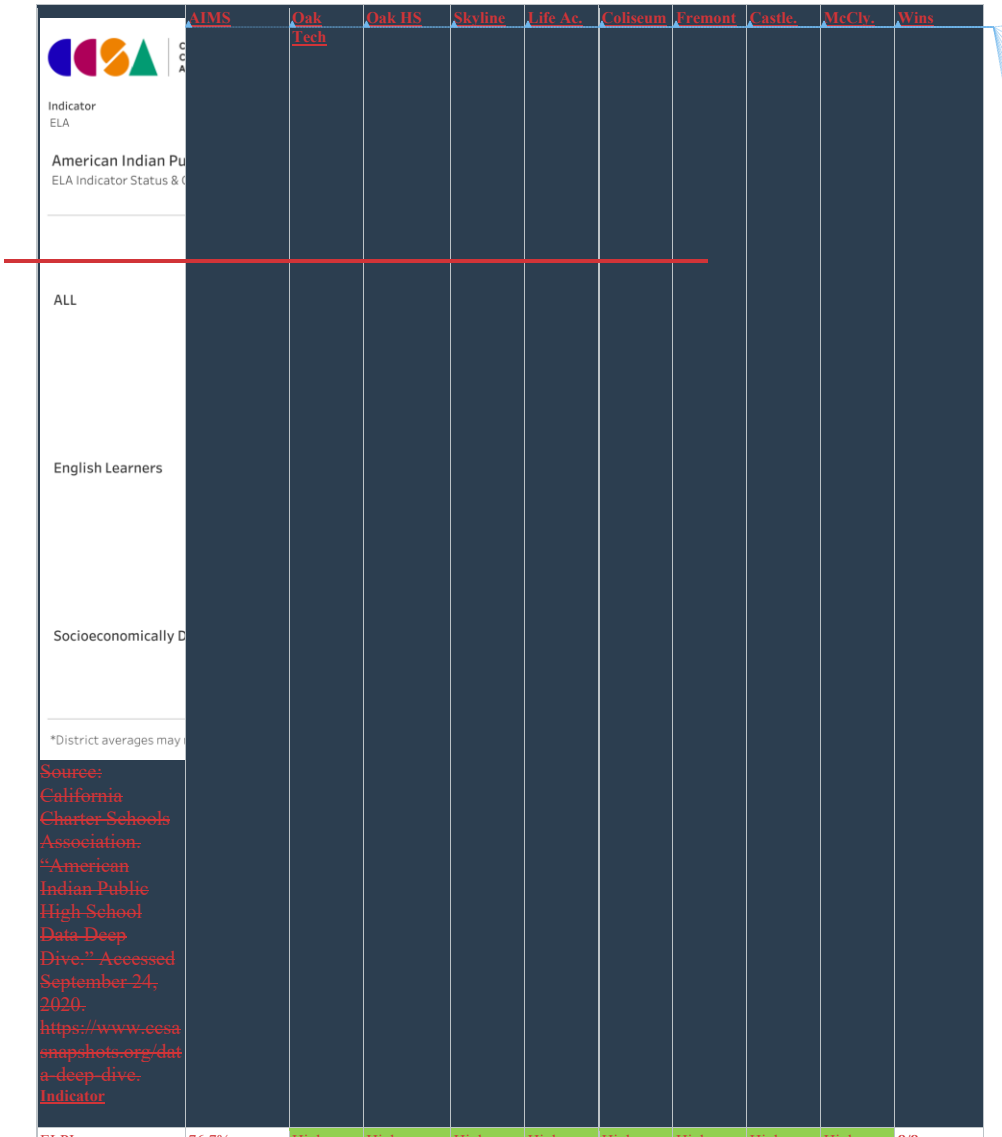

	AIMS	Oak Tech	Oak HS	Skyline	Life Ac.	Coliseum	Fremont	Castle.	McCly.	Wins
~~Source: California Charter Schools Association. "American Indian Public High School Data Deep Dive." Accessed September 24, 2020. https://www.ccsasnapshots.org/data-deep-dive. Indicator~~										
ELPI	76.7%	Higher	Higher	Higher	Higher	Higher	Higher	Higher	Higher	**8/8**
Susp. Rate	0.0%	Higher	Higher	Higher	Higher	Higher	Higher	Higher	Higher	**8/8**
Chronic Abs	16.7%	Higher	Higher	Higher	Higher	Higher	Higher	Higher	Higher	**8/8**
AIMS net	–	**6-1**	**6-0-1**	**7-0**	**5-2**	**6-1**	**7-0**	**7-0**	**6-1**	–

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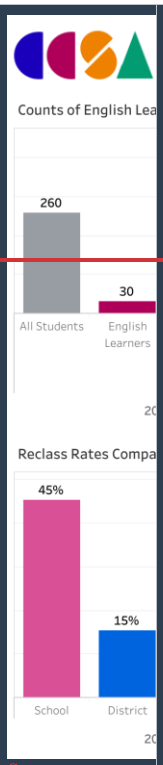
Higher = AIMS outperforms. Lower = receiving school outperforms. Comparable = equivalent (within reporting margin).

** See Section F (Graduation and Postsecondary) under Finding 1 for CALPADS certification analysis.*

Source: CDE CA School Dashboard; CDE DataQuest

Net Score Summary:

	AIMS Higher	AIMS Lower	Comparable	Net
 ~~Source: California Charter Schools Association. "American Indian Public High School Data Deep Dive." Accessed September 24, 2020. https://www.ccsasnapshots.org/data-deep-dive.~~ **Receiving School**				
Oakland Technical HS	6	1	0	+5

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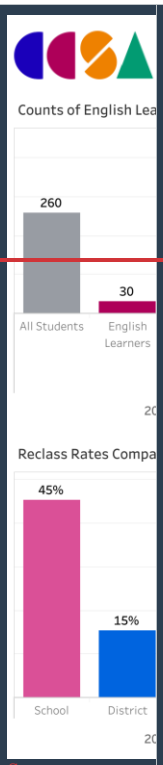
	AIMS Higher	AIMS Lower	Comparable	Net
 ~~Source: California Charter Schools Association. "American Indian Public High School Data Deep Dive." Accessed September 24, 2020. https://www.ccsasnapshots.org/data-deep-dive.~~ **Receiving School**				
Oakland HS	6	0	1	+6
Skyline HS	7	0	0	+7

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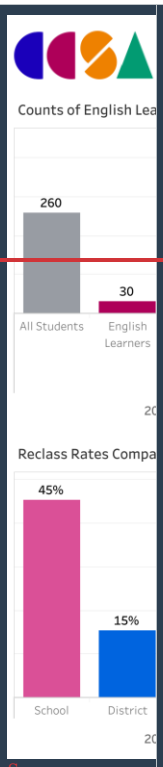
	AIMS Higher	AIMS Lower	Comparable	Net
 ~~Source: California Charter Schools Association. "American Indian Public High School Data Deep Dive." Accessed September 24, 2020. https://www.ccsasnapshots.org/data-deep-dive.~~ **Receiving School**				
Life Academy	5	2	0	+3

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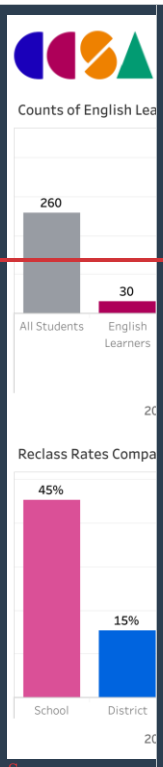
	AIMS Higher	AIMS Lower	Comparable	Net
 ~~Source: California Charter Schools Association. "American Indian Public High School Data Deep Dive." Accessed September 24, 2020. https://www.ccsasnapshots.org/data-deep-dive.~~ **Receiving School**				
Coliseum College Prep	6	1	0	+5

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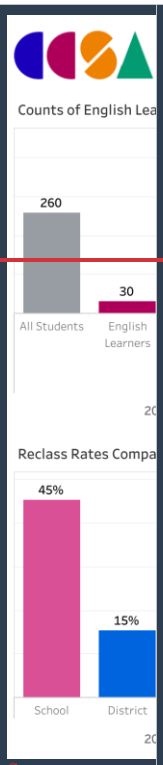
	AIMS Higher	AIMS Lower	Comparable	Net
 ~~Source: California Charter Schools Association. "American Indian Public High School Data Deep Dive." Accessed September 24, 2020. https://www.ccsasnapshots.org/data-deep-dive.~~ **Receiving School**				
Fremont HS	7	0	0	+7
Castlemont HS	7	0	0	+7

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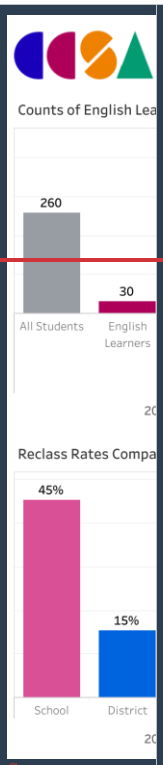
	AIMS Higher	AIMS Lower	Comparable	Net
 ~~Source: California Charter Schools Association. "American Indian Public High School Data Deep Dive." Accessed September 24, 2020. https://www.ccsasnapshots.org/data-deep-dive.~~ **Receiving School**				
McClymonds HS	6	1	0	+5

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~~This data demonstrates that AIMS HS students, especially its target group of socioeconomically disadvantaged students succeed at AIMS HS.~~

~~*DFS: Distance From Standard is defined as the average student that is X amount of points away from meeting or not meeting standards on CAASPP exams.* Source: California Charter Schools Association. "American Indian Public High School Data Deep Dive." Accessed September 24, 2020. https://www.ccsasnapshots.org/data-deep-dive.~~

~~*Source: CAASPP: California Assessment of Student Performance* https://caaspp-elpac.cde.ca.gov/caaspp/~~

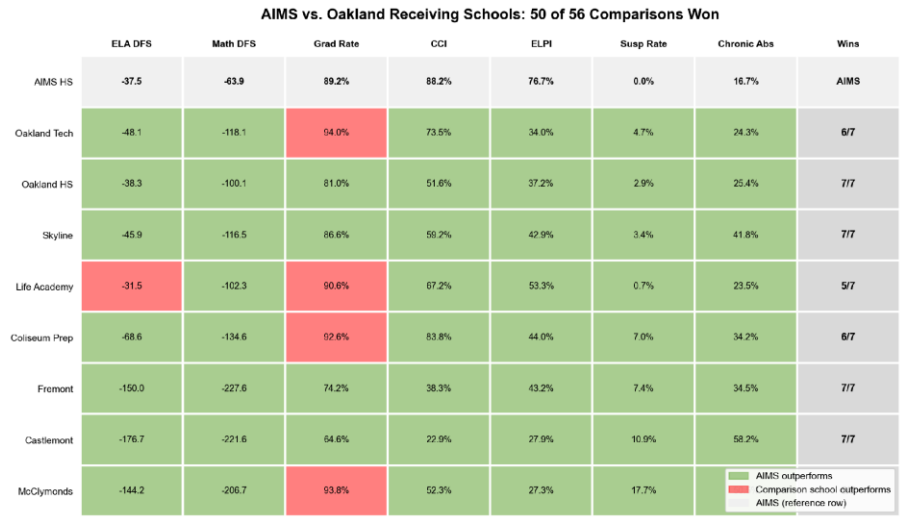
~~2.Internal Assessment Data: Assessments~~

~~**The Scholastic Reading Inventory (SRI)** - AIMS HS uses this reading comprehension test in order to assess students' reading skills. It is a computer-adaptive assessment designed to measure how well students read literature and expository texts of varying difficulties. This psychometrically valid assessment instrument is used as a diagnostic tool that will generate a Lexile measure. which will allow teachers to place students at the best level in the program so they can read with success. SRI Mastery can help determine student comprehension level of text and may help be indicative of AP and SAT writing performance.~~

AIMS outperforms on 50 of 56 school-indicator comparisons (89.3%). AIMS is lower on only 5 comparisons (8.9%): four on graduation rate and one on ELA (vs. Life Academy). One comparison is comparable (ELA DFS vs. Oakland HS, within 0.8 points).

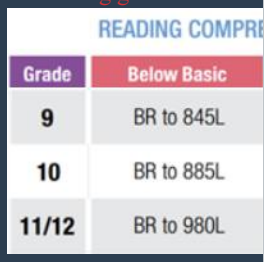
The four graduation rate comparisons where AIMS scores lower reflect the 2024-25 rate of 89.2% (Orange), which the Charter School's CALPADS Report 15.2 analysis (Section IV-F) attributes to five transfer students misclassified as dropouts due to failed SSID matching. The Charter School's three-year graduation rate prior to this data-quality issue averaged 96.3%, which would place AIMS above all eight comparison schools on this indicator.

On five of seven indicators, Math DFS, CCI, ELPI, Suspension Rate, and Chronic Absenteeism, AIMS outperforms every comparison school without exception.



B. Academic Achievement Comparison

Math: AIMS Outperforms All Eight Schools

School	Math DFS	~~Methodology: At the start of the 2020-21 Academic School year, all AIMS HS students were assigned an SRI benchmark exam (one per quarter) which calculates lexile reading levels based upon the following grades bands~~  READING COMPRE Grade | Below Basic 9 | BR to 845L 10 | BR to 885L 11/12 | BR to 980L Gap vs. AIMS (-63.9)
AIMS College Prep HS	-63.9	–
Oakland HS	-100.1	AIMS better by 36.2 pts
Life Academy	-102.3	AIMS better by 38.4 pts
Oakland Technical HS	-118.1	AIMS better by 54.2 pts
Skyline HS	-116.5	AIMS better by 52.6 pts
Coliseum College Prep	-134.6	AIMS better by 70.7 pts
McClymonds HS	-206.7	AIMS better by 142.8 pts
Castlemont HS	-221.6	AIMS better by 157.7 pts
Fremont HS	-227.6	AIMS better by 163.7 pts

Source: CDE CA School Dashboard

The Math advantage ranges from 36 points (vs. Oakland HS) to 164 points (vs. Fremont). Even accounting for demographic differences between schools, the gaps are too large to be explained by population composition alone.

ELA: AIMS Outperforms Six of Eight Schools

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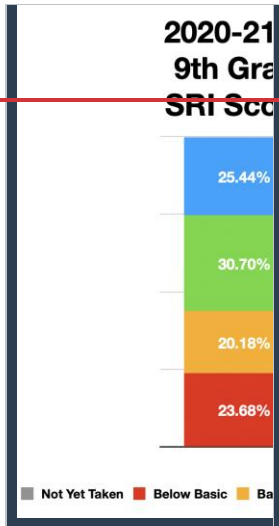
AIMS's ELA DFS of -37.5 outperforms Oakland Technical (-48.1), Skyline (-45.9), Coliseum (-68.6), Fremont (-150.0), Castlemont (-176.7), and McClymonds (-144.2). Oakland HS (-38.3) is essentially equivalent (0.8 points). Life Academy (-31.5) outperforms AIMS by 6.0 points, the only meaningful ELA advantage among comparison schools.

African American Student Comparison

AIMS's African American students outperform African American students at every comparison school in ELA:



School	AA ELA DFS	Gap vs. AIMS AA (-49.6)
AIMS College Prep HS	**-49.6**	–
Oakland HS	-85.4	AIMS better by 35.8 pts
Coliseum College Prep	-97.5	AIMS better by 47.9 pts
Skyline HS	-125.1	AIMS better by 75.5 pts
McClymonds HS	-128.4	AIMS better by 78.8 pts
Oakland Technical HS	-143.7	AIMS better by 94.1 pts
Castlemont HS	-163.6	AIMS better by 114.0 pts
Fremont HS	-189.4	AIMS better by 139.8 pts

~~**ALEKS** is an adaptive, online math program that uses artificial intelligence and open-response questioning to identify precisely what each student knows and doesn't know.~~

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~~Students currently taking any Math course or Chemistry is on the ALEKS program to reinforce and to present content so that students can continue to reinforce the basics of their course content. Class time in each of those courses incorporates ALEKS into their instruction. Advanced students are permitted to work on higher level ALEKS math while low performing students receive supplemental ALEKS intervention at level lower than a student's math frustration levels.~~

~~At the start of the 2020-21 school year, all math students received end of year diagnostic assessments (1 per quarter) of their current math course in order to determine how much students know and will need to know in order to master their current math course. Preliminary data suggests that a significant number of AIMS students have met or exceeded grade level standards, or are likely to meet or exceed grade level standards in their current math courses by the end of the year, despite having not previously taken their current math course.~~

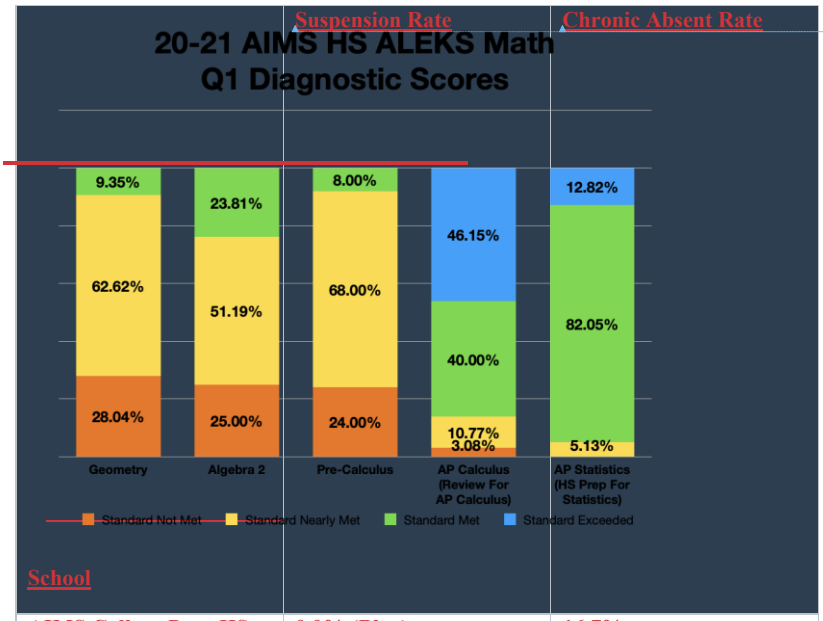
Source: CDE CA School Dashboard

The margins are striking: 36 to 140 DFS points. For a school serving 46.9% African American students, this comparison is particularly relevant to the "best interest" question. An African American student at AIMS would, upon closure, attend a school where African American students score 36 to 140 points further from standard in ELA.

C. Climate and Safety Comparison

Suspension Rate

Chronic Absent Rate



School		
AIMS College Prep HS	**0.0% (Blue)**	**16.7%**
Life Academy	0.7% (Blue)	23.5%
Oakland HS	2.7% (Green)	25.4%
Skyline HS	3.4% (Green)	41.8%
Oakland Technical HS	4.7% (Orange)	24.3%
Coliseum College Prep	6.4% (Yellow)	34.2%
Fremont HS	7.4% (Yellow)	34.5%
Castlemont HS	10.9% (Red)	58.2%
McClymonds HS	17.7% (Red)	50.5%

~~**Schoolwide Subject Level Benchmarks**~~

~~At AIMS, subject level benchmark tests will be given to students once per quarter in all classes. These benchmark tests help teachers in determining how best to support their students and to drive their instructional planning.~~

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College Readiness A-G Student Assessment

We start a preliminary assessment in summer of freshmen and sophomore year by making students complete credit recovery, if needed. We supply unofficial transcripts to students as well and monitor grades. The assessment and meetings with students and families for graduation begin spring of junior year and continue throughout senior year.

Historically, 100% of AIMS HS students graduate with greater than A-G Graduation Rate Requirements. In April 2020, AIMS HS was one of three schools presented with the A-G Quality School Award in the category of A-G completion for African-American students. AIMS College Prep High School has a 100% completion rate of A-G requirements for African-American students. Our Latino students also achieved 100%.

3.Postsecondary Outcomes

100% of AIMS graduates receive acceptance to four year colleges and universities. Although we have not previously tracked post secondary data. Starting the 2020-2021 school year we will be tracked through the use of the National Student Clearinghouse. AIMS alumni association will also be used to track this information.The alumni association supports a network of former graduates who, in turn, help to raise the profile of the charter school. The AIMS alumni association aims to bring together like-minded individuals

C.CONCLUSION

A charter petition renewed pursuant to Section 47607.2(b) (middle tier) may be granted a renewal term of 5 years.

As clearly demonstrated by the evidence above, and the improvement plan (Appendix iv) the Charter School meets the renewal criteria for a middle tier school and should be granted a renewal term of five (5) years from July 1, 2021 to June 30, 2026.

Source: CDE Suspension Data; CDE DataQuest

AIMS has zero suspensions across all 393 students in 2024-25, the only school in the comparison set to achieve this. The Charter School's suspension rate improved from 2.2% (Yellow) in 2022-23 to 0.0% (Blue) in 2024-25. Zero suspensions is true across every student subgroup: 0 for African American (182 enrolled), 0 for Hispanic/Latino (68), 0 for SWD (21), 0 for EL (71).

AIMS's chronic absenteeism rate of 16.7% (Source: CDE DataQuest, 2024-25; the 2025 Dashboard did not report chronic absenteeism for AIMS or several comparison schools) is the lowest among all nine schools (AIMS and the eight comparison schools). The gap to the next-closest school (Life Academy, 23.5%) is 6.8 percentage points, and the gap to the other comparison schools is substantial: five schools exceed 30% chronic absenteeism.

An AIMS student transferring to Castlemont or McClymonds would enter a school with suspension rates 11-18 percentage points higher and chronic absenteeism rates 34-42 percentage points higher.

D. Program Features Not Available at Receiving Schools

As described in Section III-A, AIMS offers structural program features that would not transfer with students upon closure. The features most relevant to the best-interest analysis are:

- **Universal A-G graduation requirement** with individualized four-year academic planning from 9th grade entry. No comparison school requires A-G completion for all graduates.
- **Broad AP access** beginning freshman year, with 800+ exams annually across 11 subjects, fully funded by the Charter School. AIMS's AP participation model is broader and more systematic than traditional opt-in AP programs at comparison schools.
- **Concurrent enrollment** through AIMS U / Peralta Colleges, enabling students to earn 18-24 UC/CSU transferable credits beginning sophomore year.
- **College acceptance graduation requirement** with a defined Sonoma State admissions pathway, Genesis Works internships, and TAG transfer support.
- **Integrated EL program** producing 76.7% ELPI (Blue), with EL students in all mainstream classes with EL-authorized teachers. EL students at AIMS are progressing toward English proficiency at a rate 23 percentage points higher than the next-best comparison school.
- **Zero suspensions** through a restorative discipline model with tiered interventions, the only school in the comparison set to achieve this.
- **Small school environment (386 students)** enabling individualized counseling, relationship-based discipline, and personalized academic planning.

An AIMS student transferring to any of the eight comparison schools would lose access to this combination of program features. No receiving school offers this same combination of universal A-G completion, broad school-funded AP participation, concurrent enrollment, individualized college planning, EL integration, and zero suspensions.

E. Local Indicator Evidence

AIMS HS met all five Dashboard local indicator priorities in 2024-25:

Priority	Area	Status
~~**Element 1 – Educational Program**~~ 1	Basic Services and Conditions	Met
2	Implementation of State Academic Standards	Met
3	Parent and Family Engagement	Met
6	School Climate	Met
7	Access to Broad Course of Study	Met

Source: CDE Dashboard Local Indicators

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The Priority 2 (Standards Implementation) self-assessment shows ratings of 4-5 out of 5 across nearly all domains: ELA, ELD, Math, Science, Social Studies, Physical Education, and Performing Arts. The Priority 7 (Course Access) narrative describes AP access for all students beginning freshman year, full EL integration, SWD participation in general education no less than 90% of the time, and concurrent enrollment pathways.

Traditional OUSD schools do not report individual school-level local indicators; they report under the district-level self-assessment. This structural difference means direct school-to-school comparison on local indicators is not possible. However, AIMS's school-level "Met" on all five priorities demonstrates compliance and program quality at the individual school level, a higher standard of transparency than district-level reporting.

F. Student Perception and Climate Context

Student perception data from the California Healthy Kids Survey shows mixed results, with connectedness below 50% in all grades. OUSD's District-wide CHKS data shows comparable rates. The Charter School's responsive actions and the full perception analysis are detailed in Section VII-H.

G. Finding 2 Conclusion

Students at AIMS College Prep would, upon closure, attend schools that perform worse on five of seven state indicators. On Math achievement, college/career readiness, English Learner progress, suspension rate, and chronic absenteeism, AIMS outperforms every comparison school without exception. Across 56 school-indicator comparisons, AIMS outperforms on 50 (89.3%). AIMS's African American students outperform African American students at every comparison school in ELA by margins of 36 to 140 DFS points.

Beyond these academic measures, AIMS offers non-academic benefits that receiving schools cannot replicate: zero suspensions, a restorative discipline model, 800+ AP exams annually with broad non-selective access, 100% A-G completion, concurrent enrollment with Peralta Colleges, and a small-school environment with individual academic planning. These are programmatic features, not aspirational goals.

School closure research consistently documents short-term academic and social disruption for displaced students, and these effects are particularly pronounced when the receiving schools perform at lower levels (de la Torre & Gwynne, 2009; Carlson & Lavertu, 2016), as they do here.

The record does not support a finding that closure is in the best interest of pupils at AIMS College Prep High School.

3. Greater Weight to Academic Performance

California's charter renewal framework requires that the authorizer's decision provide greater weight to performance on measurements of academic performance (Education Code Section 47607.2(b)(3)). Under Education Code Section 47607(c)(3), academic performance indicators include the College/Career Indicator, English Learner Progress Indicator, CAASPP ELA, and CAASPP Math. The Charter School's two strongest indicators, CCI (Green, Very High at 88.2%) and ELPI (Blue, Very High at 76.7%), are both academic measures under this statutory definition. A-G completion rates, which underlie the CCI calculation, are similarly academic in nature.

When academic performance receives greater weight as the statute requires, the record favors renewal. The academic indicators where AIMS meets the standard (CCI, ELPI, A-G completion, three-year DFS averages above state benchmarks) outnumber the academic indicators where the Charter School is making progress toward the standard (single-year ELA and Math DFS). The most recent single-year ELA and Math DFS scores are Orange, reflecting a multi-year decline that the Charter School is addressing through the Performance Improvement Plan detailed in Section VII.

This weighting is particularly relevant for high schools. As established in Section II-C, California's CAASPP student growth model does not apply to Grade 11; the state provides no individual growth scores for high school students. The 'make sufficient progress' test must therefore rely on trajectory measures, and the two trajectory measures where AIMS shows the strongest gains, CCI and ELPI, are both academic indicators under the statute. OUSD's own practice confirms this interpretation: in the 2025-26 renewal cycle, OCS staff weighted CCI heavily for high schools, citing it favorably for both Latitude and BayTech as a counterweight to weak CAASPP status indicators. AIMS's CCI of 88.2% is stronger than each.

Non-academic indicators further support the case. AIMS recorded zero suspensions (Blue) and the lowest chronic absenteeism rate among all comparison schools. These indicators, while carrying less weight under the statutory framework, are consistent with the academic evidence and reinforce the conclusion that the full record, when academic performance is given the greatest weight, supports renewal.

Addressing Challenges Transparently

AIMS acknowledges areas requiring continued improvement. Each challenge below is addressed in the Charter School's Performance Improvement Plan, which structures the response through four cross-cutting strategies executed via the existing Cycle of Inquiry framework.

A. CAASPP DFS Decline (Orange ELA and Math)

AIMS went from Blue in both ELA and Math in 2022-23 to Orange in 2024-25. ELA DFS dropped from +39.9 to -37.5; Math from +17.4 to -63.9. This is the Charter School's most significant academic challenge. Source: CDE Academic Indicator Data Files, 2022-23 through 2024-25

Context is relevant but not sufficient. Cohort composition changes and the three-year average analysis showing AIMS above state averages bear on interpretation. But the decline is real, and the PIP addresses it through four cross-cutting strategies detailed in Section IV-D, targeting writing instruction, ELD integration, Cycle of Inquiry fidelity, and MTSS activation.

B. Participation Rate Below 95% in 2024-25

Overall CAASPP participation dropped to 93% ELA and 92% Math in 2024-25, below the 95% federal threshold. Prior years were 97-99%. Source: CDE Academic Indicator Data Files, 2024-25

At N=73, 5 untested students produce a 7% gap. The causes (absences, scheduling conflicts) have been identified, and the fix for 2025-26 includes scheduling accommodations and make-up testing protocols to ensure 95%+ participation.

C. Hispanic/Latino and English Learner Equity Gaps

Hispanic/Latino students show persistently low CAASPP performance: ELA DFS of -102.6 and Math DFS of -111.4 in 2024-25, with N=14 students (below Dashboard reporting threshold). EL Math DFS declined from -40.9 (2022-23) to -44.1 (2023-24) to -127.5 (2024-25), an 86.6-point total decline and the most dramatic subgroup decline in the data. EL ELA DFS followed a similar trajectory: -60.4 to -93.1 to -98.9. Source: CDE Academic Indicator Data Files, 2022-23 through 2024-25

Two counterpoints contextualize but do not excuse these gaps. First, Hispanic CCI improved from 50.0% to 87.5% Prepared in one year, demonstrating success on the comprehensive college-readiness measure. Second, the same EL population showing very low CAASPP DFS shows very high ELPAC progress: 76.7% (Blue), with 79.5% of LTELs progressing and zero declining. Current EL students' CAASPP results reflect the dual challenge of acquiring academic English while mastering grade-level content; the ELPI data show strong language progress, while grade-level content performance remains an improvement priority.

The Charter School does not treat these counterpoints as permission to ignore the CAASPP result. Both are real. The PIP addresses these gaps through Strategy 2 (integrated ELD/GLAD in all content areas, moving from 72% adoption to 100%) and Strategy 4 (MTSS activation with data-triggered tier placement for students below the 40th percentile on NWEA MAP). The ELD program was restructured in 2024-25 with National Geographic Lift curriculum and 24/7 interpreting services. Source: AIMS HS Performance Improvement Plan 2026-27

D. Chronic Absenteeism

AIMS's schoolwide chronic absenteeism rate of 16.7% (2024-25) is the lowest among all comparison schools and below the state average. The three-year trend is improving: 19.5% to 17.7% to 16.7%.

However, the Hispanic/Latino subgroup shows persistently elevated chronic absenteeism (28.6%, 32.9%, 31.8% over three years), roughly double the schoolwide rate. AIMS is addressing this through MTSS tiered supports, the attendance team, family engagement through AIMS Parents United, and the newly hired Community School Manager.

E. Graduation Rate

The 89.2% graduation rate (Orange) reflects CALPADS certification issues, not a change in student outcomes (detailed in Section IV-F). Corrective procedures are implemented and the three-year average prior to this data error was 96.3%.

F. Special Education Identification

AIMS recognizes that the 4.9% SWD identification rate (19-21 students), well below the statewide average of 14.2% and the district average of 17.2%, is itself a system concern requiring corrective action through Child Find processes. At the statewide average identification rate of 14.2%, a school of 386 students would be expected to identify approximately 55 students with disabilities; AIMS currently identifies 19-21, a gap of approximately 36 students who may require evaluation and services. Because the SWD population is small, state academic data are suppressed (N < 11 for CAASPP reporting), limiting the Charter School's ability to evaluate subgroup academic outcomes through Dashboard files.

The Charter School has hired a SPED Manager (February 2026) and implemented SST process training. Across AIMS K-12, the special education team has expanded to 4 Education Specialists plus 1 Director. The PIP's enabling infrastructure includes ensuring special education staffing keeps pace with identified student need. The Charter School's priority is to ensure that students who need services are identified and served.

G. Teacher Credentialing

Teacher credentialing stands at 72.2% properly credentialed and assigned (13 of 18 teachers). Three vacancies remain: ELA, Special Education, and Teacher Assistant. The PIP's enabling infrastructure targets 80% credentialing by June 2027. The Charter School provides financial support for tuition, CLAD authorizations, and individualized credentialing meetings. All current teachers are reported as on-track to credential.

Conclusion and Renewal Request

The evidence presented in this data narrative demonstrates that the record does not support any of the three statutory findings required for denial under Education Code section 47607.2(b)(3). AIMS College Prep High School is making sufficient progress toward standards: CCI reached 88.2% Prepared, ELPI reached 76.7% (Blue), 100% of graduates completed A-G requirements for two consecutive years, and three-year academic averages exceed statewide benchmarks in both ELA and Math. Closure would not serve the best interest of pupils: AIMS outperforms the eight comparison schools on 50 of 56 indicator comparisons, and students would lose access to a combination of program features, including universal college preparation, broad AP access, concurrent enrollment, and zero suspensions, that no receiving school offers. When academic performance receives greater weight as the statute requires, the record favors renewal.

AIMS College Prep High School respectfully requests that the Board of Education approve this charter renewal petition for a five-year term commencing July 1, 2027.

Element 1 - Educational Program

"The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners." – Ed. Code § 47605(c)(5)(A)(i)

"The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals." – Ed. Code § 47605(c)(5)(A)(ii)
~~Code § 47605(c)(5)(A)(ii)~~
"If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A to G" admissions criteria may be considered to meet college entrance requirements." – Ed. Code § 47605(c)(5)(A)(iii)

Local Control Accountability Plan (LCAP)

The Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1, in accordance with Education Code section 47604.33. In accordance with Education Code section 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time, including but not limited to the following:

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.
- Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.
- To the extent practicable, data shall be reported in a manner consistent with how information is reported on the California School Dashboard.

Charter School shall comply with all other requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School 'shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update...' (Ed. Code § 47606.5(d))

Western Association of Schools and Colleges (WASC) Accreditation

If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.
For more detail, see *Appendix xv - WASC Accreditation Letter*.

Mathematics Placement Policy

If Charter School serves ninth grade, Charter School shall comply with the requirements of Education Code section 51224.7 with respect to implementing a fair, objective and transparent mathematics placement policy for pupils entering the ninth grade.

Student Enrollment and Grade Levels Served

~~For the~~

Charter School will serve a student enrollment at each grade level and at all grade levels combined in each of the years of the term of the Charter~~, Charter School projects~~ as follows:

Mathematics Placement Policy

Consistent with the requirements of Education Code section 51224.7, AIMS College Prep High School implements a fair, objective, and transparent mathematics placement policy for students entering the ninth grade. To ensure students are placed in the most advanced and appropriate pathway that supports college readiness, placements into Algebra I, Geometry, or accelerated options are determined using multiple objective performance measures, including:

- Performance levels on the 8th-grade California Assessment of Student Performance and Progress (CAASPP/SBAC) in mathematics.
- National percentile rankings from the Spring administration of the NWEA MAP Growth Mathematics assessment.
- Final course grades earned in 8th-grade mathematics courses.

To safeguard against misplacement, the Academic Counseling staff will conduct a 45-day placement verification check within the first 45 days of the school year. This check reviews early high school diagnostic assessments, initial classroom performance data, and teacher recommendations. If data indicate a student is misaligned with their placement, the Charter School will adjust the student's schedule and provide necessary support structures without financial or academic penalty to the family. The full policy is publicly posted on the Charter School's website and reviewed annually by the governing board.

Independent Study

Charter School recognizes that a long-term independent study program (greater than 14 days per school year), is a material term of the educational program described in Charter School's petition. Therefore, if offered, Charter School's petition will contain a reasonably comprehensive description of the long-term independent study program, including how the school will comply with the legal requirements in providing such a program.

Home and Hospital Instruction

Charter School is responsible for providing both its general education and special education students with individual home instruction during any period of temporary disability when the student is unable to participate in on-campus instruction. In the case of a parent notifying Charter School of a request for home instruction, Charter School shall determine the appropriateness of home instruction services within five days of the request and shall begin home services within five days of determining eligibility. If a student disenrolls from Charter School in order to enroll with their school district of residence for home instruction, Charter School shall re-admit such students if they request re-enrollment within one calendar year from disenrollment from Charter School.

If a student with an IEP is unable to attend school due to a temporary or ongoing medical or psychological disability, Charter School shall continue to be responsible for the provision of special education and related services during that time. Home instruction for a student with an IEP or Section 504 plan shall only be provided under the following ~~grade levels and enrollment:~~circumstances (5 CCR § 3051.4): the IEP team has recommended home instruction based on a medical report which is from the student's attending physician, surgeon, or psychologist; states the diagnosed condition; certifies that the student's condition prevents attendance in a less restrictive setting; and contains a projected calendar date for the student's return to school.

Home instruction shall be provided only by teachers with valid California teaching credentials who consent to the assignment. There is no provision in statute that specifically addresses instructional content; however, the goal of home instruction should be maintenance of the pupil's former level of performance.

A student with a temporary disability, who is in a hospital or other residential health facility within the boundaries of OUSD, excluding a state hospital, shall receive educational services by OUSD. A pupil with a temporary disability, who is in a hospital or other residential health facility outside the boundaries of OUSD, excluding a state hospital, shall receive educational services by the school district in which the hospital is located. Pursuant to Education Code § 48207, Charter School shall continue to enroll such students while they are receiving Hospital Instruction. Average daily attendance shall be calculated consistent with the law.

Student Enrollment and Grade Levels Served

Charter School serves a 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:

Grade Level	Year 1 (2027-28)	Year 2 (2028-29)	Year 3 (2029-30)	Year 4 (2030-31)	Year 5 (2031-32)
~~TK~~ Grade 9	~~0#~~ 86	86	86	86	86
~~K~~ Grade 10	98	90	90	90	90
Grade 11	76	99	99	99	99
Grade 12	95	80	80	80	80
TOTAL	**355**	**355**	**355**	**355**	**355**

~~Other 0#~~
~~Total~~

~~**Maximum enrollment of school during the upcoming charter term:** 450~~
~~Charter School acknowledges that it is the position of the District that any deviation from the grade levels listed above shall be considered a material revision of the Charter under Education Code section 47607(a). Further, any increase in enrollment exceeding either 5% OR 20 students of the total enrollment, shall be considered a material revision of the Charter, and any decrease in enrollment exceeding 10% AND 20 students below the projected enrollment for a given year shall also be considered a material revision of the Charter.~~

Special Education

Whether the charter school will join a special education local plan area (SELPA) as a local educational agency (LEA) (Ed. Code 47641), or be deemed a school of the district. (Ed. Code 47646). Identify the SELPA that the charter school will join.

How the school identifies students who qualify for special education.

AIMS College Prep High School implements a Multi-Tiered System of Supports (MTSS) process to monitor student progress and provide early interventions. Identification pathways include Child Find

obligations, data-driven universal screenings, student success team (SST) referrals, formal teacher observations, and parent/guardian or self-referrals. All referrals for evaluation are formally reviewed in accordance with statutory timelines to determine if a comprehensive special education evaluation is warranted.

