July 15, 2026

Jennifer Brouhard
President, Board of Education
Oakland Unified School District
1011 Union Street
Oakland, CA 94607

Re: Charter Renewal Petition, AIMS College Prep High School
Charter #0765 | CDS Code 01-61259-0111856

Dear President Brouhard:

On behalf of the AIMS Board of Directors, I am writing to formally submit the charter renewal petition for AIMS College Prep High School for a five-year renewal term commencing July 1, 2027 and concluding June 30, 2032, pursuant to Education Code Section 47607. On June 16, 2026, the AIMS Board of Directors approved Agenda Item III.B authorizing this renewal submission. In compliance with Education Code Section 47605(b), the petitioner certifies that the enclosed petition is deemed complete.

AIMS College Prep High School has served Oakland students and families since 2006. Located at 746 Grand Avenue, AIMS College Prep High School provides a rigorous, college-focused education to 386 students in grades 9 through 12. The school serves a diverse student body: approximately 47% of students are Black or African American, 64.5% qualify as socioeconomically disadvantaged, and 18% are classified as English Learners.

Over the current charter term, AIMS College Prep High School has produced strong outcomes across the District's renewal evaluation criteria. The school's College/Career Indicator rate increased from 52.2% in 2022-23 to 88.2% in 2024-25, exceeding both the state and district averages. A-G course completion has remained at 100% during the current charter term, and the school's four-year average graduation rate of 94.5% has exceeded the district average each year during the current charter term.

These outcomes extend across student groups. In 2024-25, Black students achieved a CCI Prepared rate of 90.0%, English Learners 77.4%, and socioeconomically disadvantaged students 88.2%, matching the schoolwide rate. The school's English Learner Progress Indicator reached 76.7% in 2024-25, rated Blue by the California Department of Education.

AIMS College Prep High School also maintains strong fiscal standing and a safe, orderly school culture. The school projects an ending fund balance ratio of 49% for fiscal year 2026-27 and received a clean independent audit for fiscal year 2024-25 with zero findings. In 2024-25, the school recorded zero suspensions across all student groups.

The school also recognizes areas requiring continued improvement. CAASPP proficiency rates in English Language Arts and Mathematics have declined over the past two years, contributing to the school's Middle Tier classification on the California School Dashboard. The enclosed board-adopted Performance Improvement Plan addresses these declines through targeted

instructional strategies, including a restructured instructional schedule to expand learning time and intervention flexibility, focused mathematics intervention, and data-driven assessment and instructional improvement cycles.

The enclosed renewal submission includes:

1. Final Renewal Petition, including all required elements, the current District Required Language, and all appendices
2. Charter Renewal Performance Report, including the Open Response narrative and the Data Request workbook
3. Financial Packet, including the Multi-Year Budget Projection, FCMAT LCFF Calculator, Three-Year Cash Flow, Balance Sheet, Income Statement, Monthly Cash Flow Statement, and Budget Narrative and Assumptions
4. Red-Line Petition, showing word- and sentence-level changes from the current Board-approved petition
5. Performance Improvement Plans, addressing academic performance and enrollment, and special education
6. Initial Public Hearing Presentation, in PPTX and PDF format
7. Postsecondary Outcomes Data (National Student Clearinghouse), provided as supporting documentation

For questions regarding this submission, please contact Megan Sweet, Board Treasurer, at megan.sweet@aimsk12.org or (510) 205-0524.

AIMS College Prep High School is proud to be part of Oakland's public education landscape. We look forward to continuing to serve Oakland students and families for the next five years and beyond.

Respectfully,



Megan Sweet
Board Treasurer
AIMS Board of Directors
Signing as designee of the Board President

AIMS College Prep High School

AIMS College Prep High School Charter Renewal Petition

For the term July 1, 2027-June 30, 2032

Submitted July 15, 2026

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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 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))
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. 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))

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

7. 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))
8. 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))
9. 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))
10. 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))
11. 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. 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 noncharter public schools. (Ed. Code § 47605(d)(1))
2. Shall operate in compliance with generally accepted government accounting principles. (Ed. Code § 47605(c)(5)(I))
3. Shall at all times maintain all necessary and appropriate insurance coverage.
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))

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))
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)
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, 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))
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)
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.
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.
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)
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)
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:
    - The California Code of Regulations
    - The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99)
    - Title IX of the Education Amendments of 1972 (20 U.S.C. Sec. 1681 et seq.)
    - Displaying all required postings at school site and online
    - Following the minimum and maximum age requirements for enrollment
    - 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: Throughout this charter there is specific "District Required Language" (DRL), including but not limited to the above Affirmations, Declarations, and Assurances section. All DRL should be highlighted in gray. 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

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

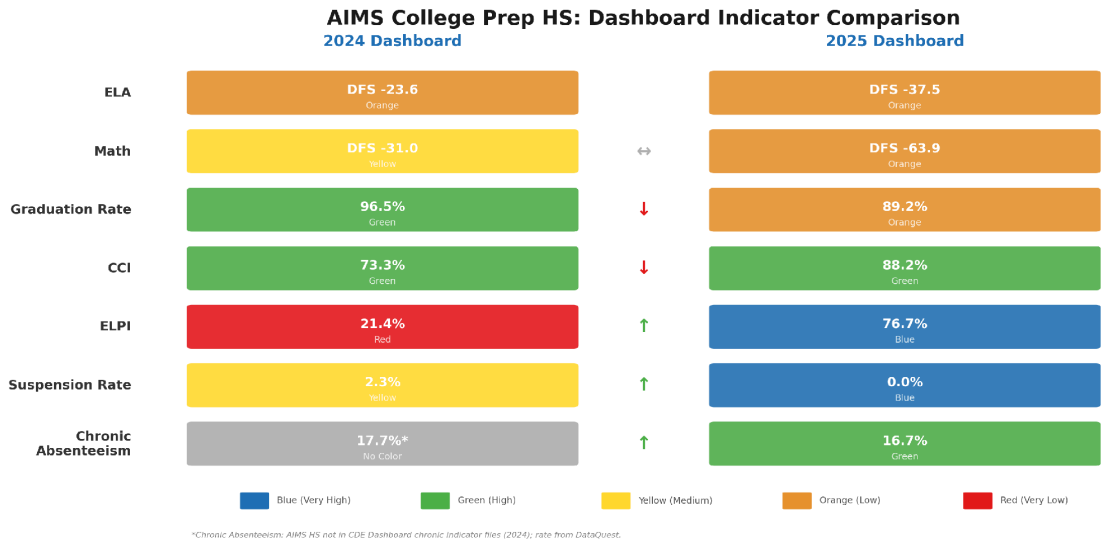
AIMS College Prep High School falls within the Middle Tier renewal performance category under Education Code sections 47607 and 47607.2. This determination is based on the two California School Dashboards immediately preceding the renewal decision: the 2024 Dashboard (reporting 2023-24 data) and the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

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

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.

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%
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%

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.

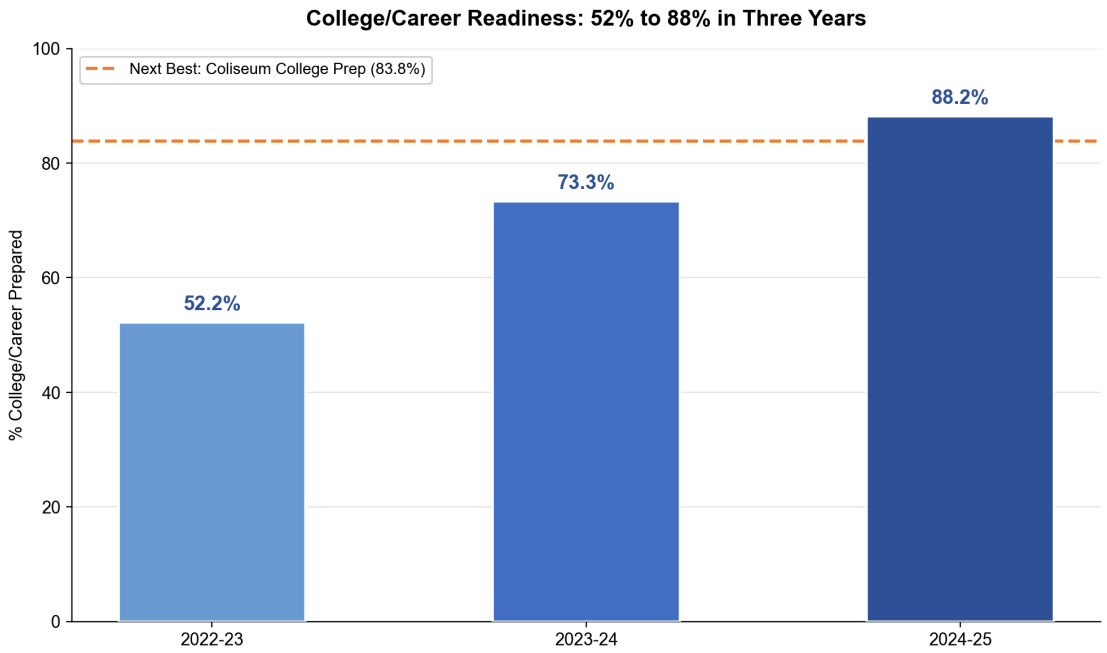
Every reportable subgroup achieved Very High (Level 5) status on CCI in 2025:

Subgroup	% Prepared (2025)	Status Level
All Students	88.2%	5 (Very High)
African American	90.0%	5
Asian	89.3%	5
Hispanic/Latino	87.5%	5
English Learners	77.4%	5
SED	88.2%	5
Long-Term EL	80.0%	5

Source: CDE CA School Dashboard

These are the same 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. 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 Life Academy at 53.3% (Green), 23.4 percentage points behind. AIMS exceeds the statewide ELPI rate (46.4%) by 30.3 percentage points.

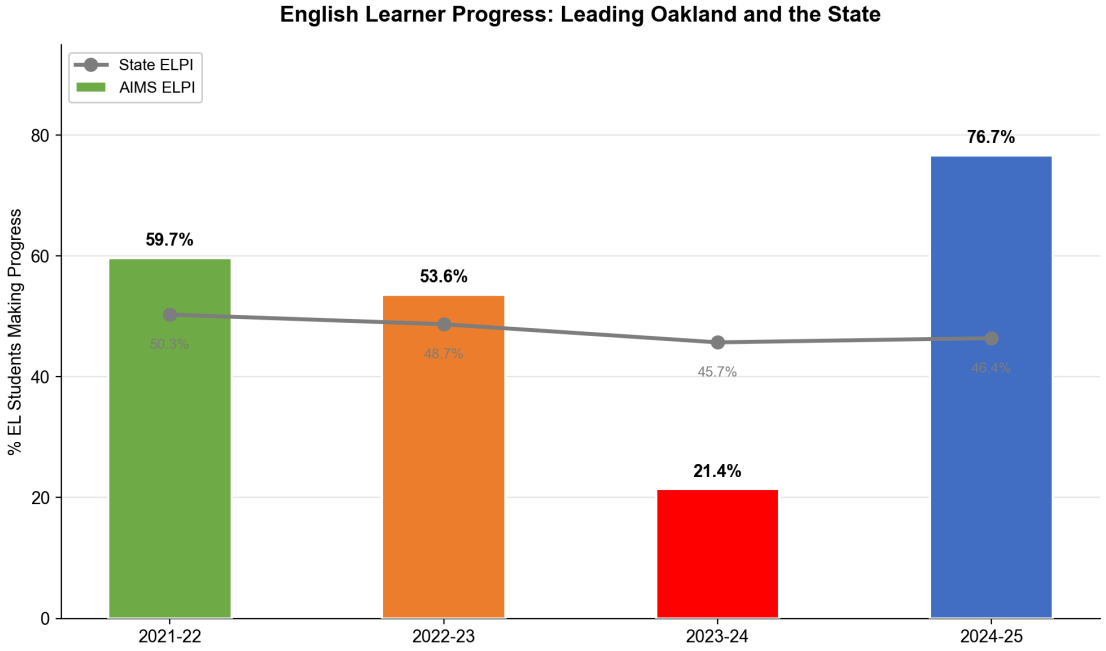
School	ELPI Rate (2025)	Color	Gap vs. AIMS
AIMS College Prep HS	**76.7%**	**Blue**	–
Life Academy	53.3%	Green	-23.4 pp
Coliseum College Prep	44.0%	Yellow	-32.7 pp
Fremont HS	43.2%	Yellow	-33.5 pp
Skyline HS	42.9%	Yellow	-33.8 pp
Oakland HS	37.2%	Yellow	-39.5 pp

School	ELPI Rate (2025)	Color	Gap vs. AIMS
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

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	Math % Met/Exceeded
RFEP	60.5% (N=43)	50.0% (N=42)
English Only	47.6% (N=21)	25.0% (N=20)
All Students	45.9% (N=85)	37.8% (N=82)

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:

School	A-G Rate (2023-24 graduates)
AIMS College Prep HS	**100.0%**
Life Academy	98.3%
Coliseum College Prep	86.2%
Oakland Technical HS	76.4%
Skyline HS	70.9%
McClymonds HS	70.7%
Fremont HS	59.7%
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.

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	Score 3+	Pass Rate	Subjects
2021	1,218	129	10.6%	17
2022	1,147	156	13.6%	17
2023	597	124	20.8%	12
2024	778	156	20.1%	12
2025	803	155	19.3%	11

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
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**

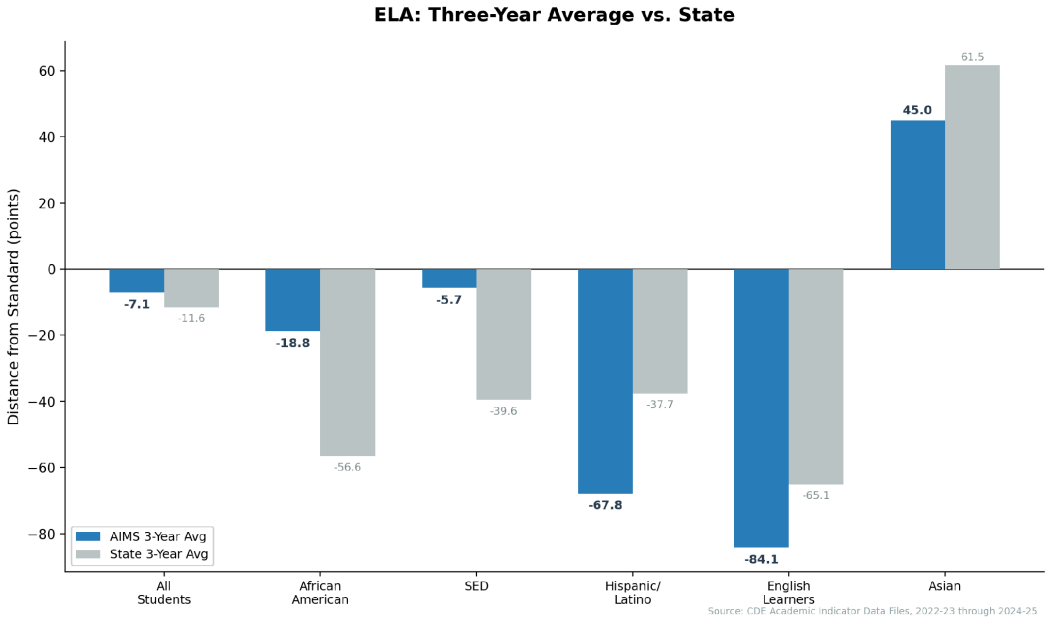
Group	2022-23	2023-24	2024-25	AIMS 3-Year Avg	State 3-Year Avg	vs. State
English Learners	-60.4	-93.1	-98.9	**-84.1**	-65.1	19.0 pts below state

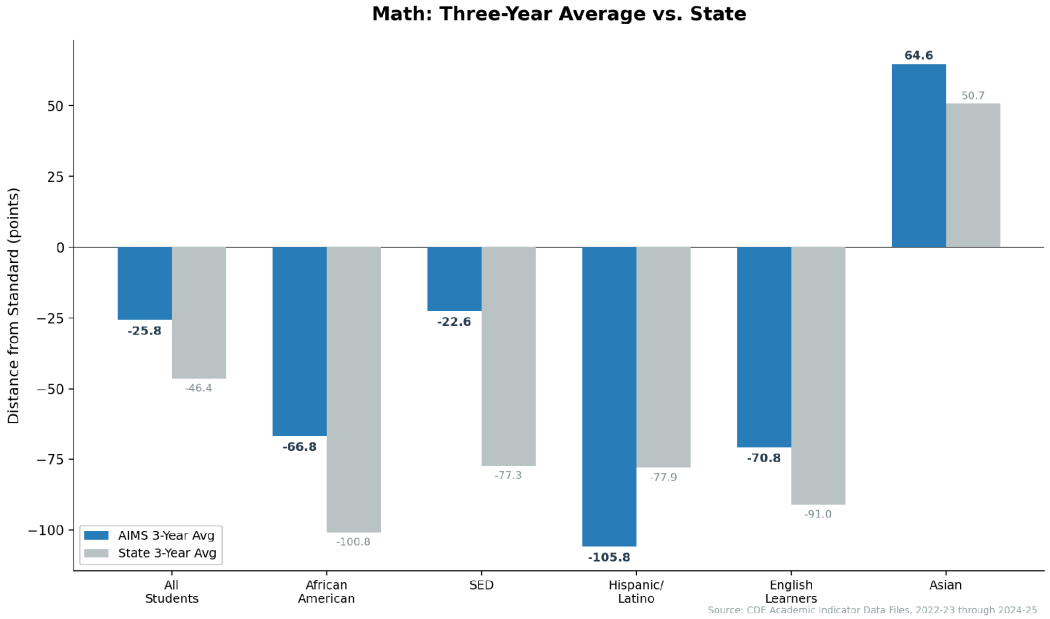
Math Distance from Standard (3-Year Averages)

Group	2022-23	2023-24	2024-25	AIMS 3-Year Avg	State 3-Year Avg	vs. State
All Students	+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
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). 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
2023-24	-54.8	-85.0
2024-25	-50.1	-78.7

Year	OUSD ELA DFS	OUSD Math DFS
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, 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

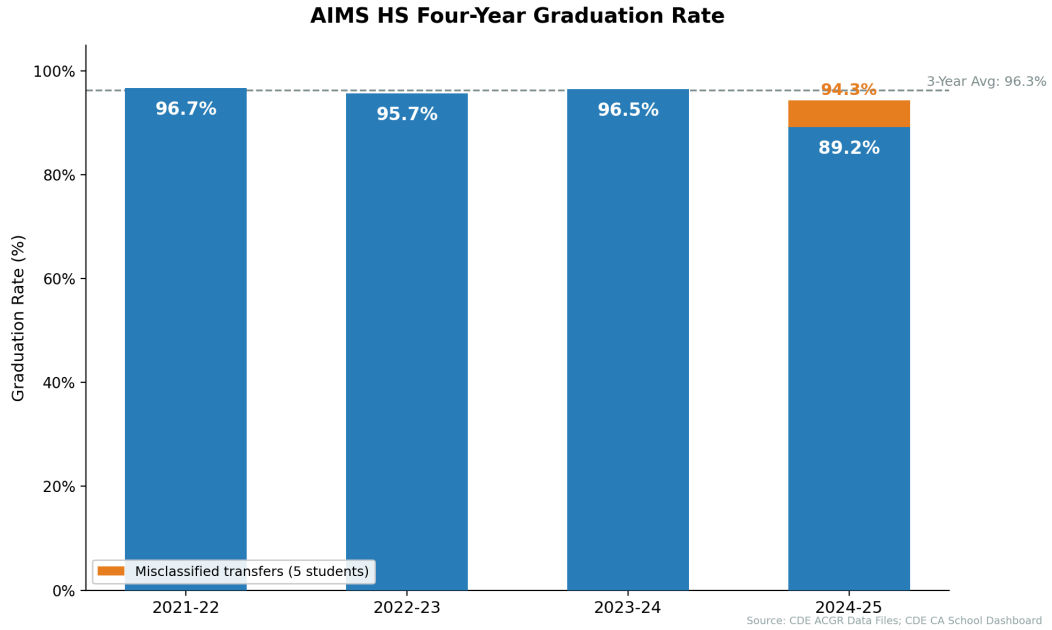
three times before leaving. These were real transfers misclassified by an automated matching failure.

- **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	14 (24.1% of enrolled)	21 (35.0% 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).