How the school provides special education services in compliance with the Individuals with Disabilities in Education Act.

AIMS utilizes an authentic inclusion model, making sure all students with disabilities are educated alongside their general education peers in the Least Restrictive Environment (LRE) to the maximum extent appropriate. To support student success, the Charter School provides a comprehensive continuum of services, including Specialized Academic Instruction (SAI) delivered through targeted Study Skills courses, integrated classroom accommodations and modifications as mandated by each student's IEP, general and special education tutoring systems, and instructional assistants (IAs) support as indicated by individual student needs.

How the school understands, and will meet, its responsibilities to students receiving special education services.

AIMS complies with all applicable federal and state mandates, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), and Education Code requirements. To consistently meet these responsibilities, the high school leadership team, in coordination with the Director of Teaching and Learning and the Special Education Manager, is actively strengthening its internal compliance tracking infrastructure. This includes implementing a formalized service-delivery logging system and establishing biweekly internal case-management audits. These enhanced oversight measures ensure the timely, high-fidelity delivery of all designated instructional services, safeguard procedural timelines, streamline annual and triennial reviews, and maintain a rigorous system of progress monitoring to guarantee that each student with an IEP receives a Free Appropriate Public Education (FAPE).

How the charter school will pay for special education services.

AIMS College Prep High School assumes responsibility for funding the provision of special education and related services required by its students' Individualized Education Programs (IEPs). The Charter School secures funding through its partnership with the El Dorado County Charter SELPA, receiving state Assembly Bill (AB) 602 pass-through funding allocations and IDEA local assistance grants. Because special education revenues may not fully cover the total cost of comprehensive services, the Charter School utilizes its general fund (LCFF base and supplemental grants) to cover any funding shortfalls through a planned contribution. Financial planning for special education services is integrated directly into the Charter School's annual operational budget and Local Control and Accountability Plan (LCAP) to ensure sustained resource allocation.

AIMS College Prep High School's Element 1 describes the Charter School's educational program, the students the Charter School serves, and the systems through which AIMS implements its mission. The section is organized around the Charter School's mission, history, values, and educational philosophy; the students and communities served; the Charter School's instructional model and curriculum; the academic,

behavioral, social-emotional, and college-readiness supports provided to students; and the professional development, LCAP alignment, and compliance systems that support implementation.

About AIMS College Prep High School

- ~~●~~High School Name: AIMS College Prep High School ~~(American Indian Public High School).~~
- Year Founded: 2006
- ~~●~~Mascot: Golden Eagles
- ~~●~~School Colors: Red, Athletic Gold, ~~and~~ Royal Blue ~~●Number of Students:~~
- Maximum Enrollment: Up to 450 ~~●~~students, grades 9-12
- Campus Address: 746 Grand Ave, Oakland, CA 94610
- CDS Code: 01-61259-0111856
- Website: www.aimsk12.org
- ~~●High School~~ Email ~~Address~~: highschool@aimsk12.org

~~Nestled in the heart of the beautiful~~ AIMS College Prep High School is located on AIMS' Lakeview Campus at 746 Grand Avenue in Oakland's Lake Merritt neighborhood~~, the AIMS College Prep High School, the "Lakeview Campus" is located~~. The campus is situated across from the historic Grand Lake Theatre~~.~~, less than a five-minute walk from Lake Merritt, and within a vibrant commercial corridor surrounded by local restaurants ~~and~~, shops~~. AIMS HS is less than a 5-minute walk away from the lake.~~, and civic resources.

AIMS College Prep High School serves ~~450 inner-city 9th – 12th grade~~386 students~~.~~ in grades 9–12. The ~~focus of AIMS HS is excellent student attendance (97%). This has been the foundation~~Charter School provides a college-preparatory educational program designed to ~~ensure~~develop students' academic ~~success in~~ skills across English language arts ~~("ELA") and~~, mathematics~~. The curriculum has been designed to enhance the academic skills of socioeconomically disadvantaged students. AIMS HS also provides instruction that develops the students' academic skills in~~, writing, science, social science, business, and the humanities ~~in order to be productive members in a global 21st century society.~~. Consistent with AIMS' mission, the high school emphasizes academic achievement, personal responsibility, and preparation for success in college, career, and civic life. This ~~will be~~work is carried out through a collaborative ~~effort between~~partnership among school~~, family~~ staff, students, families, and community ~~members.~~ partners.

AIMS College Prep High School maintains a strong culture of accountability and postsecondary readiness. AIMS reports that, as of 2025, the high school has maintained 100% four-year college and university acceptance in every year~~, 100% of AIMS HS's students are~~ for which data is available,

with alumni accepted ~~into 4-year colleges. In recent years, AIMS HS graduates have gone on to~~to institutions including UC Berkeley, UCLA, the University of Southern California, Yale University, Columbia University, UC Davis, Dartmouth College, Wesleyan~~, NYU~~ University, New York University, Grambling State University, Howard University, Morehouse College, and many others.

AIMS College Prep High School History

~~In 1996,~~ American Indian Model Schools ~~(AIMS)~~was founded in 1996 with the opening of American Indian Public Charter School (AIPCS~~)~~), a middle school established by Native American families ~~looking~~seeking to ~~retain~~preserve a strong cultural connection for their children~~.~~ while providing a rigorous public school option. AIPCS was Oakland's third public charter school.~~ In 2006,~~

In 2006, AIMS expanded to include a high school, American Indian Public High School (AIPHS), authorized by the Oakland Unified School District. That same year, AIPCS became the first public charter school in Oakland to ~~win~~earn recognition as a National Blue Ribbon School. ~~Later that~~Since its founding, the high school has been continuously authorized by OUSD and has developed a college-preparatory program serving students in grades 9–12. AIMS has also received the California Distinguished School award, the Title I Academic Achievement Award, and recognition as a Top-Performing Bay Area School for Underserved Students.

During the 2018–19 school year, ~~AIPCS expanded to include~~the American Indian ~~Public High School (AIPHS), and, in 2012, expanded again to include~~Model Schools Board of Trustees renamed American Indian Public ~~Charter School II (AIPCS II) as a K-8 campus. Historically, AIPHS has been recognized by US News and World Report as well as the Washington Post as one of the most challenging academic high schools in the Nation, a recognition that has expanded into the term of our current charter.~~

~~During the 2018-19 school year, the AIMS Board of Trustees (the "Board") took action to change the name of AIPHS to AIMS College Prep High School (AIMS HS).~~High School as AIMS College Prep High School, reflecting the Charter School's evolved identity and explicit college-preparatory mission. During the 2019~~-~~–20 school year, AIMS College Prep High School ~~was awarded~~received the A-G Award from Families In Action ~~(FIA) with~~for 100% A-G graduate ~~rate~~ completion ~~for~~among African ~~-~~American students.

~~Additionally,~~ In 2020, the AIMS ~~K12~~K–12 organization received the California Charter ~~School~~Schools Association Hart Vision Award, recognizing AIMS as the Northern California charter school network of the year.~~ In 2017, AIMS HS began its first athletic program. Since that time, our sports teams have won 4 varsity championships, 3 varsity championship runner-up's, 5 JV Championships, 2 CIF-Oakland Section Championship Runner-Ups, and 8 students participated in the CIF State Championships over a two year period. Students must maintain a 3.0 GPA in order to partake in AIMS sports programs.~~

During the current charter term, AIMS experienced leadership transitions, including the appointment of a new Interim Executive Director, a new Head of School for the High School, and a new Director of

Teaching and Learning. Under this leadership team, AIMS adopted The AIMS Way Plan, a three-year strategic instructional plan that establishes a quarterly Cycle of Inquiry model and aligns professional development around research-based instructional practices. The AIMS Way Plan pillars and implementation details are described in the Program Design section below.

Mission, Vision, Credo, Values, and Learner Profile

The North Star Goal guiding AIMS College Prep High School's educational program is that all students graduate college and career ready. Every element of the Charter School's mission, values, instructional model, and support systems is oriented toward this outcome.

AIMS College Prep High School's educational program is grounded in a coherent set of mission-aligned commitments that define the Charter School's purpose, culture, and expectations for student development. The mission and vision statements establish the Charter School's overarching purpose: academic excellence, strong character, and preparation for lifelong success. The AIMS Credo expresses the Charter School's founding identity as a family-centered community committed to academic and social excellence. The Golden E.A.G.L.E.S. values provide the common behavioral language used to teach and reinforce schoolwide expectations. The AIMSTRONG Learner Profile defines the attributes AIMS seeks to develop in graduates through academics, advisory, school culture, athletics, leadership opportunities, and student recognition.

Together, these frameworks connect the Charter School's mission to daily practice. They guide how adults set expectations, how students understand their role in the community, and how the Charter School reinforces the habits, mindsets, and character traits necessary for success in college, career, and civic life.

Mission Statement

Our mission at AIMS is to cultivate a community of diverse learners who achieve academic excellence. Our commitment to high expectations ~~is~~in attendance, academic achievement, and character development results in our students being prepared for lifelong success.

Vision Statement

AIMS College Prep High School provides a rigorous educational foundation that propels all students, particularly those traditionally underserved, to excel academically and personally. The Charter School is committed to preparing students for successful entry into and completion of four-year college programs, breaking barriers, fostering ambition, and cultivating a generation of scholars who contribute meaningfully to society.

AIMS Credo

- **The Family**~~—~~**:** We are a family at AIMS K-12.
- **The Goal**~~—~~**:** We are always working for academic and social excellence.

- **The Faith**~~—~~**:** We will prosper by focusing and working toward our goals.

- **The Journey**~~—~~**:** We will go forward, continue working, and remember we will always be a part of the AIMS K-12 family.

~~AIMS~~ ***Golden E.A.G.L.E.S.*** ***Values***
~~Excellence – Commitment to excellence~~

The Golden E.A.G.L.E.S. values serve as the common language through which AIMS teaches, develops, and celebrates its students. Adopted as part of The AIMS Way Plan, these values are integrated into social-emotional learning, schoolwide assemblies, recognition programs, and daily classroom practice.

- **Engagement:** We stay focused, curious, and actively participate in ~~all that~~our learning.

- **Accountability:** We take responsibility for our actions and learning.

- **Growth Mindset:** We believe we ~~do.~~ can grow, embrace challenges, learn from mistakes, and keep trying.

~~Wisdom and Knowledge – Pursuit of wisdom and knowledge as intrinsically valuable.~~
- **Leadership:** We lead by example with integrity and respect.

- **Empathy**~~ – Recognition of dignity~~**:** We show kindness, compassion, and care for others.

Service: We help and ~~worth of every human being.~~
- ~~Family and Community – Building of family and~~ support others to strengthen our community.

~~Equity – Social awareness and justice that leads to action.~~
~~Legacy – The continued preservation and development of AIMS methodologies for 21st century learners and educators.~~
AIMSTRONG ***Learner Profile***

Coined in 2016 by ~~Maurice Williams,~~the founder of the AIMS Athletics Department, ~~as part of~~ AIMSTRONG has grown from a rallying cry ~~for its sports programs, AIMSTRONG has developed~~ into the Charter School's official ~~moniker of AIMS. When taken in its totality,~~learner profile. The AIMSTRONG ~~best conveys~~Learner Profile defines the ~~model~~attributes AIMS cultivates in every student:

- **Academics:** Academics ~~is the first word in AIMSTRONG and~~ is the cornerstone to future success. Academics means developing and growing our scholarship, our grades, our inquiry, and our brains.

- **Integrity:** Being honest and possessing strong moral principles. Integrity means being true to our best selves consistently.

- **Mentorship:** Providing guidance, influence, and direction to your AIMS community. Mentorship is serving our neighbors, community, and families, especially with our strengths.

- **Strength:** The influence ~~or~~and power ~~possessed by you~~ to ~~combat~~navigate the rigors of academics and ~~real~~ life while ~~resisting being moved or broken.~~remaining resilient. Strength is both physical growth and the will power to complete the work we begin.

- **Teamwork:** The combined action of each group member doing their part selflessly to benefit the whole. Teamwork is being part of a group which has an agreed goal.

- **Responsibility:** Moral, legal, or mental accountability and taking ownership for one's actions. Responsibility is ~~when we own~~owning our ~~real part of getting~~role in making teamwork, family, and planning ~~done.~~ succeed.

- **Organization:** Preparation and efficiency when coordinating and carrying out activities. Organization is both how we plan and what we do to get things done systematically.

- **Nerve:** Displaying courage, power, control, and steadiness under pressure. Nerve knows when to step out to make a change in a situation or plan.

- **Grit:** To keep going to accomplish our plans, even when there are strong obstacles. Grit is best personified in our ability to be knocked down and to get back up again.

~~**AIMS Model**~~

~~Pedagogy and Practices: In order for AIMS to meet its mission of successful acceptance to a four-year college or university, AIMS has a designed K-12 instructional model with the goal of mastery of the spiral progression of learning standards.~~

~~Diversity and Inclusion: AIMS believes that each child has a unique talent and purpose. AIMS sees and celebrates differences, and does not tolerate bullying or prejudices.~~

~~Every student has opportunities to learn individually and in groups.~~
~~Teachers are expected to regularly examine their own biases with respect to student behavior and aptitude.~~
~~AIMS functions as a school designed to serve traditionally underserved communities.~~
~~The programming design of AIMS will prioritize the needs of these communities.~~
~~Teachers are expected to support students in accessing the general education classroom whenever possible.~~

Parent communications will happen with the support of translators whenever possible.
- Students are encouraged to share their cultural traditions at school functions.
- AIMS staff is committed to supporting students in practicing dialogue and critical thinking when both inspirations and conflicts arise.
- At AIMS, we accept and respect each other regardless of race, religion, or sexual orientation.

Learning Environment: The AIMS Model classroom is one that is orderly and clean. We believe that an orderly classroom increases time on task for instruction. Students are expected to help in the upkeep of their classrooms and school environment ,and teachers may assign students classroom jobs to help promote classroom culture and efficiency.

Educational Philosophy

Summary: Ninth through twelfth grades are the formative years when students are seeking answers to fundamental questions about life and identity. They are deciding on values and standards, which will determine their successes in the future. This is a time for them to explore.

AIMS HS will provide students an opportunity to do so in a structured learning environment. AIMS HS will instill the values of mutual respect and hard work.

AIMS HS will continue to provide a rigorous, standards-based curriculum with a focus on language arts, mathematics, science, social studies, foreign language, and college planning. This model has proven to be successful at AIMS HS throughout the term of its previous charter.

In 2019-2020 37.68% of AIMS HS's graduates passed at least one AP exam. 34.13% AIMS HS students passed at least one AP exam. The Charter School served more than 75.3% low-income, 100% minority population.

Small class size alone cannot guarantee academic achievement, though research shows that it does often contribute to higher levels of academic success. With fewer students in a classroom, teachers are better able to get to know those students on a deeper level and thereby better meet the needs of those students. Research also shows that smaller high schools have resulted in higher attendance rates, reduced dropout rates, and increased academic performance for economically disadvantaged students.[1]

AIMS HS has proven that an extended calendar year will provide increased opportunities for targeted intervention to assist low-performing students. Through this process we will provide an environment that will ensure that students not only meet, but also exceed the English, mathematics, science, and social studies requirements for high school graduation.

Students to Be Served

AIMS HS seeks to serve a heterogeneous group of up to 450 students in grades 9-12. The

Charter School will strive to serve a diverse student population that reflects the OUSD student population.

The students' primary interests should be acquiring the knowledge and skills required of 21st century adults. AIMS HS students will be respectful, have strong academic skills, and be dependable citizens who are prepared to contribute meaningfully to our society. The students' backgrounds should represent the heterogeneity found in the population of Oakland. AIMS HS draws its students from 20 middle schools within OUSD. AIMS uses School Mint and partners with Enroll Oakland as a means of meeting this goal we use social media to advertise to . The students from these widely varied schools create a heterogeneous group in that they live in areas all around Oakland. Socioeconomically. In 2020-202176.8% of a school's population qualifies for free and reduced price lunch.

AIMS HS's goal is to provide minority and socioeconomically disadvantaged students with strong academic skills in English, mathematics, science, social studies, world languages, art, music, ethnic studies and physical education.

What It Means to be an Educated Person in the 21st Century: The demands of the 21st century require that students be highly literate. As we move deeper into an information age,

1 Small Schools – Important Policy Issues on Small High Schools, National Commission on Teaching and America's Future

it is imperative that AIMS HS students learn how to understand and critically analyze the information they encounter. One of AIMS HS's chief goals is to furnish students with strong academic skills by providing 70-90 minutes of engaging English instruction each day. Through a rigorous study of English, students will acquire the ability to comprehend difficult text and to transmit their ideas and insights with clarity and logic. The ability to understand and analyze the written word is central to all academic subjects. By focusing on English, AIMS HS students will be better equipped to understand the material covered in classes such as history. In order to be a competent member of society and to succeed in post-secondary education, students must be competent readers, speakers, and writers. They must read like an investigator, write like a reporter, and present like a celebrity.

To meet the demands of the 21st century, students need a rigorous curriculum in mathematics. AIMS HS students will be required to take 4 years of math. They will begin ninth grade with Geometry (students who have not taken Algebra or who have not been successful in the completion of Algebra will participate in summer learning and tutoring for Geometry) and they will finish twelfth grade with AP Calculus. Math is the core language needed to pursue scientific and technical endeavors. Math and science are complementary subjects; the understanding of one is predicated on the understanding of the other. AIMS HS will use integrated and blended learning strategies to ensure successful completion of Math and science courses.

High schools need to prepare students for the demands of college and of the working world.

California's second largest economic sector (after retail) is technology. Despite the attractive compensation this sector offers, there remains a significant shortage of qualified workers to fill these jobs. The California Council on Science and Technology has reported that "students are not adequately prepared to pursue Science and Engineering ("S&E") baccalaureate degrees." They attribute this problem to a low interest in S&E and to "inadequate exposure to S&E in K-12…particularly in low-income and minority schools." To further illustrate the magnitude of this problem, two-thirds of students enrolled in S&E programs in the California State University System never complete their course of study. It is AIMS HS's desire to properly prepare students to enter college with the ability to complete their desired course of study.

To prepare students to be educated people in the 21st century, AIMS HS will instill in them the values of hard work and self-discipline. AIMS HS will be highly structured with a tough disciplinary system that rewards hard work and productivity. AIMS HS students will learn to be responsible for their course work and their actions, learning to take pride in their efforts and consequent academic successes. We will have high expectations for our students, pushing them to achieve to the best of their ability and to be motivated, lifelong learners. AIMS students will have an intrinsic appreciation for a strong work ethic.

How Learning Best Occurs: Traditionally, AIMS HS has preferred a direct instruction approach toward learning. However, given the requirements of the Common Core State Standards, and 21st century learning based upon current research, a direct instruction environment is not enough to ensure that AIMS HS students are creative critical thinkers and producers. While AIMS HS does not eliminate all of the practices that are associated with direct instruction, AIMS HS also includes practices from Marzano's Nine, Socratic Seminar, Teach

Like a Champion Techniques and Culturally Relevant Teaching Strategies. These strategies and practices have been shown to be successful with students who are traditionally underperforming.

Socioeconomically disadvantaged students who have a strong academic foundation are more likely to succeed in life. The key to a successful high school is strong administrative leadership, excellent teachers, and a structured learning environment that focuses on hard work and engaging academics. Families and community members will be continuously encouraged to participate in students' educations throughout the year. It is through a system of productive working relationships that boundaries and expectations are established. Individuals are encouraged through peer relationships and customs to work together as a family. AIMS HS will continue to incorporate the concept of working as a family into the AIMS HS curriculum.

AIMS HS builds motivated students who are prepared to enter college. The curriculum is rigorous, and instruction is designed for active engagement in the academic learning process. Small classes and a structured learning environment with emphasis on English Language Arts, writing, math, science, music, and social science will be featured to ensure students build a

strong academic foundation. That classroom structure incorporates a social skills program that will create a forum for reinforcing respect among students and AIMS HS staff.

Students at AIMS HS will build productive relationships with motivated teachers who will provide them with a better chance for higher academic achievement. As a small school, AIMS HS will be able to facilitate these interactions. AIMS HS students will be engaged in learning with the guidance and instruction of skilled teachers.

Program Design

AIMS HS' educational program is founded on the belief that high expectations and high support leads to high achieving students. AIMS HS courses will prepare students to exceed the California content standards, which include: the Common Core State Standards English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ("ELA") and the Common Core State Standards in Mathematics; the Next Generation Science Standards; the English Language Development Standards ("ELD"); the History-Social Science Framework; and all remaining State Content Standards (collectively, "State Standards"), for the relevant subject and to exceed the A-G requirements for entrance into the UC/CSU systems.

All students of the same grade level will take the same course in English, history, math, and science each year. AIMS HS' target student population is heterogeneous; thus, the Charter School will provide additional support and scaffolds to students who require it. AIMS HS is successfully committed to providing access to the curriculum for all students. The curriculum will include honors, advanced placement, and college level courses. This will provide students the opportunity to earn admission to top-ranked colleges and universities. Students will also have access to concurrent enrollment opportunities that will allow them to graduate with college credits.

Each student will be guided through the college planning process. It is expected that a significant percentage of AIMS HS' population will be first-generation college students, and the AIMS HS

program will assist them in building relevant skills and goals while preparing every student for college entrance. Through classroom activities, small groups, and individual counseling, students will clarify why they want to go to college, and what kind of institution of higher education will be a good match for them. They will learn how to find information about colleges and choose a group that seems to match their goals, write and submit their college applications, and develop habits that will help ensure a successful experience at the college of their choice. Recruiters from top colleges and universities will visit and meet with students. AIMS HS will pay for SAT, ACT, and AP exams. AIMS HS will also pay for a maximum of four college application fees per senior.

AIMS HS will be a site-based school for a maximum of 450 students in nine through twelfth grade. The student per teacher ratio will be approximately 27:1. This will allow students and teachers to develop a productive working relationship in a small school setting. Students are

expected to attend school daily and follow a prescribed schedule (Daily Class Schedule Appendix xxiii - School calendar for 2020-2021 Appendix xxv). Additional support and learning opportunities may happen before 8:00am, between 3:30 and 6:00pm, and on weekends, as necessary to ensure the success of all students. AIMS HS will work closely with AIMS College Prep Elementary School, AIMS College Prep Middle School, Johns Hopkins University Center for Talented Youth ("CTY") program, Berkeley's Academic Talent Development Program ("ATDP") and other Bay Area community organizations to provide services for AIMS HS students. At AIMS HS, we also believe that students who test below grade level on California state tests, or whose grades or classroom performance display a lack of success in academic subjects will attend tutoring during designated times in the school day, as well as on weekends and during the summer. Blended learning opportunities will be provided for additional satellite support and credit recovery when needed.

The environment will be small and personalized. Research shows that small schools allow students and teachers to develop more intensive, long-term relationships that enable better conditions for teaching and learning. AIMS HS will provide these opportunities to its students and faculty through its small size and small classes. As outlined in Free to Learn, co-authored by Lance Izumi and Xiaochin Claire Yan (2006), the "'extended family' concept is one of the keys to American Indian's stable learning environment and its ability to maintain discipline among students. The students bond and help each other academically and encourage one another to behave."

The faculty will consist of well-qualified teachers who are well supported and trained in the AIMS Model. Teachers will hold appropriate teaching certifications. Professional development, teacher planning time, and other opportunities for collaboration will be scheduled on a regular and on-going basis to support teachers throughout their career. In establishing a professional teaching environment, AIMS HS will ensure collaborative planning time for teachers to share best practices with their colleagues, cultivate mentoring relationships with new teachers, analyze student data among all students within the grade level they teach, and plan core curriculum.

Pedagogy: The college experience is a very rigorous experience in the general sense. As a result, AIMS has found that helping students familiarize themselves with the culture and rigors that college will require helps them to be better prepared. Therefore, the pedagogy, while student-

centered, builds on direct instruction as a component of a full lesson cycle. The primary emphasis and goal is for students to become independent and critical thinkers who are intrinsically motivated. AIMS HS' ultimate goal is to prepare students for the rigors of college while preparing them for a lecture-based environment. This process calls for students to be independent critical thinkers who can engage meaningfully with academic discourse. AIMS HS teachers use student-centered pedagogy that builds off of direct instruction as a critical component of a full lesson cycle.

Differentiated Instruction: Teachers will adapt learning experiences to match a student's zone of proximal development as described by psychologist Lev Vygotsky. Teachers will

lengthen or shorten instruction based on data results to ensure that students progress towards mastery of the stated learning objectives. Students who are not achieving academically will participate in small-group tutoring with their classroom teacher, a resource teacher, or a student tutor.

Inquiry-based instruction: Essential questions will direct the curriculum content with primary sources (e.g.: art, music, documents, media), current events, and cultural context,while also allowing classroom teachers to teach and assess visual arts standards, which are integrated into all projects. Most important, inquiry-based instruction allows students to develop the strong communication, leadership, and teamwork skills necessary to succeed in a multicultural global economy.

AP vertical teaming: Students will learn the analytical and critical thinking skills necessary to be successful on the Advanced Placement exams they will take throughout high school. As opposed to teaching specific facts and dates, during weekly vertical teaming exercises, teachers will assess and critique the quality of student thinking and writing through critical thinking assignments.

Curriculum: The curriculum at AIMS HS will offer a foundation of academic content knowledge in six core content areas of English, math, history/social sciences, laboratory sciences, languages other than English, and visual and performing arts, and prepare students to enter a college or university with the academic literacy and higher order thinking skills required for post-secondary education. The curriculum will be aligned with the State Standards, and all eligible courses will be approved by the University of California to meet the A-G requirements.
All Advanced Placement Courses will be approved by the College Board. The focus of the curriculum will be rigor and relevance.

Upon completion of AIMS HS's graduation requirements, students will have exceeded the University of California's A-G subject matter admission requirements. Students and parents will be informed of how each course taken meets graduation and college entrance requirements via memos that are distributed to families in October. Parents will also be informed of the transferability of courses at that time. Information on AIMS HS's graduation requirements is also available in the Student Handbook, which will be updated and provided each school year and upon new student enrollment. Sample handbooks are contained in Appendix xliv and Appendix xlv

Academic Coursework: Students will be required to demonstrate mastery of standards in six academic subject areas: English, history/social sciences, mathematics, the laboratory sciences,

language other than English, and visual and performing arts. AIMS HS's core course requirements will exceed those of the University of California subject requirements.

Students taking Advanced Placement classes are required to prepare for and take the AP exam for each respective AP class. Preparation will include rigorous coursework aligned with the AP College Board course expectations as well as teacher-directed independent study. Extensive work done by college faculty and AP teachers in the development of the course and exam and throughout the scoring process ensures that AP Exam scores accurately represent students' achievement in the equivalent college course. Frequent and regular research studies establish the validity of AP scores as follows:

AP Score 5 - Extremely well qualified / A
•AP Score 4 - Well qualified / A-, B+, B
•AP Score 3 - Qualified B-, C+, C
•AP Score 2 - Possibly qualified / N/A
•AP Score 1 - No recommendation N/A

By taking AP courses and the AP subject matter exams, students are able to increase their weighted GPA. With a score of 3 or above on any AP exam, students may earn college credit for that course. The AP testing window is from late April to early June.

AIMS pays for all testing fees, giving students a free opportunity to gain college credit for their exam score. Upon graduation from AIMS HS, students can also receive a scholarship from AIMS HS based for their AP exam scores taken while at AIMS. Any score of 5 earns $150, a score of 4 earns $100, and a score of 3 earns $50, and all scholarships are awarded from non-public funds.

After receiving the official College Board documentation of their scores, a student's scholarship will be secured. To receive the funds, the student will contact highschool@aimsk12.org and request a Check Request Form. When they complete and return the form, they must also attach proof of registration from their college or university. A check will then be issued to the student. The student will have up to one calendar year to request the scholarship funds.

Technology: The pandemic of 2020 and the connected shift to virtual learning,although challenging provided us with a unique opportunity. Were able to ensure full connection and one on one technology for all of our students.We grew as an organization and were innovative in ensuring AIMS quality in the area of technology. From this experience, we refined our technological plan.

Students will develop technological proficiency in the areas of graphic design, spreadsheets, slide presentation, internet research and coding within their academic subjects and through their elective courses. Students will be expected to utilize technology in ways that will prepare them for post-secondary work and college life. Technological literacy instruction will be completed

throughout the college planning process and in other classes where students will be required to complete technology-based assignments thus preparing them for careers not yet defined.

Teachers are also being trained in the use of technology to incorporate into their lessons, as well as learning and utilizing technology resources to enhance teaching and learning. Teachers have received training in the online learning platforms Schoology and Zoom, and these have been utilized for direct instruction by teachers. Numerous technological resources to enhance and extend the learning experience for students have been made available. Training has been provided to teachers in the use of Rosetta Stone, Learning Ally, Quill Writing, SRI, ALEKS, GoGuardian, Turnitin, PowerSchool, ParentSquare and Positive Behavior Intervention and Support ("PBIS").

Approved Courses: All courses offered at AIMS HS will be approved to meet the school's graduation requirements. Additionally, students may seek administrative approval for online distance learning courses, community college courses or high school courses from other institutions to be accepted as meeting the Charter School's graduation requirements. Outside courses will only be considered if they are college preparatory, comparable to the courses taught at AIMS HS and taught by an accredited institution. Approval for such courses must be obtained from the Head of School prior to the commencement of the course.

Revisions to the list of courses offered by the institution will be made based on a continual improvement process that involves analyzing student performance data and educational trends to determine how the curriculum can best meet the needs of the student population and align with the mission of the school. AIMS HS intends to teach the following courses at this time. Each course listed is a one year course or the equivalent of one (1) UC credit or a traditional high school's ten (10) credit course.

English:
- English 9
- English 10 (Honors)
- AP English Language and Composition
- AP English Literature and Composition

Math:
- Geometry
- Algebra II
- Pre-Calculus
- AP Calculus
- AP Statistics

Science:
- AP Environmental Science

- ~~AP Biology (Sophomores)~~
- ~~AP Chemistry (Juniors)~~
- ~~AP Physics (Seniors)~~
- ~~AP Computer Science Principles~~
- ~~AP Computer Science A~~

~~Social Science:~~

- ~~AP Human Geography (Freshmen)~~

~~AP World History (Sophomores)~~

- ~~AP US History (Junior)~~
- ~~AP US Government (Seniors)~~
- ~~AP Macroeconomics (Seniors)~~

~~World Language:~~

- ~~Mandarin I~~
- ~~Mandarin II~~
- ~~AP Mandarin~~
- ~~Spanish I~~
- ~~Spanish II~~
- ~~AP Spanish~~

~~Visual Performing Arts:~~

- ~~Art I~~
- ~~Art II~~
- ~~AP Art Studio~~
- ~~Guitar I~~
- ~~Guitar II~~
- ~~Band I~~
- ~~Band II~~
- ~~AP Music Theory~~
- ~~Drama / Musical Theater~~
- ~~Yearbook~~

~~Physical Education / Health~~

- ~~PE~~
- ~~Strength and Conditioning~~
- ~~Health~~

AIMS College Pathways Electives

- Innovation and Design Thinking (Freshmen)
- Introduction to Latin / Logic (Sophomores)
- AP / SAT Test Prep (Juniors)
- College Planning (Seniors)
- Student Government / Leadership

English Language Development

- ELD 1A / B
- ELD 2
- ELD 11

Study Skills (Students with IEPs)

- Study Skills 1
- Study Skills 2
- Study Skills 3

Study Skills 4

The students who enroll at AIMS HS will be provided a structured learning environment to enhance their academic skills. The Charter School will provide a structured curriculum aligned with State Standards. Students with special learning needs will be mainstreamed into the classrooms, whenever possible, while also receiving individual attention to ensure the level of support required by their 504 Plan or Individualized Education Program ("IEP")to help them succeed.

State-approved books and textbooks aligned with State Standards provide the content basis for courses of study. The books, ebooks and textbooks, in addition to the well-qualified staff, State Standards, will be the driving force of the AIMS HS curriculum.

Materials: The materials used by AIMS HS teachers will be selected in accordance with the guidelines and recommendations provided by the California Department of Education, AP College Board, and the National Council for Teachers of the six primary subject areas.

The materials AIMS HS will use are necessary to support its rigorous academic program may include, but are not limited to the following:

Textbooks and e-books

- Computers and Projection Devices

- Software Programs
- Laboratory Science Equipment and Materials
- Test Preparation Guides
- The Internet
- A Reading Library
- Manipulatives
- Maps and Atlases
- Interactive Technology
- Dictionaries and Thesauruses
- Musical instruments
- California Physical Fitness Test Equipment
- Tablets
- Graphing Calculator
- School and PE Uniforms

New Projects and Initiatives For the 2021-2026 Charter Term At AIM College Prep High School

In the past five years, AIMS College Prep High School has undergone significant transformation, resulting from structural, academic, and programmatic changes which have enhanced the AIMS Model and have provided greater access and opportunities to AIMS students and families.

Under the traditional AIMS HS's model, high school students received instruction in all of their core subjects within self-contained classrooms. Notwithstanding its overwhelming academic success, there were some challenges with this approach. First, teachers were required to bring their instructional materials and supplies to student classrooms on a rotating basis, which was not only cumbersome, but an unorthodox practice in teaching instruction to high school students. An inability to conduct science labs or teach in their own classroom were among some of the challenges that AIMS College Prep High School teachers faced. Second, under the traditional AIMS Model, AIMS HS students remained in heterogeneous groups throughout their four years at AIMS HS L. This too proved challenging to the vast majority of graduating AIMS College Prep Middle School families, many of whom would have preferred to keep their children in an AIMS school for its academic prowess, but found the high school lacking in providing extracurricular activities and social development opportunities to students. As a result, the rigidity of AIMS HSs model appealed to families that preferred a more academically focused approach at high school (approximately 30 students graduated from each senior class) while other students decided to attend neighboring high schools with broader offerings. Recognizing these challenges, new high school leadership implemented several of the following reforms, which among others, resulted in increases in course offerings, a doubling of AIMS HS' student

population from 260 to 450, and renewed confidence in the future sustainability and viability of the AIMS model:

New Block Schedule / Classroom Furnishing: During the 2017-2018 school year, AIMS College Prep High School switched from a traditional six-class daily schedule to a six-class block schedule, which significantly increased teacher prep time, improved the quality of academic instruction, and decreased daily student workload. Additionally, AIMS allocated a significant part of its budget to purchasing 1:1 Chromebooks for students, updating AP textbooks, and providing high quality science lab desks for all of its science classes. Since then, AIMS College Prep High School has redesigned its classrooms and purchased state-of-the-art classroom desks and furniture to allow for greater adaptive and blended instruction.

New Teacher Classrooms, Increased Teacher Prep Time, and Professional Development Expansion: As a result of block scheduling, teachers' prep times have more than doubled since the 2017-18 school year, and teachers now have at least eight to ten hours of preparation time per week as of the current 2020-21 school year. During the 2017-2018 academic school year, AIMS College Prep High School provided teachers with their own classrooms and eliminated its self-contained classroom model, whereby the students stayed in their classrooms, with the teachers moving from classroom to classroom for each period of instruction. Eliminating the self-contained classroom model addressed the need to better support teachers and allowed AIMS HS students the opportunity to attend classes as in traditional high schools. Teachers now have their own classrooms, with immediate access to their texts and materials, which has increased their prep time to attend to lesson planning and prepare their course materials, instead of having to plan and to pack their materials to travel from room to room. The students now have greater self-responsibility and have a passing time to arrive at their classes on time, as in traditional high

schools. Teachers also receive 1 to 2 hours of Professional development 2-3 Fridays per month, 10 organization-wide PD days, and a week-long summer bootcamp to help orient teachers on the AIMS Model and to prepare them for the upcoming school year.

New "AIMS U" College Pathways Program: As part of its commitment to academic excellence and to prepare our students for college and beyond, during the 2020-21 academic school year, AIMS College Prep High School has partnered with Peralta Community Colleges to create the AIMS U College Pathways program, which allows AIMS HS students the opportunity to take Pre-Business, Pre-Engineering / Design Media, Pre-Law, and Pre-Med dual-enrollment community college classes while on campus at AIMS HS. Students begin the pathways program as sophomores, have the opportunity to earn between 18-24 UC and CSU transferable college credits, and potentially begin their college career with sophomore standing. As many communities of color are facing economic disparities and shortfalls, the AIMS U College

Pathways program can help students and families lower the costs associated with attending college by 25 percent or more. To help accommodate the addition of the AIMS U College Pathways program, AIMS College Prep High School has moved its start time from 8AM – 8:30AM, and shifted to an eight 90-minute long block schedule.

New AIMS Core Elective Classes: Additionally, to assist in the college preparation process, AIMS College Prep High School added grade-level elective classes for students to take as they matriculate to each academic grade level. First, inspired by Stanford University's D-School, Freshmen will take *Innovation and Design Thinking*, a semester-long course that will allow students to utilize the tools of design and innovation to develop real-life solutions to disparities that exist within their Oakland community. During their Sophomore year, students will take *Latin and Logic,* a year-long course that will help students better master the English language, enhance their AP and SAT vocabulary, and develop the critical thinking skills necessary for mastery at the college level. In their junior year, students will take *AP and SAT Prep,* a year-long course that will help students develop their AP and SAT test strategies and practices. While the UC and CSU systems have suspended the SAT requirement for its colleges and universities until after 2024, and statewide litigation is pending regarding the requirement of SAT exams for college entrance, many private and out of state schools have not followed suit. AIMS College Prep High School will continue with this course for the foreseeable future as a means to help close the SAT and AP performance rate gap among our students of color. Lastly, during their senior year, students will take a full-year *College Planning* course that will help students complete their college and scholarship applications, college essays, resume building and writing, and navigating the financial aid process. These courses, when coupled with increased one-on-one academic support during their senior year, will ensure that all AIMS College Prep High School students will be better prepared for acceptance at the Nation's top colleges and universities.