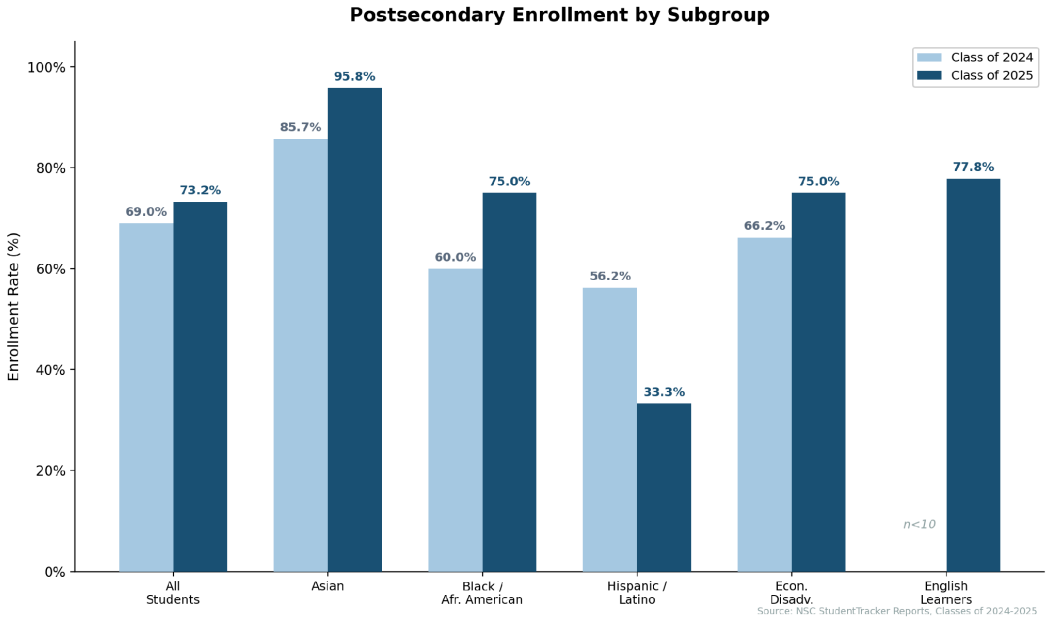
Equity Outcomes (Fall Immediate Enrollment):

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

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

Indicator	AIMS	Oak Tech	Oak HS	Skyline	Life Ac.	Coliseum	Fremont	Castle.	McCly.	Wins
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**
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**	–

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:

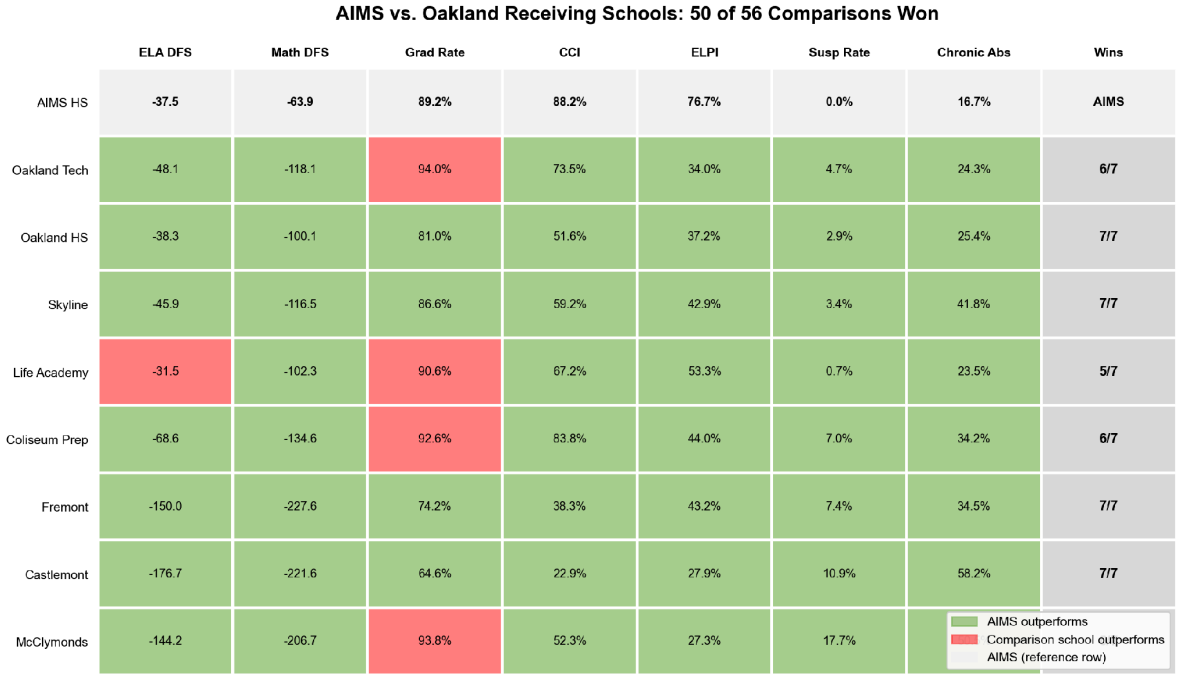
Receiving School	AIMS Higher	AIMS Lower	Comparable	Net
Oakland Technical HS	6	1	0	+5
Oakland HS	6	0	1	+6
Skyline HS	7	0	0	+7
Life Academy	5	2	0	+3
Coliseum College Prep	6	1	0	+5
Fremont HS	7	0	0	+7
Castlemont HS	7	0	0	+7
McClymonds HS	6	1	0	+5

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	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

School	Math DFS	Gap vs. AIMS (-63.9)
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

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

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

School	Suspension Rate	Chronic Absent Rate
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%

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
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

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)

"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

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 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 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)
Grade 9	86	86	86	86	86
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**

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
- Year Founded: 2006
- Mascot: Golden Eagles
- School Colors: Red, Athletic Gold, Royal Blue
- 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
- Email: highschool@aimsk12.org

AIMS College Prep High School is located on AIMS' Lakeview Campus at 746 Grand Avenue in Oakland's Lake Merritt neighborhood. 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, shops, and civic resources.

AIMS College Prep High School serves 386 students in grades 9–12. The Charter School provides a college-preparatory educational program designed to develop students' academic skills across English

language arts, mathematics, writing, science, social science, business, and the humanities. Consistent with AIMS' mission, the high school emphasizes academic achievement, personal responsibility, and preparation for success in college, career, and civic life. This work is carried out through a collaborative partnership among school staff, students, families, and community 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 for which data is available, with alumni accepted to institutions including UC Berkeley, UCLA, the University of Southern California, Yale University, Columbia University, UC Davis, Dartmouth College, Wesleyan University, New York University, Grambling State University, Howard University, Morehouse College, and many others.

AIMS College Prep High School History

American Indian Model Schools was founded in 1996 with the opening of American Indian Public Charter School (AIPCS), a middle school established by Native American families seeking to 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, 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 earn recognition as a National Blue Ribbon School. 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, the American Indian Model Schools Board of Trustees renamed American Indian Public 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 received the A-G Award from Families In Action for 100% A-G graduate completion among African American students. In 2020, the AIMS K–12 organization received the California Charter Schools Association Hart Vision Award, recognizing AIMS as the Northern California charter school network of the year.

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 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.

Golden E.A.G.L.E.S. Values

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 our learning.
- **Accountability:** We take responsibility for our actions and learning.
- **Growth Mindset:** We believe we can grow, embrace challenges, learn from mistakes, and keep trying.
- **Leadership:** We lead by example with integrity and respect.
- **Empathy:** We show kindness, compassion, and care for others.
- **Service:** We help and support others to strengthen our community.

AIMSTRONG Learner Profile

Coined in 2016 by the founder of the AIMS Athletics Department, AIMSTRONG has grown from a rallying cry into the Charter School's official learner profile. The AIMSTRONG Learner Profile defines the attributes AIMS cultivates in every student:

- **Academics:** Academics 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 and power to navigate the rigors of academics and life while 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 owning our role in making teamwork, family, and planning 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.

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

Year	Projected Enrollment
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

AIMS College Prep High School addresses the Eight State Priorities through its Local Control and Accountability Plan ("LCAP"). The LCAP provides a reasonably comprehensive description of the Charter School's annual goals, measurable outcomes, pupil subgroup goals, and specific annual actions aligned to the priorities described in Education Code section 52060(d), in accordance with Education Code section 47605(c)(5)(A)(ii).

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 develop, review, and update its LCAP in accordance with Education Code section 47606.5 and shall use the template adopted by the State Board of Education. AIMS shall submit the LCAP to the Office of Charter Schools annually on or before July 1, as required by Education Code section 47604.33. The Charter School shall present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

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. The LCAP shall be maintained by the Charter School and made available consistent with applicable law.

Serving Academically Low-Achieving Students

AIMS College Prep High School identifies academically low-achieving students 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 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. 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.

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: AIMS participates in academic enrichment opportunities such as the Mathematical Association of America's AMC 10 and AMC 12 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, 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 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, administered upon a student's enrollment in a California public school. Students whose surveys indicate a home language other than English are assessed using the ELPAC Initial Assessment. The Initial ELPAC assessment window runs year-round from July 1 through June 30, ensuring that mid-year enrollees, including newcomer students, receive timely assessment and placement into appropriate English Language Development services.

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 are selected and administered to evaluate the specific areas of suspected disability and educational need. When a student has sensory, manual, language, or communication needs, assessments are selected and administered so that results accurately reflect the student's aptitude, achievement, functional performance, or developmental needs rather than the impact of the impairment itself.

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.

<u>Interim and Initial Placements of New Charter School Students</u>

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 who enroll in the Charter School from another school district within the State, but outside of the SELPA 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 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 Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the 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 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 Charter School conducts 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 Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The 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.

Non-discrimination

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

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event

that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

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 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 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 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.

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.

A copy of the Charter School's 2025-28 Local Control and Accountability Plan is attached to this agreement as *Exhibit 1* and helps inform the Charter Renewal's description of its measurable pupil outcomes.

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.

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.

AIMS Way Goals

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 contribute to their communities with integrity and empathy.
- Technologically Literate Citizens who use technology effectively and responsibly.

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

The Charter School shall meet all statewide standards and conduct the student assessments required pursuant to Education Code Sections 60605 and 60602.5, including CAASPP, CAST, ELPAC, and the California Physical Fitness Test. The following assessment system measures pupil progress toward the outcomes identified above:

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

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:	❖ 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.

❖ P2 (Standards Implementation) ❖ P4 (Pupil Achievement) ❖ P7 (Course Access) ❖ P8 (College/Career)	❖ 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.

Charter School acknowledges the District's statutory right 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. 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.

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.

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

The Charter School is a directly funded independent charter school operated by American Indian Model Schools, a California 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.

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 has been submitted to the County Board of Supervisors for approval. For more detail, see *Appendix v - Conflict of Interest Code.*

For more detail, see *Appendix 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

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 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 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 be composed of at least 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 of $8,000 and above
- Receive and review the yearly independent financial audit
- Approve and monitor the Charter School's facility arrangements and plans
- Hire, supervise, evaluate, and dismiss the Superintendent
- Monitor the Superintendent's implementation of the Charter School's personnel 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 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 American Indian Model Schools and is responsible for carrying out the educational, managerial and administrative responsibilities for the care and maintenance of American Indian Model Schools. The Superintendent shall administer 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 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 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 the terms of the Superintendent's contract.

Specifically, the duties of the Superintendent shall include:

1. Reporting directly to the American Indian Model Schools Board of Directors;
2. Directing the day-to-day administration of American Indian Model Schools;
3. Planning, implementing and evaluating programs regarding the organizational, operational, fiscal and educational functions of the 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 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 American Indian Model Schools;

6. Directing staff in ensuring parental involvement in the development and implementation of American Indian Model Schools policies;
7. Recommending policies to the Board and reasonably interpreting and implementing policies adopted by the Board;
8. Organizing departments and assigning employees of American Indian Model Schools;
9. Developing and implementing administrative regulations that the Superintendent deems necessary for the efficient and effective operation of American Indian Model Schools and that are consistent with the Board's policies, and state and federal law;
10. Making employment decisions concerning the employees of American Indian Model Schools. Specifically, The Superintendent will have authority to hire, fire, promote, demote, and/or transfer any and all American Indian Model Schools employees, except that the Superintendent must not take any action to demote, transfer, or fire a Head of School without prior notice and approval by the Board;
11. Directing, assigning, transferring, evaluating and dismissing all the employees of American Indian Model Schools consistent with the Board's policies, and state and federal law:
12. Accepting all resignations of employees of American Indian Model Schools;
13. Assuming responsibility for the overall financial planning of American Indian Model Schools, including preparation of the annual budget and the submission of the budget to the Board for review and approval:
14. Attending and participating in discussion in regular and special Board meetings, as well as in closed session;
15. Making recommendations on items of business for Board meetings as the Superintendent deems necessary for the efficient and effective operation of 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 American Indian Model Schools; and
17. Writing grant applications for 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:

1. 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.
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.
4. 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.
5. 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.
6. Serve as the Chief Public Relations Officer for the Charter School.
7. Assist with the recruitment and employment of staff.
8. 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.
9. Supervise and evaluate all non-certificated employees at site.
10. Assume additional responsibilities as assigned by the Superintendent.
11. 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.
12. Establish systematic procedures for scheduling and programming students and teachers and maintain written records and schedules.
13. Provide teachers with specific information regarding teaching assignments and related duties and provide written schedules for teacher use.
14. 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.
15. 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.
16. Supervise maintenance of pupil personnel records, attendance accounting and staff files.
17. 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.

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

Superintendent

The Superintendent shall possess demonstrated executive leadership experience in K-12 education, hold an Administrative Services Credential or equivalent recognized by the Board, hold an advanced degree, and meet such additional qualifications as the Board of Directors determines appropriate for the position.

Heads of Schools and Administrative Leadership

Heads of School, Deans, and Heads of Academics (collectively, "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 hold an Administrative Services Credential (or an equivalency accepted by the Board or Superintendent) and to have experience with the AIMS instructional model. The Head of School shall possess skills in hiring and supervising effective teachers.

The Board may set additional criteria for the selection of administrative staff.

Teachers

Instructional employees will hold the certificate, permit, or 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."

The Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). 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. 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 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 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.*

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 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 Health and Safety

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:

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

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.

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 maintain a policy on student suicide prevention in accordance with Education Code Section 215. 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 human trafficking prevention resources.

Menstrual Products

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and 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.

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 at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

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 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 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 schoolsite employees and all other 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)

AIMS HS will strive to recruit and enroll a student population reflective of the general population residing within the territorial jurisdiction of the District. The table below compares AIMS HS enrollment with OUSD demographics using CDE Census Day data. AIMS HS enrolls 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. The Charter School's enrollment-balance priorities for the renewal term, formalized in its board-reviewed Enrollment and Retention Performance Improvement Plan, are rebuilding Hispanic/Latino enrollment and 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	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%

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).

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.
- 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

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 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. Siblings of students admitted to or attending the Charter School or graduates of AIMS HS
2. Students residing within the boundaries of the District
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 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 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)

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 resolving those exceptions and deficiencies 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.)

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.

Adopted Discipline Procedures

AIMS College Prep High School has adopted comprehensive suspension, expulsion, and involuntary removal procedures 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 maintained in the *AIMS K-12 Student and Family Handbook*, 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 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; 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, 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 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 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 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.

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 is excluded from the calculation of the student's overall grade.

Students with Disabilities and Section 504

For students with disabilities 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, 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 to determine whether the conduct was caused by, or had a direct and substantial relationship to, the student's disability, or was the direct result of the Charter School's failure to implement the student's IEP or Section 504 plan. 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)

The financial compensation for school employees 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. 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' Retirement System (CalPERS).

AIMS HS provides mandatory benefits such as workers' compensation, unemployment insurance, Medicare and social security for eligible employees. AIMS HS provides health, dental, vision, and life insurance to each eligible AIMS HS employee. The financial officer, or designee, shall be responsible for ensuring that appropriate retirement contributions and deductions are made, that all required reporting to PERS, the 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 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 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 AIMS College Prep High School, c/o School Director:

AIMS College Prep High School
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:
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

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 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.

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 (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:

- The effective date of the closure of Charter School
- The name(s) and contact information for the person(s) handling inquiries regarding the closure
- The students' school districts of residence
- 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:

- A description of the circumstances of the closure
- 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:

- Information on how to enroll or transfer the student to an appropriate school
- 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

- Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

- The effective date of the closure of Charter School
- The name(s) and contact information for the person(s) handling inquiries regarding the closure
- 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 update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

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.

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:

- 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.
- 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.
- 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:

- Preliminary budget
- Local control and accountability plan and annual updates
- Interim financial reports
- Second interim financial reports
- 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 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' notice to Charter School. In extreme circumstances when 30 business days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours' notice.

In addition, if an allegation of waste, fraud, or abuse 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:
    - Preliminary budget
    - Local control and accountability plan and update
    - First interim financial report
    - Second interim financial report
    - Final unaudited report
- Other audit-related, attendance, and/or enrollment information and reports:
    - Annual independent audit report (Ed. Code § 47605(m))
    - Independent Auditor Selection Form (Ed. Code § 41020(f)(1))
    - 20 day attendance report (Ed. Code § 47652(a))
    - Monthly attendance reports
    - 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 School shall notify OCS in writing and update in 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

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 over eighteen years. The budget, three years of cash flow, and assumptions (submitted separately as part of the financial packet) are reasonable estimates of the Charter School's expenditures given historical financial data. The anticipated revenues are based on the Charter School's operating experience, current LCFF funding rates, and enrollment projections for the charter term.

Financial Reporting

AIMS has drafted a complete set of fiscal control policies and procedures (*Appendix 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.

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 contracts with 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 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 College Prep High School operates at 746 Grand Avenue, Oakland, 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 and 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 independent site, 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 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

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. *Improve pupil learning.*
2. *Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*
3. *Encourage the use of different and innovative teaching methods.*
4. *Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.*
5. *Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.*
6. *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. *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 five-year term. Approval of the charter shall be governed by the standards and criteria in Education Code Sections 47605, 47607, and 47607.2.

AIMS COLLEGE PREP HIGH SCHOOL

Charter Renewal Petition — Appendices

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DRL EXHIBIT

1

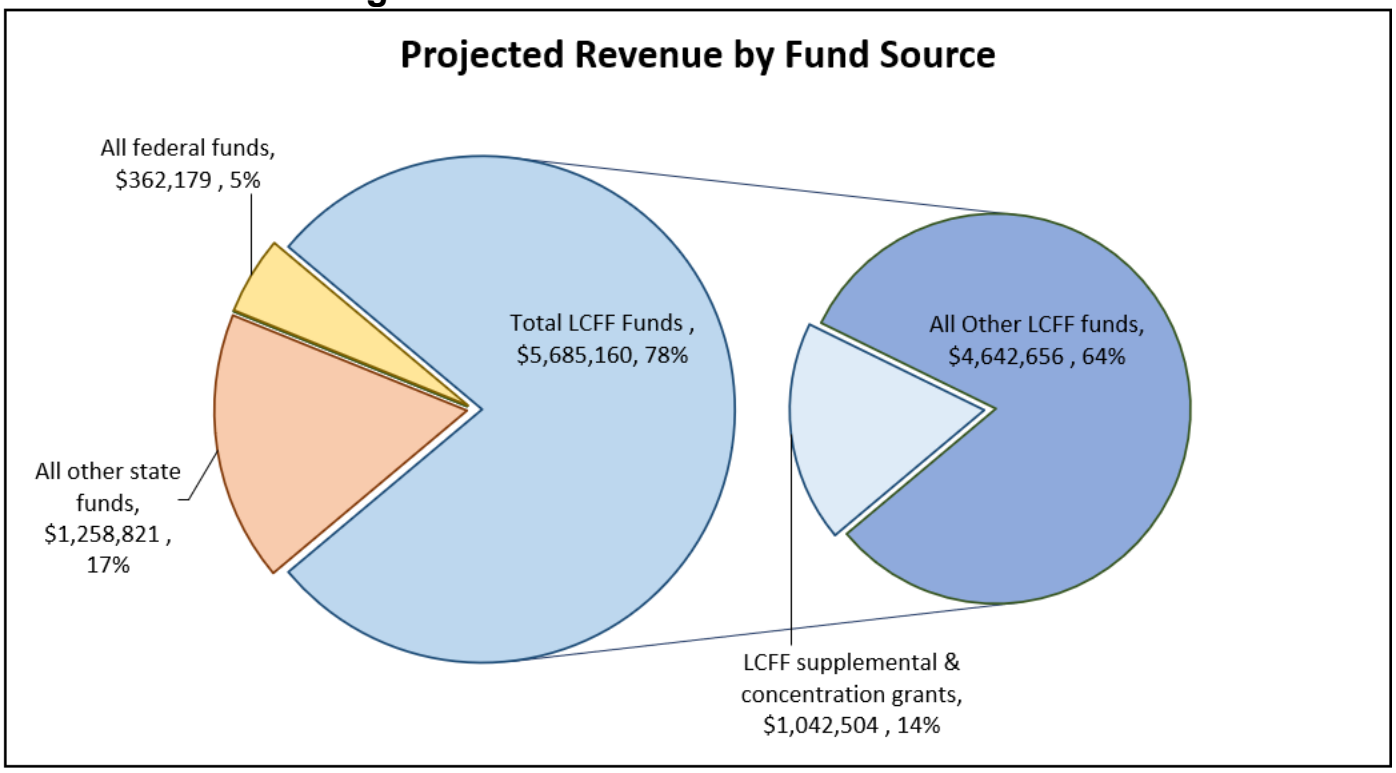
Local Control and Accountability Plan (LCAP) 2026-27