In addition to the new college prep courses, AIMS College Prep High School has added several new academic courses, as outlined in its new course catalogue: (Appendix xlv)

Increased Diversity in AP Novel Selections: As part of the AIMS model and AIMS College Prep High School English curriculum, 6-8 AP approved novels are read each year, beginning in the 9th grade. To the extent possible, it is intrinsically important for any academic curriculum to

consider the inclusion of varying perspectives from a diverse group of equally qualified scholars. Over the summer of 2020, AIMS HS Administration and the English Department met to consider the revamping of the current high school English novel list. The novel list was expanded to not only include novels that are based upon the most frequently used on Collegeboard AP examinations and Lexile reading levels, but at least 40% of the new AP novel

list include increased diversity of African-American, Middle Eastern, Asian, Hispanic, and Female authors. (Appendix xlv)

Enhanced Variety in School Dress Code Policies: As young adults, high school students need to learn the art of dressing appropriately for the situation they find themselves in. Per the initial AIMS Model, students' dress code primarily consisted of collared shirts and khaki pants, which lacked variety and was impractical for PE and other programmatic endeavors. As AIMS significantly increased its branding, AIMS HS students now have a variety of AIMS clothing options, including spirit wear, T-shirts, and sweatshirts. Providing options in clothing provides space for our students to appropriately express their individuality, which is an essential component of college and career success and healthy self-esteem. In addition, AIMS students now wear AIMS PE uniforms, which include shorts, PE T-shirts, sweatpants, and sweat tops. Each year, AIMS provides these uniform options to students at no cost to families. While students are still required to wear AIMS apparel while on campus, providing a wide variety of clothing options provides space for our students to appropriately express their individuality, which is an essential component of college and career success and healthy self-esteem.

Expanded and Robust Visual and Performing Art Department: At AIMS HS, we believe that art is a tool that not only allows for students' self-expression, it also enhances learning in other areas. Art allows AIMS HS students to express and receive knowledge on a level deeper than what mere words can provide. In 2018, AIMS HS opened its Visual and Performing Arts Department. AIMS HS students participate in Guitar, Band, Drama, Yearbook, AP Studio Art, and Digital Art. Visual arts students also utilize Adobe Creative Suite platforms, such as Photoshop, Illustrator, Premiere Pro, and InDesign or various classroom projects.

Adaptive Learning Technology and Distance Learning: In addition to the traditional classroom experience, AIMS HS has established a number of adaptive technologies that will enhance the students' experience. Schoology and Zoom are online platforms that allow for direct student instruction in an online environment and are being used effectively by AIMS teachers and students.

Additional resources provided to address specific needs or to accelerate student performance are as follows:

- **Learning Ally -** This program provides an extensive library of high quality, human-read audiobooks, student-centric features and a suite of teacher resources, to provide equitable access to literature for all students. AIMS College Prep High School teachers have received training in Learning Ally and are using it with their students to enhance comprehension of the literature.

Quill Writing - AIMS College Prep High School teachers have been trained in the use of this program, which systematically addresses all writing skills. It is utilized by ELA teachers to reinforce and enhance the teaching of each of the components of writing, in order to improve students' writing skills.

The Scholastic Reading Inventory ("SRI") - AIMS College Prep High School uses this reading comprehension test in order to assess students' reading skills. It is a computer-adaptive assessment designed to measure how well students read literature and expository texts of varying difficulties. This psychometrically valid assessment instrument is used as a diagnostic tool that will generate a Lexile measure, which will allow teachers to place students at the best level in the program so they can read with success.

Rosetta Stone is used in World Language classes, as well as ELD. It is used with the intent of assisting students with speaking through the use of purposeful repetition and listening practice. There is an embedded Speech Recognition Engine which provides immediate feedback on students' pronunciation.

ALEKS is an adaptive, online math program that uses artificial intelligence and open-response questioning to identify precisely what each student knows and doesn't know. Students currently taking any Math course or Chemistry is on the ALEKS program to reinforce and to present content so that students can continue to reinforce the basics of their course content. Class time in each of those courses incorporates ALEKS into their instruction.

Go Guardian has been implemented this year at AIMS HS. This software has been uploaded to every AIMS HS Chromebook for students' use in their classes. Go Guardian filters and monitors any device with an operating system, so that students' work and progress can be monitored by their instructor. This aids classroom management by helping to eliminate distractions and to ensure that students are on task with their learning.

Turnitin - AIMS College Prep High School staff have been trained in Turnitin, a platform used to prevent plagiarism through the use of multiple means of checking students' writing. AIMS students are trained in understanding the value of academic integrity and the need for proper attribution and authentic writing. In addition to this, the learning platform also saves teachers' time and improves students' writing across the curriculum with their easy-to-use feedback and grading features.

AP Mentoring and Training - The AP College Board has announced their AP Mentoring Program courses for this school year and the following AP teachers will be enrolled in the 10-month training: AP Computer Science Principles, AP English Literature and Composition, AP United States History, and AP United States

Government and Politics. Each of these teachers will receive online training with a mentor who will provide deep content knowledge support to enhance their teaching skills and strengthen student performance.

Illuminate - This program is available to AIMS College Prep High School as a comprehensive system consisting of a complete set of assessment tools to evaluate each student's academic and social-emotional behavioral learning and needs, both of standards and skills, and is adaptable to an onsite, remote or hybrid classroom.

Credit Recovery Program – AIMS College Prep High School currently utilizes accredited learning platforms for student credit recovery and to reinforce student learning. Students showing a shortfall in credits may attend in-person or virtual credit recovery programs. Students completing credit recovery must complete failed courses and obtain a minimum of 74% mastery to earn credit, though students are encouraged to pursue and encouraged to earn a higher degree of mastery in order to improve previously lowered grade point average ("GPA"). Students' progress will be tracked to ensure student success in these programs. Documentation of participation and progress will be placed in the students' records. Dual enrollment at an area community college is another option for completing credit recovery.

Student Government and Clubs Organization Expansion:AIMS College Prep High School has an active Student Government Association ("SGA") that is responsible for leading student activities, executing student initiatives, advocating for student concerns, and providing general support to enhance student life in school. The SGA handbook outlines the SGA's procedures, policies and other information. Student Government is an important component of the high school experience. Student Body Officers and Class Officersare elected at every grade level at AIMS HS by their peers. Elections are held during the Fall and Spring Semesters.

The SGA meets as a leadership class where they have an opportunity to hone their leadership skills. The course is also offered to any interested participant, who may not be an elected officer of the SGA. One of the responsibilities of the SGA is the planning and execution of social events. Social events are offered in school to build school spirit, enhance school life, and increase community interaction. Traditional social events organized at AIMS include: spirit week, pep rallies, annual harvest festival, homecoming and prom. SGA and Student Clubs hold a number of independent social events at school as well, and attendance is granted with permission. Incentives are given to each class for their participation in SGA events, and at the end of the school year, there is an award given to the class with the greatest number of participation points.

AIMS College Prep High School has responded to student interest and has established a number of clubs and organizations to enhance the high school experience and provide opportunities for involvement and leadership. To be recognized as a chartered club, there must be an active membership of at least five currently enrolled students. Officers must maintain a 3.0 GPA, and there must be an on-campus advisor. A club must receive approval from the SGA Student Senate in order to be recognized, and only recognized clubs or organizations may use campus facilities and maintain student financial accounts through the SGA. To date, several approved clubs and organizations include the Black Student Union, Key Club, Interact Club, Bay Area Urban Debate League, and beginning in the 2020-2021 school year, AIMS will institute its first National Honor

Society.

New AIMS Athletics Department: To help improve student morale, retention, and as a response to many AIMS HS students and families, during the 2017-18 school year, AIMS College Prep High School launched its inaugural sports programs and currently fields the following 10 sports: Boys and Girls Cross Country, Boys and Girls Soccer, Boys and Girls Basketball, Boys and Girls Volleyball, Swimming, and Badminton. AIMS College Prep High School is a proud member of the Bay Area Charter School Athletic Conference ("BACSAC") under the California Interscholastic Federation ("CIF") Oakland Section, and is proud to partake in athletic competitions against local charter and Oakland Public Schools.

Through participation in athletic centered interscholastic activities, AIMS HS students will develop values, attitudes, and skills for personal growth and for the benefit of a diverse society. AIMS is committed to "Pursuing Victory With Honor," a CIF sponsored program in which our coaching staff makes a commitment to developing student-athletes of character. Research indicates that students involved in co-curricular activities have a greater chance of being successful during adulthood. Many of the positive character traits required as a participant in athletics are exactly those that will promote a successful life beyond high school.

Interscholastic Athletics Promote Teaching and Learning:

Higher Graduation Rates
- Encourages Teamwork
- Teaches Sportsmanship
- Increases Self-Discipline
- Builds School Spirit
- Better Attendance
- Creates a Sense of Community Around Common Goals
- Lower Discipline Rates
- Increased Motivation to Achieve
- Instills a Sense of Pride

- Improves Self-Esteem
- Increases Family and Community Involvement

The AIMS HS Athletic Programs are a continuation of the classroom. Their purpose is to educate. The privilege of athletic participation is earned through the maintenance of proper standards of attitude, attendance, and achievement. The minimum GPA requirement to participate on AIMS HS Athletic Sports teams is 3.0 and scholar-athletes that earn a 3.5 GPA or above are named as members of our All-AIMS Athletic Sports team. Despite AIMS HS' rigorous academic requirements, in three years, AIMS HS sports teams have won 4 varsity championships, 3 varsity runner-up's, 5 JV Championships, 2 CIF-Oakland Section Runner-Ups, and 8 students participate in the CIF State Championships,2 during the first year of our athletic department. Sports banquets are held after each season to recognize and highlight the participating athletes and to hand out awards and allow parents and guardians to meet other athletes and coaches. More information about the AIMS Athletic Department can be found at aimsathletics.com.

Social Emotional Counseling: The teen years are a difficult time for young people. This stage of life is when students are discovering their identity and their place in this world. As a support to our students' mental and emotional growth, AIMS HS has hired a full time licensed counselor since the 2017-18 Academic school year. Our social and emotional counselor holds affinity-based counseling groups as well as one-on-one counseling.Teachers call on counselors to help them understand the holistic needs of their students. The connection between the counselor, teachers and administrators is a major component of our tiered intervention system.

New Department Chairs Model: To facilitate communication within each department, and to establish the collaboration needed to provide for consistency for students, this year at AIMS HS, Department Chairs were named. These Department Chairs are responsible for conducting monthly meetings with their department members and providing feedback to the Head of School and Academic Deans regarding decisions made and/or questions or concerns to be addressed. Department Chairs are paid an extra stipend for their additional responsibilities.

Teacher Pay Increases and Benefits: AIMS engages in regular salary studies to ensure that we are competitive. Our average first-year teacher earns approximately $58,000.00. Teachers can earn yearly bonuses for attendance and performance, bonuses for returning and earned educational degrees, and bonuses for teaching in hard to fill subjects. All AIMS HS employees who qualify have the option of receiving fully paid Medical, vision, and dental coverage. In addition to this, AIMS provides for death and dismemberment insurance and access to social-emotional counseling.

Transferable Retirement Plan: AIMS provides all teachers a 403(b) through the National Life Group, a nationally recognized reputable finance company. There is no vestment period for

this 403(b). All employees pay into Social Security, and AIMS contributes to PERS for eligible non-teaching employees.

New Lunch Program: Founded during the current charter term, the AIMS HS Lunch program provides AIMS HS students access to a nutritious meals lunch five days a week at reasonable cost. AIMS HS participates in the National School Lunch(NSLP) and SSO (Summer Seamless Option) program that allows the low-come students to receive a free or reduced meal. In 2018, and prior to the government mandate, the Board voted not to refuse a meal to any student regardless of their willingness or ability to pay. For schools, the program enhances children's learning abilities by contributing to their physical and mental well-being. Studies have shown that children whose nutritional needs are met have fewer attendance and discipline problems and are more attentive in class.

Family Services and Support: Given that AIMS HS has a high number of families who qualify for financial government-assisted programs, AIMS provides a family coordinator. This position supports all AIMS families' needs, especially those mentioned above. The AIMS family services department provides parenting classes, case management support, assistance with governmental support applications, and serves as a liaison between parents and the Charter School when it is needed.

Increased Community Partnerships: Since the previous charter renewal, AIMS College Prep High School has made a concerted effort to engage in additional partnerships within our local Oakland Community.

All Tied Up
- Oakland NAACP
- Alameda College
- Berkeley City College
- Laney College
- Mills College
- HBCU College Expo
- Families Engaged In Action
- Energy Converters
- California Charter Schools Association
- Oakland Rotary Club
- American Red Cross Club
- Techbridge Engineering Club
- Kaiser Permanente
- Vision to Learn
- Oakland Enrolls
- National Alliance for Public Charter Schools

- ~~National Charter Collaborative~~
- ~~Oakland Chamber of Commerce~~
- ~~Oakland Athletic League~~
- ~~Charter School Development Center~~
- ~~California Interscholastic Federation~~
- ~~Bay Area Charter School Athletic Conference~~
- ~~Western Association of Schools and Colleges~~
- ~~California Association of African American Superintendents and Administrators~~
- ~~Association of California School Administrators~~
- ~~Bay Area Urban Debate League~~
- ~~City of Oakland~~
- ~~Chinese Consulate~~
- ~~Chinatown Chamber of Commerce~~
- ~~Grand Lake Theater~~
- ~~African American Male Achievement~~
- ~~Oakland Parks and Recreation~~

~~**Manhood and Womanhood Development Program:** AIMS College Prep High School is partnered with CEO / Founder Armand Carr and his Bay Area non-profit organization All Tied Up, which will help teach young men and young women the importance of brotherhood and sisterhood, positive affirmation, self-respect, and the uplifting one's community - first through the simple act of learning how to tie a tie for young men and healthy living for young women. All Tied Up is a mentoring program that works to promote positive outcomes in underserved boys of color between the ages of 13-21 who attend schools with a higher percentage of students facing obstacles that might otherwise prevent them from being able to achieve their life goals.~~

~~Workshop components include social, emotional and mental health, physical health and hygiene, networking skills, financial health, college and entrepreneurship resources.~~
The AIMS Model is the Charter School's approach to preparing students for academic achievement, college acceptance, and lifelong success. The model combines rigorous college-preparatory instruction, a structured and purposeful learning environment, and a school culture grounded in belonging, accountability, and high expectations. These elements work together so that students experience AIMS not only as a place where they complete coursework, but as a coherent academic community that teaches the habits, skills, and mindsets necessary for postsecondary success.

Together, these pillars define how AIMS College Prep High School translates its mission, Credo, Golden E.A.G.L.E.S. values, and AIMSTRONG Learner Profile into daily practice.

The Charter School's instructional approach, professional development model, assessment system, and subject-specific program design are described in greater detail in the Program Design section below.

Diversity and Inclusion

AIMS College Prep High School serves a diverse student body, including many students from historically underserved communities. The Charter School's program is designed to meet students' academic and developmental needs by combining high expectations with a school culture that affirms student identity, belonging, and purpose.

AIMS believes that each student has unique talents, strengths, and potential. The Charter School seeks to recognize and celebrate student differences while maintaining a safe and respectful environment where bullying, discrimination, and prejudice are not tolerated.

This commitment is reflected in daily practice through:

- Individual and group learning opportunities that allow students to collaborate, lead, and learn from one another.
- School functions and community events that create opportunities for students to share and celebrate cultural traditions.
- Ongoing staff reflection on bias, student behavior, student aptitude, and equitable classroom practice.
- Translation and interpretation support for parent and family communication whenever possible.
- Adult support for student dialogue, critical thinking, and conflict resolution.
- A schoolwide expectation that students and adults treat one another with respect regardless of race, religion, sexual orientation, background, or identity.

Through consistent routines, clear expectations, and shared responsibility for the school environment, AIMS College Prep High School creates conditions that support academic achievement, character development, and post-secondary readiness.

Educational Philosophy

AIMS College Prep High School's educational philosophy is grounded in the belief that all students, including students from historically underserved communities, socioeconomically disadvantaged students, and English Learners, can achieve at high academic levels when they are held to rigorous expectations, supported through clear structures, and known within a strong school community. AIMS rejects the premise that a student's background determines their academic potential. Instead, the Charter School is built on the conviction that opportunity, instruction, structure, and relationships shape student outcomes.

AIMS' philosophy begins with the belief that every student is capable of college-preparatory work. The Charter School expects students to engage with challenging academic content, develop disciplined habits of study, and build the knowledge and skills necessary for postsecondary success. Rigor is not reserved for a subset of students. It is treated as a schoolwide expectation, supported through instruction, advising, intervention, and ongoing monitoring of student progress.

AIMS also believes that structure supports achievement. Clear expectations, consistent routines, regular feedback, and timely intervention create the conditions students need to focus on learning and recover

when they fall behind. Structure is not understood as punitive. It is a form of academic and developmental support that helps students build responsibility, organization, perseverance, and self-management.

Finally, AIMS believes that students are most successful when school functions as a family-centered academic community. The Charter School's culture emphasizes belonging, mutual respect, shared accountability, and collective responsibility for student success. Adults are expected to know students well, communicate regularly with families, and reinforce the academic and character expectations that prepare students for college, career, and civic life.

These beliefs are operationalized through AIMS' instructional program, student support systems, school culture practices, and The AIMS Way Plan, the Charter School's three-year strategic instructional framework. The specific structures through which AIMS implements this philosophy are described in the Program Design section below.

Students to Be Served

Enrollment and Capacity

AIMS College Prep High School serves 386 students in grades 9–12 at its campus located at 746 Grand Avenue, Oakland, California 94610. The Charter School's maximum enrollment during the charter term is 450 students.

AIMS College Prep High School projects enrollment stabilization during the renewal term, supported by continued recruitment, improved retention, expanded feeder-school outreach, and strengthened family engagement systems. Enrollment projections for the charter term are as follows:

Year	Projected Enrollment
2026–27	356
2027–28	355
2028–29	355
2029–30	355
2030–31	355
2031–32	355

Student Demographics

AIMS College Prep High School serves a diverse student body that reflects the racial, ethnic, special education, linguistic, and socioeconomic diversity of Oakland. As of Census Day 2024, the high school's student demographics were as follows:

Student Group	Count	Percentage
African American	181	46.9%
Asian	97	25.1%
Hispanic/Latino	65	16.8%
White	14	3.6%
Multiracial	12	3.1%
EL students	69	17.9%
Students with disabilities	19	4.9%

Among enrolled students, 69 students, or 17.9%, are classified as English Learners; 249 students, or 64.5%, are socioeconomically disadvantaged; 19 students, or 4.9%, are students with disabilities; and 2 students, or 0.5%, are foster youth.

The Charter School serves students from multiple racial, ethnic, cultural, ability, and linguistic communities, including African American, Ethiopian, Eritrean, Chinese, Vietnamese, other Asian, Latino, and multiracial families. This demographic composition reflects AIMS' longstanding commitment to serving historically underserved students and providing access to a rigorous, college-preparatory education regardless of background.

Neighborhood and Feeder Pipeline

AIMS College Prep High School is located in the Lake Merritt neighborhood and draws students from across Oakland, including Eastlake, San Antonio, Fruitvale, Chinatown, and other surrounding communities. Students enroll through Oakland Enrolls and come to the high school from more than 20 feeder middle schools. A significant number of students also matriculate from the AIMS K–8 campus at 171 12th Street.

AIMS is strengthening its feeder pipeline and high school retention strategy during the charter term. This includes increasing outreach to current AIMS K–8 families, expanding visibility among nearby middle

schools, improving the transition experience for incoming ninth-grade students, and using student and family feedback to identify factors that influence persistence from enrollment through graduation.

Educational Needs of Students Served

The students served by AIMS College Prep High School present a range of academic, linguistic, social-emotional, and post-secondary preparation needs. AIMS' educational program is designed to respond to these needs through rigorous instruction, structured academic supports, college counseling, English Learner services, and a schoolwide Multi-Tiered System of Supports.

Many students enter high school needing additional support to meet grade-level expectations in English language arts and mathematics. The 2025 California School Dashboard reported schoolwide Distance from Standard results of -37.5 in English language arts and -63.9 in mathematics. AIMS uses state assessment data, NWEA MAP Growth data, classroom assessments, benchmark assessments, and teacher observations to identify student needs, monitor growth, and provide targeted instructional support.

A significant proportion of AIMS families are navigating the college preparation and application process for the first time. For this reason, the high school emphasizes early and sustained college readiness supports, including a planned four-year course sequence, A-G monitoring, academic advising, college application support, financial aid guidance, and direct communication with families about graduation and postsecondary requirements.

AIMS College Prep High School also serves English Learners, including newcomer students and Long-Term English Learners. With 17.9% of the student body classified as English Learners, the Charter School provides both designated and integrated English Language Development to ensure that students develop English proficiency while maintaining access to the Charter School's college-preparatory curriculum. The English Learner program is described in the English Learners section below.

Students also express interest in expanded athletics, extracurricular activities, student leadership opportunities, and school culture-building experiences. AIMS has responded by investing in athletics, after-school clubs, social-emotional learning, student activities, spirit weeks, pep rallies, dances, and other opportunities that strengthen student belonging and engagement alongside the Charter School's academic program.

AIMS' Response to Student Needs

AIMS responds to the needs of its students through a structured, high-expectation educational model with embedded academic, social-emotional, and college-readiness support. Core components include rigorous A-G aligned coursework, AP and Honors opportunities, scaffolded instruction, college counseling beginning in ninth grade, teacher office hours, Saturday School, intersession and summer learning opportunities, English Learner supports, and a comprehensive Multi-Tiered System of Supports.

The Charter School also uses student and family feedback, including survey data, enrollment data, and retention data, to improve its program and strengthen student persistence. During the charter term, AIMS is continuing to build its enrollment and retention systems through expanded outreach, improved

transition supports, bilingual recruitment strategies, feeder-school partnerships, and data-informed monitoring of student and family experience.

Community Context, Need, and Non-Duplication

AIMS College Prep High School's continued relevance is grounded in its role as a structured, college-preparatory public school option for Oakland families. Since opening in 2006, the high school has provided an educational program centered on academic rigor, high expectations, college preparation, and a strong school community.

The need for AIMS College Prep High School is reflected in the Charter School's focus on preparing historically underserved students for graduation, college eligibility, and postsecondary opportunity. The Charter School's 2025 California School Dashboard performance, including its College/Career Indicator results, is addressed in the College and Career Readiness section below and in the Performance Report.

Non-Duplication of Existing Programs

AIMS College Prep High School provides a distinctive public high school option within Oakland's educational landscape by combining a small, structured campus environment with rigorous college-preparatory expectations, broad access to advanced coursework, embedded academic and college counseling, and a schoolwide culture of accountability and support.

Unlike a large comprehensive high school model in which advanced coursework is typically one of many available pathways, AIMS organizes the high school experience around a coherent college-preparatory sequence for students. Students are supported in completing an A-G aligned course of study, accessing Honors and Advanced Placement coursework, monitoring progress toward graduation and college eligibility, and receiving individualized academic and postsecondary advising.

The Charter School's small size allows adults to know students well, monitor academic progress closely, and intervene when students need additional support. Academic counselors and school staff use student academic planning tools, progress monitoring, family communication, and intervention systems to help students remain on track.

AIMS also offers program features that contribute to its distinctiveness, including Mandarin instruction, a structured school culture, restorative and positive behavior supports, low suspension rates, and partnerships that expand college and career exposure. These features operate together as a single model: a small, high-expectation, college-preparatory public high school designed to serve students from historically underserved communities.

For these reasons, AIMS College Prep High School does not duplicate a single existing district program. Its value lies in the combination of elements: small school structure, schoolwide college-preparatory expectations, A-G alignment, access to advanced coursework, embedded counseling, Mandarin instruction, and a disciplined but supportive school culture.

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

AIMS College Prep High School defines an educated person as one who can think critically, communicate effectively, act with integrity, and apply knowledge across disciplines to solve real-world problems. In a rapidly changing economy and civic landscape, students need both academic proficiency and adaptive thinking. AIMS prepares students not only to enter college, but to persist, complete postsecondary education, and thrive beyond high school.

This vision is grounded in the AIMSTRONG Learner Profile, which defines the attributes AIMS cultivates in every student: academics, integrity, mentorship, strength, teamwork, responsibility, organization, nerve, and grit. These attributes reflect AIMS' belief that college readiness requires more than content mastery. Students must also develop the habits of mind, character, resilience, and self-management necessary for long-term success.

AIMS advances this vision through a rigorous, college-preparatory course of study aligned to A-G requirements, with access to Honors and Advanced Placement coursework across core academic subjects. Students are supported in developing strong literacy, quantitative reasoning, scientific inquiry, historical analysis, academic writing, collaboration, and problem-solving skills. Through academic advising, progress monitoring, and college readiness supports, students are expected to remain on track for graduation, college eligibility, and post-secondary opportunity.

Consistent with Education Code section 47605(c)(5)(A)(i), AIMS' educational program is designed to enable students to become self-motivated, competent, and lifelong learners. The Charter School's definition of an educated person therefore includes both academic achievement and the personal qualities necessary to use that education with purpose, responsibility, and perseverance.

How Learning Best Occurs

AIMS College Prep High School believes that learning best occurs when students experience rigorous academic expectations within a structured, supportive, and relationship-driven environment. The Charter School organizes teaching and learning around three core conditions: structure, rigor with support, and sustained relationships.

Structure creates the conditions for learning. Students learn best when routines are predictable, expectations are clear, and instructional time is protected. AIMS maintains a purposeful campus culture, clear classroom routines, planned course sequences, and schoolwide expectations that reinforce focus, responsibility, and preparation. The Charter School's approach to student behavior emphasizes restoration, positive behavior supports, and keeping students engaged in instruction.

Rigor with embedded support accelerates learning. AIMS does not respond to academic gaps by lowering expectations. Instead, the Charter School pairs a college-preparatory course of study, including Honors and Advanced Placement opportunities, with scaffolded instruction, progress monitoring, targeted intervention, and extended learning opportunities. Teachers and leaders use assessment data, including progress reports, benchmark assessments, and classroom evidence, to identify student needs and adjust instruction through the Cycle of Inquiry process.

Relationships sustain effort over time. As a small school, AIMS is designed so that students are known well by adults and supported across their four-year high school experience. Teachers, counselors, and school leaders work together to monitor academic progress, support college readiness, communicate with families, and respond when students need additional help. The Golden E.A.G.L.E.S. values, strong curriculum, and family-centered school culture provide shared language for social-emotional development, belonging, and accountability.

Together, these conditions reflect AIMS' belief that students learn best when they are challenged, supported, known, and held to clear expectations. The systems through which these principles are implemented are described in greater detail in the Program Design section below.

Program Design

AIMS College Prep High School's educational program is grounded in the belief that high expectations, when paired with structured support, lead to strong student outcomes. The Charter School provides a rigorous, college-preparatory program designed to prepare students for graduation, A-G eligibility, four-year college acceptance, and long-term postsecondary success. This program design operationalizes AIMS' belief that students learn best when they are challenged, supported, known, and held to clear expectations.

Students generally follow a common college-preparatory course sequence in English language arts, history/social science, mathematics, and science. AIMS does not organize students into low-track academic pathways. Instead, the Charter School maintains high academic expectations while providing differentiated instruction, academic intervention, English Learner supports, special education services, and counseling to help students access and succeed in rigorous coursework.

The AIMS Way Plan

The educational program operates within the framework of The AIMS Way Plan, a three-year strategic instructional plan embedded in our LCAP that organizes instruction, assessment, professional development, and schoolwide improvement around four pillars.

Rigorous Standards-Based Instruction: Daily lessons are aligned to grade-level standards and supported by high-quality instructional materials, backwards-planned units, clear learning outcomes, explicit instruction, guided practice, and checks for understanding.

Targeted Assessment and Differentiation: Teachers and leaders use NWEA MAP Growth assessments, curriculum-aligned benchmarks, classroom assessments, and other evidence of student learning to identify student needs and adjust instruction. Students receive differentiated support in the classroom and through additional supports such as tutoring, Saturday School, and summer programming. English Learners receive designated and integrated English Language Development, and students with IEPs receive accommodations and services aligned to their individualized goals.

Safe and Joyful Learning Environment: AIMS builds a school culture grounded in strong relationships, clear expectations, PBIS, restorative practices, social-emotional learning, schoolwide assemblies, student

recognition, and co-curricular opportunities in areas such as athletics, arts, technology, and leadership. Emergency preparedness, crisis response procedures, and staff safety training are maintained through the Charter School's Comprehensive School Safety Plan, described in Element 6.

Collaborative and Effective Learning Community: Teachers and leaders use quarterly Cycles of Inquiry to analyze student data, identify priority needs, implement instructional plans, monitor progress, and reflect on the impact of their practices. This collaborative process supports continuous improvement and aligns professional development to student learning needs.

AIMS Way Shared Practices

The AIMS Way Plan provides the organizing framework for instructional planning, professional development, and school accountability. Each pillar includes shared practices at three levels: instructional practices (carried out by teachers and paraprofessionals), leadership practices (carried out by school leaders, teacher leaders, and family leaders), and organizational practices (carried out by district leaders and departments). The complete shared practices matrix is included in The AIMS Way Plan (*Appendix ix - The AIMS Way Plan*). The AIMS Way Plan's measurable goal areas and annual measures are described in Elements 2 and 3.

Under Rigorous Standards-Based Instruction, teachers use high-quality instructional materials and backwards-plan units from standards; leaders facilitate grade-level collaborative planning, adjust pacing guides, and conduct walkthroughs using common instructional look-fors; and the organization provides adopted materials, baseline training, and common planning templates.

Under Targeted Assessment and Differentiation, teachers use assessment data to plan small-group instruction, facilitate student-led conferences, and deploy ELD strategies and IEP-aligned supports; leaders track participation in tiered support sessions, set expectations for data use, and provide coaching on differentiation; and the organization manages the Multi-Tiered System of Supports through the Student Study Team, maintains a clear assessment calendar, and clarifies processes for each assessment.

Under a Safe and Joyful Learning Environment, teachers explicitly teach the Golden E.A.G.L.E.S. values, recognize positive behaviors, and use culturally responsive strategies; leaders set clear behavioral expectations, celebrate students, and support consistent implementation; and the organization uses restorative practices, maintains safety and emergency procedures through the Comprehensive School Safety Plan (Element 6), and provides broad co-curricular opportunities including athletics, arts, ELOP, and field trips.

Under Collaborative and Effective Learning Community, teachers use student data in professional learning community meetings, visit each other's classrooms, and set professional growth goals; leaders establish clear lines of communication, provide regular feedback and coaching, and facilitate data-driven collaboration; and the organization creates access to leadership through transparent communication, maintains calendars for collaboration and evaluation, and engages families through advisory committees, surveys, and school events.

Instructional Approach

AIMS' instructional approach combines explicit instruction, scaffolded practice, academic discourse, inquiry, collaboration, and opportunities for students to apply learning. Teachers use a full lesson cycle that includes clear objectives, modeling, guided practice, checks for understanding, independent practice, and reflection. This approach supports students in building both foundational knowledge and higher-order thinking skills.

Within this instructional model, four approaches guide classroom practice across content areas:

1. **Differentiated Instruction:** Teachers use assessment data, classroom evidence, and knowledge of individual students to adjust instruction, scaffolds, grouping, questioning, and learning tasks. Differentiation ensures that students can access grade-level standards while receiving the support or extension needed to progress toward mastery. This includes supports for English Learners, students with disabilities, students needing intervention, and students ready for additional academic challenge.

2. **Inquiry-Based Instruction:** Teachers use essential questions, primary and secondary sources, structured discourse, Socratic dialogue, writing tasks, and problem-solving activities to help students construct meaning and defend their thinking with evidence. Inquiry-based instruction supports critical thinking, academic discussion, and transfer of learning across disciplines.

3. **AP Vertical Teaming:** AIMS builds the skills required for advanced coursework beginning in the early high school grades. Teachers intentionally develop analytical reading, argumentative writing, evidence-based reasoning, quantitative reasoning, and discipline-specific academic language so students are prepared to succeed in Honors and Advanced Placement courses. This vertical alignment ensures that advanced coursework is not treated as an isolated upper-grade experience, but as the result of skill development across grades 9–12.

4. **GLAD Strategies:** Guided Language Acquisition Design strategies are embedded across content areas to support English Learners and strengthen academic language development for all students. Teachers use visual supports, academic vocabulary development, structured interaction, collaborative learning, and language-rich routines to make rigorous content accessible while building students' speaking, listening, reading, and writing skills. Additional implementation details are provided in the English Learner Program section.

College Planning

College planning is embedded throughout the high school program. Each student is supported by academic counseling and maintains a Student Academic Plan tracker documenting progress toward A-G requirements, AIMS graduation requirements, and state graduation requirements applicable to students in traditional public schools. Counselors and school staff help students clarify postsecondary goals, monitor course completion, research colleges and universities, complete applications, access financial aid information, and prepare for the transition from high school to college. AIMS informs families about course transferability and college-entrance eligibility through the annual course catalog (*Appendix viii*),

which identifies each course's A-G category and AP designation, and through enrollment and advising materials and student transcripts. Courses are accredited through the Western Association of Schools and Colleges, making them transferable to other public high schools, and A-G-approved and UC/CSU-creditable courses are identified for families as meeting college entrance requirements.

The Charter School also supports students with SAT, ACT, and AP exam registration, college and university visits, FAFSA and DREAM Act applications, and postsecondary planning activities. These supports are especially important for first-generation college-going students and families navigating the college preparation and application process.

Subject to appropriations by the State, the Charter School will comply with the requirements under AB 101 to offer a one-semester course in ethnic studies and require that students complete the same as a graduation requirement commencing with students graduating in the 2029-30 school year.

The Charter School will comply with requirements under AB 2927 to offer a one-semester course in personal finance by the 2027-28 school year and require that students complete the same as a graduation requirement commencing with students graduating in the 2030-31 school year.

Learning Time and Extended Opportunities

AIMS College Prep High School is a site-based school serving grades 9–12, with a maximum enrollment of 450 students. Students attend school daily and follow the block schedule described in the Daily Schedule and Instructional Time section below. Additional support and learning opportunities are available before school, after school, during intersessions, on weekends as needed, and through summer programming.

The Charter School also partners with the Peralta Community College District, Genesys Works, and other Bay Area organizations to expand college and career learning opportunities for students. Additional details are provided in the Career Technical Education and Career-Connected Learning section below.

Curriculum and Coursework

AIMS College Prep High School provides a rigorous, college-preparatory curriculum across the core academic areas required for graduation and postsecondary eligibility, including English, mathematics, history/social science, laboratory science, languages other than English, visual and performing arts, physical education/health, electives, English Language Development, and specialized support courses. The curriculum is aligned to California State Standards, A-G subject matter requirements, and, where applicable, College Board Advanced Placement frameworks.

All eligible college-preparatory courses are submitted for approval through the University of California A-G course approval process, and all Advanced Placement courses are authorized through the College Board AP Course Audit. Courses that are not A-G eligible, including physical education, health, English Language Development, and specialized support courses, fulfill school, state, intervention, or student support requirements as applicable. For the full list of 2026-27 course offerings, including A-G category, AP designation, and grade level, see *Appendix viii - Course Offerings List.*

AIMS' core academic sequence is designed to build progressively from foundational high school skills toward advanced, college-preparatory coursework:

- **English Language Arts:** English 9; English 10; AP English Language and Composition; AP English Literature and Composition.
- **Mathematics:** Algebra I; Geometry; Algebra II (or an equivalent third-year course covering the advanced-algebra content required for UC and CSU Area C); and advanced mathematics including Pre-Calculus, AP Calculus, and/or AP Statistics. The sequence ensures every graduate completes the three years of college-preparatory mathematics, including advanced algebra, required for A-G eligibility.
- **Science:** AP Environmental Science; AP Biology; and AP Chemistry.
- **History/Social Science:** a three-year sequence covering world history, United States history, and a one-semester course in American government and civics paired with a one-semester course in economics, consistent with Education Code section 51225.3. Advanced Placement and Honors sections are offered within this sequence, and Ethnic Studies is offered consistent with state requirements.
- **World Language:** French I and II; Mandarin I and II; and AP Mandarin.
- **Visual and Performing Arts:** Art and AP Art Studio.

College Pathways and Electives: AP/SAT Test Prep, College Planning, Student Government and Leadership, and Concurrent and Dual Enrollment. Leadership operates as a class open to all interested students. Recognized clubs and organizations include the Black Student Union, National Honor Society, Key Club, Interact Club, and the Bay Area Urban Debate League. Chartered clubs require a minimum of five active members, a 3.0 GPA for officers, and an on-campus faculty advisor.

Subject-Specific Instructional Design

AIMS College Prep High School's curriculum is designed to provide students with a rigorous, scaffolded, college-preparatory course of study across core academic subjects. The program aligns California content standards, A-G requirements, and, where applicable, College Board Advanced Placement frameworks. Beginning in 2026–27, Honors-level courses complement the Charter School's AP sequence in grades 10–12, providing additional scaffolding and preparation for advanced coursework.

Across subject areas, AIMS emphasizes four common instructional design principles: organizing instruction around major concepts and disciplinary questions; developing the practices and skills of each discipline; spiraling skill development across grade levels with increasing complexity; and grounding student work in evidence-based reasoning, writing, problem-solving, and communication. These principles align with The AIMS Way Plan's focus on rigorous standards-based instruction, targeted assessment and differentiation, and quarterly Cycles of Inquiry.

This subject-specific design ensures that students encounter rigorous content while receiving the scaffolds, language supports, academic counseling, and intervention necessary to access advanced coursework. Additional details about graduation requirements, course sequences, English Learner supports, special education, assessment, and college and career pathways are provided in the relevant sections below.

English Language Arts

A. Program Objectives

1. All students read, analyze, and write about complex literary and nonfiction texts at or above grade-level standards as defined by the California Common Core State Standards for English Language Arts and the College Board Advanced Placement frameworks.
2. Students develop a progressive command of analytical writing, moving from the structured five-paragraph essay in ninth grade through college-level rhetorical analysis, argument, and synthesis essays by eleventh and twelfth grade.
3. English Learners access rigorous grade-level ELA content through integrated English Language Development strategies, including GLAD (Guided Language Acquisition Design), and progress toward reclassification as Fluent English Proficient within six years.
4. Every graduate is prepared for college-level reading and writing, as demonstrated by successful completion of at least one AP English course and on-track A-G status in the English discipline.

B. Instructional Approach

Daily Reflective Writing. Every English class in grades 9 and 10 opens with timed reflective writing: students respond to a thought-provoking prompt for five to ten minutes, building fluency, stamina, and comfort with written expression before formal instruction begins. This daily routine normalizes writing as a thinking tool and generates low-stakes practice that teachers use to identify emerging skill gaps.

Annotation and Rhetorical Analysis. Beginning in ninth grade and intensifying through AP Language and Composition, students annotate mentor texts for rhetorical strategies, appeals, and authorial purpose. Teachers model a consistent annotation protocol: identify the rhetorical situation, locate specific strategies, and explain how those strategies support the author's message. By eleventh grade, students apply this protocol independently on timed AP Free Response Questions.

Scaffolded Analytical Essay Progression. The department follows a deliberate four-year writing arc. In English 9, students learn thesis construction, paragraph organization, and textual evidence selection through graphic organizers and sentence frames. In English 10, they compose in-class critical analysis essays on characterization and literary devices, progressing from handwritten rough drafts to final MLA-formatted digital submissions. AP Language students write argument, synthesis, and rhetorical analysis essays scored against College Board rubrics. AP Literature students produce college-level literary analysis essays with proper MLA and AP citation conventions.

Integrated ELD and GLAD Strategies. All ELA teachers integrate Guided Language Acquisition Design (GLAD) strategies into daily instruction to support English Learners in accessing grade-level content. Teachers front-load vocabulary lessons on standards-aligned keywords each week and select from a set of five core GLAD techniques, tracking usage through weekly self-monitoring checklists.

C. Named Curricula, Materials, and Technology

- National Geographic Lift (Intro, Welcome, Levels 1-3): designated ELD curriculum for non-fluent students.

- AP Classroom (College Board): Free Response Question practice, question banks, and progress monitoring for AP Language and AP Literature.
- NWEA MAP Growth Reading: quarterly benchmark assessment for ELA, used to form differentiated groups and track growth.
- Learning Ally: audiobook access to support struggling readers and students with disabilities.
- SBAC Comprehensive Interim Assessments: administered in Cycle 3 for grade 11.
- IXL: individualized skill-building action plans based on NWEA diagnostic data.

D. Course Descriptions

English 9. English 9 is the foundational course in the high school ELA sequence. Students build reading comprehension through close reading of literary and informational texts aligned to California Common Core ELA Standards. Instruction emphasizes identifying literary devices, analyzing characterization, and supporting claims with textual evidence. Students practice daily timed reflective writing to develop fluency and begin constructing thesis statements and five-paragraph essays using graphic organizers and sentence frames. The course introduces annotation protocols and checks for understanding of major themes and literary concepts, establishing the analytical habits that deepen across the remaining three years.

English 10. New for the 2026-27 school year, English 10 advances the skills introduced in English 9 by shifting from scaffolded to semi-independent analytical writing. Students compose in-class critical analysis essays on novels, moving through a structured sequence: thesis-writing scaffolding, five-paragraph outlining, handwritten rough drafts, and final digital submissions in MLA format. The course emphasizes the transition from identifying literary devices to explaining how those devices function within a text.

AP English Language and Composition (Grade 11). AP Language and Composition is the first of two Advanced Placement English courses. Students learn to read, analyze, and write about nonfiction texts through the lenses of rhetorical situation, appeals, and strategy. Instruction centers on three essay types required by the College Board: rhetorical analysis, argument, and synthesis. Students complete weekly Free Response Question evaluations through AP Classroom. In Cycle 3, 83.72 percent of assessed students passed the Rhetorical Analysis Final, with over half earning an A.

AP English Literature and Composition (Grade 12). AP Literature and Composition is the capstone English course. Students write college-level essays analyzing literary devices, themes, and narrative technique across a range of genres and periods. The course requires mastery of the five-paragraph theme essay structure and documentation of sources in both MLA and AP citation styles. Assessment follows College Board rubrics for all three AP Literature FRQ types: poetry analysis, prose fiction analysis, and literary argument.

Honors English sections are also available at grades 11 and 12 for students not enrolled in the AP English track. The complete ELA course sequence, including Honors sections, appears in *Appendix viii - Course Offerings List*.

E. Assessment

ELA progress is monitored through a layered system aligned to the Charter School's quarterly Cycle of Inquiry. NWEA MAP Growth Reading is administered at the start of each cycle to establish baselines, form small groups, and track individual growth. In Cycle 3, grade 11 students take the SBAC Comprehensive Interim Assessment. The English department uses common assessments scored on four-point rubrics aligned to Common Core anchor standards and College Board rubrics for AP courses. External measures include the annual SBAC summative (grade 11), AP exam results, and ELPAC scores for English Learners. Data from all sources is reviewed in department meetings to adjust pacing, target intervention, and refine instructional practices.

Mathematics

A. Program Objectives

1. All mathematics students meet or exceed grade-level standards as measured by SBAC and NWEA MAP Growth assessments, with underperforming student groups making accelerated growth each year.
2. Students develop mathematical reasoning and communication skills, demonstrating the ability to provide written justification for their problem-solving processes across all course levels.
3. Students complete a rigorous college-preparatory mathematics sequence culminating in Advanced Placement coursework, ensuring readiness for post-secondary mathematics and quantitative disciplines.
4. Students build adaptive problem-solving habits through individualized learning pathways, weekly skill mastery targets, and consistent engagement with standards-aligned practice.

B. Instructional Approach

Direct Instruction Combined with Inquiry-Based Problem Solving. Mathematics instruction integrates explicit direct instruction with structured opportunities for students to reason through problems independently and collaboratively. Each lesson opens with a clearly communicated learning objective, followed by guided examples and practice. Teachers use backward planning from unit and quarterly assessments to ensure every lesson aligns to Common Core and AP standards.

Data-Driven Individualized Action Plans. The mathematics department uses NWEA MAP Growth results to generate individualized student action plans each quarter. Teachers analyze MAP reports to identify specific skill gaps, then assign targeted practice through the IXL adaptive platform. Students complete a minimum of one IXL skill from their personalized action plan each week. Students performing below the 40th percentile receive priority placement in after-school tutoring and Saturday School.

Daily Do Now Assessments Requiring Written Justification. Every mathematics class begins with a Do Now exercise that requires students to explain their thinking in writing. In AP Statistics, these take the form of multiple-choice questions drawn from the AP Classroom question bank. In Algebra and Geometry courses, Do Nows emphasize written reasoning about equations, proofs, and problem-solving steps.

Vertical Teaming and GLAD Vocabulary Strategies. The mathematics department meets weekly for collaborative planning, using the Cycle of Inquiry framework to set quarterly SMART goals. Vertical teaming across courses ensures coherent skill progression from Algebra I through AP Calculus and AP Statistics. Teachers employ GLAD strategies to support academic vocabulary development, including a signal word tied to each lesson posted on a classroom word wall with visual sketches.

C. Named Curricula, Materials, and Technology

- ALEKS (Assessment and Learning in Knowledge Spaces): adaptive mathematics platform for individualized skill building.
- IXL Learning: standards-aligned adaptive practice, at least one assigned skill per week per student.
- NWEA MAP Growth (Math 6+): quarterly benchmark, baseline at 65th national percentile.
- AP Classroom: question banks, FRQ rubrics, and practice exams for AP Statistics and AP Calculus AB.
- TI-84 Graphing Calculators: used in AP Statistics and Pre-Calculus.
- SBAC Comprehensive Interim Assessments: Cycle 3 progress check for grade 11.

D. Course Descriptions

Algebra I. Algebra I serves students entering the high school below grade level and provides a foundation in algebraic reasoning. The course covers solving linear equations and inequalities, graphing linear functions, systems of equations, exponents, and introductory polynomial operations. Daily Do Now exercises require students to show and explain each solution step in writing. The Cycle 3 goal targets 100% of students demonstrating the ability to write and graph a linear equation. Algebra I prepares students for Geometry by establishing procedural fluency and the expectation that mathematical claims require justification.

Geometry. Geometry is the standard ninth-grade mathematics course and introduces students to formal reasoning through Euclidean proof. Topics include congruence and similarity, properties of triangles and quadrilaterals, circles, coordinate geometry, area, and volume. The Cycle 3 SMART goal targets 100% of students demonstrating the ability to recognize the steps and reasoning needed to prove a mathematical statement. NWEA MAP Growth benchmarks each quarter inform small-group differentiation.

AP Pre-Calculus. New for the 2026-27 school year, AP Pre-Calculus prepares students for AP Calculus AB by deepening command of functions, trigonometry, and analytic geometry. Students complete a minimum of two IXL recommended skills per week from their individualized action plans. AP Pre-Calculus is the bridge course ensuring students entering AP Calculus possess the functional fluency required for college-level mathematics.

AP Calculus AB. AP Calculus AB covers limits and continuity, derivatives and their applications, integrals and the Fundamental Theorem of Calculus, and differential equations. Instruction follows the College Board Course and Exam Description. Students who score 3 or higher on the AP exam may receive college credit at most universities.

AP Statistics. AP Statistics develops students' ability to collect, analyze, and draw conclusions from data. The course covers exploring data, sampling and experimentation, probability and simulation, and

statistical inference. Instruction incorporates daily Do Now exercises using AP Classroom multiple-choice questions and GLAD vocabulary strategies with signal words for each statistical concept.

Honors Pre-Calculus is also available for students not yet enrolled in the AP mathematics track. The complete mathematics course sequence, including Honors sections, appears in *Appendix viii - Course Offerings List*.

E. Assessment

The mathematics department administers NWEA MAP Growth assessments quarterly, establishing a baseline at the 65th national percentile with a trajectory toward the 71st percentile. Individual student reports generate personalized IXL action plans. Students below the 40th percentile receive priority intervention. In Cycle 3, the SBAC Comprehensive Interim Assessment provides a grade 11 progress check. AP Calculus AB and AP Statistics students are assessed using College Board question banks and practice exams. All assessment data feeds into quarterly Cycles of Inquiry where teachers analyze results, adjust pacing, and set revised SMART goals.

History and Social Science

A. Program Objectives

1. All students develop historical thinking skills, including chronological reasoning, contextualization, comparison, and argumentation, through sustained engagement with college-level primary and secondary source analysis across four years of Advanced Placement coursework.
2. Students build proficiency in constructing and defending evidence-based claims through written document-based questions, Harkness seminar discussions, and AP free-response essays.
3. English Learners and all students acquire the academic vocabulary of the social sciences through GLAD strategies embedded in daily instruction.
4. Students develop civic knowledge and cross-cultural competence by progressing through a coherent sequence from global spatial analysis in ninth grade through American government and economics in twelfth grade.

B. Instructional Approach

Broad Advanced Placement and Honors Access. AIMS offers Advanced Placement and Honors courses across the core disciplines and encourages broad, non-selective participation beginning in 9th grade, so that rigorous content reaches all demographic subgroups, including English Learners and students with disabilities. Course placement is individualized through each student's Student Academic Plan to balance rigor with the student's full graduation and A-G course load, designated ELD and specialized support needs, and pacing toward the May AP examination window. Beginning in 2026-27, Honors sections are available alongside AP to provide an additional rigorous pathway.

Harkness Discussion Method. History classrooms employ the Harkness discussion protocol, in which students sit in a collaborative configuration and drive seminar-style conversation with minimal teacher narration. Students are responsible for posing questions, citing documentary evidence, building on peers'

reasoning, and challenging unsupported claims. The method cultivates the argumentation, active listening, and perspective-taking competencies assessed on AP free-response questions.

Primary Source Analysis and DBQ Practice. Instruction centers on the interpretation of primary sources: political documents, maps, statistical tables, photographs, speeches, and first-person narratives. Document-based question writing is practiced iteratively across all four AP courses, with complexity increasing each year. By twelfth grade, students produce timed, multi-source argumentative essays that meet College Board scoring standards.

GLAD Strategies and Thematic Spiraling. Teachers integrate GLAD strategies to make disciplinary vocabulary accessible to all learners. Thematic threads such as power and governance, migration and cultural exchange, economic systems, and civil rights spiral across the four-year chronological sequence, reinforcing retention and deepening conceptual understanding.

C. Named Curricula, Materials, and Technology

The department anchors instruction to the College Board AP Course and Exam Description for each course. AP Classroom provides formative assessment question banks, free-response prompts, and progress dashboards. Supplementary primary source collections are drawn from the National Archives and the Library of Congress. Students access digital texts and assignments through Google Classroom. NWEA MAP assessments provide cross-curricular reading data that history teachers use alongside course-specific assessments.

D. Course Descriptions

Ethnic Studies (Grade 9, one semester). AIMS offers Ethnic Studies as part of its ninth-grade program, reflecting Oakland's longstanding commitment to ethnic studies. The course introduces students to the histories, experiences, and contributions of communities of color in the United States. Students examine concepts of identity, race, ethnicity, and social movements through personal narrative, oral history, community-based inquiry, and critical media analysis. The course builds foundational skills in perspective-taking and evidence-based argumentation that transfer directly into the AP history sequence.

AP Human Geography (Grade 9). AP Human Geography introduces the systematic study of patterns and processes that shape human understanding, use, and alteration of the earth's surface. Topics include population dynamics, migration, cultural landscapes, political organization of space, agriculture, industrialization, and urbanization. Students learn to interpret spatial data through maps, geographic models, and quantitative sources. As the entry point of the Advanced Placement and Honors sequence, Human Geography establishes classroom norms for Harkness discussion, primary source analysis, and timed free-response writing.

AP World History: Modern (Grade 10). AP World History: Modern covers global developments from approximately 1200 CE to the present. Students analyze the rise and transformation of civilizations, cross-cultural exchanges, colonialism and imperialism, industrialization, and twentieth-century geopolitics. Building on spatial-analysis skills from AP Human Geography, tenth graders deepen their ability to construct historical arguments using multiple types of evidence.

AP United States History (Grade 11). AP United States History surveys American history from the pre-contact period through the present. Students investigate founding ideals, westward expansion, industrialization, reform movements, civil rights, and foreign policy. The course emphasizes causation, periodization, and the use of primary documents to construct and defend interpretive claims.

AP United States Government and Politics (Grade 12). AP United States Government and Politics examines the principles, institutions, and processes of American government. Students study the Constitution, federalism, civil liberties, civil rights, political participation, and policy-making. The course develops students' ability to analyze foundational documents, Supreme Court cases, and quantitative data on political behavior.

Honors sections of World History and United States History are offered alongside the AP courses for students building toward advanced coursework. The complete history and social science course sequence, including Honors sections, appears in *Appendix viii - Course Offerings List.*

E. Assessment

The department monitors progress through curriculum-aligned assessments, DBQ essays, and AP Classroom formative checks within the quarterly Cycle of Inquiry. NWEA MAP reading assessments provide a cross-curricular literacy baseline. AP exams serve as the summative, externally validated measure of college-level mastery. Teachers use Harkness discussion participation tracking and formative writing rubrics as ongoing classroom-level indicators.

Science

A. Program Objectives

1. Prepare every student to succeed on Advanced Placement science examinations by building scientific reasoning, quantitative analysis, and laboratory skills across a four-year Advanced Placement and Honors sequence.
2. Develop proficiency in the disciplinary core ideas, science and engineering practices, and crosscutting concepts defined by the Next Generation Science Standards, as measured by the California Science Test in twelfth grade.
3. Cultivate scientific argumentation so that graduates can construct, evaluate, and defend claims using empirical data.
4. Ensure English Learners access rigorous science content through GLAD strategies embedded in laboratory protocols, vocabulary instruction, and collaborative discourse routines.

B. Instructional Approach

Laboratory investigation as the central mode of learning. Every AP science course devotes a minimum of 25 percent of instructional time to hands-on laboratory investigation, meeting College Board requirements. The Charter School's 91-minute block periods allow teachers to move through the full arc of lab setup, guided investigation, data analysis, and whole-class discussion within a single session.

A progressive Advanced Placement and Honors sequence. The course sequence begins with AP Environmental Science in ninth grade (systems thinking), moves to AP Biology in tenth grade (data

analysis, molecular concepts), and AP Chemistry in eleventh grade (quantitative reasoning, repositioned from tenth grade for 2026-27). Each course layers new skills onto prior foundations.

NGSS crosscutting concepts as vertical coherence. Seven crosscutting concepts, including cause and effect, systems and system models, and stability and change, serve as a unifying thread across all four years. Teachers reference these concepts in lesson objectives and laboratory debriefs, helping students recognize that the same analytical patterns apply across disciplines.

Argumentation and GLAD strategies. Scientific argumentation is woven through every course. Students engage in structured debates, peer review of lab conclusions, and Claim-Evidence-Reasoning writing protocols. GLAD strategies support discourse for English Learners: signal words are introduced with each lesson, academic vocabulary is displayed on word walls with visual sketches, and sentence frames scaffold participation.

C. Named Curricula, Materials, and Technology

AP Classroom provides curriculum frameworks, question banks, and formative progress checks for all AP science courses. Laboratory equipment is maintained for each course: field sampling kits for AP Environmental Science, microscopy and gel electrophoresis for AP Biology, and analytical balances and titration glassware for AP Chemistry. The California Science Test (CAST) is administered to all twelfth graders. NWEA MAP assessments provide quarterly growth data.

D. Course Descriptions

AP Environmental Science (Grade 9). AP Environmental Science introduces the scientific study of the natural world and the impact of human activity on environmental systems. Students explore energy transfer, interactions between Earth systems, and sustainability. Field-based inquiry is central: students collect water quality samples, conduct biodiversity surveys, and analyze land-use data from local Oakland sites.

AP Biology (Grade 10). AP Biology extends scientific reasoning to the molecular, cellular, organismal, and ecological levels. The course is organized around four big ideas: evolution, cellular processes, genetics and information transfer, and interactions within biological systems. Students conduct investigations including enzyme kinetics assays, cell respiration measurements, and population genetics simulations.

AP Chemistry (Grade 11). AP Chemistry anchors the third year with rigorous quantitative reasoning. Repositioned from tenth to eleventh grade for 2026-27, students enter with the algebraic skills necessary for stoichiometric calculations, equilibrium expressions, and thermodynamic analysis. Students perform titrations, calorimetry experiments, and spectrophotometric analyses.

Honors Biology is also offered alongside AP Biology for students building foundational laboratory skills before advancing to upper-level science coursework. The complete science course sequence, including Honors sections, appears in *Appendix viii - Course Offerings List.*

E. Assessment

Science assessment operates on three tiers: the California Science Test (CAST) for twelfth graders, AP examinations measuring college-level mastery, and internal Cycles of Inquiry using NWEA MAP data, unit assessments, and lab practical evaluations. Lab practicals evaluate students' ability to execute procedures, collect accurate data, and draw evidence-based conclusions. Teachers disaggregate results by subgroup during quarterly data meetings to ensure targeted intervention for English Learners, students with disabilities, and historically underperforming groups.

College and Career Readiness

AIMS College Prep High School's academic program is designed to prepare students for graduation, A-G eligibility, four-year college acceptance, and postsecondary success. College and career readiness is embedded throughout the high school experience through planned course sequencing, Honors and Advanced Placement coursework, academic counseling, college application support, concurrent enrollment opportunities, career-connected learning, and credit recovery systems when needed.

College Counseling Model

Two full-time academic counselors serve students in grades 9–12. Counselors support course scheduling, academic progress monitoring, report card review, family communication, Student Study Team referrals, college counseling, and postsecondary planning.

Each student maintains a Student Academic Plan tracker documenting progress toward A-G requirements, AIMS graduation requirements, and state graduation requirements. Students who are on track receive individual counseling support at least annually. Students with IEPs, students at risk of course failure, and students demonstrating other academic, attendance, or behavioral risk indicators receive more frequent check-ins, including weekly or biweekly support when appropriate. Because UC/CSU A-G eligibility requires grades of C or higher in approved courses, counselors and school staff monitor course performance closely and intervene when students are at risk of falling off track.

Career Technical Education and Career-Connected Learning

AIMS is expanding career-connected learning during the charter term through its Golden State Pathways Program implementation grant. The Design and Engineering pathway, offered through a partnership with Berkeley City College, is currently operational. Additional pathways are under development during the renewal term and are informed by student interest data, postsecondary planning priorities, and regional workforce opportunities.

The BUILD entrepreneurship and leadership program further supports career exposure by engaging students in project-based business learning, entrepreneurship, and leadership development.

World Language

AIMS offers French and Mandarin coursework to support language development, cross-cultural competency, and A-G completion in the "E" subject area. Mandarin instruction is a distinctive feature of

the Charter School's program and reflects AIMS' connection to Oakland's Asian American communities. Students may progress through introductory and intermediate coursework, with AP Mandarin available for students who demonstrate readiness for advanced language study. Instruction emphasizes interpersonal communication, interpretive reading and listening, presentational speaking and writing, vocabulary development, grammar, and cultural understanding.

Visual and Performing Arts

AIMS provides visual and performing arts coursework to support creative expression, cultural literacy, collaboration, and A-G completion in the "F" subject area. Offerings include Art and AP Art Studio. VAPA instruction supports students in developing technical skills, creative discipline, performance and presentation skills, critique practices, and appreciation for artistic traditions.

Physical Education and Health

AIMS provides physical education, strength and conditioning, and health coursework to support student wellness, physical literacy, and healthy decision-making. These courses reinforce the Charter School's broader emphasis on responsibility, discipline, teamwork, and lifelong wellness. Health instruction supports students in developing knowledge and skills related to personal health, mental health, nutrition, substance abuse prevention, relationships, and safety.

College Pathways, Electives, and Career Technical Education

AIMS provides elective and pathway coursework designed to expand student exposure to college, career, leadership, and applied learning opportunities. Courses and programs include AP and SAT Test Prep, College Planning, Student Government and Leadership, and Dual Enrollment. The BUILD entrepreneurship and leadership program provides additional career exposure through project-based business learning. These offerings support student exploration, leadership development, postsecondary planning, and applied problem-solving.

Concurrent Enrollment and Postsecondary Partnerships

AIMS partners with the Peralta Community College District to provide students with access to college-level coursework. Through concurrent enrollment, students may enroll in Peralta courses and participate in college coursework while still enrolled at AIMS. The Charter School's block schedule supports access to these opportunities within the regular school program.

AIMS also maintains partnerships that expand postsecondary access and career exposure, including:

- Sonoma State University, which provides guaranteed acceptance opportunities for eligible AIMS applicants.
- Genesys Works, which provides internship opportunities for 11th-grade students at professional organizations.
- Peralta Community College District, which supports concurrent enrollment and transfer pathways for students who begin at community college before transferring to four-year institutions.

Credit Recovery and Graduation Progress Monitoring

Students who have not met course requirements may complete credit recovery through accredited online platforms or in-person summer courses. Students must demonstrate required mastery to earn credit.

Credit recovery is integrated into the Charter School's broader graduation progress monitoring system. Counselors use academic records, Student Academic Plan trackers, grades, and family communication to identify students who need additional support and to ensure that students remain on track for graduation, A-G completion, and postsecondary planning.

Postsecondary Outcomes

AIMS' college and career readiness model is reflected in the Charter School's 2025 California School Dashboard College/Career Indicator. In 2025, AIMS College Prep High School earned a College/Career Indicator rate of 88.2%, placing the Charter School in Green performance status. This outcome reflects the Charter School's emphasis on A-G completion, advanced coursework, college readiness, career-connected learning, and sustained academic counseling. Additional postsecondary outcomes and comparative performance data are addressed in the Performance Report and related renewal materials.

Daily Schedule and Instructional Time

AIMS College Prep High School is refining its bell schedule for 2026-27 to expand access to college-preparatory coursework, concurrent enrollment, designated English Language Development, advisory, protected intervention periods, and student support. The Charter School is moving toward an extended-block model that lengthens core instructional periods while preserving daily access to required subjects. The final master schedule will be configured to deliver at least the minimum annual instructional days required by Title 5, California Code of Regulations Section 11960 (barring emergency school closures); the minimum annual instructional minutes required for grades 9-12 under Education Code section 47612.5; to provide the time each A-G and graduation-required course needs; and to ensure that English Learners, students with disabilities, and students needing credit recovery can access designated ELD, specialized support, physical education, and remediation without displacing any A-G core course. The bell schedule in *Appendix vii* reflects the current working model. The final master schedule is being finalized through a collaborative process involving the high school leadership team, the Director of Teaching and Learning, and instructional staff, and will be completed prior to implementation.

On Fridays, students attend four 61-minute compressed blocks. The Friday school day runs from 8:30 a.m. to 1:30 p.m. The early dismissal provides a weekly professional learning window for teaching staff.

Academic Calendar

The 2026–27 academic calendar was approved by the American Indian Model Schools Board of Trustees on April 22, 2026. The school year begins on August 11, 2026 and ends on June 11, 2027, with semester end dates on January 15, 2027 and June 4, 2027. Graduation is scheduled for June 9, 2027.

The calendar includes summer school, staff orientation, quarterly grading periods, scheduled staff development days, weekly Friday professional learning time, and summer leadership professional development. The full academic calendar is included in *Appendix vi - Academic Calendar.*

Student Life, Athletics, and Extracurricular Programs

AIMS College Prep High School provides extracurricular and co-curricular programs that support student leadership, belonging, school culture, and development beyond the academic program.

Student Government and Clubs

The Student Government Association leads student activities, elevates student concerns, and plans school events such as spirit week, pep rallies, homecoming, and prom. Student Body Officers and Class Officers are elected by their peers each semester. Recognized clubs and organizations include the Black Student Union, National Honor Society, Key Club, Interact Club, and the Bay Area Urban Debate League. Chartered clubs require a minimum of five active members, a 3.0 GPA for officers, and an on-campus faculty advisor.

Athletics

The Athletics Department, founded in 2017, provides competitive interscholastic sports including cross country, soccer, basketball, volleyball, swimming, and badminton for boys and girls. Since its founding, AIMS teams have earned four varsity championships, five JV championships, and two CIF-Oakland Section championships. All athletes must maintain minimum GPA and attendance standards to remain eligible for competition. Athletic participation reinforces the AIMSTRONG values of teamwork, strength, grit, and responsibility.

School Culture and Community Building

AIMS builds school culture through regular community events including spirit weeks, music at lunch, pep rallies, dances, and recognition assemblies. The Charter School's biweekly Enrichment Saturdays provide field trips, club rotations, and community-building activities alongside the Academic Saturday program. These events complement the academic program by fostering belonging, school connectedness, and peer relationships that support student persistence and engagement.

Social-Emotional Learning, Counseling, and Restorative Practices

AIMS College Prep High School provides social-emotional and counseling support through a multi-layered staffing model. The Dean of Students partners with a dedicated SEL counselor to provide individual and small-group support, facilitate restorative conversations, and lead school culture initiatives.

SEL Curriculum and School Culture

The Charter School implements CharacterStrong as its SEL curriculum and reinforces social-emotional development through the Golden E.A.G.L.E.S. values (Engagement, Accountability, Growth Mindset, Leadership, Empathy, Service) and the AIMSTRONG Learner Profile. Beginning in 2026-27, a dedicated

advisory class provides a regular period for social-emotional instruction, mentoring, goal-setting, and community building for all students. Panorama Education surveys, administered twice yearly to students, staff, and families, measure school climate, sense of belonging, safety, and engagement, providing quantitative data that informs school improvement planning.

Academic Counseling

Two full-time academic counselors serve students in grades 9 through 12, supporting course scheduling, academic progress monitoring, college planning, and Student Study Team referrals. The counseling model is described in detail in the College and Career Readiness section above.

Restorative Practices

Restorative practices are embedded in the Charter School's approach to discipline and student support. When conflicts arise, the SEL counselor and Dean of Students facilitate structured restorative conversations following a defined protocol: gathering information from involved parties separately, confirming voluntary participation, establishing communication guidelines, facilitating dialogue focused on needs and repair, and developing concrete agreements. This approach supports accountability while helping students remain connected to the school community and engaged in learning. The full restorative practices protocol and progressive discipline framework are described in the MTSS section below.

Family Engagement and Consultation

AIMS College Prep High School maintains active communication systems, advisory structures, and engagement opportunities that ensure families and students have a voice in the Charter School's educational program and operations.

Communication and Progress Monitoring

The Charter School communicates student progress through multiple channels. Teachers update PowerSchool gradebooks weekly, giving families real-time access to grades, assignments, and attendance. Progress reports are distributed regularly throughout the school year, and report cards are issued quarterly. Student-led conferences provide an additional opportunity for students to present their academic progress, reflect on their learning goals, and discuss next steps with their families and teachers.

School Climate and Satisfaction Surveys

AIMS administers Panorama Education surveys twice yearly to students, staff, and families to inform school improvement planning (described in the Social-Emotional Learning section above).

Chronic Absenteeism and Family Connection

The Community Outreach Manager leads the Charter School's chronic absenteeism intervention program, conducting home visits, coordinating attendance letters, facilitating family meetings, and connecting families to community resources and social services.

LCAP Stakeholder Engagement

AIMS engages families and staff in the development of its Local Control and Accountability Plan through a structured annual consultation process. Engagement activities include staff drop-in sessions, Board Townhalls, community meetings, and staff and family surveys conducted each spring. Input gathered through these activities directly informs LCAP goal-setting, resource allocation, and program priorities.

Parent Advisory Structures

Families participate in school governance and program oversight through several standing bodies. AIMS Parents United provides a forum for parent leadership, community building, and family input on school priorities. The LCAP Advisory Committee advises the Charter School on accountability plan development. The School Site Council meets monthly to review school programs, budgets, and improvement strategies. These advisory structures ensure that parents and guardians have regular, meaningful opportunities to consult with school leaders and teachers regarding the Charter School's educational programs, consistent with Education Code section 47605(d).

Professional Development

Professional development at AIMS College Prep High School is driven by The AIMS Way Plan and organized around its four pillars: Rigorous Standards-Based Instruction, Targeted Assessment and Differentiation, Safe and Joyful Learning Environment, and Collaborative and Effective Learning Community. AIMS treats professional development as an ongoing improvement system rather than a set of isolated training days. Professional learning is embedded through summer orientation, weekly collaboration time, quarterly Cycles of Inquiry, organization-wide professional development days, classroom observation and feedback, and external data support.

Summer Orientation and Annual Launch

Each school year begins with summer professional development and staff orientation. During this period, staff are introduced to annual instructional priorities, schoolwide culture systems, compliance requirements, curriculum expectations, assessment systems, student support procedures, and AIMS Way implementation priorities. New teacher orientation is embedded within the broader summer professional development structure so that new staff receive training on instructional expectations, student support systems, and schoolwide procedures alongside returning staff.

Quarterly Cycles of Inquiry

The Charter School’s primary professional learning structure is the quarterly Cycle of Inquiry. Each cycle follows a Plan, Implement, Analyze, Reflect process. Teacher teams set SMART goals based on student performance data, identify targeted instructional practices, implement those practices, review student outcomes, and determine instructional adjustments for the next cycle. Department teams use cycle workbooks to document goals, implementation actions, data trends, reflection, and next steps.

The four-cycle calendar is aligned to the Charter School’s assessment system. Cycle 1 opens the year with baseline data, including NWEA MAP Growth results, allowing teams to set initial inquiry goals and form

differentiated student groupings. Cycle 2 uses mid-year data to track progress and adjust instructional approaches. Cycle 3 incorporates SBAC Interim Comprehensive Assessment data as a state-aligned progress check. Cycle 4 uses end-of-year data and summative assessment results to inform final adjustments, summer planning, and priorities for the next school year.

Teacher voice is central to the Cycle of Inquiry process. Department teams select inquiry foci based on the learning needs observed in their classrooms, set SMART goals anchored in student performance data, and identify instructional practices to investigate during the cycle. This design ensures that professional development responds to classroom-level priorities while remaining aligned to schoolwide goals. Each cycle concludes with an Exhibition of Learning, in which department teams present inquiry findings, data analysis, instructional reflections, and next steps to cross-departmental colleagues.

Weekly Collaboration and Professional Learning Time

The bell schedule supports ongoing professional learning by reserving Friday afternoons for teacher collaboration. Students are released early on Fridays, allowing teachers to engage in department-level collaboration, data analysis, pacing guide adjustment, lesson planning, and instructional practice refinement. In addition, the approved academic calendar includes organization-wide professional development days distributed throughout the school year.

Coaching, Evaluation, and New Teacher Support

AIMS supports teacher growth through a layered coaching model. The Director of Teaching and Learning conducts regular walkthroughs using AIMS Way instructional look-fors, including standards posting, data wall usage, GLAD strategy deployment, and checks for understanding. Walkthrough data is aggregated to identify schoolwide instructional trends and inform professional development priorities. Department chairs serve as first-line instructional mentors within their content areas. Peer classroom visits support collegial learning. Beginning in 2026–27, AIMS is implementing a California Standards for the Teaching Profession evaluation system to provide a consistent, standards-based framework for formal teacher feedback and professional growth planning.

New teachers receive layered support designed to accelerate their effectiveness. The year begins with summer Bootcamp, during which all staff are introduced to AIMS Way instructional priorities, culture systems, assessment protocols, and student support procedures. Throughout the school year, department chairs provide ongoing mentoring, including regular check-ins, co-planning, and targeted feedback. New teachers participate in structured observation cycles with focused feedback on instructional look-fors. AIMS also supports credentialing pathways by providing financial assistance for teachers completing credential programs.

External Partnerships and Training

Professional development is closely connected to the Charter School's assessment and accountability systems. Teachers and leaders use NWEA MAP Growth, curriculum-aligned benchmarks, SBAC interim and summative assessment data, ELPAC, CAST, classroom evidence, and final course outcomes to identify student needs and adjust instruction. Data analysis sessions, including support from an external

data consultant, help teams examine trends, identify students requiring intervention, and refine instructional plans.

AIMS partners with external organizations to supplement its internal professional learning. An external data consultant facilitates quarterly data analysis sessions and supports the Community of Practice. The Charter School uses the Teach Like a Champion framework for quarterly professional development focused on high-leverage instructional techniques. Staff receive BeGLAD training in Guided Language Acquisition Design strategies, supplemented by in-person sessions. Curriculum vendors for adopted instructional materials provide initial and ongoing training to support effective implementation.

Measuring Professional Development Effectiveness

AIMS measures the effectiveness of professional development through multiple indicators, including classroom walkthrough data, implementation of agreed-upon instructional practices, Cycle of Inquiry outcomes, student assessment results, and staff feedback. These measures help school leaders determine whether professional learning is improving classroom practice and contributing to student academic growth.

Charter School Goals and Actions to Achieve the Eight State Priorities

~~Please see~~AIMS College Prep High School addresses the ~~attached~~Eight State Priorities through its Local Control and Accountability Plan ("LCAP~~") [Appendix xv]for~~"). The LCAP provides a reasonably comprehensive description of the Charter School's annual goals ~~to be achieved in the Eight State Priorities schoolwide and for all~~, measurable outcomes, pupil ~~subgroups, as~~subgroup goals, and specific annual actions aligned to the priorities described in Education Code section 52060(d), ~~and specific annual actions to achieve those goals,~~ in accordance with Education Code section 47605(c)(5)(A)(ii).

~~**Local Control and Accountability Plan**~~

The current LCAP is on file with the Office of Charter Schools and is included as *Exhibit 1 - LCAP*.

AIMS College Prep High School shall annually ~~update and~~ develop ~~the~~, review, and update its LCAP in accordance with Education Code section 47606.5 and shall use the ~~LCAP~~ template adopted by the State Board of Education. ~~The Charter School~~ AIMS shall submit the LCAP to the ~~District and County Superintendent of~~Office of Charter Schools annually on or before July 1, as required by Education Code section 47604.33. The Charter School ~~reserves~~shall present a report on the ~~right~~annual update to ~~establish additional~~the LCAP and~~/~~ the local control funding formula budget overview for parents on or ~~amend school-specific goals, outcomes and corresponding assessments throughout the duration~~before February 28 of ~~the charter.~~ each year as part of a nonconsent item at a regularly scheduled Board meeting.

~~The current LCAP is on file with the District and is also available in Appendix xv~~

The Charter School may establish additional school-specific goals, outcomes, metrics, and actions, or amend existing school-specific goals, outcomes, metrics, and actions, during the charter term in response to student needs, performance data, stakeholder input, and applicable state and local accountability requirements.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter~~, and~~. The LCAP shall be maintained by the Charter School ~~at the school site.~~ and made available consistent with applicable law.

Serving Academically Low-Achieving Students

~~Overview~~

~~At~~ AIMS ~~HS,~~ College Prep High School identifies academically low-achieving students ~~are defined as those who earn~~through multiple indicators, including course grades, progress reports, NWEA MAP Growth results, benchmark assessments, classroom performance, teacher observation, attendance patterns, and progress toward graduation and A-G eligibility. Students earning one or more grades of C- or lower ~~per grading period. Students designated as~~ may be flagged for academic concern, and students earning grades below C in A-G approved courses are prioritized for intervention because of the potential impact on UC/CSU eligibility. Students whose NWEA MAP scores fall below grade-level benchmarks are also reviewed for additional academic support.

Students identified as academically low-achieving may or may not qualify for special education services ~~(as discussed below).~~ . AIMS educates students in the general education program to the maximum extent appropriate and does not track students into separate low-achievement academic pathways. Instead, the Charter School maintains high academic expectations while providing differentiated instruction, intervention, English Learner supports, special education services, counseling, and progress monitoring to help students access and succeed in the college-preparatory program.

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

~~AIMS HS' small school atmosphere provides for more personalized attention for low-achieving students, especially when combined with the structured academic curriculum of high expectations and tutorial support. A longer than required school year and Summer intervention and credit recovery program will provide each student with a better opportunity for success in school.~~

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

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

- ~~**Faculty Office Hours:** For three hours each week, the student's classroom teachers hold office hours Low-achieving students are encouraged – and often commit via their Personalized Learning Plan – to attend these sessions on a weekly basis. During the sessions, the teachers re-teach material, provide additional support for completing assignments, provide additional individualized instruction and offer alternative assessments.~~

- ~~**Intervention Support:** AIMS HS provides small-group intervention support for students, during physical education and after school. To ensure that all students receive adequate opportunity to participate in physical education, no student may miss more than two physical education classes to attend intervention support in a given week. The intervention provider is an employee of the AIMS. This enables better communication among the classroom teacher, student, family, and intervention provider. The intervention provider provides support on current assignments and coursework, and on remediation work to help develop missing skills and poor academic literacy.~~

- ~~**Independent Learning:** On days when students are not participating in faculty office hours or receiving small-group resource instruction, students may remain after school to complete their homework with the support of student study groups and an adult supervisor. Independent learning may be provided when a student cannot medically or legally be on campus or as otherwise approved by the Head of School.~~

- ~~**Faculty Discussions/Family Conferences/Written Progress Reports:** During regularly scheduled, collaborative meetings, all grade levels teachers meet and discuss low-achieving students. The discussions focus on tracking progress, identifying areas of need, and effective strategies for working with the individuals.~~

  ~~All teachers meet with at-promise students and their parents when necessary throughout the semester. The result of such meetings is a plan that has consensus on how to support the individual student. Two student, parent, teacher goal setting conference days will be held each year.~~

~~Written communication is also important in providing parents information about student progress. In addition to quarter and semester report cards, all students receive a progress report which outlines their performance in all classes. These progress reports are sent to parents every three weeks and ensure regular communication with families who may be unable to meet with teachers during regular school hours.~~

~~Summer Programs:~~ ~~Students attend mandatory summer programs, including AIMS HS summer school, which allows new students to grow accustomed to the school culture and provides low-achieving students the opportunity to begin developing a strong academic foundation, and to receive a head start of the upcoming year's curriculum before the first beginning or regular instruction. These~~ Students who need additional academic support are served through the Charter School's Multi-Tiered System of Supports framework, described in the section below. Students first receive classroom-based supports, reteaching, differentiation, and progress monitoring. Students who need more intensive support may receive targeted small-group intervention, extended learning opportunities, counseling check-ins, family conferences, and, when appropriate, referral to the Student Study Team for additional problem-solving.