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: AIMS College Prep High School
CDS Code: 01612590111856
School Year: 2026-27
LEA contact information:
Julia Li, Head of School

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

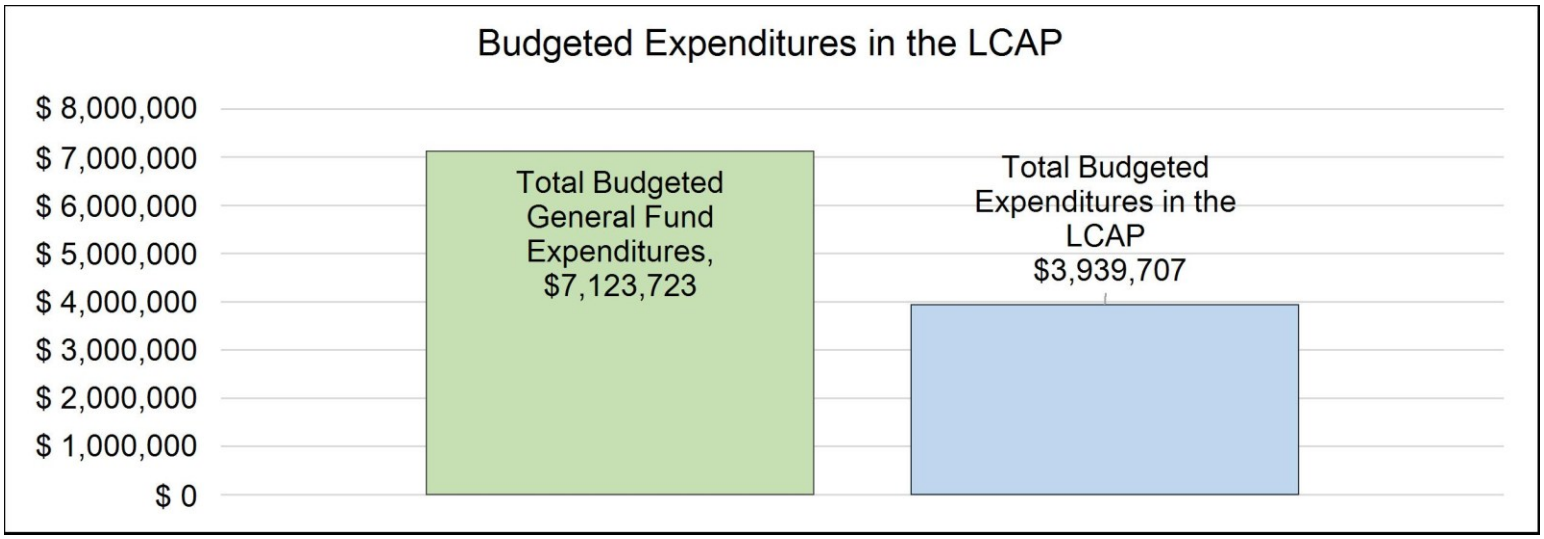


This chart shows the total general purpose revenue AIMS College Prep High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for AIMS College Prep High School is $7,306,160, of which $5,685,160 is Local Control Funding Formula (LCFF), $1,258,821 is other state funds, $0 is local funds, and $362,179 is federal funds. Of the $5,685,160 in LCFF Funds, $$1,042,504 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much AIMS College Prep High School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

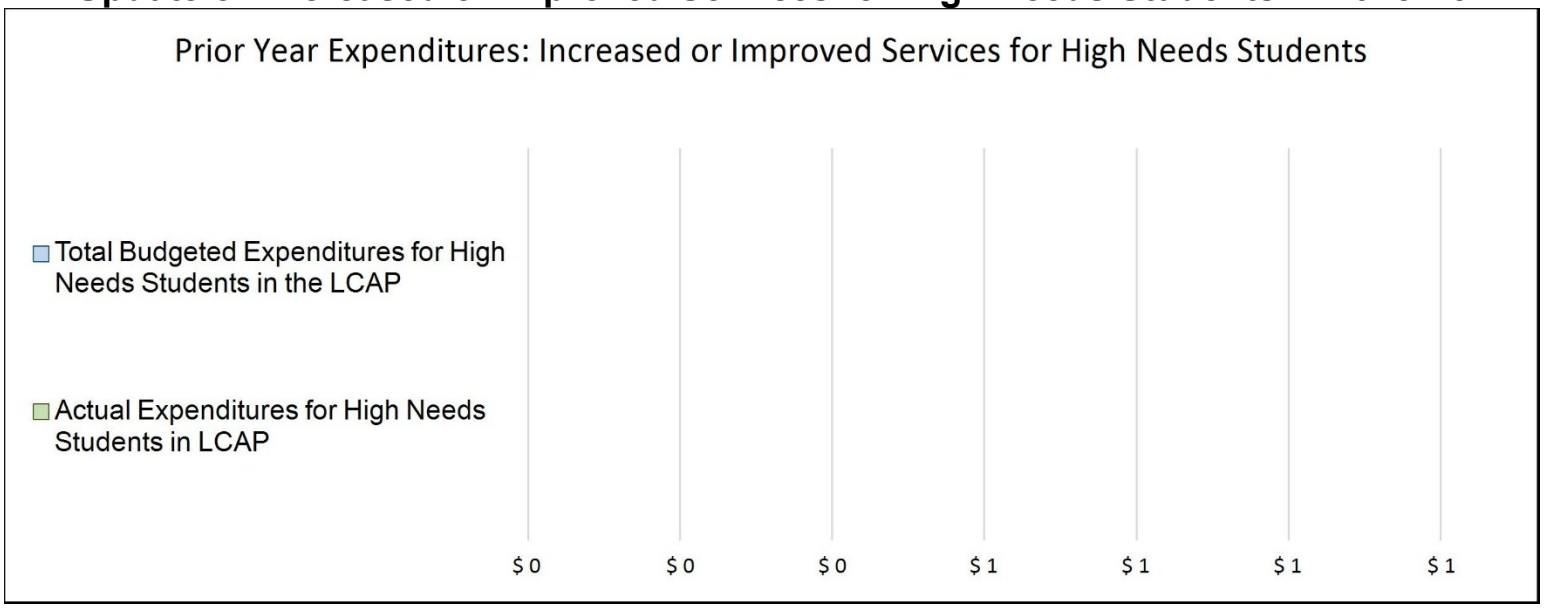
The text description of the above chart is as follows: AIMS College Prep High School plans to spend $7,123,723 for the 2026-27 school year. Of that amount, $3,939,707 is tied to actions/services in the LCAP and $3,184,016 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, AIMS College Prep High School is projecting it will receive $$1,042,504 based on the enrollment of foster youth, English learner, and low-income students. AIMS College Prep High School must describe how it intends to increase or improve services for high needs students in the LCAP. AIMS College Prep High School plans to spend $802,596.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what AIMS College Prep High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what AIMS College Prep High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, AIMS College Prep High School's LCAP budgeted $ for planned actions to increase or improve services for high needs students. AIMS College Prep High School actually spent $ for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
AIMS College Prep High School	Julia Li, Head of School	julia.li@aimsk12.org

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

School Profile and Mission
AIMS College Prep High School (AIMS HS), located in Oakland, California, serves approximately 369 students in grades 9–12 as part of the American Indian Model Schools (AIMS) network. AIMS HS is dedicated to preparing all students for college, career, and civic life through a rigorous, standards-aligned instructional program, robust student support systems, and a safe, inclusive, and culturally responsive environment rooted in high expectations.

Student Demographics and Commitment to Equity
AIMS HS serves a diverse student body with a high concentration of need; approximately 72% of students are identified as unduplicated pupils, including socioeconomically disadvantaged students, English Learners (EL), and foster youth. This demographic profile fundamentally shapes the priorities of this Local Control and Accountability Plan (LCAP). The school's planning, resource allocation, and targeted expenditures are deliberately structured to ensure that unduplicated student groups and students receiving specialized academic supports receive increased, improved, and clearly documented services. These efforts directly address critical high school milestones, including:

A–G course completion and college readiness,

Targeted academic interventions and English language development,

Comprehensive Multi-Tiered System of Supports (MTSS) to reduce high school chronic absenteeism.

Systemic Alignment with ACOE and AIPCS II MOU
The 2026–27 LCAP marks the Year 3 implementation of continuous district-wide improvement efforts. While AIMS HS is not formally named in the AIPCS II Memorandum of Understanding (MOU) with the Alameda County Office of Education (ACOE), the district has intentionally chosen to align its improvement, fiscal, and operational tracking systems across all AIMS campuses. This alignment ensures strict organizational coherence, heightened transparency, and direct accountability to ACOE oversight standards.

By embedding AIPCS II compliance structures, AIMS HS reinforces its commitment to measurable metrics, rigorous data monitoring, and clear governance. Furthermore, these strategic priorities explicitly incorporate critical stakeholder input from our advisory bodies, including the LCAP Advisory Committee and the District English Learner Advisory Committee (DELAC).

Key Strategic Priorities & Instructional Innovations
In response to educational partner feedback and robust analysis of California School Dashboard and local data, AIMS HS is focusing heavily on strengthening Tier 1 instruction, expanding dual enrollment, and building out Career Technical Education (CTE) pathways.

To optimize these initiatives, beginning in the 2026–27 school year, AIMS HS will transition to a block schedule model. This structural shift is designed to:

Enhance instructional continuity and allow for deeper, project-based learning.

Maximize dedicated, built-in time for MTSS and academic interventions.

Reduce daily instructional transitions to improve student focus.

Expand student access to dual enrollment college courses and CTE pathways.

LCAP Goal Framework
To maintain operational alignment with district-wide continuous improvement systems, the 2026–27 LCAP is organized around three broad, metrics-driven goal areas that address the holistic needs of AIMS High School while satisfying compliance standards:

Goal 1: Student Achievement and Academic Outcomes (Focusing on ELA/Math proficiency, A–G completion, dual enrollment, and English Learner reclassification).

Goal 2: School Climate and Student Engagement (Focusing on reducing chronic absenteeism, expanding MTSS, and elevating school connectedness).

Goal 3: High-Performing Organization / Supporting Conditions (Focusing on teacher coaching, operational data tracking, fiscal accountability, and proactive family engagement).