Intervention supports available to academically low-achieving students include:

- Faculty Office Hours: Teachers hold regular office hours for reteaching, individualized instruction, make-up work, and reassessment opportunities as appropriate.
- After-School Tutoring: School staff provide small-group intervention focused on current coursework, prerequisite skills, and skill remediation.
- Saturday School: Credentialed staff provide targeted academic intervention and additional instructional time for students requiring support.
- Extended Learning: Winter and Spring Break academies and summer programming provide additional instructional time for students who need support meeting course, credit, or skill expectations.
- Credit Recovery: Students who have not met course requirements may complete credit recovery through approved platforms or in-person courses, as described in the Credit Recovery section.
- Counseling and Progress Monitoring: Academic counselors monitor grades, A-G progress, and graduation status and provide more frequent check-ins for students at risk of falling off track.

Student progress is reviewed through grading-period progress reports, benchmark data reviews, counselor monitoring, department collaboration, and Cycle of Inquiry meetings. Faculty collaborate during scheduled meetings and department collaboration time to identify areas of need and refine intervention strategies. Progress reports, family communication, and conferences ensure that families are informed and engaged in supporting student achievement.

Multi-Tiered System of Supports

AIMS College Prep High School operates a Multi-Tiered System of Supports (MTSS) designed to identify and respond to students' academic, behavioral, attendance, and social-emotional needs. The MTSS framework aligns with The AIMS Way Plan and integrates academic intervention, PBIS, restorative practices, English Learner services, special education referral pathways, attendance intervention, counseling, and family engagement into a coordinated system of support.

The MTSS leadership structure includes school and organizational leaders responsible for instruction, student support, English Learner services, special education, extended learning, and family outreach. Staff and families may raise concerns through the Charter School's referral process. The Student Study Team reviews referrals, identifies appropriate supports, monitors intervention progress, and determines when additional problem-solving or evaluation may be needed. Students may move between tiers as data indicate increased or reduced need.

Tier 1: Universal Supports

Tier 1 supports are provided to all students through the general education program. These supports include standards-based instruction, differentiated classroom practices, regular checks for understanding, progress monitoring, GLAD strategies, academic language development, clear behavioral expectations, PBIS, restorative practices, social-emotional learning, and regular family communication.

Academic progress is monitored through classroom assessments, progress reports, report cards, benchmark assessments, and NWEA MAP Growth assessments. PowerSchool is updated regularly so students and families can monitor academic standing. Schoolwide behavioral expectations are reinforced through the Golden E.A.G.L.E.S. values, and social-emotional learning is supported through CharacterStrong, advisory, student recognition, and community-building practices.

Tier 2: Targeted Interventions

Tier 2 supports are provided to students who need additional support beyond universal classroom instruction and schoolwide systems. The SST process serves as a primary mechanism for reviewing student needs, confirming that Tier 1 supports have been implemented, and identifying targeted interventions.

Tier 2 academic supports may include small-group tutoring, teacher office hours, individualized action plans based on assessment data, Saturday academic support, intersession academies, summer programming, and targeted skill remediation. Students whose assessment data indicate significant academic need may receive individualized learning plans and more frequent progress monitoring.

Tier 2 behavioral and social-emotional supports may include Check-In/Check-Out mentoring, restorative conversations, counseling check-ins, family meetings, and targeted behavior supports. Progress is reviewed through grading data, assessment results, staff input, family communication, and Cycle of Inquiry checkpoints.

Tier 3: Intensive Supports

Tier 3 supports are provided to students with more intensive or persistent needs. These supports may include individualized academic intervention, targeted literacy or mathematics support, credit recovery, individual counseling, behavior intervention planning, intensive family engagement, external referrals, and increased monitoring by school support staff.

When a student does not make adequate progress despite intensive, evidence-based Tier 2 and Tier 3 interventions, the MTSS team may consider a referral for a special education evaluation. Parents/guardians also maintain the right to request an assessment for special education eligibility at any time. When a formal referral for special education evaluation is initiated by either school staff or a parent/guardian, the Charter School will develop and provide the parent/guardian with a proposed Assessment Plan within the statutory 15-day timeline (excluding school vacation periods greater than five days), accompanied by a copy of procedural safeguards. While an SST meeting may be scheduled concurrently to discuss universal and tiered supports, the SST process shall never be used to delay, deny, or extend the statutory timelines required for special education evaluation, eligibility determination, and IEP development.

Attendance Within MTSS

Attendance intervention is integrated into the MTSS framework. The Charter School monitors attendance patterns and responds through a graduated system of support that may include wellness checks, family outreach, attendance letters, parent meetings, Student Attendance Review Team referrals, and, when necessary, escalation to the Student Attendance Review Board process. AIMS also works to address access barriers, including transportation needs, through available student support.

MTSS Data Cycle

AIMS' MTSS framework operates through regular data review and quarterly Cycles of Inquiry. School teams review referral data, attendance data, academic performance, assessment results, intervention participation, and progress-monitoring evidence to evaluate whether supports are effective. Students who do not demonstrate adequate progress after a defined period of targeted intervention are considered for more intensive supports, additional SST review, or referral for evaluation when appropriate.

AIMS monitors the effectiveness of MTSS by tracking intervention participation, progress monitoring documentation, student academic growth, attendance improvement, behavioral data, and movement between tiers. This data-driven process supports timely intervention and helps ensure that students receive the level of support necessary to access the Charter School's college-preparatory program.

Progressive Discipline Framework

AIMS College Prep High School implements a five-level progressive discipline framework aligned with PBIS principles. The framework prioritizes the lowest effective level of intervention, keeping students in classrooms and connected to learning.

At Level 1, teachers lead instructional responses within the classroom, including redirection, re-teaching of expectations, restorative language, private prompts, in-class reset time, positive acknowledgment, and brief family contact. Level 2 responses involve team and administrative support: parent or guardian

meetings, supervised partner-classroom time-outs, privilege adjustments, Daily Progress Reports, mentoring, Check-In/Check-Out protocols, detention with targeted skill instruction, counselor referrals, brief Functional Behavior Assessments, initial Behavior Intervention Plans, and restorative circles or mediation. Level 3 responses are formal and documented, involving limited removal: In-School Suspension of one to three days with an academic plan and skills instruction, expanded Functional Behavior Assessments, safety plans, Student Study Team referrals, mental health support, and reintegration planning. Level 4 responses address serious incidents and may include Out-of-School Suspension of up to ten days and comprehensive review. Level 5 responses are reserved for situations involving imminent serious harm and may include extended removal or, in rare cases, a recommendation for expulsion with full due process protections.

In the 2025-26 school year, AIMS College Prep High School has issued approximately five suspensions, reflecting the framework's effectiveness in resolving the vast majority of behavioral concerns through lower-level, instructional, and restorative responses.

Behavioral Tiered Services

The MTSS framework includes a parallel behavioral tier structure operating alongside academic supports. At Tier 1, the Charter School establishes universal behavioral expectations through PBIS, the Golden E.A.G.L.E.S. values, consistent classroom routines, active supervision, and explicit instruction in behavioral expectations. The Charter School uses Yondr cell phone pouches to minimize device-related disruptions during instructional time. Positive recognition reinforces expected behavior: Student of the Month awards aligned to E.A.G.L.E.S. values, Perfect Attendance recognition, Most Improved awards, and honor roll celebrations create a culture where meeting expectations is visible and valued.

At Tier 2, students who need additional behavioral support receive Check-In/Check-Out mentoring with a designated staff member, brief Functional Behavior Assessments to identify the function of concerning behaviors, initial Behavior Intervention Plans with specific strategies and measurable goals, structured restorative conversations, and family partnership meetings. At Tier 3, students with intensive or persistent behavioral needs receive comprehensive Functional Behavior Assessments, individualized Behavior Intervention Plans with frequent progress monitoring, behavior contracts, wraparound services coordinated across school staff and family, and referrals to community agencies for specialized services.

Restorative Practices Protocol

When conflicts arise, AIMS follows a structured restorative conversation protocol. Staff first gather information from each involved party separately to understand perspectives and assess readiness. Before convening a joint conversation, staff confirm that all participants are willing to engage voluntarily. The facilitator establishes communication guidelines: participants may speak freely, but disrespectful language is not permitted, and the facilitator reserves the right to pause the conversation if it escalates. The dialogue focuses on understanding what happened, acknowledging impact, and identifying what each person needs to move forward. Outcomes are documented with concrete agreements for repairing the relationship. If the conversation does not resolve the concern, the Charter School escalates to family involvement and additional supportive consequences. Teachers also facilitate restorative conversations at the classroom level for lower-level conflicts, extending the practice beyond administrative intervention.

Chronic Absenteeism Supports

AIMS takes a root-cause approach to chronic absenteeism, recognizing that patterns of absence frequently reflect transportation barriers, mental health challenges, or difficult home situations rather than simple disengagement. The Charter School provides specific supports to reduce access-related absences: all students under age 18 receive free public transit passes through AC Transit, and students with Individualized Education Programs who require specialized transportation receive door-to-door service. When students are absent for consecutive days, the Community Outreach Manager conducts wellness checks and home visits to assess student safety and connect families with resources.

Attendance intervention follows a graduated response aligned to state law, including truancy notification, Student Attendance Review Team referrals, family meetings, and, when necessary, Student Attendance Review Board hearings. The school exhausts supportive interventions, including counseling, mentoring, tutoring, and community-based supports, before any formal escalation.

Equity Monitoring and School Safety

AIMS monitors discipline and attendance data for disproportionality across race, ethnicity, language, disability status, gender identity, and other protected characteristics. When data reveal patterns of unequal impact, school leadership reviews current practices, examines contributing factors, and adjusts procedures, training, or supports to ensure equitable application of behavioral expectations across all student groups.

AIMS does not employ School Resource Officers. Law enforcement is contacted only when there is an imminent safety threat or evidence of criminal conduct. Routine attendance and discipline matters are handled entirely through school-based supports.

Serving Academically High-Achieving Students

AIMS College Prep High School identifies academically high-achieving students through multiple indicators, including performance at the "Standard Exceeded" level on CAASPP assessments, NWEA MAP Growth scores at or above the 75th percentile, strong course grades, AP readiness indicators, classroom performance, teacher recommendation, completion of advanced coursework, and demonstrated readiness for accelerated or extended academic work.

AIMS' college-preparatory model provides a rigorous academic foundation for all students. High-achieving students are not separated into a different academic program. Instead, they are supported in extending their learning through advanced coursework, differentiated classroom instruction, concurrent enrollment, academic competitions, leadership opportunities, individualized college planning, and ongoing progress monitoring.

Advanced coursework and acceleration: The Charter School's AP vertical teaming model builds analytical reading, academic writing, quantitative reasoning, and critical thinking skills progressively across grades 9–12. High-achieving students may access additional Honors and Advanced Placement coursework based on readiness, prerequisites, and scheduling availability, including courses such as AP Statistics and other advanced offerings. Beginning in 2026–27, Honors-level courses in selected subjects

for grades 10–12 provide additional rigor and preparation for AP-level work. Students demonstrating readiness may also pursue accelerated or supplemental coursework through concurrent enrollment.

Concurrent and dual enrollment: Through the Peralta Community College District partnership, high-achieving students may access college-level coursework through concurrent enrollment and, when course seats are available, through dual enrollment under the Charter School's College and Career Access Pathways (CCAP) agreement. CCAP course offerings are based on availability each term and are not guaranteed; AIMS requests CCAP courses each semester and supplements with asynchronous online concurrent enrollment courses that serve as dual enrollment options (described in the Concurrent Enrollment and Postsecondary Partnerships section above).

Differentiated instruction and extension: Teachers use NWEA MAP Growth data, classroom assessments, student work, and classroom performance to identify students who are ready for additional challenge. Within the general education classroom, teachers may provide extension tasks, advanced problem sets, independent research opportunities, deeper analytical writing assignments, advanced texts, leadership roles in collaborative work, and opportunities for students to apply learning in more complex ways. Teachers also use questioning, discourse, and writing tasks to push high-achieving students toward higher levels of analysis, synthesis, justification, and application.

Academic competitions and enrichment ~~programs may include Math Camp, ALEKS Summer Math enrichment, and required English novel readings.~~

~~Academically High-Achieving Students~~

~~At AIMS HS, academically high-achieving students are those who perform at the "Standard Exceeded" level on state exams and/or who consistently earn "A" grades in a majority of their courses.~~

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

~~In addition to ensuring that the needs of high-achieving students are met inside the classrooms, AIMS HS will take additional steps to support high-achieving students. This will include providing access to more challenging novels and supplemental literature activities that are appropriate for each student's reading level. The Charter School will also provide opportunities for advancement in mathematics in weekly, after-school, intensive math workshops.~~

: AIMS ~~HS~~ participates in academic enrichment opportunities such as the Mathematical Association of America's AMC 10 and AMC 12 ~~and other annual, nationwide math competitions with students at other schools. AIMS HS has also partnered with Johns Hopkins University Center for Talented Youth, and Berkeley's ATDP, so that academically high-achieving students can take college courses at any accredited community college or university. When possible, scholarships for socioeconomically disadvantaged students pay for the costs related to the courses.~~ competitions,

providing advanced mathematics students with exposure to problem-solving beyond the standard curriculum. Students may also participate in co-curricular opportunities such as the National Honor Society, Student Government Association, Bay Area Urban Debate League, and academic clubs, where they apply their skills in competitive, collaborative, civic, and leadership contexts.

Leadership and service: High-achieving students are encouraged to extend their learning through mentorship, leadership, and service. Through student government, clubs, peer collaboration, academic teams, and schoolwide activities, students have opportunities to lead projects, support peers, represent student voice, and contribute to the broader AIMS community. These opportunities align with the AIMSTRONG Learner Profile and reinforce the expectation that academic achievement is paired with responsibility, integrity, teamwork, and service.

College planning for selective pathways: Academic counselors support high-achieving students in identifying reach institutions, honors programs, selective college pathways, scholarship opportunities, and application strategies aligned to each student's academic record and postsecondary goals. Counselors also support students in using AP coursework, concurrent enrollment, leadership experiences, service, and extracurricular accomplishments to build competitive college applications.

Progress monitoring: AIMS monitors the continued growth of high-achieving students through course grades, AP performance, NWEA MAP Growth, benchmark assessments, teacher feedback, counselor review, and Student Academic Plan tracking. This monitoring helps staff identify when students need additional challenge, advanced coursework, targeted advising, or opportunities for enrichment beyond the standard course sequence.

Serving English Learners

AIMS College Prep High School operates a comprehensive English Learner program designed to ensure that English Learners develop English proficiency while maintaining full access to the Charter School's rigorous, college-preparatory curriculum. AIMS uses "multilingual" and "emerging multilingual learner" framing consistent with current California educational language to affirm the linguistic assets students bring to the classroom, while maintaining "English Learner" terminology as required by the Education Code and state reporting systems. The program currently serves 69 English Learners, representing 17.9% of enrollment, including newcomer students and Long-Term English Learners.

On the 2025 California School Dashboard, AIMS College Prep High School achieved Blue performance status on the English Learner Progress Indicator, with 76.7% of English Learners making progress toward English language proficiency. This represented an increase of 55.2 percentage points from the prior year. Long-Term English Learner progress also reached Blue performance status at 79.5%.

The Charter School will meet all applicable legal requirements for English Learners ~~("EL"),~~ including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to ~~assure~~ensure proper placement, evaluation, and communication

regarding ELs and the rights of students and parents.

Identification and Initial Assessment

English Learner identification begins with the Home Language Survey

~~California Education Code, Section 52164.1 (a) contains legal requirements which direct schools to determine the language(s) spoken in the home of each student. This survey needs to be completed once within the public school system.~~

~~*ELPAC Testing*~~

~~All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.~~

~~The ELPAC consists of two separate assessments:~~

~~Initial Assessment ("IA")~~

~~The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is~~ , administered ~~only once during~~ upon a student's ~~time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.~~

~~Summative Assessment ("SA")~~

~~ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.~~

~~Both the ELPAC SA and IA are assessments administered in seven grade spans; K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.~~

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual. Students whose surveys indicate a home language other than English are assessed using the ELPAC Initial Assessment. The Initial ELPAC assessment window.

AIMS College Prep High School will notify all parents of its responsibility for ELPAC testing and ELPAC results within thirty days of receiving the publisher's results. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English runs year-round from July 1 through June 30, ensuring that mid-year enrollees, including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the English Language Proficiency Assessments for California
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.

- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of

the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Strategies for English Learner Instruction and Intervention

English learners will be expected to meet school and State Standards in all of the Charter School's academic and non-academic areas. AIMS College Prep High School believes that holding EL students to such high expectations will ensure that every student at the Charter School is challenged to reach their highest potential.

To make sure that all English learners can meet these expectations, all teachers at AIMS College Prep High School utilize pedagogical strategies that "shelter" and "scaffold" both content and skills in each discipline. These strategies may include the front-loading of language for content, and

language development focused on academic vocabulary and the use of inquiry-based learning, heterogeneous cooperative grouping, culturally relevant pedagogy, and contrastive analysis. English learners will newcomer students, receive designated and integrated ELD instruction. The goal is high-quality instructional programs and services for English learners that will allow them to achieve the same challenging academic and graduation standards as English-speaking students. Listening, speaking, reading, and writing skills will be assessed daily. AIMS College Prep High School's English learners will be prepared with English Language Arts and mathematics skills to meet the State Standards.

Special Education

Until such time as AIMS HS seeks membership in a SELPA as an LEA, the Charter School shall be deemed a public school of the District pursuant to Education Code Section 47641(b) and shall work jointly with the District to ensure full compliance with the IDEA.

AIMS HS does not discriminate in admission or enrollment based on any student's identified difference or disability. AIMS pays approximately $1,500,000 in Special Education encroachment costs to the District annually. A Memorandum of Understanding ("MOU") with OUSD allows AIMS College Prep High School to subtract the total costs of one Special Education teacher from the encroachment paid to OUSD. In addition to the encroachment paid to OUSD, AIMS HS pays for all classroom, office, and assessment space, professional development, curriculum, material and supplies, and transportation fees incurred by AIMS' special education staff. AIMS students with Individualized Education Programs receive both push-in and pull-out services, as well as executive functioning and study skills classes as required by the student's IEP. The AIMS HS Special Education teacher also provides professional development to our general education teachers.

~~The following provisions govern the application of special education to Charter School students: It is understood that all children will have access to the Charter School, and no student shall be denied admission due to disability.~~

~~The Charter School shall comply with the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"), Section 504 of the Rehabilitation Act ("Section 504"), and the Americans with Disabilities ("ADA").~~

~~The Charter School shall be solely responsible for compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities The Charter School agrees to implement a Student Study Team Process, a general education program that shall monitor and guide referrals for Section 504 and special education assessment.~~

~~In future years, and according to notice provided to the Office of Charter Schools, AIMS College Prep High School retains its rights to notify OUSD within the prescribed timeline of its wishes to be deemed its own LEA and a member of a SELPA for the provision of special education and related services pursuant to Education Code Section 47641(a). AIMS College Prep High School shall seek the District's support in the provision of data or information in AIMS College Prep High School's pursuit of membership in a SELPA as an LEA.~~

~~*Section 504 of the Rehabilitation Act*~~

~~AIMS College Prep High School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of AIMS College Prep High School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.~~

~~The Head of School will assemble a 504 team which shall include the parent/guardian, the student(where~~ timely assessment and placement into appropriate~~"), and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records, including academic, social, and behavioral records, and is responsible for deciding whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:~~ English Language Development services.

~~Tests and other evaluation materials have been validated for the specific purpose for which they are used and administered by trained personnel.~~

~~Test and other evaluation~~***Designated English Language Development***

Designated English Language Development is provided through a separate class period for students who are not yet fluent in English. AIMS uses the National Geographic Lift curriculum, levels Intro through 3, adopted in 2024, to provide content-rich language instruction designed for secondary students. Instruction is delivered in small groups by credentialed ELD staff. AIMS attributes recent gains in English Learner progress in part to the return to smaller-group designated ELD instruction, targeted ELD staffing, closer monitoring of student language development, and improved ELPAC testing procedures that provide students with a more consistent and supportive testing environment than in prior administrations.

The high school ELD program is staffed by one full-time credentialed ELD teacher who delivers designated ELD instruction, and one ELD Manager at the director level who oversees program design, ELPAC administration, teacher training, reclassification procedures, and internal professional development. A bilingual support staff member assists with ELPAC testing logistics and provides small-group instruction for Cantonese-speaking newcomers. All ELD instructional staff hold appropriate California credentials or authorizations for English Learner instruction.

Instruction within the designated ELD class is differentiated by ELPAC proficiency band. Students at the Emerging level (ELPAC Level 1) focus on foundational oral language development, phonics and phonological awareness, survival vocabulary, basic sentence construction, and comprehension routines supported by visual aids, gestures, and graphic organizers. These students are placed into National Geographic Lift Intro and Welcome levels. Students at the Expanding level (ELPAC Levels 2 and 3) build academic vocabulary, develop paragraph-level writing, and engage in structured academic discourse through collaborative discussion protocols and gradual release of scaffolds. These students work in Lift Levels 1 and 2. Students at the Bridging level (ELPAC Levels 3 and 4 approaching reclassification) produce complex academic writing, acquire disciplinary vocabulary, and participate in grade-level discussions with minimal scaffolding. Bridging students are placed in Lift Level 3 and receive targeted preparation for reclassification. The ELD Manager reviews ELPAC scores and formative assessment data to place and regroup students across proficiency bands as they progress. Across the Expanding and Bridging levels, building reading comprehension skills and strategies is a central focus of the designated ELD class.

Within the eight-period block schedule, an English Learner at AIMS attends all core courses, including AP and Honors sections, alongside general education peers. These content-area classes serve as the primary setting for integrated ELD through GLAD strategies. The student receives one period of designated ELD instruction through the Lift curriculum in a small group of no more than 12 students. The designated ELD period replaces one elective, never a core academic class, ensuring that English Learners maintain full access to the college-preparatory course sequence. English Learners access the same electives, physical education, advisory, and support courses available to all students.

Integrated English Language Development

Integrated ELD is delivered through GLAD strategies embedded across content-area instruction. GLAD strategies, including front-loaded vocabulary instruction, sentence frames, visual supports, structured interaction, and signal word repetition, are integrated into daily instruction to help English Learners access grade-level content while developing academic language. These strategies also strengthen academic vocabulary, speaking, listening, reading, and writing for all students.

AIMS supports GLAD implementation through staff training, internal professional development, demonstration lessons, and classroom walkthroughs. The ELD Manager supports content-area teachers in implementing language-access strategies and monitoring the use of GLAD practices across classrooms.

As part of this phased implementation rollout, content-area teachers are refining their weekly instructional routines to explicitly introduce standards-aligned keywords before launching new content units. Shared organizational expectations are anchored by instructional posters in every learning space that delineate designated and integrated ELD responsibilities. To transition these expectations into a consistent habit of practice, the ELD Manager, in coordination with the Director of Teaching and Learning, is establishing a formalized GLAD Strategy Tracking Protocol. Moving forward, this framework will utilize weekly self-monitoring logs to provide the ELD Manager and district leadership with transparent trend data. This upcoming data stream will be used to systematically guide individualized coaching cycles, measure classroom implementation milestones, and strategically deploy targeted professional development to ensure network-wide compliance and instructional fidelity.

English Learner progress is monitored through ELPAC results, classroom performance, grades, benchmark assessments, teacher input, and progress toward reclassification.

Newcomer Supports

Newcomer students receive intensive language development support alongside their designated ELD instruction. Translanguaging instructional strategies intentionally honor students' primary home languages as vital cognitive resources while systematically building English proficiency through meaningful, content-connected practice. Students utilize embedded translation technologies, bilingual glossaries, and structured writing routines to engage with complex classroom content, allowing them to maintain grade-level conceptual learning in their primary language while rapidly acquiring academic English literacy.

Long-Term English Learner Supports

Long-Term English Learners receive targeted support through designated and integrated ELD, tutoring, digital language learning tools, and priority access to after-school intervention when appropriate. LTEL data indicate a need for continued targeted support, and students identified as LTEL may be reviewed through the SST process when additional academic, language, or social-emotional factors appear to affect progress. The LCAP establishes long-term improvement targets for LTEL performance aligned to academic growth and English language development.

Students at ELPAC Level 3 who have been classified as Long-Term English Learners receive enhanced services rather than being treated as close to reclassification without additional support. LTELs are prioritized for Student Study Team review to identify compounding factors, including gaps in prior

schooling, social-emotional needs, or learning differences, that may be affecting language development alongside English proficiency. Digital learning tools, including Duolingo for conversational fluency, Rosetta Stone for structured language acquisition, and IXL for academic language and literacy practice, supplement classroom instruction and provide individualized, self-paced learning opportunities outside of the designated ELD period.

Some students are identified as both English Learners and students with disabilities. For these dually-identified students, the ELD Manager and Special Education Manager coordinate services to ensure that language development needs and disability-related needs are addressed through complementary supports. IEP teams for dually-identified students include ELD input so that accommodations and goals account for English language proficiency alongside the student's disability. This coordination prevents conflicting service plans and ensures that neither set of needs is subordinated to the other.

Reclassification

In accordance with Education Code section 313(f), AIMS applies the following criteria when determining whether a student should be reclassified from English Learner to Reclassified Fluent English Proficient status:

- Assessment of English language proficiency using the Summative ELPAC, with an overall Level 4 required to initiate the reclassification process.
- Evaluation of curriculum mastery by classroom teachers and certificated staff with direct responsibility for instruction or placement decisions.
- Parent opinion and consultation, including notice of the reclassification process and encouragement of parent participation.
- Comparison of the student's performance in basic skills against an empirically established range of performance based on English-proficient students of the same age.

The reclassification process documents ELPAC domain scores, CAASPP results, current reading level, report card grades, and teacher recommendations. When assessment scores present mixed indicators, the team reviews additional evidence before making a determination. AIMS does not apply a single hard CAASPP cutoff; the process is holistic and based on multiple measures.

Students who reclassify enter a four-year RFEP monitoring period during which grades, assessment results, and teacher observations are reviewed to ensure sustained English proficiency and continued academic progress.

The ELD Manager monitors English Learner progress through multiple measures on a continuous cycle. ELPAC Summative scores provide annual proficiency data, and the Initial ELPAC is administered year-round for new enrollees. NWEA MAP Growth Reading assessments, administered quarterly, track growth in reading comprehension and academic language. Classroom grades, progress reports, and teacher observations provide ongoing indicators of student performance in both designated and integrated ELD settings. Formative assessments aligned to the Lift curriculum track mastery of designated ELD content. Students who are not making expected progress are referred to the Student Study Team for review. Reclassified students (RFEP) are monitored for four years through grades, CAASPP scores, and teacher check-ins to confirm sustained proficiency.

ELAC and Family Supports

AIMS provides a 24/7 on-demand interpreting service available in all languages via phone or video. Families access the service through a simple PIN entry system, ensuring that language is never a barrier to communication between the Charter School and home. ESL classes for parents and family members are offered in a virtual format to reduce access barriers. Parent-led home-language groups provide community-based support and connection among families who share a primary language. Translation resources, including digital translation devices, are provided directly to newcomer families to support student learning at home and parent engagement with school communications.

The English Learner Advisory Committee reviews and provides input on the annual Title III budget, LCAP, and Title III English Learner consortium agreement. Title III funds support the interpreting service, ESL classes, translation devices and licensing, enrichment activities for ELD students, additional staffing hours for formative assessment administration, and the annual reclassification celebration.

Serving Special Education Students

Special Education Program Overview

AIMS College Prep High School is committed to ensuring that students with disabilities receive a free appropriate public education in the least restrictive environment, consistent with the IDEA, Section 504, the Americans with Disabilities Act, and applicable California law. Students with disabilities are provided access to the Charter School's college-preparatory program and receive accommodations, modifications, related services, and specialized academic support as required by their Individualized Education Programs or Section 504 Plans.

AIMS participates in the El Dorado County Charter SELPA for special education support, compliance guidance, professional development, and related services coordination. The Charter School works with the SELPA, families, service providers, and school staff to ensure that eligible students are identified, assessed, served, and monitored in accordance with applicable legal requirements. For more detail, see *Appendix xvi - SELPA Letter of Good Standing*.

AIMS College Prep High School bears full financial responsibility for the provision of special education services as the LEA of enrollment through the El Dorado County Charter SELPA. Funding for special education is drawn from IDEA Part B allocations received through the SELPA, state Assembly Bill 602 special education apportionment, and Mental Health Services Act funding where applicable. When the cost of serving students with disabilities exceeds the revenue generated through federal and state sources, AIMS supplements special education expenditures from unrestricted general fund revenues. AIMS budgets annually for special education staffing, contracted services, instructional materials, assistive technology, and related services to ensure that all IEP obligations are met without delay or reduction in service. AIMS is an independent local educational agency member of the El Dorado Charter SELPA and does not participate in OUSD's SELPA or special education fiscal pool.

Current Program and Staffing

As of the 2025–26 school year, AIMS College Prep High School serves approximately 19 students with active Individualized Education Programs, representing approximately 5% of enrollment. Disability categories served currently include Specific Learning Disability, Emotional Disturbance, Other Health Impairment, Speech or Language Impairment, and Traumatic Brain Injury.

The special education program is led by a Special Education Manager and supported by a team that includes credentialed Education Specialists, instructional aides, and related-service providers such as speech-language pathologists, occupational therapists, and counselors. Staffing is scaled to enrollment and to the services specified in students' Individualized Education Programs, and may be provided through a combination of in-house and contracted personnel as appropriate to student needs. AIMS is strengthening its child find, SST, referral, assessment, and family outreach systems to ensure that students suspected of having disabilities are identified and evaluated in a timely and legally compliant manner.

Service Delivery Model

Special education services are delivered primarily through a push-in and inclusive support model, with students participating in the general education program to the maximum extent appropriate. A dedicated Study Skills class is built into the block schedule for students whose IEPs require additional academic support, executive functioning support, or progress monitoring. This structure allows students to receive targeted support while preserving access to core academic instruction.

Related services, including speech-language services, occupational therapy, and counseling, are provided in accordance with each student's IEP. Services are scheduled in a manner that minimizes unnecessary loss of core instructional time while ensuring that students receive the services required to make progress toward their individualized goals. IEP teams review student progress toward annual goals and adjust services, accommodations, and supports as needed based on data and team input.

Students with disabilities participate fully in the Charter School's college-preparatory model. The Education Specialist and instructional aides provide push-in support within AP and core academic classrooms, ensuring that students receive accommodations and modifications as specified in their IEPs without being removed from rigorous instruction. Students with IEPs also receive tutoring support from both general education and special education staff, in addition to the instructional aide support specified in their IEPs. The Study Skills class provides a dedicated period for IEP goal work, transition goal work for students aged 16 and older, executive functioning support, and assignment completion so that students are not pulled from core courses to receive specialized academic instruction. Assistive technology is provided as determined by the IEP team. These structures ensure that students with disabilities have equitable access to the full scope of the Charter School's academic program, including Advanced Placement coursework, A-G requirements, and college and career readiness activities.

Identification, Referral, and Assessment

AIMS identifies students who may qualify for special education services through multiple means, including teacher observation, classroom performance, assessment data, parent/guardian input, student self-referral, attendance and behavioral data, and the Charter School's Multi-Tiered System of Supports.

Parents/guardians and staff may raise concerns regarding a student's academic, behavioral, developmental, or social-emotional needs.

The Student Study Team reviews concerns, considers available data, identifies interventions, and monitors student progress. When a referral for special education evaluation is made, the student's family is invited to an SST meeting to review the referral and discuss next steps. When data indicate that a student may have a disability requiring special education and related services, AIMS initiates the assessment process in accordance with applicable legal timelines and procedural requirements. Nothing in the MTSS or SST process delays or limits AIMS' obligation to identify, locate, and evaluate students who may require special education services.

Assessments are conducted by qualified personnel using valid and appropriate assessment tools. Assessment materials ~~include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.~~

~~Tests~~ are selected and administered to ~~ensure that~~ evaluate the specific areas of suspected disability and educational need. When a ~~test is administered to a~~ student ~~with impaired~~has sensory, ~~annual~~manual, language, or ~~speaking skills, the test~~ communication needs, assessments are selected and administered so that results accurately reflect the ~~student's~~student's aptitude ~~or~~, achievement ~~level~~, functional performance, or ~~whatever factor the test purports to measure,~~developmental needs rather than ~~to reflect~~the impact of the ~~student's impaired sensory, manual or speaking skills.~~ impairment itself.

~~The 504 team makes the final determination in writing of whether the student will or will not be identified as a person with a disability and notice is given in writing to the student's parent or guardian in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains the 504 team will make information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA. If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the student's evaluation, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.~~

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

~~All 504 team participants, parents, guardians, teachers, and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she reviews the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least~~

~~once per year to determine the appropriateness of the plan, need modifications to the plan, and continued eligibility.~~

~~*Services for Students under the IDEA*~~

~~AIMS College Prep High School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the District SELPA. AIMS College Prep High School shall remain, by default, a public school of the District for purposes of Special Education purposes pursuant to Education Code Section 47641(b). However, the Charter School reserves the right to make written verifiable assurances that the Charter School shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium.~~

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

~~As long as the Charter School functions as a public school of the District solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), the Charter School would anticipate that the MOU between the District and the Charter School, which spells out in detail the responsibilities for provision of special education services and the manner in which special education funding will flow to the students of the Charter School, would be renewed.~~

~~The District shall be designated the Local Educational Agency ("LEA") serving Charter School students. Accordingly, the Charter School shall be deemed a public school of the District pursuant to Education Code Section 47641(b) and 47646(a). The Charter School agrees to adhere to the requirements of the Local Plan for Special Education and to District policies.~~

AIMS College Prep High School acknowledges the importance of cooperating with the District so that the District can provide special education services to Charter School students. AIMS College Prep High School agrees to promptly respond to all District inquiries, comply with reasonable District directives, and allow the District access to Charter School students, staff, facilities, equipment, and records to fulfill all District obligations under this charter, any MOU between the Charter School and the District, or imposed by law. AIMS College Prep High School believes that the allocation of responsibility for the provision of services (including but not limited to referral, identification, assessment, case management, IEP development, modification, and implementation) shall be divided in a manner consistent with their allocation between the District and its school sites.

IDEA Staffing

All special education services at AIMS College Prep High School will be delivered by individuals or agencies qualified to provide special education services required by the California Education Code and the IDEA. Charter School staff shall participate in all mandatory District in-service training relating to special education.

It is AIMS HS's understanding that OUSD will continue the MOU currently in place, with adjustments based on Special Education population size. This allows AIMS HS to be responsible for the hiring, training and employing site staff necessary to provide special education services to its students, including, without limitation, special education teachers and paraprofessionals. OUSD will be responsible for hiring, training, and employing translators and resource specialists unless the District directs AIMS College Prep High School that current District practice is for the individual school sites to hire site special education staff or the District and AIMS College Prep High School agree that AIMS College Prep High School must hire on-site special education staff, in this case, an additional MOU will be drafted. In that instance, AIMS College Prep High School shall ensure that all special education staff hired by AIMS College Prep High School are qualified pursuant to District and SELPA policies and meet all legal requirements. The District may review the qualifications of all special education staff hired by AIMS College Prep High School (with the agreement of the District) and may require pre-approval by the District of all hires to ensure consistency with District and SELPA policies. The District shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapies, behavioral therapists, and psychologists.

IDEA Notification and Coordination

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

AIMS College Prep High School shall assist in coordinating any communications and immediately act according to District and SELPA policies relating to disciplining special education students.

IDEA Identification and Referral

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

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

The District shall have access to Charter School's student records and information in order to serve all of the Charter School's students' special needs.

IDEA Assessments

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

IDEA IEP meetings

Following the District and the District school sites' role, the District shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. AIMS College Prep High School shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the District and Charter School: the Head of School and/or AIMS College Prep High School designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher (if Charter School employee as opposed to District employee); the student's general education teacher if the student is or may be in a general education classroom; the student, if

~~appropriate; and other Charter School representatives who are knowledgeable about the general education program at AIMS College Prep High School and/or about the student. It is AIMS College Prep High School's understanding that the District shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide the notice of parental rights.~~

~~*IDEA IEP Development*~~

~~AIMS College Prep High School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the IEP team's decision, pursuant to the District's IEP process. Programs, services, and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the District and of the SELPA and State and Federal Law.~~

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

~~*IDEA IEP Implementation*~~

~~Pursuant to District policy and how the District operates special education at all other public schools in the District; the District shall be responsible for all school site implementation of the IEP. AIMS College Prep High School shall assist the District in implementing IEPs, pursuant to District and SELPA policies in the same manner as any other school of the District. The District and Charter School will need to be jointly involved in all aspects of the special education program, with the District holding ultimate authority over implementation and supervision of services. As part of this responsibility, AIMS College Prep High School shall provide the District and the parents with timely reports on the student's progress as provided in the student's IEP, and at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange unless directed otherwise by the District. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology unless directed otherwise by the District. The Charter School shall comply with any directive of the District as relates to the coordination of the Charter School and District for IEP implementation including but not limited to adequate notification of student progress and immediate notification of any considered discipline of special education students in such matters, the petitioners would notify the District of relevant circumstances and communications immediately and act according to District administrative authority.~~

~~*IDEA*~~ When a student is found eligible for special education services, the IEP team develops an Individualized Education Program within 30 calendar days of the eligibility determination. The IEP team includes the parent or guardian, at least one general education teacher, at least one special education teacher or provider, a representative of the LEA with authority to commit resources, and the student when appropriate. The IEP establishes present levels of performance, measurable annual goals aligned to grade-

level content standards, the services and supports the student will receive, and the accommodations or modifications required for the student to access the general education curriculum.

Each IEP is reviewed at least annually. A comprehensive reassessment of eligibility is conducted at least every three years, or sooner if conditions warrant or if requested by the parent or guardian. Progress toward IEP goals is reported to families at least as frequently as general education progress reports are issued to all students. IEP teams use progress data, teacher input, assessment results, and family input to adjust goals, services, and placement as needed.

For students aged 16 and older, AIMS develops an Individual Transition Plan as a component of the IEP. Transition planning addresses measurable postsecondary goals in education or training, employment, and, where appropriate, independent living. Age-appropriate transition assessments are administered to identify student strengths, preferences, and interests. The IEP team uses assessment results to develop transition activities, course sequences, and service linkages aligned to each student's postsecondary goals. AIMS facilitates connections with external agencies, including the California Department of Rehabilitation, regional centers, community college disability services offices, and workforce development programs, to support continuity of services beyond high school.

AIMS provides a continuum of placement options to meet the needs of students with disabilities in the least restrictive environment. The primary service model is general education with supplementary aids, services, and supports. Additional placement options include resource support through the Education Specialist, specialized academic instruction in the Study Skills class, and pull-out sessions for related services such as speech, occupational therapy, and counseling. When the IEP team determines that the Charter School cannot provide the level of service required to meet a student's needs, AIMS refers the student to a more restrictive setting, including a nonpublic school or nonpublic agency, in accordance with applicable law. Placement decisions are made by the IEP team based on the principle of least restrictive environment.

Interim and Initial Placements of New Charter School Students

~~AIMS College Prep High~~The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students ~~with a current IEP~~ who enroll in ~~AIMS College Prep High~~the Charter School from another school district within the State, but outside of the SELPA~~, the District and AIMS College Prep High~~ with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the ~~District and~~ Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the ~~District~~ Charter School within the same academic year, the ~~District~~

~~and the~~ Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the ~~District~~ Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, ~~the District and~~ the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the ~~District~~Charter School conducts ~~and~~an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the ~~District~~Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

~~*IDEA*~~ Non-Public Placements/Non-Public Agencies

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

~~*IDEA*~~ Non-discrimination

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

~~*IDEIA*~~ Parent/Guardian Concerns and Complaints

~~AIMS College Prep High~~The Charter School shall ~~follow District~~adopt policies ~~as they apply to all District schools~~ for responding to parental concerns or complaints related to special education services.

~~AIMS~~

~~College Prep High~~The Charter School shall ~~instruct~~receive any concerns raised by parents/guardians ~~to raise concerns~~ regarding ~~special education services,~~ related services~~,~~ and ~~the District's right unless otherwise directed by the District. AIMS College Prep High School shall immediately notify the District of any concerns raised by parents. In addition, the Charter School and the District shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law~~rights.

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

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

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

~~*IDEA*~~ Due Process Hearings

The ~~District~~Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if ~~the District~~it determines such action is legally necessary or advisable. ~~AIMS College Prep High School agrees to cooperate fully with the District in such a proceeding.~~ In the event that the parents/guardians file for a due process hearing, or request mediation, the ~~District and AIMS College Prep High~~Charter School shall ~~work together to~~ defend the case. ~~In the event~~

~~Section 504~~

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the ~~District determines~~benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

AIMS College Prep High School maintains Section 504 Plans for students with disabilities who do not qualify for special education services under IDEA but require accommodations to access the general education program. Section 504 Plans are developed by a team that may include the parent/guardian, student when appropriate, classroom teachers, school staff, and the Section 504 coordinator. Plans are reviewed at least annually and updated as needed based on student needs and available data.

AIMS provides parents and guardians with a copy of their procedural safeguards at each IEP meeting, upon initial referral for evaluation, upon receipt of a due process complaint, and upon request. Parents are informed of their rights regarding consent, access to records, independent educational evaluations, and dispute resolution options. When disagreements arise regarding identification, evaluation, placement, or the provision of a free appropriate public education, AIMS encourages informal resolution through

collaborative discussion. If informal resolution is not successful, parents may pursue mediation through the California Department of Education or file for a due process hearing before the Office of Administrative Hearings. AIMS cooperates fully with all dispute resolution processes.

Compliance, Professional Development, and Continuous Improvement

AIMS receives ongoing special education support through the El Dorado County Charter SELPA, including compliance guidance, professional development, data reporting support, and training for staff and leaders. General education teachers receive training and support related to accommodations, IEP implementation, inclusive practices, and supporting students with disabilities in the general education classroom.

AIMS uses program review and audit processes to assess special education implementation, strengthen compliance systems, improve service delivery, and identify opportunities for program improvement. Findings from these processes inform professional development, staffing, service coordination, and internal monitoring.

AIMS is committed to ensuring that ~~legal representation is needed, AIMS College Prep High School agrees that it shall be jointly represented by legal counsel of the District's choosing, except in the event of an actual or potential conflict of interest, in which case legal counsel of AIMS College Prep High School's choosing may separately represent AIMS College Prep High School.~~

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

~~*IDEA SELPA Representation*~~

~~AIMS College Prep High School understands that the District shall represent AIMS College Prep High School at all SELPA meetings and report to AIMS College Prep High School of SELPA activities in the same manner as is reported to all schools within the District.~~

~~*IDEA Funding*~~

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

~~*Retention of Special Education Funds by the District*~~

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

~~*Retention of ADA Funds by the District for Non-Public Placements*~~

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

~~*Contribution to Encroachment*~~

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

~~*Services for Students under the IDEA if the School Becomes an LEA and Member of SELPA*~~

~~As stated above, AIMS College Prep High School may apply for SELPA membership. Upon approval as a member of the SELPA, the Charter School shall be solely responsible and liable for providing special education and related services under the Individuals with Disabilities Education Improvement Act (20 U.S.C. 1400, et seq.) with respect to eligible students. In that case, all obligations of the District recited above with respect to identifying, assessing, and serving special education students will default to AIMS College Prep High School. AIMS College Prep High School shall comply with all applicable State and Federal special education laws and the SELPA Local Plan and policies and procedures. As an LEA, AIMS College Prep High School would receive its State and federal special education funds directly from the SELPA in accordance with~~

~~the SELPA local allocation plan and shall utilize those funds to provide special education instruction and related service to eligible pupils. As an LEA, AIMS College Prep High School would be solely responsible for all special education costs that exceed state and federal special education revenue, and would participate in the SELPA governance and SELPA-wide benefits with the Local Plan and SELPA policies and procedures.~~

students with disabilities have meaningful access to the Charter School's academic program, school culture, extracurricular opportunities, and college-readiness support. Through inclusive practices, individualized services, family collaboration, and ongoing progress monitoring, the Charter School supports students with disabilities in making progress toward their IEP goals, graduation requirements, and postsecondary preparation

Element 2 - Measurable Pupil Outcomes and Element 3 - Method of Measuring Pupil Outcomes

~~*"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes,"*~~

~~*for purposes of this part, means the extent to which all pupils of the charter school*~~

~~*demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in*~~
~~*the charter school's educational program. Pupil outcomes shall include outcomes that address*~~
~~*increases in pupil academic achievement both schoolwide and for all pupil subgroups served*~~
~~*by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil*~~

~~*outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060,*~~

~~*that apply for the grade levels served by the charter school." – Ed. Code § 47605(c)(5)(B)*~~

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school." – Ed. Code § 47605(c)(5)(B)

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." – Ed. Code § 47605(c)(5)(C)

Increases in Student Academic Achievement, Overall and by Subgroup

In accordance with Education Code section 47605(c)(5)(B), Charter School's pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all numerically

significant subgroups of pupils served by the charter school, as that term is defined in paragraph (4) of subdivision (c) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Charter School's LCAP goals will serve as the goals for this section unless Charter School's LCAP goals do not include increases in student academic achievement by subgroup, in which case such goals should be included below.

~~If Charter School's LCAP goals do not include increases in student academic achievement by subgroup, insert student academic achievement goals by subgroup in compliance with Education Code section 47605(c)(5)(B).~~

~~*The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.*~~

~~Academic Achievement Goals by Subgroup~~

~~1.By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least 10 percent or achieve a level of 65 percent.~~

~~2.By the end of the charter term, for each statistically significant student subgroup, increase~~

~~the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least (Amount 1) percent or achieve a level of (Amount 2) percent.~~

~~Subgroup~~	**~~Amount 1~~**	**~~Amount 2~~**
~~Asian~~	~~5%~~	~~60%~~
~~Hispanic or Latino*~~	~~5%~~	~~40%~~
~~African American*~~	~~5%~~	~~50%~~
~~English Learners*~~	~~5%~~	~~30%~~
~~Low Income Students*~~	~~5%~~	~~65%~~

*During the Covid 19 shut down the state of California Suspended the CAASPP assessment. During the 2018-2019 school year, these subgroups did not meet the state of California requirement for reporting. Our numbers in these subgroups have increased during the past two years. The numbers reported are projected. CAASPP data at the High School level is based on 11th grade numbers.

3.By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least 70 percent or achieve a level of 5 percent.

4.By the end of the charter term, for each statistically significant student group, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least (Amount 1) percent or achieve a level of (Amount 2) percent.

Subgroup	Amount 1	Amount 2
Asian	5%	65%
Hispanic or Latino	5%	50%
African American	5%	55%
English Learners	5%	40%
Low-Income Students	5%	65%

5.Each year, 80 percent of students taking the AP English Language and Literature Exams will score 3 or higher.

6.Each year, for each statistically significant student group, (Amount 1) percent of students will increase (Amount 2) on the AP English Language and Literature Exams or achieve proficiency.

Subgroup	Amount 1	Amount 2
Asian	10%	1 point
Hispanic or Latino	20%	1 point
African American	30%	1 point
English Learners	10%	1 point

7.Each year, 85 percent of ELs will improve one overall proficiency level on ELPAC.

8.Each year, have less than 5 percent of students absent more than 10% of the school days (chronic absence).

9.Each year, for each statistically significant student group, less than (Amount 1) percent of students absent more than 10% of the school days (chronic absence).

Subgroup	Amount 1
Asian	5%
Hispanic or Latino	5%
African American	5%
English Learners	5%

10.Each year, achieve a High School cohort graduation rate of at least 90%.

11.Each year, for each statistically significant student group, achieve a High School cohort graduation rate of at least (Amount 1).

Subgroup	Amount 1
Asian	80%
Hispanic or Latino	80%
African American	80%
English Learners	80%
Low-Income Students	80%

12.Each year, 70 percent of 12th graders will achieve at 1500 or greater on the SAT and 21 or higher on the ACT.

Charter School hereby grants authority to the State of California to provide a copy of aggregated (by school, numerically significant subgroups, etc.) test results directly to the District. Test results for the prior year, if not provided directly to the District by the State in a timely manner, will be provided by the Charter School to the District, upon request, no later than September 1 of each year.

Additional Measurable Pupil Outcomes

[If the school is **not** adopting the District's Collective MPOs, schools should include their own MPOs here instead]A copy of the Collective MPOs below.]

Collective MPOs

Charter School sets the following targets for Measurable Pupil Outcomes related to school cultureSchool's 2025-28 Local Control and climate. [Fill in target percentages in table below. Additionally, please choose twoAccountability Plan is attached to this agreement as *Exhibit 1* and helps inform the Charter Renewal's description of its measurable pupil outcomes and associated measures/targets specific to your school's unique program (e.g.,

proficiency in another language, citizenship, arts proficiency, etc.).]

Collective MPOs for Elementary Schools	
1.Annually, at least _____ of families complete a school survey that includes questions about school safety, satisfaction with academic instruction, and voice in school decision-making.	
MPO	Target (%)
2.Each year, at least _____ percent of families positively rate – school safety.	80%
3.Each year, at least _____ percent of families positively rate – academic instruction.	80%
4.Each year, at least _____ percent of families positively rate their voice in school decision-making and/or opportunity for feedback.	80%

Collective MPOs for Middle and High Schools	
1.Annually, at least 70% of students complete a school survey that includes questions about school safety, satisfaction with academic instruction, and voice in school decision-making.	
MPO	Target (%)
2.Each year, at least 80 percent of students positively rate – school safety.	80%
3.Each year, at least 80 percent of students positively rate – academic instruction.	80%

~~4.Each year, at least 80 percent of students positively rate their voice in school decision-making and/or opportunity for feedback.~~	~~80%~~

~~1.Each year, the school will receive a 10 percent increase in schoolwide average scores on AP Examinations per year, or an average score of 2.5 as a school site.~~

~~2.Each year, 70 percent of students will score at least a 1200 on SAT examinations or an equivalent of 24 on ACT examinations.~~

~~3.Each year, at least 75 percent of all demographic subgroups will pass their College Pathways classes each year.~~

~~4.Each year, 50 percent of AIMS HS students will Meet or Exceed Standards in Statewide Science Exams.~~

~~5.Each year, the school will maintain at least a 96 percent attendance rate.~~

~~6.Each year, 100 percent of graduating students will receive a 4-Year college/university Acceptance.~~

Measurement of Pupil Academic Achievement

AIMS College Prep High School measures pupil outcomes through a coordinated assessment and accountability system aligned to the Charter School's LCAP, the California School Dashboard, state assessments, local benchmark assessments, course completion data, college and career readiness indicators, school climate measures, and graduate profile outcomes. The outcomes below describe what students are expected to know, demonstrate, and achieve, while the methods of measurement identify how AIMS monitors progress schoolwide, by grade level, and for numerically significant pupil subgroups.

Application of Education Code section 47607.3

Under Education Code section 47607.3, if Charter School meets certain criteria outlined in section 47607.3(a), the following shall apply:

~~●Depending on circumstances specified in section 47607.3, either the county superintendent of schools or the chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.~~

Depending on circumstances specified in section 47607.3, either the county superintendent of schools or the chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.

The entity providing technical assistance may request assistance from the California Collaborative for Educational Excellence, which may, after consulting with the Superintendent and with the approval of the State Board, provide advice and assistance to the charter school.

The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.

~~A. Additional Annual~~AIMS Way Goals

~~The Charter School's outcomes are designed to align with the AIMS mission, curriculum and assessments and the State Standards for courses offered at AIMS HS. Upon graduating from the Charter School, students will have demonstrated the following, which indicates their ability to be self-motivated, competent lifelong learners.~~

~~*Academic Achievers* who:~~
~~• Produce quality work across the curriculum~~
~~• Are extremely knowledgeable of literature~~
~~• Compute and solve advanced math problems~~
~~• Are knowledgeable about educational pathways and career choices~~
~~• Are eligible for college by completing required coursework and equipped with the necessary skills to succeed in higher education~~

~~*Effective Communicators* who:~~
~~• Demonstrate skills of speaking, listening, reading, and writing in a variety of situations • Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings~~
~~• Read and respond accurately and analytically to text questions~~
~~• Express themselves effectively through writing~~

~~*Critical Thinkers* who:~~
~~• Know how to access information and integrate knowledge~~
~~• Identify and use resources effectively to gather, communicate, and evaluate information • Demonstrate the thinking skills of application, analysis, synthesis, and evaluation in a logical and integrated manner~~
~~• Critically analyze information and draw conclusions~~

~~*Life-long Learners* who:~~
~~• Are open to discovery, develop an enthusiasm and interest for learning~~
~~• Are adaptive to a wide array of professional and cultural settings~~

~~• Are goal-oriented and understand the importance of hard work and continual goal setting~~

The AIMS Way Plan organizes measurable student outcomes around two goal areas.

Goal Area 1: All Students Excel Academically. Students meet or exceed grade-level standards in English language arts, mathematics, science, and history/social science, as measured by proficiency and Distance from Standard on the SBAC, CAST, classroom grades, local assessments, and AP examinations. Students progress without retention. English Learners reclassify as Fluent English Proficient within six years, as measured by ELPAC and reclassification rates. High school students remain on track for UC/CSU acceptance, as measured by A-G course completion. Underperforming students and subgroups make accelerated growth.

Goal Area 2: All Students Excel Personally. Students feel safe and connected to school, as measured by the Panorama Student Survey administered twice yearly. Students are engaged, as measured by chronic absenteeism rates, suspension rates, and co-curricular participation. Students demonstrate the Golden E.A.G.L.E.S. values, as reflected in student reflections and teacher and staff recognitions. Underrepresented students, including students with disabilities and Latino students, have equitable access to the Charter School's programs and supports.

Measurable Outcomes Related to Our AIMS Way Goals:

1. By the end of the charter term (2031-32), increase the percentage of students meeting or exceeding standard on CAASPP ELA to at least 35%, schoolwide and with annual DFS growth targets for each numerically significant pupil subgroup, as measured by the California School Dashboard and CAASPP results.
2. By the end of the charter term, for each numerically significant pupil subgroup as applicable, increase the ELA Distance from Standard with growth targets set per the differentiated methodology described below, ranging from +3 to +12 DFS points per year based on each subgroup's distance from standard, as measured by the California School Dashboard.
3. By the end of the charter term, increase the percentage of students meeting or exceeding standard on CAASPP Mathematics to at least 25%, schoolwide and with annual DFS growth targets for each numerically significant pupil subgroup, as measured by the California School Dashboard and CAASPP results.
4. By the end of the charter term, for each numerically significant pupil subgroup as applicable, increase the Math Distance from Standard with growth targets set per the differentiated methodology described below, ranging from +3 to +12 DFS points per year based on each subgroup's distance from standard, as measured by the California School Dashboard.
5. Each year, maintain 100% A-G completion rate for all graduating seniors, as measured by transcript review and A-G course approval records.
6. Each year, achieve a high school cohort graduation rate of at least 90.5%, as measured by the California School Dashboard four-year adjusted cohort graduation rate.
7. Each year, at least 55% of students participate in AP or Honors coursework, with a target of 65% by 2028-29, as measured by course enrollment records.

8. Each year, at least 65% of English Learners demonstrate progress on the ELPAC, as measured by the English Learner Progress Indicator on the California School Dashboard.
9. Each year, reduce chronic absenteeism annually toward 5% schoolwide, with targeted reduction for numerically significant pupil subgroups as applicable, as measured by the California School Dashboard chronic absenteeism indicator.

The 2024-25 California School Dashboard reports a schoolwide chronic absenteeism rate of 16.7%, with differentiated reduction targets by subgroup based on Dashboard performance level (-3 percentage points per year for subgroups at High, -5 percentage points per year for subgroups at Very High).

1. Each year, maintain the suspension rate at or below 0.5% schoolwide and for all numerically significant pupil subgroups as applicable, as measured by the California School Dashboard suspension rate indicator.
2. Each year, maintain College/Career Indicator performance at Green or higher, or maintain at least 70% of students in the Dashboard-defined cohort classified as Prepared, subject to the state's current Dashboard methodology.
3. Each year, 100% of graduating seniors are accepted to a four-year college or university, as measured by college acceptance letter verification.

The Charter School shall annually report on progress toward these goals through its LCAP and shall establish subgroup-specific targets that ensure accelerated growth for underperforming populations, including English Learners, students with disabilities, African American students, Hispanic students, and socioeconomically disadvantaged students.

Differentiated Growth Targets

The Charter School sets differentiated growth targets calibrated to each subgroup's performance level on the California School Dashboard, using Distance from Standard as the primary measure for ELA and Mathematics:

- Subgroups at or above standard (High/Very High): maintain current performance (+0 DFS/year).
- Subgroups below standard (Low): standard growth (+3 DFS points/year).
- Subgroups significantly below standard (Very Low): accelerated growth (+6 DFS points/year).
- Subgroups furthest from standard (Very Low with greatest gap): double-accelerated growth (+12 DFS points/year).

These targets are designed to produce accelerated improvement for the subgroups furthest from standard and to reduce performance gaps over the charter term. The performance level thresholds follow the California School Dashboard status level definitions, which differ by indicator (e.g., Very Low in Mathematics begins at -115.1 DFS; Very Low in ELA begins at -70 DFS).

AIMS' measurable pupil outcomes are aligned to the LCAP and may be updated annually through the LCAP process. The charter identifies core outcome categories and measurement methods, while annual targets and actions are refined through the LCAP, performance improvement planning, and annual data review. Specific annual targets by subgroup and indicator may be further detailed through the Charter School's Performance Improvement Plan and updated annually through the LCAP process.

School Climate, Engagement, and Organizational Conditions

The Charter School monitors the following school climate, engagement, and organizational conditions that support pupil outcomes:

- Chronic absenteeism rate, reported annually on the Dashboard, disaggregated by all numerically significant pupil subgroups.
- Suspension rate, reported annually on the Dashboard, disaggregated by all numerically significant pupil subgroups.
- Graduation rate, reported annually on the Dashboard four-year adjusted cohort rate.
- School climate and student connectedness, as measured by the Panorama Student Survey administered twice yearly across five scales (connectedness, belonging, safety, engagement, and academic self-efficacy), disaggregated by grade and numerically significant pupil subgroups.
- Family engagement and satisfaction, as measured by the Panorama Family Survey administered twice yearly across four scales (communication, engagement, school fit, and family support).
- Equitable access monitoring: AIMS monitors application, enrollment, retention, and persistence data by pupil subgroup to evaluate equitable access to the Charter School's program and inform outreach and retention strategies.
- Child find and special education process monitoring: AIMS annually monitors child find activities, SST referrals, assessment requests, completed evaluations, eligibility determinations, IEP implementation, and progress toward IEP goals to ensure that students suspected of having disabilities are identified, evaluated, and served in accordance with applicable law.

The following organizational conditions are tracked as enabling metrics aligned to State Priority 1 (Basic Conditions of Learning):

- Teacher credentialing rate, tracked through annual CALPADS reporting, with a trajectory toward 100% properly assigned.
- Teacher retention rate, tracked annually through HR records.
- CALPADS reporting accuracy (target 97% or above) and timely submissions (target 100%).

Graduate Profile Outcomes

AIMS College Prep High School prepares graduates who are:

- Academic Achievers who demonstrate mastery of A-G coursework and Advanced Placement content across all four core subject areas.
- Effective Communicators who express ideas clearly in writing, speech, and digital media.
- Critical Thinkers who analyze complex problems using evidence-based reasoning.
- Self-Motivated, Competent, and Lifelong Learners who set goals, manage their learning, and persist through challenges.
- Socially Responsible Citizens who~~:~~
  ~~• Are aware and understand the relevance of different histories and cultures in society~~
  ~~• Are leaders within their families and setting who~~ contribute to ~~the improvement of life in their -- school and community~~
  ~~• Demonstrate personal responsibility and~~their communities with integrity
  ~~• Are environmentally conscious and responsible~~ and empathy.

- Technologically Literate Citizens who~~:~~
  - ~~Access and interpret information using~~ use technology effectively and responsibly.

~~Generate documents, spreadsheets, presentations, and mathematical computations using technology~~

- ~~Are able to adapt to new and emerging technologies~~

~~B.~~The Graduate Profile attributes are demonstrated through multiple sources of evidence, including course completion, student work products, presentations, AP participation and performance, college and career readiness indicators, community service, leadership participation, technology-integrated assignments, and student survey measures related to self-efficacy, belonging, and growth mindset.

Method of Assessment

~~AIMS HS will have a rigorous assessment and goal-setting program to measure students' proficiency levels and ensure that each~~ The Charter School shall meet all statewide standards and conduct the student ~~is making progress toward becoming a responsible, well-educated adult. AIMS HS will assess students regularly from the time they enter the school through graduation, and teachers will monitor their progress closely. AIMS HS will use the following~~ assessments~~:~~

~~*Annually*~~

- ~~,~~ required pursuant to Education Code Sections 60605 and 60602.5, including CAASPP
- ~~,~~ CAST
- ~~,~~ ELPAC
- ~~,~~ and the California Physical Fitness Test
- ~~Advanced Placement Exams~~
- ~~PSAT~~
- ~~SAT / ACT~~

~~*Each Quarter*~~

- ~~Progress in coursework~~
- ~~Progress toward achieving IEP goals~~. The following assessment system measures pupil progress toward the outcomes identified above:

~~*Ongoing*~~

- ~~Quizzes and Tests~~
- ~~Daily Homework~~
- ~~Essays~~
- ~~Group and Individual Projects~~
- ~~Revisions Process~~

- Classroom Discussion
- Class Presentations
- Lab Reports

Senior Year

- Completion of all graduation requirements
- Applications to four-year colleges
- Acceptance letters to a four college or university

Students will also be measured in non-curricular areas such as class attendance and discipline to ensure they are performing at the level stated in the AIMS Mission Statement. For example, classes will compete with each other for the greatest number of consecutive days of perfect attendance. Attendance will be monitored within each classroom and posted on a bulletin board in the hallway. Non-curricular areas are often overlooked at urban high schools. When it comes

to assessment, AIMS believes that students develop more quickly when they are held accountable for both attendance and performance

C.Use

Instrument	Domain	Grades	Frequency	Purpose
CAASPP (SBAC)	ELA, Math	11	Annual (spring)	State accountability, Dashboard indicator
CAST	Science	11	Annual (spring)	State accountability, Dashboard indicator
ELPAC Summative	ELD	9-12 (EL only)	Annual (Feb-May)	EL progress, reclassification
ELPAC Initial	ELD	9-12 (new EL)	Year-round	EL identification
NWEA MAP	ELA, Math	9-12	Three times annually (Cycles 1, 2, and 4)	Growth monitoring, intervention grouping
SBAC Interim (ICA/IAB)	ELA, Math	9-12	Cycle 3 (spring)	Standards mastery, CAASPP preparation
AP Exams	All AP subjects	10-12	Annual (May)	College credit, CCI pathway
Panorama Student Survey	Climate, SEL	9-12	Twice yearly	Connectedness, belonging, safety
Panorama Family Survey	Engagement	Families	Twice yearly	Satisfaction, communication
Course Grades	All subjects	9-12	Quarterly	A-G progress, credit accumulation
CA PFT	Physical Fitness	9	Annual (spring)	State requirement, Priority 8

Assessment modifications and accommodations are provided for students with IEPs, 504 plans, and English Learners in accordance with applicable state and federal guidelines. AIMS ensures that all assessment data is valid, reliable, and used to inform instruction, intervention, and program improvement.

Non-Academic Outcome Measures

Non-academic outcomes are assessed through:

- Panorama Student Survey: school climate, belonging, safety, engagement, self-efficacy (twice yearly)
- Panorama Family Survey: communication, engagement, school fit, family support (twice yearly)
- Chronic absenteeism rate: California School Dashboard indicator (annual)
- Suspension rate: California School Dashboard indicator (annual)
- Attendance data: PowerSchool daily tracking, quarterly review through OUSD MOU tracker

Data Collection, Analysis, and Reporting ~~of Data~~

~~AIMS HS uses multiple tools to collect and analyze student data, including CALPADS, Powerschool, Illuminate, and Excel. These systems combined provide AIMS HS with the capability to record results for all the methods of assessment described in the previous section.~~

~~*Collection*~~

~~• Standardized assessment results are all available electronically and are uploaded by the Head of School or his/her designee~~

~~• All results from assessments given at school are input by faculty members.~~

~~All information pertaining to student goals for students with disabilities are input by RSP teachers.~~

~~*Analysis*~~

~~• Individual students and their teachers analyze each student's individual performance throughout the school year.~~

~~Parents review data for all students every three weeks~~

~~• The school faculty analyzes data from all of the tools listed for individual students, as well as school-wide, at least annually.~~

~~The Board reviews the data and the faculty's analysis annually~~

~~*Reporting*~~

~~• Results from all of the tools listed above are available for each individual student and his or her family to review upon request through the school's office or the student's teacher~~

~~• Annually, the Charter School will publish a School Accountability Report Card ("SARC") that will be posted on the Charter School's website and made available in the school lobby.~~

On an as-needed basis, the Charter School will publish bulletins reporting general student or school performance data.

If AIMS HS does not test with the District (i.e. State exams), AIMS HS hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the Charter School. Test results for the prior year, if not provided directly to the District by the State, will be provided by the Charter School to the District no later than September 1 of each year.

AIMS HS will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies.

Continuous Improvement

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

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

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

Linking standards to curriculum and assessment: standards, curriculum, and assessment will be aligned with each other, with state guidelines, and with AIMS HS's educational goals. Professional development will include training in the use of data-driven decision making, and educators will review the alignment of assessment and curriculum with the state content standards each year.

Determining assessments that will actually measure if curriculum has been learned and monitoring progress toward goals. This includes a combination of projects, exhibitions, presentations, and criterion-referenced assessments. Progress will be objectively measured by the annual statewide assessments for each grade (e.g. CAASPP, ELPAC). Classroom teachers may also measure achievement in a traditional manner, such as through quizzes, essays, tests, and exams.

The staff will set baseline expectations for incoming students (e.g. information from previous assessments), recommend additional support if needed, and administer all assessments, including school, district, and state-required testing.

AIMS HS will utilize CAASPP, Grade Point Average, and English Language Proficiency Assessment for California results to measure students' academic preparedness. In addition,

~~AIMS HS will use the student dropout rate, graduation rate and attendance as school level indicators of success. The Head of School and teachers will monitor individual student progress to ensure students are making academic progress on the state content standards of each grade level before being advanced to the next grade. Student progress reports will be sent to families every three weeks. The students who receive progress reports showing low academic~~
~~performance will be placed in tutoring and participate in conferences with their family representative and teacher to identify appropriate strategies for improvement. Students must earn a "C" or better in each AIMS HS in order to receive high school credit. Students who receive a "C " or lower in core subjects will not be promoted until they recover any failed credit with a passing grade.~~

Collection and Analysis

AIMS uses a four-cycle assessment calendar aligned to The AIMS Way Plan. NWEA MAP Growth assessments are administered three times annually (Cycles 1, 2, and 4). SBAC Comprehensive Interim Assessments are administered during Cycle 3. Curriculum-aligned benchmark assessments and finals are administered each cycle. Department teams analyze results through quarterly Cycles of Inquiry using the Plan-Implement-Analyze-Reflect protocol.

Reporting

Students and teachers review assessment data through progress reports issued every six weeks, quarterly report cards, and individual student-teacher conferences. Families receive assessment results and academic progress updates through ParentSquare, quarterly report cards, and parent-teacher conferences at least once per semester.

The Charter School reports aggregate assessment results to the OUSD Office of Charter Schools annually, including CAASPP, CAST, ELPAC, graduation rate, chronic absenteeism, suspension rate, and CCI data. The School Accountability Report Card is published annually. The Board of Directors reviews academic performance data quarterly.

Continuous Improvement

AIMS uses data through quarterly Cycles of Inquiry, weekly department meetings, the annual LCAP review process, Board performance reviews, and MTSS intervention planning to drive continuous improvement. When data indicates that a subgroup or indicator is not meeting expected growth targets, the Charter School intensifies intervention through the MTSS tiered support framework, adjusts instructional strategies through the Cycle of Inquiry process, and revises LCAP actions as needed.

Annual Academic Goals Aligned to State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), the Charter School has established annual goals, actions, and measurable outcomes, both schoolwide and for all numerically significant pupil subgroups, aligned to the eight state priorities and the Charter School's Local Control and Accountability Plan.

In setting goals for student achievement, AIMS has considered the California Accountability System and its commitment to continuously improving student results. In cases where the Charter School is meeting or exceeding targets, the goal is to maintain that level of performance. In cases where the Charter School has not yet met a target, growth targets are set using the tiered methodology described above, with the most ambitious targets assigned to the subgroups furthest from standard.

A copy of the Charter School's current LCAP, which contains a reasonably comprehensive description of its goals, actions, and outcomes in the State Priorities, schoolwide and for all numerically significant student subgroups, is included as *Exhibit 1 - LCAP*. Below is a summary of schoolwide goals, actions, and outcomes in the State Priorities.

Figure A: State Priority Crosswalk

State Priority	AIMS LCAP Goal
P1: Basic Conditions of Learning	Goal 3: High-Performing Organization
P2: Implementation of State Standards	Goal 1: Academic Achievement
P3: Parental Involvement	Goal 2: School Climate & Engagement

P4: Pupil Achievement	Goal 1: Academic Achievement
P5: Pupil Engagement	Goal 2: School Climate & Engagement
P6: School Climate	Goal 2: School Climate & Engagement
P7: Course Access	Goal 1: Academic Achievement
P8: Other Pupil Outcomes (College/Career)	Goal 1: Academic Achievement

Figure B: Goal 1, Academic Achievement

Goal 1: Academic Achievement	Outcomes
All students excel academically, meeting or exceeding grade-level standards in English Language Arts, Mathematics, Science, History, Arts, World Language, and Physical Education. Underperforming students and subgroups make accelerated growth toward standard. State Priorities: ❖ P2 (Standards Implementation) ❖ P4 (Pupil Achievement) ❖ P7 (Course Access) ❖ P8 (College/Career)	❖ Students improve ELA proficiency annually, with growth rates of +3 to +12 DFS points per year based on each subgroup's distance from standard, as described in the Differentiated Growth Targets section above. ❖ Students improve Math proficiency annually, using the same tiered growth methodology. ❖ Students improve science proficiency annually, with the goal of increasing the percentage of students meeting or exceeding standard on the CAST. ❖ At least 70% of students in the Dashboard-defined cohort are classified as college and career prepared on the College/Career Indicator, maintained schoolwide and for all numerically significant pupil subgroups ❖ At least 65% of English Learners demonstrate annual progress toward English proficiency on the ELPAC. ❖ Students increase NWEA MAP percentile rank by 3 points annually in ELA and Math, or maintain performance at or above the 60th percentile. ❖ All graduating seniors complete the UC/CSU A-G course sequence. ❖ At least 90% of students earn a C or higher in all enrolled courses each quarter, as measured by quarterly grade reports. College preparedness is measured through the College/Career Indicator, which incorporates Early Assessment Program (EAP) results, AP exam performance, dual enrollment completion, and other college readiness criteria as defined by the California Department of Education. The Charter School monitors the percentage of students who complete both A-G requirements and a CTE pathway sequence, with the goal of increasing dual

	completion as CTE pathways are expanded during the charter term.

Actions
1.1 Strengthen Tier 1 Instruction and Instructional Coaching: Core instruction through instructional coaching, curriculum alignment, standards-based lesson design, and classroom observation cycles. Director of Teaching and Learning leads Cycles of Inquiry and department-level professional learning. 1.2 MTSS, Academic Intervention, and Data-Driven Support: Multi-tiered intervention systems including NWEA MAP benchmark assessment, small-group tutoring, Saturday School, Winter/Spring Break academies, and Summer School. Concentration grant funds intervention specialists for 1:1 support. 1.3 English Learner, Literacy, and Academic Language Support: GLAD implementation across all content areas, designated ELD through National Geographic Lift curriculum, academic language development, and newcomer support services including translation technology and 24/7 interpreting. 1.4 College and Career Readiness: A-G coursework completion monitoring, AP exam coordination, college application support, and academic counseling from ninth grade through post-secondary placement. Two full-time counselors manage individualized four-year Student Academic Plans. 1.5 Concurrent and Dual Enrollment, CTE, and Postsecondary Pathway Expansion: Concurrent enrollment through Peralta Community College District, Career Technical Education pathways (Design and Engineering via Berkeley City College), Genesys Works internship program, and Sonoma State University guaranteed acceptance partnership. 1.6 Continuous Improvement, PLC, COI, and Instructional Leadership: Professional Learning Communities, quarterly Cycles of Inquiry with Exhibition of Learning protocol, external data consultant, and Community of Practice sessions for instructional leadership team. 1.7 Block Schedule Implementation: Implementation of eight-period block schedule model with 91-minute instructional blocks to deepen learning, accommodate concurrent enrollment, and embed advisory and intervention periods.

Figure C: Goal 2, School Climate & Engagement

Goal 2: School Climate & Engagement	Outcomes
All students attend school in a safe, engaging, and nurturing environment. Families are empowered to participate in decisions regarding school programs and culture. The school community reflects the diversity of the neighborhoods it serves. State Priorities: ● P3 (Parental Involvement) ● P5 (Pupil Engagement) ● P6 (School Climate)	● Chronic absenteeism: tiered reduction targets by subgroup (maintain below 5% where met; -3pp/year for High; -5pp/year for Very High). ● Suspension rate: at or below 0.5% for all numerically significant pupil subgroups. ● Graduation rate: 90.5% or above schoolwide, with annual monitoring of subgroup graduation rates and targeted support for any numerically significant pupil subgroup below the schoolwide target. ● Panorama Student Survey: annual improvement across 5 scales. ● Panorama Family Survey: annual improvement across 4 scales.

	● Equitable access: monitor enrollment, retention, and persistence by pupil subgroup. ● Total HS enrollment: stabilization toward 450 capacity. ● Expulsion rate: maintain at or below 0.5% schoolwide and for all numerically significant pupil subgroups, as measured by CALPADS reporting. ● High school dropout rate: maintain below 2% annually, as measured by CDE cohort dropout data.
Actions	
2.1 PBIS, Restorative Practices, and School Climate Systems: Schoolwide PBIS implementation with Tiered Fidelity Inventory monitoring, restorative conversation protocols facilitated by the Dean and SEL counselor, Golden E.A.G.L.E.S. values integration, and CharacterStrong social-emotional learning curriculum. 2.2 Attendance Intervention and Case Management: Community Outreach Manager leads chronic absenteeism intervention through wellness checks, truancy letters, SART/SARB escalation, and home visits. AC Transit Clipper cards provided to all students. Attendance recovery through Saturday School academic support and attendance recovery opportunities, as permitted by applicable attendance accounting rules.. 2.3 Counseling, Wellness, and Student Support Services: SEL counselor provides individual and group support. Crisis intervention, behavioral health referrals, and coordination with external service providers for students experiencing trauma, housing instability, or family disruption. 2.4 Student Engagement, Leadership, Athletics, and Extracurriculars: Interscholastic athletics program, Student Government Association, academic clubs (National Honor Society, Black Student Union), spirit events, and co-curricular programming designed to build school connectedness and student voice. 2.5 Family and Community Engagement and Communication: ParentSquare communication platform, quarterly parent-teacher conferences, LCAP Advisory Committee and School Site Council monthly meetings, ELAC/DLAC, Panorama family surveys, ESL classes for families, and 24/7 on-demand interpreting services. 2.6 Enrollment Access, Outreach, and Retention: Feeder school recruitment partnerships, Oakland Enrolls participation, multilingual outreach materials, intake surveys, and community-based enrollment events. Targeted outreach to support equitable access across all pupil subgroups. 2.7 Graduation Support and Credit Recovery: Senior credit audits, graduation pathway monitoring, Acellus online credit recovery platform, in-person summer credit recovery courses, and individualized graduation plans for students at risk of not completing requirements.	

Figure D: Goal 3, High-Performing Organization

Goal 3: High-Performing Organization	Outcomes
All students have access to qualified teachers, accurate data systems, safe facilities, and a well-managed organization that supports continuous improvement. State Priority: ❖ P1 (Basic Conditions of Learning)	❖ Teacher credentialing rate: annual increase toward 100% properly assigned. ❖ CALPADS reporting accuracy: 97% or above. ❖ Timely CALPADS submissions: 100%.

	❖ Teacher retention rate: annual improvement.
Actions	
3.1 Staffing Recruitment, Retention, Credentialing, and Professional Growth: Teacher recruitment through university partnerships, competitive compensation, onboarding through Summer Bootcamp, mentoring by department chairs, and support for teachers on intern or preliminary credentials to achieve full certification. Annual CSTP-aligned evaluation system under development. 3.2 Operational Accountability, Compliance, and Data Systems: CALPADS reporting, credential monitoring, fiscal compliance, and coordination with El Dorado County Charter SELPA for special education reporting requirements. 3.3 Technology Infrastructure and Data-Driven Systems: PowerSchool student information system, NWEA MAP assessment platform, Panorama survey platform, ParentSquare family communication, and Chromebook fleet management for student and staff use. 3.4 Safety Planning and Operational Sustainability: Comprehensive School Safety Plan maintenance, emergency preparedness, facility management, and long-term facility planning including Proposition 39 and facilities strategy for the high school campus.	