Through this unified framework, AIMS HS ensures that all students have equitable access to the rigorous academic preparation and supportive environment necessary for lifelong success.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflections: Successes
An analysis of the 2025 California School Dashboard, local assessment metrics, and NWEA MAP benchmark data indicates that AIMS College Prep High School has maintained strong foundational systems in school climate, English language development, and postsecondary preparation. Key areas of strength include:

School Climate and Student Engagement: AIMS HS earned Blue status on the California Dashboard for Suspension Rate with a 0.0% suspension rate, supported by local quarterly data showing an overall low suspension rate of approximately 1.1%. This success reflects the consistent implementation of Positive Behavioral Interventions and Supports (PBIS), restorative practices, and proactive relationship-building strategies.

English Learner Progress: The school achieved Blue status on the English Learner Progress Indicator (ELPI), with 76.7% of English Learners making measurable growth toward English proficiency. This represents a substantial 55.2-point increase from the prior year and reflects the successful execution of Guided Language Acquisition Design (GLAD) strategies alongside designated and integrated English Language Development (ELD).

College and Career Readiness: AIMS HS maintained its hallmark 100% A–G course completion rate and a 100% four-year college acceptance rate for graduating seniors. The school secured Green status on the College/Career Indicator (CCI) with 88.2% of students identified as prepared (an increase from a prior historical baseline of 52.2%).

Local Indicators and Progress Monitoring: The school met all local indicators, including Basic Services, Implementation of State Academic Standards, and Parent and Family Engagement. Furthermore, the implementation of NWEA MAP benchmark assessments improved the consistency of academic progress monitoring across departments.

Reflections: Identified Needs
While foundational systems remain robust, data analysis reveals significant academic achievement gaps, chronic absenteeism challenges, and systemic operational needs that require immediate, structured intervention.

1. Academic Performance & Achievement Gaps (Orange Status)
Statewide summative assessment data indicates a critical need to elevate academic rigor and consistency. AIMS HS earned Orange status in both English Language Arts (ELA) and Mathematics, with severe performance variances across student subgroups:

All Students: ELA performance stands at -37.5 Distance From Standard (DFS), and Mathematics stands at -63.9 DFS (with a historical local baseline of -23.6 DFS and -31 DFS respectively).

English Learners: Performance is significantly below standard, marked at -98.9 DFS in ELA (with prior data at -93.1 DFS) and a critical -127.5 DFS in Mathematics.

Socioeconomically Disadvantaged & Demographic Subgroups: Persistent achievement gaps remain prevalent among socioeconomically disadvantaged students, students with disabilities, Hispanic students (with ELA performance at -102.6 DFS), and African American students (with Math performance at -112.1 DFS).

2. Instructional Inconsistencies and Literacy Frameworks
Internal data demonstrates that students frequently struggle with written justification and analytical reasoning rather than basic procedural knowledge. Departments currently utilize disparate writing and reasoning frameworks, limiting students' ability to transfer literacy skills across content areas. There is an immediate need to implement a unified, evidence-based writing instruction framework across all disciplines.

3. Operational, Staffing, and Coaching Challenges
Implementation fidelity during the 2025–26 school year was heavily impacted by staffing instability, including long-term substitute placements, teacher vacancies, and credentialing hurdles. These vacancies disrupted classroom coaching cycles, professional development continuity, and instructional monitoring. There is an urgent need to build organizational capacity, stabilize teaching staff, and re-establish rigorous instructional coaching cycles to ensure Tier 1 instructional consistency.

4. Chronic Absenteeism & Graduation Rate Accountability
Local quarterly data indicates that chronic absenteeism averaged approximately 34%. This high rate directly undermines student achievement, course completion, and long-term college readiness. Additionally, while internal data reflects a 100% cohort graduation rate for completing seniors, the state Dashboard graduation rate remains in the Orange performance level due to historical accountability calculations. This requires an enhanced early warning system, credit recovery tracking, and intensive attendance case management.

Alignment with ACOE Oversight Feedback and AIPCS II MOU Expectations
To ensure complete transparency, institutional coherence, and strict adherence to the Alameda County Office of Education (ACOE) oversight guidelines and AIPCS II Memorandum of Understanding (MOU) expectations, AIMS HS has directly mapped its identified needs to structural accountability reforms:

Transparency and Governance: In response to the loss of instructional coaching capacity and past variability in Cycles of Inquiry (COI), AIMS HS is overhauling its data monitoring systems. The school will implement rigorous, formalized tracking protocols to audit intervention placements, monitor MTSS activation, and ensure fiscal resources directly tie to improved student outcomes.

Student Access and Inclusivity: Dashboard data highlights disproportionate outcomes for English Learners, low-income students, and students with disabilities. AIMS HS is restructuring its academic intervention frameworks to ensure that targeted tutoring, Saturday School, and specialized academic supports are explicitly documented, structured, and uniformly accessible to all demographic subgroups.

Clear Stakeholder Input: Input from the LCAP Advisory Committee, the District English Learner Advisory Committee (DELAC), and educational partners directly shaped these reflections. Partners explicitly demanded stronger Tier 1 instructional consistency, expanded intervention flexibility, and proactive attendance intervention systems.

Continuous Improvement and Next Steps: 2026–27 LCAP Highlights
To address these needs while sustaining proven areas of strength, AIMS HS will execute the following strategic actions for the 2026–27 school year, anchored by the transition to a block schedule model:

Transition to Block Scheduling: Beginning in 2026–27, AIMS HS will implement a block schedule model designed to improve instructional continuity, reduce daily transitions, increase intervention flexibility, and maximize student access to dual enrollment and Career Technical Education (CTE) pathways.

Strengthening Tier 1 Instruction & Literacy: The school will establish a unified, cross-curricular, evidence-based writing and reasoning framework to eliminate departmental silos. Re-established instructional coaching cycles will monitor the fidelity of Tier 1 instruction.

Data-Driven MTSS Activation: Using NWEA MAP and local assessment data, AIMS HS will close the gap between data collection and intervention placement, ensuring rapid, tiered academic and behavioral support for at-risk students.

Proactive Attendance & Graduation Tracking: Staff will implement an automated early warning system coupled with intensive family outreach and case management to drastically reduce the 34% chronic absenteeism rate and elevate the Dashboard Graduation Rate indicator.

Enhanced EL Supports: AIMS HS will sustain its ELPI Blue status by deepening integrated/designated ELD alignment, monitoring ELPAC growth, and accelerating reclassification rates for Long-Term English Learners.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Although AIMS College Prep High School was not formally or legally identified for state-mandated Technical Assistance, the school has proactively chosen to embed itself within the rigorous continuous improvement structures, operational frameworks, and oversight standards established under the AIPCS II Memorandum of Understanding (MOU) with the Alameda County Office of Education (ACOE). This deliberate alignment ensures comprehensive district-wide coherence, proactive compliance, and institutional transparency.

To satisfy ACOE’s core oversight feedback and maintain heightened operational integrity, AIMS HS has actively implemented systemic improvements across three primary governance areas:

1. Transparency, Governance, and Compliance Oversight
In direct alignment with MOU expectations and fiscal accountability standards, AIMS HS has formalized its internal auditing and data reporting protocols. This includes:

Fidelity in Data Systems: Implementing strict, daily monitoring of CALPADS data auditing to eliminate reporting variances and guarantee absolute compliance with state reporting timelines.

Credential Monitoring: Standardizing routine, proactive audits of teacher credentialing statuses to eliminate vacancies in core instructional tracks and prevent long-term substitute placements from disrupting classroom continuity.

Fiscal and Operational Alignment: Ensuring that all continuous improvement planning processes, localized expenditures, and continuous operational cycles are transparently tracked, reviewed by district leadership, and mapped directly to measurable student outcomes.

2. Student Access, Data-Driven MTSS, and Intervention Fidelity
To systematically address historical achievement gaps among English Learners, socioeconomically disadvantaged pupils, and students with disabilities, AIMS HS has tightly coupled its data tracking with real-time academic interventions:

Multi-Tiered System of Supports (MTSS): Standardizing activation protocols across all departments to ensure that students flagged by local progress monitoring are immediately placed into flexible, targeted intervention tracks (e.g., specialized tutoring, Saturday School).

Cycles of Inquiry (COI): Restructuring the academic calendar to anchor professional development around rigorous Cycles of Inquiry. Content teams utilize NWEA MAP benchmark data and California School Dashboard metrics to evaluate the immediate effectiveness of Tier 1 instruction and adjust integrated/designated ELD supports dynamically.

Attendance and Chronic Absenteeism Case Management: Deploying comprehensive data-monitoring systems that trigger immediate, tiered family outreach and intensive case management when a student's attendance falls below critical thresholds, mitigating high school chronic absenteeism risks.

3. Stakeholder Engagement and Culture Sourcing
AIMS HS actively leverages clear stakeholder input to design, refine, and validate its ongoing continuous improvement efforts. Instructional improvements, school climate initiatives (such as PBIS and restorative practices), and college/career readiness pathways are continuously aligned with the explicit feedback gathered from the LCAP Advisory Committee, the District English Learner Advisory Committee (DELAC), and external support providers.

Through this unified alignment with the AIPCS II Performance Improvement Plan priorities, AIMS HS maintains a high-performing organizational culture focused on long-term educational equity, rigid operational accountability, and college readiness.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not applicable. AIMS College Prep High School was not identified for Comprehensive Support and Improvement (CSI) during the current accountability and reporting cycle based on the evaluation of the California School Dashboard.

Systemic Commitments and Aligned Continuous Improvement
While the school has successfully avoided state-mandated CSI identification, leadership deliberately treats this status not as a static compliance check, but as a mandate for ongoing, proactive organizational improvement. In order to sustain this standing and systematically address identified high school needs—such as English Language Arts (ELA) and Mathematics achievement gaps, high school chronic absenteeism, and A–G college readiness milestones—AIMS HS continues to systematically implement continuous improvement frameworks across the following core pillars:

Rigorous Governance and Operational Transparency: Although AIMS HS operates outside formal identification, the school chooses to anchor its reporting, progress monitoring, and fiscal transparency directly within the strict continuous improvement frameworks developed under the AIPCS II Memorandum of Understanding (MOU) in collaboration with the Alameda County Office of Education (ACOE). This includes refining internal data infrastructure to guarantee absolute fidelity in student subgroup tracking and operational tracking systems.

Equitable Student Access and Intervention Fidelity: To prevent future risk factors that trigger state interventions, AIMS HS utilizes local assessment data, NWEA MAP benchmarks, and California School Dashboard performance indicators to drive its Multi-Tiered System of Supports (MTSS). Services, targeted tutoring, and instructional pathways are clearly documented, structured, and audited to guarantee they are fully accessible to all vulnerable student subgroups, specifically English Learners, socioeconomically disadvantaged students, and students with disabilities.