Element 4 - Governance

"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement." – Ed. Code § 47605(c)(5)(D)

Operation by or as a Nonprofit Public Benefit Corporation

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School. Charter School shall comply with the provisions of Education Code section 47604(b)(1) and shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. A for-profit educational management organization and a for-profit charter management organization are entities that manage or operate a charter school.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amend the bylaws to change the number of governing board members, Charter School shall provide a copy of the amended bylaws to the OUSD Office of Charter Schools ("OCS") within 30 days of adoption.

Charter School will respond to Public Records Act requests in a timely manner and in compliance with the California Public Records Act (Government Code section 6250 et seq.).

Indemnification of District

Charter School through this Charter agrees to defend, and indemnify and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter "District" and "District Personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School's performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.

Governing Board Operation

Charter School shall follow Education Code section 47604.1, and comply with the Ralph M. Brown Act (Government Code section 54950 et seq.); the California Public Records Act (Government Code section 6250 et seq.); Government Code section 1090 et seq.; and the Political Reform Act (Government Code section 81000 et seq.) Charter School shall also comply with the provisions of Education Code section 47604.1(c) with respect to the location of its meetings, and broadcasting its meetings on a two-way teleconference where required.

Charter School shall publicly post all governing board meeting agendas in accordance with the Brown Act. Charter School shall keep accurate records of all governing board meetings, whether they were canceled, rescheduled, or held, and make board meeting documents, including board meeting minutes, available to the public either upon request or by posting on the charter school's website.

~~The District reserves~~Charter School acknowledges the District's statutory right~~, but is not obligated,~~ to appoint, at the District sole discretion, a single representative of the District's choosing to the Charter School governing board pursuant to Education Code section 47604(c).

Required Notifications to the District

Charter School shall notify OCS in writing of any citations or notices of workplace hazards; investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, regarding any aspect of Charter School's operations, within one week of receipt of such notices by Charter School. ~~Unless prohibited by law,~~ Charter School shall notify OCS in writing of any internal investigations within one week of commencing investigation. Charter School shall notify OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff. This 24-hour notification applies to any allegations of serious misconduct related to student safety or child abuse by any student or adult that occurred on campus.

Charter School Records

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records, and Education Code section 49069.3 and 49069.5 regarding transfer of records for youth in foster care.

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

~~same to Charter School in a reasonably timely manner upon request under Education Code section 47604.3.~~

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

Petition Advisory Group

Petition Advisory Group Statement

The school community of AIMS College Prep High School reviewed, revised, and updated this charter to ensure it is consistent with current law and current practices at the Charter School. It is our ethos that a strong academic background in English Literature, mathematics, history, and science, coupled with an emphasis on structure and discipline, are the pillars of an effective academic program, which enable students to attain a higher education and become productive members in a capitalist society.

The advisors represent a diverse group of individuals interested in high academic standards for the target student population who will attend AIMS College Prep High School. The Advisory Group is not the AIMS HS Governance Board, although all AIMS HS Governance Board members are part of the Advisory Group.

Petition Advisory Group Members

MAYA WOODS-CADIZ

CEO & SUPERINTENDENT

Maya.Woods-Cadiz@aimsk12.org

Superintendent's experience includes sixteen years of PK-12 leadership and seven years of experience as an elementary school teacher. In addition to her K-12 experience, She taught Curriculum and Instruction at the graduate level for five years. Her educational pedigree consists of leadership certification from Duke University's Fuqua School of Business, and Harvard Business School, a Masters of Education from UC Berkeley, a Superintendent Certificate from the Association of California Schools Administrators, an Administrator Credential, a Multiple Subject Teaching Credential, and a Bachelor of Arts from California State University at Hayward (East Bay). Moreover, She is currently a Doctoral Candidate in the field of Organizational Leadership. Superintendent Woods-Cadiz is a multigenerational Oakland Native who attended both Oakland parochial and public schools.

TONI COOK
PRESIDENT,
CHAIRPERSON,
GOVERNANCE COMMITTEE

toni.cook@aimsk12.org

Director Toni Cook joined the AIMS board in 2015 and currently serves as Board Secretary, and Chairperson of the Governance Committee. Toni is a policy director and administrator who served as senior staff in the public sector; chief of staff to a Los Angeles council member; and a non-profit executive director. In addition, Toni has been a member of the faculty at California State University, Dominguez Hills, Howard and Morgan State Universities, UC Berkeley and Laney Community College. In addition, Toni served as Associate Dean, Howard University, School of Architecture and Urban Planning; and most recently Dean, Special Programs Grants, College of Alameda. From 1990-1998, Toni was elected for two terms, to serve on the OUSD Board of Directors. Toni has been the recipient of many civic awards including Peralta Chancellor's Service Award, 2017, and First African Methodist Episcopal Church, Oakland, Living Legend Award, 2012. Toni holds a Bachelors of Arts (Cum Laude) and a Masters of Arts of Urban Planning, University of California, Los Angeles.

STEVEN LEUNG
VICE PRESIDENT

steven.leung@aimsk12.org

Director Steven Leung, is President of Outstanding Investment Company, Incorporated, which has provided outstanding property management and investment services for more than 14 years to buyers and sellers in the greater San Francisco Bay area. Steven previously served as Vice President of Sales for Quality Green Building Supplies. He is a graduate of San Jose State University with a Bachelor's of Science in Business and Finance. Steven joined the American Indian Model Schools (AIMS) board in 2012; and currently serves as Vice President. He brings years of experience in financial management and investment. During Steven's service as President of the AIMS Board of Directors, he devoted countless hours to the restoration of public and parental trust in the AIMS organization's educational mission and goal.

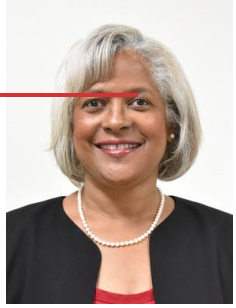
As a result, he was awarded a Board Resolution of Commendation for his outstanding service.

CHRISTOPHER EDINGTON
TREASURER,
CHAIRPERSON, FINANCE COMMITTEE

christopher.edington@aimsk12.org

Director Chris Edington is a "hands-on" solutions-oriented professional with 20 years of functional domain expertise in analytics, project management; as well as a progressive career record that spans a full range of information technology operations and application development for multimillion-dollar projects in government, health care, financial services, and utility industries. In addition, Chris has an extensive background integrating new systems into large-scale informational technology infrastructure using Waterfall and Agile methodologies; and has a proven record of developing, implementing, and integrating cost-saving business solutions and applications across multiple platforms, and environments. Chris is a University of California, Berkeley graduate and a Certified Professional Consultant. In addition, Chris is a Member, Professional and Technical Consultants Association, Project

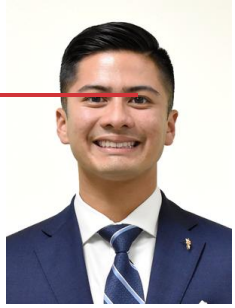
~~Management Professional, and Project Management Institute. Chris joined the AIMS Board in 2016 and in 2017, President Leung appointed him Chairperson of the Board's Finance Committee.~~



DANA LANG

dana.lang@aimsk12.org

Director Dana Lang is an experienced business advisor and grants manager. She has secured tens of millions in grant funds for local government agencies and has assisted numerous small businesses to gain contract awards. During her more than 20 years of public service, Dana served as a Policy Analyst for Oakland Mayor Elihu Harris; Federal Grants Liaison, Metropolitan Transportation Commission; Grants Unit Manager, San Francisco Police Department, and Small Business Affairs Officer, San Francisco International Airport. Dana received her Bachelor's of Arts from Wellesley College, Massachusetts; and her Master's Degree in Business Administration from UC Berkeley Haas School of Business. Dana remains connected to her Alma Mater as she is the Treasurer, Wellesley College Class Alumnae Board; and is a volunteer for the Cal Berkeley African American Initiative Scholarship Program. In addition, she is a board member and past president of the Northern California Chapter of the Conference of Minority Transportation Officials (COMTO). Dana joined the AIMS Board, August 2019.



ADRIEN ABUYEN

SECRETARY

adrien.abuyen@aimsk12.org

Director Adrien Abuyen, is a University of California Berkeley graduate, with a Bachelors of Arts in Legal Studies, and Associate Degrees from the College of Alameda. While at UC Berkeley, Adrien was selected as a University of California, RepresentEd Leadership Fellow, receiving premier training in human-centered design and social enterprise building. He also served as the Cal American Civil Liberties Union, Vice President.

As a former Student Trustee of the Peralta Community College District Board of Directors, Adrien advocated for equity, access, and inclusion by cultivating collaboration amongst student leaders and top-level administrators. He also served on the Peralta Community College District Citizens' Board and Parcel Tax Oversight Committee. In 2018, Adrien served as a Legislative Intern in Washington, D.C. with Senator Diane Feinstein. During his service with Senator Feinstein, his legislative portfolio focused on matters of education and healthcare. Adrien harnesses his diverse experience and community-focused approach to build winning solutions, which is complimented by his analytical strengths and organizational skills. Adrien currently serves as a Public Affairs Associate with Gray, Greer, Shelby & Vaughn, LLC where he engages in the conduct of public affairs and strategic research that focuses on Outreach and Strategic Partnerships, Government Relations and Supplier Diversity

KATEMA BALLENTINE

CHIEF BUSINESS OFFICER

katema.ballentine@aimsk12.org

In 2018, Katema Ballentine began as the Chief of

~~Business Officer at AIMS, where she leads the Finance Department. A native of Oakland and a graduate of Holy Names College, her passion for educating Oakland's children is reflected in the integrity of the work she performs. Katema's 20+ years' in public education began in San Leandro Unified School District Central Office Operations. In San Leandro, she worked in Payroll, Human Resources, Accounting, Benefits and Risk Management before transitioning to Oakland Unified~~

School District in 2006. In Oakland Unified School
District, she began her 13-year career as a Financial
Associate to quickly move up the ranks to Fiscal
Management, overseeing a $753M budget, specializing in Special Fund Management, Fiscal Process, and Policy Development and FCMAT alignment. To further align her expertise, Katema attended the Charter Business Officer Training Program in 2019.

MAURICE WILLIAMS JR.
HEAD OF SCHOOL

maurice.williams@aimsk12.org

Mr. Williams is from Oakland, California, and is a
graduate of Oakland Public Schools. Head of School Maurice Williams, Jr. has nearly 10 years of education experience, and is entering his eighth year as a member of the AIMS K12 Charter District. After years of
political experience in the California State Senate, Mr. Williams taught at AIMS Elementary, Middle, and High Schools, served as Dean of Middle School, Head of Middle Schools, High School Head of Division, and Head of High School. In his time at AIMS, Mr. Williams has been instrumental in founding several educational innovations throughout the entire AIMS organization, including the founding of the Block Schedules, the AIMS Middle and High School Athletics Departments, The "AIMS U" College Pathways Program, and Middle School Music and Arts programs (VPA). Head of School Williams has a Bachelor of Arts from Stillman College (HBCU), Master of Public Policy from Pepperdine
University, earned a certificate in Leading Schools from the Harvard Business School online, and was recently accepted into the University of Southern California
Rossier School of Education's Doctorate in Educational Leadership Program.

~~VIRGINIA WILLIAMSON ACADEMIC DEAN~~

~~Virginia.williamson@aimsk12.org~~

~~Virginia Williamson, an Interim Academic Dean at AIMS College Prep High School, was born and raised in Oakland, the Bay Area has always been her home. With a BA in English from Pasadena College and a Life Standard Teaching Credential from California State University, East Bay, she was fortunate to have enjoyed a long and varied career in education. She taught for 36 years for Newark Unified School District, primarily at the upper elementary / middle school level, and during that time, and was honored to be named Teacher of the Year for Newark and for Alameda County. She began working with new teachers first as a BTSA Site Coordinator, then as Assistant District BTSA Coordinator for Newark. She continued her work with K-12 teacher credential candidates throughout the Bay Area as Coordinator of Charter and Private Schools for East Bay Induction Consortium in 2008, where she continued until 2018. In that capacity she supervised support provider-credential candidate teams, guiding the Induction work that led to a clear credential for candidates, and providing professional development for all participants. She first became involved with AIMS through providing Induction support to many K-12 AIMS teachers.~~

SHARON TOM
ACADEMIC DEAN

Sharon.tom@aimsk12.org

Sharon Tom, currently serves as one of the Interim Academic Deans at AIMS HS.
A Bay Area native, she graduated from Oakland Technical High School and entered UC Berkeley, where she earned both my B.A. in Sociology and my Standard Life Teaching Credential. During her tenure as an elementary classroom teacher in the Oakland Public Schools, she served as a mentor teacher and master teacher for many years to numerous teachers, and also earned both my M.S. in Educational Leadership and her Administrative Credential from California State University East Bay. In 2008, she left classroom teaching and began working with K-12 teacher credentialing candidates in the Bay Area and beyond, through Alliant International University as an Adjunct Professor in Clinical Practice, and as a BTSA Coach for new teachers clearing their preliminary teaching credentials through Oakland Unified Schools and Newark Unified's East Bay Induction Consortium. Many of the K-12 teachers she worked with were teaching at AIMS.

Summary of Necessary Background Critical to **Charter School Ombudsperson**

Charter School shall ensure that, at all times throughout the term of the Charter, a neutral party, "Ombudsperson", is identified to serve as an independent resource, assisting families and community members in investigating and addressing complaints, conflicts, and other school-related issues. This individual's name and contact information should be clearly articulated in the Charter School's student and family handbook or distributed widely.

In addition to the Ombudsperson, AIMS has retained Mueller Investigative Services, LLC as an independent third-party investigator to assist with complaints and investigations when needed, helping to ensure impartiality and compliance throughout the process.

Governance Structure

Non-Profit Public Benefit Corporation

	Curriculum	Instruction	Assessment	Finance	Facilities	Management	Organization	Governance	Administration
President Toni Cook				X		X	X	X	X
Vice President Steven Leung				X	X	X	X	X	
Treasurer Chris Edington				X	X	X	X	X	X
Secretary Adrien Abuyen						X	X	X	
Director Dana Lang				X	X		X	X	
Superintendent Maya Woods-Cadiz	X		X	X	X	X	X	X	X
Head of School AIMS HS Maurice Williams	X		X	X	X	X	X		X
Deans of Academics Virginia Wi	X	X		X					

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Head of School AIMS MS Peter Holmquist	X	X	X	X		X	X	X
Head of School AIMS ES Christopher Ahmaed	X	X	X	X		X	X	X
Director of Operations Marisol Magana					X	X	X	
Operations Manager Tiffany Tung					X	X	X	
C B K C oordinator Matthew	X	X	X					

~~Gordan Family~~	~~X~~	~~X~~	~~X~~		~~X~~
~~Coordinator Vanessa Oden~~	~~X~~	~~X~~	~~X~~		
~~ELD Coordinator Vanne Chand~~	~~X~~	~~X~~	~~X~~		
~~Special Education C~~					

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~~The Charter School will be~~is a directly funded independent charter school ~~and will be~~ operated by American Indian Model Schools, a California ~~non-profit~~nonprofit public benefit corporation with 501(c)(3) tax-exempt status, doing business as AIMS K-12 College Prep Charter District, pursuant to California law ~~upon approval of this charter~~.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.

The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As required, the Conflict of Interest Code ~~will be~~has been submitted to the County Board of Supervisors for approval. For more detail, see *Appendix v - Conflict of Interest Code*.

~~Attached, as~~For more detail, see *Appendix* ~~vii, xxxiii,and xxiv please find the AIMS~~*ii - Articles of Incorporation*, *Appendix iii - Board Bylaws*, and *Appendix v - Conflict of Interest Code*.

For more detail, see *Appendix xix - 501(c)(3) Determination Letter*.

Organizational Chart

~~Attached as Appendix i, please find the AIMS Organizational Chart~~
AIMS College Prep High School operates within the broader organizational structure of AIMS K-12 College Prep, an independent nonprofit charter organization. The American Indian Model Schools Board

of Directors holds ultimate governance authority and oversees the Superintendent, who serves as the organization's chief executive. All school-site and central-office leadership report, directly or indirectly, to the Superintendent.

The high school is led by the Head of School for AIMS College Prep High School, who reports directly to the Superintendent and oversees the Charter School's instructional and operational team, including the Assistant Head of School, academic counselors, classroom and physical education teachers, athletics program, and administrative support staff.

Shared organizational functions that serve both the high school and the K-8 program, including teaching and learning, enrollment, compliance, communications, operations, and business operations, are centralized under the Superintendent. This structure allows the high school to draw on shared central-office capacity while maintaining dedicated site-based leadership.

For more detail, see *Appendix i - Organizational Chart*

Board of Directors

AIMS College Prep High School is governed by the ~~AIMS~~American Indian Model Schools Board of Directors (the "Board"). The Board shall be ultimately responsible for the operation and activities of the Charter School. The Board shall be governed in its operations and its actions by the ~~AIMS~~American Indian Model Schools bylaws which shall be consistent with this charter, the Charter Schools Act, and all other applicable law. The primary methods for executing their responsibilities are to create, adopt, and monitor a long-term strategic plan and associated budget, and to employ and evaluate the Superintendent.

The Board will ~~comprise~~be composed of at least ~~five~~three (3) and no more than seven (7) members. The Superintendent will report directly to the Board. Board member selection, terms, and vacancy procedures are governed by the American Indian Model Schools Bylaws (*Appendix iii - Board Bylaws*). Current Board membership is listed in *Appendix iv - Board Member Biographies and Roster*.

Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board of Directors shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

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

- Uphold the mission of the Charter School
- Oversee the implementation of the charter
- Approve and monitor the budget, fiscal reports, LCAP, and the Charter School's fiscal practices
- Approve contracts and expenses ~~above~~of $8,000 and above

- Receive and review the yearly independent financial audit
- ~~•~~
  - ~~•~~ Approve and monitor the Charter School's facility arrangements and plans
  - ~~• Oversee and~~
- Hire, supervise, evaluate, and dismiss the Superintendent
- ~~•~~
  - ~~• Hire the Superintendent~~
  - ~~•~~ Monitor the ~~Superintendents~~Superintendent's implementation of the Charter School's personnel ~~policy •~~ policies
- Approve board policies

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

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Charter School Board of Directors will attend an ~~annual~~ in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, conflicts of interest and the Brown Act~~.~~, ethics (AB 2158), and public school finance (AB 640).

The Superintendent

DUTIES AND RESPONSIBILITIES OF THE SUPERINTENDENT

The Superintendent is the chief executive officer and educational leader of ~~AIMS~~American Indian Model Schools and is responsible for carrying out the educational, managerial and administrative responsibilities for the care and maintenance of ~~AIMS.~~American Indian Model Schools. The Superintendent shall administer ~~AIMS~~American Indian Model Schools in accordance with the Board's policies and State and federal laws as they exist or may hereafter be enacted or amended. The Superintendent shall perform those duties, which are required by state law, prescribed by the Board or as necessary for the efficient and effective management of ~~AIMS.~~American Indian Model Schools. The Superintendent shall have the responsibility of organizing, reorganizing, and arranging the administrative and supervisory staff that in Superintendent's judgment would best serve ~~AIMS~~American Indian Model Schools, and determine all personnel matters, including, without implied limitation, selection, assignment, and transfer of employees. The Superintendent is evaluated annually per ~~her~~the terms of the Superintendent's contract.

Specifically, the duties of the Superintendent shall include:

1. ~~a.~~Reporting directly to the ~~AIMS~~American Indian Model Schools Board of Directors;
2. ~~b.~~Directing the day-to-day administration of ~~AIMS;~~
   ~~c.~~American Indian Model Schools;

3. Planning, implementing and evaluating programs regarding the organizational, operational, fiscal and educational functions of the ~~AIMS;~~
~~d.~~American Indian Model Schools;
4. Instituting reforms and systemic changes, such as curriculum and program offerings, as the Superintendent finds necessary in order to affect positive change at ~~AIMS;~~
~~e.~~American Indian Model Schools;
5. Developing and implementing a program of professional development that the Superintendent finds necessary and expedient in order to affect positive changes at ~~AIMS;~~
~~f.~~American Indian Model Schools;
~~2.~~6. Directing staff in ensuring parental involvement in the development and implementation of ~~AIMS~~American Indian Model Schools policies;
~~3.~~7.
~~g.~~Recommending policies to the Board and reasonably interpreting and implementing policies adopted by the Board;
8.
~~h.~~Organizing departments and assigning employees of ~~AIMS;~~
~~i.~~American Indian Model Schools;
9. Developing and implementing administrative regulations that the Superintendent deems necessary for the efficient and effective operation of ~~AIMS~~American Indian Model Schools and that are consistent with the Board's policies, and state and federal law
~~j.~~;
~~4.~~10. Making employment decisions concerning the employees of ~~AIMS.~~American Indian Model Schools. Specifically, The Superintendent will have authority to hire, fire, promote, demote, and/or transfer any and all ~~AIMS~~American Indian Model Schools employees, except that the Superintendent must not take any action to ~~denote~~demote, transfer, or fire a Head of School without prior notice and approval by the Board;
~~5.~~11.
~~k.~~Directing, assigning, transferring, evaluating and dismissing all the employees of ~~AIMS~~American Indian Model Schools consistent with the Board's policies, and state and federal law:
12.
~~l.~~Accepting all resignations of employees of ~~AIMS;~~
~~m.~~American Indian Model Schools;
~~6.~~13. Assuming responsibility for the overall financial planning of ~~AIMS~~American Indian Model Schools, including preparation of the annual budget and the submission of the budget to the Board for review and approval:

14. ~~n.~~Attending and participating in discussion in regular~~,~~ and special ~~and executive~~Board meetings, as well as in closed session ~~of the Board;~~
~~o.~~;
15. Making recommendations on items of business for Board meetings as the Superintendent deems necessary for the efficient and effective operation of ~~AIMS; p.~~American Indian Model Schools;

16. Establishing and implementing a process, including a means and time parameters for keeping the Board up-to-date on developments, initiatives and issues in ~~AIMS. q.~~American Indian Model Schools; and

~~8.~~17. Writing grant applications for ~~AIMS~~American Indian Model Schools, when possible.

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board to a business administrator of the Charter School, other appropriate employee, or third-party provider.

The Head of School

DUTIES AND RESPONSIBILITIES OF THE HEAD OF SCHOOL

Under direction of the Superintendent, the Head of School shall work in close cooperation with the staff of the Charter School, administrators of the Charter School, Board of Directors, parents, pupils, and other members of the community to determine common educational goals and objectives that will provide for an effective educational program directed toward meeting the intellectual, emotional and social needs of each student; to act as the educational leader and manager of the Charter School; to have direct responsibility for the administration of the Charter School and its educational programs; and to perform other duties as required. The Heads of School are evaluated yearly by the Superintendent.

Duties may include, but are not limited to the following:

~~a.Assume educational leadership of all personnel operating in the Charter School. b.Relate the instructional program of the Charter School to the total program of the Charter School taking into account the problems of the immediate community.~~

1. ~~c.~~Assume educational leadership of all personnel operating in the Charter School.
2. Relate the instructional program of the Charter School to the total program of the Charter School taking into account the problems of the immediate community.

~~1.~~3. Appraise the educational program of the Charter School on a continuous basis through the use of objective tests, evaluation procedures, inventories, and other means as determined by self or Superintendent; make such changes, innovations, and/or recommendations which will result in an improved educational program as a result of these appraisals.

~~2.~~4. ~~d.~~Devote a major portion of time to working directly with teachers for the purpose of improving the learning process and analyzing the conditions which hinder the teacher, such as overcrowding, inadequate teaching materials, difficult physical conditions and other factors for the purpose of determining and recommending desirable and feasible changes.

~~3.~~5. ~~e.~~Serve as the liaison agent between the Charter School and the community to keep parents and community members acquainted with the program of the Charter School and to seek advice and assistance in making the program more effective.

~~4.~~6. ~~f.~~Serve as the Chief Public Relations Officer for the Charter School.

~~5.~~7. ~~g.~~Assist with the recruitment and employment of staff.

~~6.~~8. ~~h.~~Submit to the Central Office reports regarding curriculum, teacher evaluations, testing, teaching methods, grouping, attendance, and other such reports as may be required or deemed necessary to keep the appropriate office(s) informed about programs, problems, progress and innovations.

~~7.~~9. ~~i.~~Supervise and evaluate all non-certificated employees at site.

~~8.~~10. ~~j.~~Assume additional responsibilities as assigned by the Superintendent.

~~9.~~11. ~~k.~~Provide written instructions regarding student discipline and behavior standards, provide opportunities for students and staff to establish and maintain such standards, counsel with students, parents and staff regarding specific discipline problems.

~~10.~~12. ~~l.~~Establish systematic procedures for scheduling and programming students and teachers and maintain written records and schedules.

~~11.~~13. ~~m.~~Provide teachers with specific information regarding teaching assignments and related duties and provide written schedules for teacher use.

~~12.~~14. ~~n.~~Provide a healthful and safe school environment; maintain written records of accidents; perform and maintain records of physical plant inspections; maintain procedures to be used in event of emergencies.

~~13.~~15. ~~o.~~Manage the business affairs of the Charter School, including compiling and submitting requisitions for supplies and equipment within budget limitations, maintaining a current inventory of equipment and an adequate stock of standard instructional supplies.

~~14.~~16. ~~p.~~Supervise maintenance of pupil personnel records, attendance accounting and staff files.

~~15.~~17. ~~q.~~Perform other duties as assigned.

Family Involvement

As the Charter School has been established to serve the needs of the students, it is imperative that families are actively involved. A family engagement group has been established to facilitate communication between all members of the Charter School. The Family Advisory Council ("FAC") reports directly to the Head of School and the Superintendent. Members of this team will meet regularly and may meet with the school administration to bring family community questions, concerns, and ideas to the attention of the administration.

Families will have the opportunity to participate in daily class activities, school activities, graduation planning, and Board meetings at the school site. Families will be involved in AIMS HS meetings and school activities. The aim of AIMS HS will be to ensure that families are actively involved in the child's education.

In accordance with Education Code section 47606.5, the Charter School shall consult meaningfully with parents and guardians of pupils, teachers, and the Head of School in developing the annual update to the Charter School's goals and actions as identified in the Local Control and Accountability Plan. The Family Advisory Council, in coordination with the Charter School's English Learner Advisory Committee (ELAC), shall serve as the primary vehicle for this consultation.

AIMS maintains an active English Learner Advisory Committee (ELAC) and participates in the District English Learner Advisory Committee (DELAC). The ELAC reviews and provides input on the annual Title III budget, the LCAP, and the Title III English Learner consortium agreement, and meets in parent-led groups organized by home language, which the ELD team helps convene and coordinate; the committee is facilitated by the ELD Manager and the ELD teacher. Informed by ELAC input, Title III funds support ESL classes for families (currently delivered via Zoom in response to family request), interpreting and translation services including 24/7 on-demand phone and video interpreting in all languages, translation devices for newcomer students, and the school's annual reclassification ceremony.

Family Services and Support

Given that AIMS College Prep High School has a high number of families who qualify for financial government-assisted programs AIMS provides a Family Coordinator. The Family Coordinator supports

all AIMS families' needs, especially those mentioned above. The AIMS Family Services Department provides parenting classes, case management support, assistance with governmental support applications, and serves as a liaison between parents and the Charter School when needed ~~(Appendix xii)~~

Element 5 - Employee Qualifications

"The qualifications to be met by individuals to be employed by the charter school." – Ed. Code § 47605(c)(5)(E)

Equal Employment Opportunity and Nondiscrimination

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment. Charter School further acknowledges that it shall not retaliate against any employee for engaging in protected activity, exercising a protected right, or initiating or pursuing any claim, proceeding, charge or complaint based upon an allegation of discrimination.

Teacher Credentialing Requirements

Charter School shall adhere to all State and federal requirements that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Reporting Educator Misconduct to the California Commission on Teacher Credentialing

Charter School shall comply with Education Code section 44030.5 with respect to reporting the change in employment status to the California Commission on Teacher Credentialing where the change of employment status is a result of an allegation of misconduct, or while an allegation of misconduct is pending, and with Education Code section 44939.5 regarding the reporting of egregious misconduct.

Employment of Felons

The Charter School shall comply with the provisions of Education Code section 44830.1 and 45122.1 with respect to the submission of fingerprints to the Department of Justice and the employment of persons charged with or convicted of violent or serious felonies.

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

In accordance with Education Code Section 47605(e)(1), AIMS HS shall be nonsectarian in its employment practices and all other operations. AIMS HS shall not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Education Code Section 220 (disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or

any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status). All employees are expected to possess the personal characteristics, skills, knowledge and experience required by their job description as determined by the Charter School. All employees must comply with the employee processing policies and procedures (to include, but not be limited to, fingerprints, criminal records, proof of identity, right to work in the United States, and Tuberculosis ("TB") risk assessment and, if necessary, examination).

Specific Qualifications for all Employees

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

- Commitment of time, energy, and effort in developing AIMS HS's program
- ~~Belief in the basic philosophy of emphasizing the core curriculum~~
- ~~Commitment to working with parents as educational partners~~
- ~~Strong written and verbal communication skills~~
- ~~Knowledge of the developmental needs of students~~
- ~~Awareness of the social, emotional and academic needs of the students.~~
- Ability to plan cooperatively with other employees
- ~~Willingness to continue education through additional courses and training, workshops, seminars, and staff development~~
- Willingness to continue education through additional courses and training, workshops, seminars, and staff development

Superintendent

The Superintendent ~~of AIMS is required to have seven (7) years administrative~~ shall possess demonstrated executive leadership experience~~, and Administrative Services Credential, Superintendent Certification from the School Superintendents Association, a Masters~~ in ~~Education, and either a Doctor of Education~~K-12 education, hold an Administrative Services Credential or equivalent recognized by the Board, hold an advanced degree, ~~or enrollment in a program to earn a Doctor of Education degree.~~and meet such additional qualifications as the Board of Directors determines appropriate for the position.

Heads of Schools~~, Deans~~ and ~~Heads of Academics~~ Administrative Leadership

Heads of School, Deans, and Heads of Academics (collectively, "~~Administers~~Administrators" or "Administration") at AIMS HS shall possess leadership abilities and comprehensive educational vision that is consistent with the Charter School's mission and educational program. Administrators are required to ~~have~~hold an Administrative Services Credential (or an equivalency ~~can be~~ accepted by the Board or Superintendent) and to have experience with the AIMS ~~Model. In addition,~~instructional model. The Head of School shall possess skills in hiring and supervising ~~excellent~~effective teachers~~, and possess or be in the process of pursuing an administrative credential.~~ .

The Board may set additional criteria for the selection of administrative staff.

Teachers

Instructional employees will hold ~~appropriate California teaching certificates~~the certificate, permit, or ~~permits~~other document issued by the Commission on Teacher Credentialing and required for their certificated assignment. Teachers must also hold EL authorization as required for their certificated assignment. AIMS HS will comply with Section 47605(l), which states:

"Teachers in charter schools shall be required to hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. A governing body of a direct-funded charter school may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. A charter school shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district~~."~~."

~~While providing assurance that~~ The Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l~~),~~ ~~AIMS HS reserves its right, consistent with Education Code Section 47605.4, to give teachers that were employed by a charter school during the 2019–20 school year until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment.~~). All teachers at AIMS HS have obtained a certificate of clearance and satisfied the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

In addition to the specific qualifications expected of all AIMS HS employees, the following qualifications are expected of all teachers:

- Strong instructional leadership
- Responsibility for students and their success in learning
- Familiarity with or willingness to be trained in AIMS's curriculum, instructional methodology, procedural compliance
- Demonstrable effectiveness in teaching, mentoring, and writing
- Commitment to the philosophy of the charter school and the mission
- Accepting the family as a vital partner in the learning process
- Working flexible schedules in order to accommodate the varying needs and schedule of enrolled students, parents, and community
- Deep commitment to student achievement
- Accepting responsibility and accountability for instruction to students

- Active participation in faculty meetings
- Focus on working closely with the Charter School faculty by providing any information regarding a student's behavior change, attitude and/or classroom performance.

Non-Certificated Staff

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

~~record. All non- instructional staff will possess experience and expertise appropriate for their position as determined by the Board.~~

Paraprofessional employees shall meet all applicable requirements under the Every Student Succeeds Act (ESSA) and Education Code, including holding at minimum an associate's degree or equivalent, or demonstrating competency through a formal assessment as required by law.

The Charter School may contract with qualified agencies or individuals to provide specialized instructional services, including special education, in accordance with applicable law." For more detail on staff policies, see *Appendix xiv - Employee and Staff Handbook.*

Professional Development

Employees ~~will~~ participate in in-service sessions based on their professional needs, as well as on school-wide priorities. Staff development will allow the faculty to keep current with educational issues related to EL students, adolescents and school improvement. The format of this training will be varied and determined by the administration with input from the faculty. AIMS HS will work with other charter schools and other educational institutions to provide effective staff development.

Element 6 - Health and Safety

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii)That the school safety plan be reviewed and updated by March 1 of every year by the charter school." ~~–~~ Ed. Code § 47605(c)(5)(F)

Site Safety Plan

Charter School shall develop a school safety plan, which shall include the ~~following~~ topics set forth in Education Code section 32282(a)(2), and which shall be updated by March 1 every year~~:~~. Charter School shall include any additional topics added through amendment of Education Code section 32282 or any other legislation. For more detail, see *Appendix xii - School Safety Plan.*

~~(A) Child abuse reporting procedures;~~

~~(B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities;~~

~~(C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations;~~

~~(D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079;~~

~~(E) A discrimination and harassment policy consistent with the prohibition against discrimination set forth in Education Code section 200;~~

~~(F) The provisions of any school-wide dress code, pursuant to Education Code section 35183 that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code;~~

~~(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school;~~

~~(H) A safe and orderly environment conducive to learning at the school;~~

~~(I) The rules and procedures on school discipline adopted pursuant to Education Code sections 35291, 35291.5, 47605, and 47605.6;~~

~~(J) Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.~~

Pupil Safety

Immunizations, Health Examinations, and Health Screenings

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

Suicide Prevention Policy (Grades 7-12)

Charter School shall adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in Grades 7 through 12 inclusive, that meets the requirements of Education Code section 215, if it serves any of those grade levels. The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention, and shall ~~shall~~ specifically address the needs of high-risk groups, including, but not limited to, all of the following: Youth bereaved by suicide; Youth with disabilities, mental illness, or substance use disorders; Youth experiencing homelessness or in out-of-home settings, such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth.

The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

Employee Training

Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall also ensure that its employees receive the required sexual harassment training under Govt. Code 12950.1.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Employee Screening Requirements

Criminal Background Clearances and Fingerprinting

Charter School shall comply with all requirements of Education Code sections 44237, 44830.1 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

Tuberculosis Screening

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.

Student and Staff ~~Healthy~~Health and Safety

~~Provisions~~

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

The following summarizes the health and safety policies of AIMS HS:

~~*CPR/First Aid Training*~~

~~Employees at AIMS HS are encouraged to be CPR/First Aid trained. The school's administration will ensure that a CPR/First Aid trained staff member is on duty during regular school hours.~~

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Head of School shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board Chair shall monitor the fingerprinting and background clearance of the Head of School. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Mandated Child Abuse and Neglect Reporting and Training

All employees, volunteers, contractors (whose duties require contact with or supervision of students), and governing board members of the Charter School will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by school districts. For purposes of this requirement, volunteers are defined as individuals who are over 18 years of age and interact with students outside of the immediate supervision and control of the student's parent or guardian or a Charter School employee. The Charter School shall provide training to all mandated reporters in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

Medication in School
~~AIMS HS~~

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members~~.~~; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

~~*Emergency Preparedness*~~

~~AIMS HS shall adhere to an Emergency Preparedness Plan/School Safety Plan drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. This plan shall include but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.~~

~~**Facility Safety**~~

~~AIMS HS shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the California Building Standards Code. The Charter School agrees to maintain visitor policies, and test fire extinguishers and fire alarms annually at its facilities to ensure that~~

~~they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001. AIMS HS shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act ("AHERA"), 40 CFR Part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.~~

~~*Drug Free/Smoke Free Environment*~~

~~AIMS HS shall maintain a drug and alcohol and smoke free environment.~~

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the Charter School.

Suicide Prevention Policy

The Charter School shall ~~also~~ maintain a policy on student suicide prevention in accordance with Education Code Section 215 ~~for grade 6.~~ The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy to incorporate best practices identified by the California Department of Education's model policy, as revised.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of ~~students in grades 6 through 8 of~~ human trafficking prevention resources.

~~*Feminine Hygiene*~~**Menstrual Products**

The Charter School ~~will~~shall stock ~~at least 50% of its~~ the school's restrooms at all times with ~~feminine hygiene~~an adequate supply of menstrual products, available and ~~shall not charge students for these products, pursuant to~~ accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6~~.~~ in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

~~*Nutritionally Adequate Free or Reduced Price Meal*~~

~~The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.~~

All Gender Restrooms

The Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

School Meals

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in ~~grades 9-12,~~ at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

~~*Lunch program*~~

~~AIMS Lunch Program provides AIMS College Prep High School students access to a healthy lunch five days a week. AIMS HS participates in the federal food subsidy program that allows the most in-need students to receive a free or reduced price meal. In 2018, before the governmental requirement, the AIMS board voted not to refuse a meal to any student regardless of their willingness or ability to pay.~~

Mental Health Education

If the Charter School offers one or more courses in health education to students, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq*.

Mental Health Information

The Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the schoolsite. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

Referral Protocols for Addressing Student Behavioral Health Concerns

The Board shall adopt, at a regularly scheduled meeting, a policy on referral protocols for addressing student behavioral health concerns in grades 9 to 12, inclusive. The policy shall meet the requirements of Education Code Section 49428.2, and shall be developed in consultation with Charter School and community stakeholders and school-linked behavioral health professionals, and shall, at a minimum, address procedures relating to referrals to behavioral health professionals and support services.

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(O):

a. child abuse reporting procedures
b. routine and emergency disaster procedures
c. policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
d. procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
e. a discrimination and harassment policy consistent with Education Code Section 200
f. provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
g. procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
h. a safe and orderly environment conducive to learning
i. the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
j. procedures for conducting tactical responses to criminal incidents
k. procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan
l. procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a schoolbus serving the school
m. procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
n. procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the school site
o. a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the principal and, if there is merit to the concern, the principal shall direct the School Safety Plan to be modified accordingly.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Bloodborne Pathogens

The Charter School shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the ~~workplace.~~work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including ~~HIV~~human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug-, Alcohol-, and Smoke-Free Environment

The Charter School shall function as a drug-, alcohol-, and smoke-free environment.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

A copy of the sexual harassment policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the

beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated ~~school site~~schoolsite employees and all other ~~school site~~schoolsite employees who have regular interaction with children.

Supporting LGBTQ Students

Through the completion of the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least one hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

SAFETY Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester annually, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Athletic Programs

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients.

In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator. Further, Charter School's emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness will be rehearsed. By July 1, 2024, coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

In the event the Charter School participates in the California Interscholastic Federation it shall, on or before April 1, 2025, post on its website a standardized incident form as developed by the CDE to receive complaints of racial discrimination, harassment, or hazing alleged to occur at high school sporting games or sporting event and shall include instructions on how to submit a completed incident form consistent with Education Code Section 33353.

Transportation Services

The Charter School shall comply with the requirements of SB 88 (2023-24) inclusive of Education Code Sections 39875, 39877, 39878, and 39879, as applicable, relating to background checks, testing, and other requirements for individuals and entities providing transportation services for students.

Extreme Weather Policy

The Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

Element 7 - Balance of Racial/Ethnic, Special Education, and English Learner Students

"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, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." – Ed. Code § 47605(c)(5)(G)

~~[No DRL.]~~

AIMS HS will strive to recruit and enroll a student population ~~that will be~~ reflective of the general population residing within the territorial jurisdiction of the District. The table below compares AIMS HS ~~will engage in~~ enrollment with OUSD demographics using CDE Census Day data. AIMS HS enrolls a ~~variety of means and strategies to try to achieve a~~ substantially diverse student body: African American students are the Charter School's largest group at 46.9%, more than double the District rate, alongside significant Asian (25.1%), Hispanic/Latino (16.8%), and immigrant communities, including a large Ethiopian and Eritrean population. ~~These strategies will include:~~

- ~~The Charter School's enrollment-balance priorities for the renewal term, formalized in its board-reviewed~~ Enrollment ~~timeline and process that allow for broad-based recruiting and application proves~~
- ~~Outreach efforts via elementary schools within the District's attendance boundaries, neighborhood groups, community organizations, churches or other leadership organizations~~
- ~~Each year the Charter School shall review its racial~~ and ~~ethnic, English Learner,~~Retention Performance Improvement Plan, are rebuilding Hispanic/Latino enrollment and ~~Special Education balance and these policies to determine which policies and practices are the most effective in achieving a diverse student population.~~ correcting under-identification of Students with Disabilities.

Student Group	AIMS HS n	AIMS HS %	OUSD n	OUSD %
Total enrollment	386	-	33,838	-
Black/African American	181	46.9%	6,503	19.2%
Asian	97	25.1%	3,216	9.5%
Hispanic/Latino	65	~~**Element 8 - Admissions Policies and Procedures**~~ 16.8%	16,327	48.3%
White	14	3.6%	3,910	11.6%
Multiracial	12	3.1%	2,292	6.8%
English Learners	69	17.9%	10,891	32.2%
Socioeconomically Disadvantaged	249	64.5%	27,575	81.5%
Students with Disabilities	19	4.9%	5,806	17.2%

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Outreach and Recruitment Strategies

Recruitment is led by the Director of Enrollment and includes: participation in Oakland Enrolls, the citywide enrollment system, with an enrollment timeline that allows broad-based recruiting; feeder-school partnerships with nearby elementary and middle schools (at least two formalized in the first year of the charter term (2027-28), expanding to four or more in the second year (2028-29)), with yield tracked from application through enrollment; outreach through neighborhood groups, community organizations, churches, and other community leadership organizations; fully bilingual English/Spanish enrollment materials (applications, FAQs, website, signage); an all-Spanish marketing video and a consistent bilingual social media schedule with targeted promotion in zip codes within the Charter School's enrollment radius; 24/7 on-demand interpreting in all languages; ESL classes for families (offered via Zoom in response to family feedback); active ELAC and DLAC participation and language-specific parent groups; and a family referral program, formalized subject to legal review, with a "How did you hear about AIMS?" intake question establishing channel attribution.

English Learner Recruitment

AIMS HS targets EL recruitment through translated communications, a designated ELD program supported by the National Geographic Lift curriculum with integrated GLAD strategies across content classrooms, newcomer supports including daily pullout intervention, and ELAC involvement in outreach planning.

Special Education Recruitment and Identification

AIMS HS acknowledges that its 4.9% special education enrollment rate (19 students per CDE Census Day data) sits below District (17.2%) and statewide (14.2%) averages and does not adequately reflect likely student need. In spring 2026, AIMS commissioned a comprehensive third-party review of its special education program by Seneca Family of Agencies, and its board-reviewed SPED Performance Improvement Plan translates those findings into a phased rebuild of child-find, referral, and evaluation systems. A Special Education Manager hired in February 2026 leads this work, supported by a community-wide QR-code referral system that lowers barriers to identification, staff training on the MTSS/SST referral pathway, proactive Child Find outreach, and a family communication cadence of at least three contacts per year. AIMS will monitor its identification rate against state and county benchmarks annually and investigate if the rate remains materially below those averages, with annual external follow-up reviews recommended to benchmark progress.

Annual Review

Each year, AIMS HS will review its racial/ethnic, English Learner, and Special Education enrollment against District demographics using CDE Census Day data, track results against the table above, and adjust outreach and recruitment strategies accordingly.

Element 8 - Admission Policies and Procedures

"Admission policies and procedures, consistent with subdivision (e) [of Education Code section 47605]." – Ed. Code § 47605(c)(5)(H)

Documentation of Admissions and Enrollment Processes

Upon request, Charter School will notify the District in writing of the application deadline and proposed lottery date. Charter School will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter, and a record of all written communications with parents related to admissions. These records shall be made available to the District upon request.

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with all requirements related to admissions preferences found in Education Code section 47605(e)(2)(B).

~~*Charter School will comply with the above requirements, including how the preferences "shall not result in limiting enrollment access access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation" per Education Code section 47605(e)(2)(B)(iii).]*~~

~~AIMS HS participates in the Enroll Oakland program to ensure transparency and viability of the lottery process. AIMS HS does not require students to submit any student records prior to a student being offered admission to the Charter School. AIMS HS recruits throughout Oakland to ensure all students have access to be in the applicant pool.~~

Homeless and Foster Youth

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850–48859 with respect to foster children and homeless youth.

Non-Discrimination

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other

characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(A), Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason.

Parent Engagement

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours or attend an orientation event, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of their child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because their parent cannot, has not, or will not provide volunteer service to Charter School.

Charter School shall comply with all requirements related to admissions preferences found in Education Code section 47605(e)(2)(B). AIMS HS ensures that its admissions preferences do not limit enrollment access for any of the above groups by participating in the Oakland Enrolls common enrollment system, conducting broad community outreach in multiple languages, maintaining an open enrollment policy with no pre-admission testing or records requirements, and providing information about enrollment opportunities through partnerships with community organizations serving historically underrepresented families.

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or their parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to

disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Charter School shall post on its internet website a notice of the requirements of Education Code Section 47605(e)(4), using the California Department of Education's Charter School Complaint Notice and Form template. Charter School shall provide a copy of this notice to a parent or guardian, or to a pupil if the pupil is 18 years of age or older, at all of the following times: (i) when a parent, guardian, or pupil inquires about enrollment; (ii) before conducting an enrollment lottery; and (iii) before disenrollment of a pupil.

If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information, in accordance with Education Code Section 47605(e)(3).

AIMS HS participates in the Oakland Enrolls program to ensure transparency and viability of the lottery process. AIMS HS does not require students to submit any student records prior to a student being offered admission to the Charter School. AIMS HS recruits throughout Oakland to ensure all students have access to be in the applicant pool.

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

- ~~An enrollment guide outlining the enrollment process at AIMS HS~~
- ~~An application form which requests basic contact information about the prospective student and an indication of any admission preferences for which the prospective student qualifies~~[2] ~~The AIMS HS mission statement and information about faculty and staff~~
- ~~A historic overview of AIMS HS students' academic achievement~~
- ~~The AIMS HS Family handbook (Appendix xlv)~~
- [2]~~The~~An enrollment guide outlining the enrollment process at AIMS HS
- An application form which requests basic contact information about the prospective student and an indication of any admission preferences for which the prospective student qualifies.
- The Student and Family Handbook (*Appendix xiii - AIMS K-12 Student and Family Handbook*)

In addition, AIMS HS makes the following informational materials available to prospective students and families through its outreach and communications: the AIMS HS mission statement and information about faculty and staff, and a historic overview of AIMS HS students' academic achievement.

The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

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

Admission Policies and Procedures

~~As written by David Whitman in his book, Sweating the Small Stuff, Inner-City Schools and the New Paternalism (2008), "Failing students from other schools who become ace pupils at [AIMS HS] may well have some hidden innate ability not evident at their previous schools. But they are hardly an example of selective recruiting or creaming from the top of the local academic pool."[3]~~

~~The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.~~

~~AIMS HS shall be nonsectarian in its admission and enrollment policies and shall not charge tuition.~~

Public Random Drawing and Preferences

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year.

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

1. ~~1.~~Siblings of students admitted to or attending the Charter School or graduates of AIMS HS
2. ~~2.~~Students residing within the boundaries of the District
3. ~~3.~~All other students who wish to attend the Charter School

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

~~AIMS HS uses the District's Enroll Oakland software product to perform its lottery. The manner~~

~~[3]Whitman, Davis, Sweating the Small Stuff, Inner-City Schools and the New Paternalism (California: Thomas B. Fordham Institute), 2008.~~

~~in which the lottery performed will be determined by the Enroll Oakland programming.~~
AIMS HS uses the Oakland Enrolls common enrollment system to perform its lottery. The manner in which the lottery is performed will be determined by the Oakland Enrolls programming. The public random drawing is conducted at a publicly noticed date, time, and location announced in advance through the school website and application materials, and is open to the public. Each applicant in an oversubscribed grade level is assigned a randomized number through the Oakland Enrolls system; admission offers are extended in randomized order until grade-level capacity is reached, and all remaining applicants are placed on a waitlist in their drawn order. Results of the drawing are recorded and retained, and the order of the drawing and waitlist is made available to families and to the District upon request. The preference order set forth above is implemented within the public random drawing: applicants are admitted, and waitlist positions assigned, in the order of declining preference, so that all applicants entitled to a higher preference are ranked ahead of applicants in each lower preference category, with the randomized draw order used to rank applicants within the same preference category. Students enrolled at other AIMS K-12 schools apply through this same process; an applicant whose sibling attends, is admitted to, or has graduated from AIMS HS receives the sibling preference, and no separate preference is applied on the basis of attendance at another AIMS school.

AIMS HS uses the Oakland Enrolls common enrollment system to perform its lottery. The manner in which the lottery is performed will be determined by the Oakland Enrolls programming. The public random drawing is conducted at a publicly noticed date, time, and location announced in advance through the school website and application materials, and is open to the public. Each applicant in an oversubscribed grade level is assigned a randomized number through the Oakland Enrolls system; admission offers are extended in randomized order until grade-level capacity is reached, and all remaining applicants are placed on a waitlist in their drawn order. Results of the drawing are recorded and retained, and the order of the drawing and waitlist is made available to families and to the District upon request.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall ~~be given the option to put their name~~automatically be placed on a wait list according to their draw in the public random drawing. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

The order of admission of students at any time during the year shall be based solely on the order of applicants on the admission wait list. Applications received after the application deadline will be held in abeyance for a potential subsequent lottery should the wait list be exhausted. After the wait list has been exhausted or at the conclusion of the school year, the Charter School will advertise if a space has become available and applications are being accepted. If more applicants than spaces are available, another public random drawing will be conducted for the open spaces as described above.

Element 9 - Independent Financial Audits

"The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority." ~~–~~ Ed. Code § 47605(c)(5)(I)

~~[No DRL.]~~

An annual independent fiscal audit of the books and records of AIMS HS will be conducted as required by Education Code Section 47605(c)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's Guide.

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

The auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, and the CDE by the 15th of December of each year~~.~~, or as otherwise required by law. The Superintendent, along with the Board, will review any audit exceptions or deficiencies and report to the Board with recommended corrective actions within 60 days of receiving the audit. The Charter School will meet with the District with regard to ~~resolution of audit~~resolving those exceptions ~~or~~and deficiencies ~~to the satisfaction of the District~~in a timely manner. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law. The most recent independent financial audit of the Charter School is included as *Appendix xvii - Financial Audit*.

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

Element 10 - Procedures by which Pupils Can Be Suspended or Expelled

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)." – Ed. Code § 47605(c)(5)(J)

Student Due Process Protections

Charter School's student discipline procedures, at a minimum, shall comply with federal and state constitutional procedural and substantive due process requirements as follows:

(i) For suspensions of fewer than 10 days, Charter School shall provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, Charter School shall provide both of the following:

(I) Timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) A hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) No pupil shall be involuntarily removed by Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(C), Charter School shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason. (Note: This shall not apply to actions taken by Charter School pursuant to legally permissible expulsion procedures.)

~~*Procedures designed to ensure that Charter School's disciplinary procedures comply with federal and state constitutional procedural and substantive due process requirements.*~~

~~As further explained below, the Charter School has adopted a thorough Suspension, Expulsion, and Involuntary Removal policy that ensures students their due process protections. Please see Appendix xlv.~~

Required Notifications

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with notification requirements included in Education Code section 47605(e)(3) for any pupil who is expelled or leaves Charter School without graduating or completing the school year for any reason, and, upon request, will provide the District with the student's last known contact information.

Compliance with OCS Student Discipline Guidelines

Charter School shall comply with the District's "Disciplinary and Expulsion Documentation Requirements Policy," posted on the Student Discipline page of the OUSD Office of Charter Schools website, whose terms are incorporated by reference as if set forth expressly in this Charter. The purpose of this policy is to outline the notification requirements to families and to the Office of Charter Schools.

~~**Overview**~~

Adopted Discipline Procedures

AIMS ~~HS maintains a~~ College Prep High School has adopted comprehensive ~~set of~~ suspension, expulsion, and involuntary removal ~~policies and~~ procedures ~~which~~ consistent with Education Code

section 47605(c)(5)(J), the due-process requirements stated above, and the District's Disciplinary and Expulsion Documentation Requirements Policy. The complete procedures are ~~included~~maintained in the *AIMS* ~~HS~~*K-12 Student and Family Handbook*~~. The policies and procedures will clearly describe~~, included as *Appendix xiii*.

Approach to Discipline

AIMS College Prep High School employs a progressive discipline framework grounded in Positive Behavioral Interventions and Supports (PBIS) and a multi-tiered system of behavioral support. The Charter School uses the lowest effective level of response first and treats suspension and expulsion as a last resort, used only after other means of correction have failed or when an offense requires immediate action to protect student and staff safety. Day-to-day behavior is managed by the Charter School's ~~expectations regarding attendance, mutual respect,~~deans and campus supervisors, with social-emotional-learning counseling support. During the 2024–25 school year, AIMS College Prep High School recorded zero suspensions.

Grounds for Suspension and Expulsion

Grounds for suspension and a recommendation for expulsion include the acts enumerated in Education Code sections 48900, 48900.2, 48900.3, 48900.4, and 48900.7. For the offenses set forth in Education Code section 48915(c)—possessing, selling, or furnishing a firearm; brandishing a knife at another person; unlawfully selling a controlled substance~~ abuse, violence, safety, and work habits. Each student and his or her~~ ; committing or attempting to commit sexual assault or sexual battery; and possessing an explosive—the Charter School shall immediately suspend the student and make a mandatory recommendation for expulsion.

Suspension Procedures

Suspensions are imposed consistent with Education Code section 48911 and the due-process protections stated above. Except where a clear and present danger to the life, safety, or health of students or school personnel exists, suspension is preceded by an informal conference at which the student is informed of the reason for the suspension, the other means of correction attempted before suspension as applicable, and the evidence supporting the suspension, and is given an opportunity to present the student's version and evidence in defense. The Charter School provides written notice to the parent or guardian~~ will be required to verify~~, and out-of-school suspension is limited to the durations permitted by law, including no more than five consecutive schooldays.

Expulsion Procedures

A recommendation for expulsion is initiated by the school administrator and presented by the Superintendent to the American Indian Model Schools Board of Directors. The Board holds the expulsion hearing within 30 schooldays of the determination that ~~they have reviewed and understand the policies and~~ the student committed the alleged act, unless postponed or extended as permitted by law, and renders its decision within 10 schooldays following the conclusion of the hearing. Final action to expel a student is taken only by the Board in public session and must be supported by substantial evidence.

The student and family receive written notice of the hearing at least 10 calendar days before the hearing. The notice includes the hearing date and place, the specific facts and charges, the applicable disciplinary

rules, the right to representation by legal counsel or a nonattorney adviser, the right to inspect and obtain copies of documents to be used at the hearing, the right to present oral and documentary evidence and witnesses, and the right to confront and question witnesses and evidence. A student is expelled only upon a finding that the conduct occurred and that expulsion is warranted under the Charter School's adopted procedures ~~prior to enrollment. These policies and~~and applicable law.

Involuntary Removal Procedures

AIMS College Prep High School shall not involuntarily remove a student except in accordance with the due-process protections stated above, Education Code section 47605(c)(5)(J), and the procedures ~~provide all students with an opportunity for due process and conform to applicable federal and state law regarding students with exceptional needs.~~ set forth in the AIMS K-12 Student and Family Handbook. No student shall be involuntarily removed unless the parent, guardian, or educational rights holder has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. If a parent, guardian, or educational rights holder initiates the applicable hearing procedures, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision.

~~In the case of a special education student, or a student who receives 504 accommodations, AIMS HS will ensure that~~ **Records, Rehabilitation, and Readmission**

For purposes of parent notification and reporting to the California Department of Education, the Charter School identifies, by offense committed, each suspension and expulsion in the student's records, consistent with Education Code section 48900.8. Each expulsion order includes a rehabilitation plan recommended by the Board, and readmission is considered by the Board at the conclusion of the expulsion term consistent with Education Code section 48916.

Homework During Suspension

Upon request of the parent, legal guardian, holder of the student's educational rights, or the affected pupil, AIMS College Prep High School provides homework to any student in grades 1–12 suspended for two or more schooldays, consistent with Education Code section 47606.2. If the homework is requested and submitted timely and is not graded before the end of the academic term, it ~~makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA~~is excluded from the calculation of the student's overall grade.

Students with Disabilities and Section 504 ~~of the Rehabilitation Plan of 1973, regarding the discipline of~~

For students with disabilities~~. Prior to recommending expulsion for a~~ and students protected under Section 504 of the Rehabilitation Act, AIMS College Prep High School provides all procedural protections required by the Individuals with Disabilities Education Act, Section 504 ~~student or special education student, the charter administrator will convene a~~, and applicable state law. Within 10 schooldays of any decision to make a disciplinary change of placement for a student with a disability because of a violation of the code of student conduct, the Charter School conducts a manifestation determination review ~~committee~~ to determine ~~1) if~~whether the conduct ~~in question~~ was caused by, or had a direct and substantial relationship to, the ~~child's~~student's disability~~;~~, or ~~2) if the conduct in question~~ was the direct result of the Charter School's failure to implement the ~~504 plan or~~student's IEP~~. If it is determined that the student's~~

~~misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the Charter School's failure to implement the~~ or Section 504 plan~~or IEP, the student may be expelled pursuant to the adopted policies and procedures.~~

. The Charter School ensures the continued provision of a Free Appropriate Public Education consistent with applicable law.

Element 11 - Employee Retirement Systems

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." ~~–~~ Ed. Code § 47605(c)(5)(K)

~~[No DRL.]~~

The financial compensation for school employees ~~will include~~includes a base salary that is above the average starting salary for District high schools, and that salaries are competitive and bonuses are awarded.

All eligible AIMS HS employees will participate in the federal Social Security system. ~~Eligible~~Certificated employees holding a credential issued by the Commission on Teacher Credentialing are offered a 403(b) retirement savings plan with a 3% employer match. Classified employees shall participate in the Public ~~Employees'~~Employees' Retirement System ~~("PERS").~~ (CalPERS).

AIMS HS ~~will provide~~provides mandatory benefits such as workers' compensation, unemployment insurance, Medicare and social security for eligible employees. AIMS HS ~~will provide~~provides health, dental, ~~and~~ vision ~~insurance~~, and life insurance to each eligible AIMS HS employee. ~~Additional disability coverage may~~The financial officer, or designee, shall be ~~obtained at a cost~~responsible for ensuring that appropriate retirement contributions and deductions are made, that all required reporting to PERS, the ~~employee.~~

403(b) plan administrator, and the Social Security Administration is completed accurately and on time, and that newly hired employees are enrolled in the correct retirement system based on their position classification.

Element 12 - Pupil Attendance Alternatives

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." –- Ed. Code § 47605(c)(5)(L)

Pupils who choose not to attend the Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in the Charter School shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the District.

No student may be required to attend the Charter School.

Element 13 - Employee Rights of Return

"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." – Ed. Code § 47605(c)(5)(M)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically and explicitly granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School, if any, will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

No individual may be required to work for the Charter School.

Element 14 - Dispute Resolution

"The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter." –- Ed. Code § 47605(c)(5)(N)

Procedures for Complaints against Charter School

Charter School will establish complaint procedures ~~that~~as required by 5 CCR §4600 et seq. The complaint procedures shall address both complaints against the Charter School alleging discrimination or violations of law and complaints regarding other areas. Charter School will ensure that its complaint processes are fair and accessible for families. Charter School will not, at any time, refer such complaints to the District for handling.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an impartial and neutral ombudsperson for situations in which the school leader is the subject person of the complaint or the ombudsperson has a perceived bias. If the complainant requests an alternate ombudsperson, Charter School shall have a procedure for reviewing the request and responding to the complainant with the findings of the review, and either (a) identifying an alternate ombudsperson, or (b) providing a rationale for why an alternate ombudsperson is not necessary. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

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

Charter School shall comply with the requirements of Education Code section 221.61 with respect to posting information regarding the filing complaints under Title IX, including but not limited to the following: 1) the name and contact information of the Title IX coordinator; 2) the rights of the pupil and the public and the responsibilities of the Charter School under Title IX; 3) a description of how to file a complaint under Title IX, including an explanation of the statute of limitations, how the complaint will be investigated and how the complainant may further pursue the complaint; and a link to the United States Department of Education Office for Civil rights complaint form.

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

Complaints by Students and Employees

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

Disputes between the District and the Charter School

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

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

(1) Any controversy or claim arising out of or relating to the Charter, except any controversy or claim that in any way related to revocation of the Charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(f), the matter will be addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, mail, or electronic mail. The Written Notification, and all subsequent notifications under this procedure, shall be deemed received (a) if personally delivered, or sent by electronic mail, upon date of delivery to the address of the person to receive such notice if received by the District by 5:00 PM; (b) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To ~~[Charter~~ AIMS College Prep High School ~~Name],~~ c/o School Director:
~~[Charter~~

AIMS College Prep High School ~~Name]~~
~~[Charter School Address]~~
746 Grand Avenue, Oakland, CA 94610
To Director, Office of Charter Schools:
1011 Union Street #947
Oakland, CA 94607

~~To Director, Office of Charter Schools:~~
~~1000 Broadway, 3rd Floor, Suite 300~~
To Director, Office of Charter Schools:
1011 Union Street #947
Oakland, CA 94607

(2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification

and set forth all facts which the responding party believes supports its position. The Written Response may be tendered by personal delivery, mail, or electronic mail.

The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 calendar days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association ("AAA") to have an arbitrator appointed.

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law.

The intent of the AIMS HS dispute resolution process is to:

1. Resolve disputes within AIMS HS pursuant to the Charter School's policies
~~2. Minimize the oversight burden on the District~~
~~3. Ensure a fair and timely resolution to disputes~~
~~4. Frame a charter oversight, renewal process, and timeline to avoid disputes regarding oversight and renewal matters (Appendix xlii)~~
2. Minimize the oversight burden on the District
3. Ensure a fair and timely resolution to disputes

Element 15 - Closure Procedures

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." ~~–~~ Ed. Code § 47605(c)(5)(O)

The Charter School shall follow the procedures for closure outlined in the Oakland Unified School District Office of Charter Schools Charter School Closure Checklist available on the OCS website.

Closure Action

The decision to close Charter School must be documented in a "Closure Action." A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(h)) or non-renewed by the OUSD Board of Education, and the Charter has exhausted any appeals procedures the Charter pursued; the governing board of Charter School votes to close Charter School; the Charter lapses or is surrendered; or the Charter School ceases to serve students for at least ~~six consecutive months.~~ half of an academic year.

Closure Procedures

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on "Charter School Closure - Requirements and Recommendations" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the OUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The OUSD Office of Charter Schools (OCS). Charter School shall provide OCS with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to OCS.

3. Alameda County Office of Education (ACOE). Charter School shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.

~~Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.~~

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (~~PERS~~CalPERS), the Social Security Administration, and ACOE of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to OCS.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to OCS.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to OCS.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to OCS.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

- ~~1.~~The effective date of the closure of Charter School
- ~~2.~~The name(s) and contact information for the person(s) handling inquiries regarding the closure
- ~~3.~~The students' school districts of residence
- ~~4.~~How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

- ~~1.~~A description of the circumstances of the closure

- ~~2.~~The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

- ~~1.~~Information on how to enroll or transfer the student to an appropriate school
- ~~2.~~A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
- ~~3.~~Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

- ~~1.~~The effective date of the closure of Charter School
- ~~2.~~The name(s) and contact information for the person(s) handling inquiries regarding the closure
- ~~3.~~The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to OCS.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to OCS in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be submitted to OCS in accordance with District procedures.

4. ~~Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with OCS for the delivery of student records.~~

~~5.~~Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

~~6.~~5. Charter School must provide to OCS the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to OCS and the designee a spreadsheet of personnel records of all active and inactive employees, that includes dates of employment, role, salary, and any other information necessary for employment verification. Both Charter School and the designee, individually and separately, shall inform OCS immediately upon the transfer of Charter School's employee records to the designee.

~~7.Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.~~

~~8.~~6. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities~~,~~ a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the CDE may notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of Local Control Funding Formula and select apportionments, start up grants, or other liabilities. The CDE may ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final "closeout audit" within six months after the closure of Charter School that includes:

- ~~1.~~An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
- ~~2.~~An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
- ~~3.~~An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit, if so permitted by the California Department of Education, California State Controller, and/or the State Superintendent of Public Instruction.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not OUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

- ~~1.~~Preliminary budget
- ~~2.~~Local control and accountability plan and annual updates
- ~~3.~~Interim financial reports
- ~~4.~~Second interim financial reports
- ~~5.~~Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit ~~must~~shall identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

5. The submission of an inventory of equipment log in coordination with the charter school's independent auditor about the proper procedures for liquidating the assets, consistent with federal regulations. The inventory log shall include:

- Name and contact of person(s) handling the liquidation;

- Each item in excess of $500 (computers, laptops, printers, and other equipment);
- An identification number that corresponds to a tag on that item;
- The cost of the item and whom/where/date of the item that was donated/sold.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for closure of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide OUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

1. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

2. Make final federal tax payments (employee taxes, etc.)

3. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including, but not limited to, final tax returns and forms (e.g. Form 990 and related Schedules).

This Element 15 shall survive the revocation, nonrenewal, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

ADDITIONAL PROVISIONS

Insurance

Commercial General Liability Insurance: Charter School shall maintain Commercial General Liability Insurance, including automobile coverage, with limits of at least one million dollars ($1,000,000) per occurrence, and two million dollars ($2,000,000) aggregate, sexual misconduct, harassment, bodily injury and property damage. Coverage for sexual misconduct and harassment may either be provided through General Liability Insurance or Professional Liability Insurance. The coverage shall be primary as to OUSD and shall name OUSD as an additional insured with the additional insured endorsement provided to OUSD within 15 days of effective date of the start of a new charter term, if approved. Evidence of insurance shall be attached to this document as *Exhibit B*. Endorsement of OUSD as an additional insured shall not affect OUSD's rights to any claim, demand, suit or judgment made, brought or recovered against Charter School. The policy shall protect Charter School and OUSD in the same manner as though each were separately issued. Nothing in said policy shall operate to increase the Insurer's liability as set forth in the policy beyond the amount or amounts shown or to which the Insurer would have been liable if only one interest were named as an insured.

Workers' Compensation Insurance: Charter School shall procure and maintain, at all times during the term of the charter, Workers' Compensation Insurance in conformance with the laws of the State of California (including, but not limited to, Labor Code section 3700) and Federal laws when applicable. Employers' Liability Insurance shall not be less than one million dollars ($1,000,000) per accident or disease.

Facilities

Prior to occupancy or use of any school site or facility other than a District facility under Education Code 47614 ("Proposition 39"), or Facility Use Agreement in-lieu of Proposition 39, Charter School shall provide OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Prior to occupancy or use of any school site or facility, Charter School shall provide documentation to OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located. This requirement shall also apply, upon request by the District, to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to OCS upon request. For more detail, see *Appendix x - HS Facility Use Agreement and Appendix xi - Certificate of Liability Insurance.*

All facilities the Charter School shall occupy are listed as follows:

Facility Address	Maximum Capacity
746 Grand Avenue, Oakland, CA 94610	450

AIMS College Prep High School, 746 Grand Avenue, Oakland, CA 94610 (Lakeview Campus), occupied under a Proposition 39 Facility Use Agreement with the Oakland Unified School District pursuant to Education Code section 47614.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Hold Harmless/Indemnification Provision

Charter School, through this Charter agrees to defend, indemnify, and hold harmless OUSD, its officers, directors, agents, representatives, employees, attorneys, volunteers, successors and assigns (collectively hereinafter "District" and "District Personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities including but not limited to attorneys' fees that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School's performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns. Moreover, Charter School agrees to indemnify, defend, and hold harmless OUSD and the OUSD Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs

The District may charge for the actual costs of supervisorial oversight of Charter School not to exceed 1% of the Charter School's revenue, or the District may charge for the actual costs of supervisorial oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including, but not limited to, licensing and permit requirements as well as requirements related to protection of health and safety. Charter School shall notify all parties with whom it enters into a contract that the District is a separately legal entity and is not responsible for performing any of the Charter School's obligations under the contract, including payment for services.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

The Charter School's financial statements, proposed budgets, projections, expenditures, and cashflow shall include the Charter School's anticipated expenditures for special education services, including any projected funding received for special education services, the average cost per pupil of providing special education services, and the extent to which the Charter School projects that it will have to incur special education expenditures from its unrestricted general fund revenues. If the Charter School does not belong to a SELPA as an LEA, it must also provide its projected equitable contribution to Districtwide special education costs.

Audit and Inspection of Records

The District hereby reserves the right, pursuant to its oversight responsibility, and Education Code section 47604.3, to audit Charter School's books, records, data, processes and procedures through the Office of Charter Schools, or in coordination with FCMAT, or in coordination with a mutually agreed upon third party. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 business ~~days~~days' notice to Charter School. In

extreme circumstances when 30 business ~~days~~days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24 ~~hours~~hours' notice.

In addition, if an allegation of waste, fraud, or abuse of power related to Charter School operations is received by the District, Charter School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools.

Data and Information Reporting

Charter School shall provide the following data elements to OCS, according to a data reporting calendar that will be published by OCS prior to September 1 of each school year:

- ~~•~~Fall Census Day enrollment spreadsheet
- ~~•~~Reports required by Education Code section 47604.33:
  - ~~oPreliminary~~ Preliminary budget
  - ~~oLocal~~ Local control and accountability plan
  - ~~oFirst~~and update First interim financial report
  - ~~oSecond~~ Second interim financial report
  - ~~oFinal~~ Final unaudited report
- ~~•~~Other audit-related, attendance, and/or enrollment information and reports:
  - ~~oAnnual~~ Annual independent audit report (Ed. Code § 47605(m))
  - ~~oIndependent~~ Independent Auditor Selection Form (Ed. Code § 41020(f)(1))
  - ~~o20~~ 20 day attendance report (Ed. Code § 47652(a))
  - ~~oMonthly~~ Monthly attendance reports
  - ~~oMonthly~~ Principal Apportionment Data (P1, P2, and P-Annual)
  - Monthly student exit reports (Ed. Code § 47605(e)(3))
- ~~•~~Information/documentation related to Charter School's facilities, SELPA, student/family handbook, and governing board (including membership, bylaws, and specified policies~~),~~)
- Any other reports and data as requested.

Additionally, Charter ~~Schools~~School shall notify OCS in writing and update in ~~a timely manner of~~Epicenter or online reporting platform within five business days of all changes to leadership at the Charter School, the Charter Management Organization, and the governing board.Budgets

~~**Budgets**~~

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

AIMS HS's budget is based upon the experience of operating AIMS HS for ~~the last twelve~~over eighteen years. The ~~seven-year~~ budget, three years of cash flow, and assumptions (~~Appendix xi and Appendix xvii~~submitted separately as part of the financial packet) are reasonable estimates of the Charter School's expenditures given historical financial data~~, specifically actuals for 2019-202.~~. The anticipated revenues are ~~also~~ based on ~~five years of~~ the Charter School's operating experience ~~for the Charter School, and~~ , current LCFF funding rates, and enrollment projections for the ~~estimates for the 2020-2021 high school revenue limit and categorical block grant given the proposed state budget. Estimates have been provided by the Charter Schools Management Corporation, Charter Schools Development Center, California Charter Schools Association and the California Department of Education's Charter Schools Division.~~ charter term.

Financial Reporting

AIMS has drafted a complete set of fiscal control policies and procedures (*Appendix ~~xx~~xviii - Fiscal Policies and Procedures*) for AIMS operation. AIMS HS shall comply with all financial reporting requirements of Education Code Section 47604.33 and shall comply fully with Education Code Section 47604.3.

~~**Insurance**~~

~~AIMS HS will maintain general liability, workers compensation, and other necessary insurance of the types in the amounts required for an enterprise of this size and nature for the operation of the school.~~

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

- ~~COMMERCIAL GENERAL LIABILITY insurance, which shall include contractual, products and completed operations, corporal punishment and sexual misconduct and harassment coverage, and bodily injury and property damage liability insurance with combined single limits of not less that $1,000,000.00 per occurrence.~~
- ~~COMMERCIAL GENERAL LIABILITY insurance that shall include coverage for owned and non-owned autos, with bodily injury liability limits not less than $1,000,000.00 per person, per occurrence and property damage liability limits of not less that $500,000.00, per occurrence.~~

~~WORKERS' COMPENSATION INSURANCE, as required by the California Labor Code, with not less that statutory limits~~

Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. ~~—~~ Education Code Section 47605(h).

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

The Charter School reports daily attendance requirements to OUSD in a format acceptable to the District and state. Required reports regarding daily attendance are completed and submitted to requesting agencies. Budget allocation and vendor selection are the responsibility of the Board with substantial input from the Superintendent or designee. The Superintendent or designee develops all budget proposals and has latitude in determining how funds are best used within budget categories.

The Board delegates authority to the Superintendent or designee to select vendors below a contract amount to be determined, but will retain overall responsibility for contract approvals. The Governance Board ~~works~~contracts with ~~CSMC~~a qualified back-office services provider for payroll services and to ensure compliance with state financial accounting procedures.

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

Facilities

Governing Law: The ~~facility~~facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate ~~—~~ Education Code Section 47605(h)

AIMS ~~HS will be located~~College Prep High School operates at 746 Grand Avenue, Oakland~~. 171 12th Street is~~, California 94610, on the Lakeview Campus, a District facility. AIMS occupies the campus under a Facility Use Agreement with the Oakland Unified School District pursuant to Proposition 39 (Education Code section 47614). The current Facility Use Agreement extends through June 30, 2027. AIMS intends to continue operating at this location ~~of AIPCS II~~ and ~~AIMS MS. AIMS HS has~~ pursues a multi-track facilities strategy to ensure long-term stability.

AIMS pursues facilities stability on three tracks: (1) it continues to submit timely annual Proposition 39 requests under Education Code section 47614 to secure reasonably equivalent District facilities; (2) it explores longer-term facility options, including a board-authorized exploration of an ~~interest in staying in the lakeview~~independent site ~~through a long-term lease~~, to provide a durable arrangement beyond the current Facility Use Agreement; and (3) it maintains a contingency plan, supported by reserves, to secure

an alternative or ~~purchase agreement. We have approached OUSD regarding this matter. AIMS HS may seek to operate at an additional location or locations within the District, with the District's prior approval.~~ temporary facility that meets all applicable building, zoning, and ADA requirements should that become necessary. AIMS' multi-year budget, submitted separately as part of the financial packet, includes facility costs of approximately $315,000 annually, with sufficient reserves to support a facility transition if required.

Transportation

AIMS HS will not provide transportation of students to and from school. If transportation is provided it will be done in compliance with all state and local laws and requirements. It is the primary responsibility of the student's families to provide transportation to AIMS HS, except as required by law for students with disabilities in accordance with a student's IEP. In these instances, transportation needs shall be provided by the OUSD SELPA so long as the Charter School operates as a public school of the District for special education purposes

AIMS HS understands that as part of its oversight of the Charter School, the Office of Charter Schools may conduct a reasonable program review of federal and state compliance issues.

Impact on the Charter Authorizer

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h)

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

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

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

~~.~~

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

- ~~September 1 – Final Unaudited Financial Report for Prior Year~~
- ~~December 1 – Final Audited Financial Report for Prior Year~~
- ~~December 1 – First Interim Financial Report for Current Year~~
- ~~March 1 – Second Interim Financial Report for Current Year~~
- ~~June 15 – Preliminary Budget for Subsequent Year~~

Conclusion

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

Education Code Section 47601. It is the intent of the Legislature, in enacting [the Charter Schools Act of 1992], to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

1. ~~a.~~*Improve pupil learning.*
2. ~~b.~~*Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*
3. ~~c.~~*Encourage the use of different and innovative teaching methods* ~~d.~~
4. ~~3.~~*Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.*
5. ~~e.~~*Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system* ~~f.~~
6. ~~4.~~*Hold the schools established under [the Charter Schools Act of 1992] accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.*
7. ~~5.~~ ~~g.~~*Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.*

AIMS HS pledges to work cooperatively with the District to answer any questions or address any concerns regarding this charter and to present the District with the strongest possible charter proposal requesting a ~~seven~~five-year term. Approval of the charter shall be governed by the standards and criteria in Education Code ~~Section~~Sections 47605~~.~~

, 47607, and 47607.2.