Integration of Clear Stakeholder Input: Moving beyond basic compliance, the strategies designed to strengthen academic outcomes, attendance tracking, and school climate are continuously refined using direct feedback from our institutional advisory bodies, including the LCAP Advisory Committee and the District English Learner Advisory Committee (DELAC). This ensures that community-sourced insights directly shape classroom practices, operational accountability, and educational equity.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Although AIMS College Prep High School was not formally identified for Comprehensive Support and Improvement (CSI), the local educational agency (LEA) maintains a rigorous, proactive support and oversight framework. This framework ensures that all AIMS High School continuous improvement systems are structurally aligned with the California School Dashboard performance indicators, local assessment data, the AIPCS II Memorandum of Understanding (MOU), and meaningful educational partner feedback.

To fulfill the Alameda County Office of Education (ACOE) oversight standards and drive sustainable student outcomes, the LEA actively supports the high school's strategic actions across three core institutional pillars:

1. Rigorous Transparency, Governance, and Compliance Tracking
To guarantee fiscal and operational accountability, district leadership provides direct, localized support to high school operations by standardizing administrative data infrastructure:

Operational Monitoring Systems: The LEA conducts mandatory, routine audits of the high school's internal data metrics, including teacher credentialing verification, state-level compliance tracking, and CALPADS reporting timelines, to ensure absolute data fidelity and mitigate compliance risks.

Cycles of Inquiry (COI) Integration: The LEA provides structured professional development and direct administrative oversight to ensure that school leadership and content teams execute rigorous, consistent Cycles of Inquiry to monitor instructional efficacy.

2. Student Access, Intervention Fidelity, and Data-Driven Multi-Tiered System of Supports (MTSS)
To eliminate achievement gaps among historically underperforming student groups—specifically English Learners, low-income students, and students with disabilities—the LEA actively structures and funds targeted high school intervention systems:

Assessment Cycles and Tier 1 Instruction: The LEA supports the implementation of NWEA MAP benchmark assessment cycles, pairing data review with intensive professional development focused on classroom instructional consistency, Guided Language Acquisition Design (GLAD) strategies, and differentiated instruction.

Targeted High School Interventions: LEA leadership ensures that school-level Multi-Tiered System of Supports (MTSS), positive behavioral systems (PBIS), restorative practices, and early-warning chronic absenteeism intervention tracks are clearly documented, fully funded, and uniformly accessible to all vulnerable student subgroups.

High School Milestones and Pathways: The LEA directly supports postsecondary milestone tracking through the expansion of dual enrollment partnerships, localized Career Technical Education (CTE) pathways, intensive academic counseling, and college readiness systems to ensure robust A–G course completion rates.

3. Integration of Clear Stakeholder Input
The LEA strictly utilizes community-sourced data to validate and refine its continuous improvement planning. Ongoing feedback from essential advisory bodies—including the LCAP Advisory Committee, the District English Learner Advisory Committee (DELAC), school leadership, instructional staff, and external support providers—is systematically reviewed by district leadership. This direct collaboration ensures that community voices explicitly drive classroom practices, resource allocations, and Performance Improvement Plan priorities across the network.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

AIMS College Prep High School (AIMS HS) implements a multi-layered, metrics-driven monitoring and evaluation framework to systematically assess instructional efficacy, verify fiscal accountability, and evaluate student outcomes. This framework ensures that all localized actions are executed with the highest degree of implementation fidelity. It establishes direct alignment with the California School Dashboard indicators, local data benchmarks, Performance Improvement Plan priorities, and the systemic oversight expectations outlined in the AIPCS II Memorandum of Understanding (MOU).

To fulfill ACOE oversight requirements for strict continuous improvement and transparency, the school's evaluation infrastructure is organized around three core operational pillars:

1. Rigorous Governance, Transparency, and Operational Tracking
To ensure complete transparency and direct fiscal and operational accountability, district and school leadership conduct routine, formalized audits of foundational systems:

Data System Fidelity: Standardizing continuous CALPADS audits and internal data verification protocols to prevent reporting variances and ensure precise tracking of student demographic metrics.

Human Resources & Compliance Auditing: Executing monthly teacher credential monitoring cycles to proactively prevent instructional vacancies and verify compliance with state-level staffing mandates.

Administrative and Fiscal Oversight: Evaluating resource allocation and implementation progress through structured leadership briefings, budget monitoring processes, formal presentations to the Governing Board, and compliance tracking systems.

2. Student Access, Intervention Fidelity, and Data-Driven MTSS Evaluation
To guarantee that academic interventions, support services, and specialized pathways are documented as fully accessible and effective for all student subgroups—specifically English Learners, socioeconomically disadvantaged students, and students with disabilities—AIMS HS maintains continuous data loops:

Cycles of Inquiry (COI) and PLC Structures: Utilizing structured Professional Learning Community (PLC) systems to review NWEA MAP benchmark assessment cycles, course pass rates, and English Learner Progress Indicator (ELPI) trends. Academic departments conduct quarterly data reviews to audit the placement, duration, and academic growth of students assigned to intervention tracks.

Fidelity of Tier 1 Instruction: Conducting weekly administrative walkthroughs and instructional coaching cycles to evaluate the classroom implementation fidelity of Tier 1 instruction, Guided Language Acquisition Design (GLAD) strategies, differentiated instruction, and the unified cross-curricular writing and reasoning framework.

Holistic Support Systems Tracking: Actively evaluating student engagement, behavioral health, and chronic absenteeism trends through the continuous aggregation of Student Success Team (SST) actions, Multi-Tiered System of Supports (MTSS) progress data, and Positive Behavioral Interventions and Supports (PBIS) metrics.

3. Evaluation of High School Milestones and the Block Schedule Model
AIMS HS implements specialized evaluation metrics tailored to the high school landscape to guarantee long-term college, career, and civic readiness:

Milestone Monitoring: Conducting monthly audits of graduation cohort progress, individual A–G course completion rates, student academic counseling profiles, and student enrollment in dual enrollment and Career Technical Education (CTE) pathways.

Block Schedule Evaluation: Beginning in the 2026–27 school year, leadership will launch a specialized monitoring initiative to evaluate the systemic impacts of the new block schedule model. This ongoing evaluation will explicitly isolate and measure the model's efficacy in:

Enhancing instructional continuity and reducing daily classroom transitions.

Expanding embedded, daily time for flexible MTSS and academic interventions.

Accelerating student access, enrollment, and completion rates within dual enrollment and CTE pathways.

4. Integration of Clear Stakeholder Input
The continuous refinement of all instructional, operational, and student support systems is directly informed by community-sourced data. School leadership systematically reviews educational partner feedback surveys and collaborates with advisory bodies—including the LCAP Advisory Committee, the District English Learner Advisory Committee (DELAC), and the School Site Council (SSC)—to verify that the actual implementation of this LCAP reflects the expressed needs, priorities, and values of the AIMS community.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Students, families, teachers, administrators, classified staff, instructional support staff, School Site Council members, ELAC members, community members, district leadership, and the Governing Board.	AIMS College Prep High School (AIMS HS) executed a comprehensive, year-long educational partner engagement strategy throughout the 2025–26 school year to directly inform the development, review, and continuous refinement of the 2026–27 Local Control and Accountability Plan (LCAP). In accordance with California Education Code requirements for charter schools, and in direct alignment with the continuous improvement and oversight expectations established under the AIPCS II Memorandum of Understanding (MOU) with the Alameda County Office of Education (ACOE), the school systematically consulted with all required statutory partners. The primary objective of these engagement activities was to establish complete transparency and shared governance by co-analyzing California School Dashboard data, local NWEA MAP assessment data, high school attendance metrics, intervention placement numbers, Performance Improvement Plan priorities, and operational tracking frameworks. 1. Statutory Educational Partners Engaged To ensure all institutional perspectives were integrated into the plan, the school structured regular, targeted consultations with the following core groups:

Educational Partner(s)	Process for Engagement
	Instructional & Operational Staff: Teachers, principals, site administrators, classified staff, instructional support staff, and department/Professional Learning Community (PLC) teams. Families & Community: Parents, guardians, community members, and advisory committee representatives. Students: High school students, including student leadership cohorts and representative peer groups. Systemic Governance & Leadership: District leadership teams, School Site Council (SSC) members, English Learner Advisory Committee (ELAC) members, and the Governing Board. 2. Comprehensive Engagement and Consultation Process The consultation process was deliberately woven into the school's regular operating rhythm to maximize partner participation and secure clear stakeholder input across multiple mediums: Formal Governance and Advisory Consultations: The school hosted recurring, structured sessions with the School Site Council (SSC) to audit LCAP goals and establish explicit alignment with localized budget priorities. Parallel consultations were held with the ELAC to review specialized language acquisition metrics and explicitly design targeted academic interventions for English Learners and multilingual students. Collaborative Working Sessions: Staff and site leaders evaluated instructional consistency, Multi-Tiered System of Supports (MTSS) activation protocols, and credential monitoring during routine staff and department meetings. Concurrently, student leadership sessions and family forums focused heavily on high school climate, student belonging, and specific postsecondary pathway interests.

Educational Partner(s)	Process for Engagement
	Multilingual Data-Sourcing Frameworks: To eliminate participation barriers and ensure equitable student access and inclusivity, the school administered comprehensive, translated surveys to families, students, and staff. These assessment tools explicitly captured feedback regarding communication efficacy, attendance intervention supports, specialized academic programming, and high school wellness priorities. Administrative and Board Reviews: Executive leadership and the Governing Board conducted rigorous public review sessions to analyze operational effectiveness, verify data reporting fidelity, and guarantee strict alignment between LCAP actions, restricted expenditures, and continuous improvement metrics. 3. Integration of Partner Feedback and Key Strategic Priorities The feedback compiled from these diverse educational partners directly shaped the metrics, actions, and resource allocations of this LCAP. Partners consistently reinforced an urgent need to build systemic operational accountability and close persistent subgroup achievement gaps through the following mutually established priorities: Academic Excellence & Literacy: Elevating Tier 1 instructional consistency, adopting a unified cross-curricular writing and reasoning framework, and improving core proficiency in ELA and Mathematics. Targeted Intervention & Subgroup Equity: Expanding MTSS frameworks, stabilizing instructional coaching capacity, and strengthening specialized academic tracks for English Learners and students with disabilities.

Educational Partner(s)	Process for Engagement
	High School Milestones & College Readiness: Maximizing individual student A–G course completion rates, expanding dual enrollment partnerships, and establishing robust Career Technical Education (CTE) pathways. Holistic School Connectedness: Drastically reducing high school chronic absenteeism through proactive attendance case management, maintaining low suspension rates via PBIS, and upgrading proactive family communication loops. 4. Community Mandate for the Instructional Block Schedule A major operational outcome of this collaborative engagement process was the overwhelming partner support for structural innovation. Educational partner feedback serves as the primary catalyst for the school's formal transition to an instructional block schedule model beginning in the 2026–27 school year. Staff, families, and students collectively identified this model as a vital structural mechanism to improve instructional continuity, reduce daily classroom transitions, anchor flexible and embedded daily MTSS intervention periods, and drastically expand equitable access to dual enrollment college courses and CTE pathways.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The strategic actions, localized resource allocations, and operational metrics within the 2026–27 Local Control and Accountability Plan (LCAP) were directly shaped and revised by the actionable feedback provided by our educational partners. Rather than treating partner feedback as a separate advisory component, AIMS College Prep High School (AIMS HS) deliberately utilized community-sourced insights to structurally influence the plan.

To satisfy the Alameda County Office of Education (ACOE) oversight standards and AIPCS II Memorandum of Understanding (MOU) expectations, the high school mapped the collective input of students, families, staff, and board members directly into three core systemic pillars:

1. Influence on Transparency, Governance, and Operational Accountability
In direct response to feedback from Board members, site administrators, leadership teams, and operational staff, the LCAP was modified to prioritize strict operational controls and data reporting fidelity:

Systemic Tracking Data: Feedback emphasized the urgent need to establish explicit alignment between LCAP actions, restricted expenditures, and ongoing district budget tracking. As a result, the LCAP establishes formalized administrative monitoring systems to verify data accuracy across all platforms.

Fidelity in Compliance Systems: Partner input demanded a higher level of institutional oversight, directly influencing the inclusion of structured operational routines to monitor teacher credentialing verification, safeguard CALPADS data auditing, and protect compliance reporting timelines.

Data-Driven Leadership Systems: Input from instructional leads led to the expansion of actions funding collaborative Professional Learning Communities (PLCs) and formalized Cycles of Inquiry (COI) to regularly evaluate the performance of our local programs.

2. Influence on Student Access, Inclusivity, and Tiered Interventions
Feedback from teachers, instructional support staff, families, and advisory committees (such as the LCAP Advisory Committee and DELAC) heavily influenced how the school structures its academic and cultural support frameworks to ensure they are transparently documented as accessible to all underperforming subgroups:

Targeted High School Interventions: To eliminate achievement gaps among English Learners, socioeconomically disadvantaged students, students with disabilities, and historically underperforming demographic cohorts, partner feedback catalyzed the expansion of Multi-Tiered System of Supports (MTSS). This includes formalized tracking loops for targeted tutoring, Saturday School, and Student Success Team (SST) placements.

Instructional Rigor and Literacy: Faculty and leadership feedback identified inconsistencies in student writing and analytical reasoning across disciplines. This directly influenced the LCAP's mandate to implement a schoolwide, cross-curricular, evidence-based writing and reasoning framework, backed by sustained instructional coaching cycles and professional development in Guided Language Acquisition Design (GLAD) strategies.

Proactive Attendance Systems: Families and student support staff highlighted the critical impact of chronic absenteeism on course completion milestones. This input directly generated expanded LCAP actions for automated early-warning monitoring, targeted family outreach, and intensive, tiered attendance case management.

3. Influence on High School Milestones, Wellness, and the Block Schedule Transition
High school students, parents, and academic counselors provided essential insights regarding the student experience, postsecondary readiness, and campus climate:

Pathway Expansion: Student and family feedback heavily emphasized expanding college and career readiness opportunities. This directly resulted in expanded LCAP actions to build out robust dual enrollment partnerships, develop localized Career Technical Education (CTE) pathways, and broaden student wellness and counseling supports.

The Block Schedule Mandate: Educational partners consistently identified a critical need for increased instructional flexibility, deeper learning opportunities, and dedicated intervention time built directly into the school day. Based on this explicit community mandate, AIMS HS integrated the implementation of a formal block schedule model beginning in the 2026–27 school year. This structural modification was adopted to directly:

Improve instructional continuity and allow for project-based learning.

Reduce daily classroom transitions to boost student focus and school connectedness.

Maximize built-in, flexible hours during the school day for targeted MTSS and academic intervention tracks.

Guarantee equitable student access to rigorous dual enrollment college courses and CTE pathway sequences.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Goal 1: Student Achievement and Academic Outcomes AIMS College Prep High School (AIMS HS) will improve academic achievement and college and career readiness for all students through strengthened Tier 1 instruction, standards-aligned curriculum, data-driven instructional practices, Multi-Tiered System of Supports (MTSS) intervention systems, and expanded access to rigorous academic and postsecondary pathways. Building upon the foundations of the 2025–26 LCAP, which prioritized high-quality instruction aligned to Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) along with tiered supports to bridge achievement gaps, this broad goal integrates rigorous high school milestone tracking with systemic continuous improvement. The high school will scale instructional consistency across departments through formalized Professional Learning Communities (PLCs), data-driven Cycles of Inquiry (COI), common assessment structures, and targeted instructional coaching across all content areas. To systematically eliminate achievement gaps highlighted in local performance data, AIMS HS will expand accessible and clearly documented academic interventions, including specialized tutoring, Saturday School, English Learner (EL) support frameworks, Special Education services, credit recovery, and NWEA MAP benchmark assessment cycles. Furthermore, to accelerate postsecondary readiness, the school will expand equitable access to A–G aligned coursework, honors tracks, and Advanced Placement (AP) pathways, driven by a structural transition to an instructional block schedule model designed to maximize instructional continuity, increase intervention flexibility, and allow for deeper learning. Actions and Services to Implement: Action 1.1: Strengthening Tier 1 Instructional Efficacy and Cross-Curricular Literacy Description: AIMS HS will stabilize and strengthen core classroom instruction across all disciplines by re-establishing rigorous instructional coaching cycles and collaborative Professional Learning Communities (PLCs). Instructional leaders will conduct routine classroom walkthroughs to evaluate the implementation fidelity of standards-aligned instruction, differentiated teaching methodologies, and Guided Language Acquisition Design (GLAD) strategies. To eliminate departmental silos and address identified student achievement gaps in analytical reasoning, faculty will implement a unified, school-wide, evidence-based writing and reasoning framework across all content areas.	Broad Goal

Goal #	Description	Type of Goal
	Action 1.2: Data-Driven Instruction, Cycles of Inquiry, and Progress Monitoring: To ensure absolute data fidelity and clear tracking of student academic milestones, the school will execute systematic NWEA MAP benchmark assessment cycles (Fall, Winter, Spring). Content and grade-level teams will leverage these localized formative metrics alongside common assessment data during structured Cycles of Inquiry (COI). These data loops will be utilized to audit the efficacy of Tier 1 instruction, measure immediate academic growth, identify trending student needs, and dynamically adjust integrated and designated English Language Development (ELD) supports. Action 1.3: Targeted MTSS Academic Interventions and Subgroup Equity" The high school will expand and formalize its Multi-Tiered System of Supports (MTSS) to provide rapid, targeted academic interventions for students performing below grade level or at risk of credit deficiency. The school will maintain structured, documented systems for specialized after-school tutoring, targeted intervention programming, credit recovery tracks, and Saturday School supports. To fulfill inclusivity mandates, administration will implement rigid tracking controls within Student Success Teams (SST) to verify that intervention placement, duration, and student growth are equitably distributed and accessible to vulnerable student subgroups, with specific tracking for Long-Term English Learners (LTEL) and students receiving specialized academic supports. Action 1.4: Postsecondary Pathways, Milestone Tracking, and Block Schedule Implementation: AIMS HS will expand advanced academic acceleration and career-readiness milestones by broadening access to A–G aligned courses, honors tracks, and Advanced Placement (AP) pathways. To optimize student readiness for college, career, and civic life, the school will deploy intensive academic counseling and formalize partnerships for dual enrollment college courses and Career Technical Education (CTE) pathways. Central to this action, beginning in the 2026–27 school year, the school will transition to an instructional block schedule model. This structural innovation will be explicitly monitored to evaluate its effectiveness in enhancing instructional continuity, reducing daily transitions, and embedding flexible, built-in daily intervention hours during the school day to accelerate student success.	

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

AIMS College Prep High School (AIMS HS) developed Goal 1 (Student Achievement and Academic Outcomes) based on a comprehensive, data-driven analysis of the 2025 California School Dashboard, local NWEA MAP benchmark assessment cycles, and internal classroom walkthrough reviews. This evaluation explicitly confirmed that while foundational elements are strong, overall academic achievement and persistent subgroup performance variances remain critical areas of institutional need.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome 2024-25	Year 2 Outcome 2025-26	Target for Year 3 Outcome 2026-27	Current Difference from Baseline
	ELA CAASPP Distance From Standard (DFS) – All Students	-30.1 DFS	-23.6 DFS	-37.5 DFS	-31.5 DFS	-7.4 DFS
	Math CAASPP Distance From Standard (DFS) – All Students	-74.1 DFS	-31.0 DFS	-63.9 DFS	-57.9 DFS	+10.2 DFS
	CAST: Science Points	38.1 Points	44.3 Points	44.3 Points	48 Points	+6.2 Points
	College/Career Indicator (CCI)	52.2% Prepared	96.5% Prepared	88.2% Prepared	Maintain above 88% Prepared	+36.0 percentage points
	English Learner Progress Indicator (ELPI)	21.5%	76.7%	76.7%	80%	+55.2 percentage points
	NWEA MAP Math Percentile	No baseline available	65th Percentile	65th Percentile	65th Percentile or higher	No baseline available
	NWEA MAP ELA Percentile	No baseline available	46th Percentile	49th Percentile	52nd Percentile	No baseline available
	A–G Completion Rate	95%	100%	100%	Maintain 100%	+5 percentage points
	Course Pass Rates	87%	89%	90%	92%	+3 percentage points
	Graduation Rate	96.5%	96.5%	89.2%	92%	-7.3 percentage points

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The 2025–26 LCAP identified overall academic achievement as a major priority. The broad goal focused on ensuring that all high school students received high-quality academic instruction aligned to the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). It emphasized targeted supports for English Learners (EL), foster youth, socioeconomically disadvantaged students, students with disabilities, and students performing below grade level.

The prior-year strategy was organized around two major subcategories:

- Provide high-quality academic instruction.
- Provide tiered support to address persistent subgroup achievement gaps.

Overall Implementation, Successes, and Substantive Differences
During the 2025–26 school year, AIMS College Prep High School partially implemented its planned actions under Goal 1. The school successfully maintained several major core systems, including Multi-Tiered System of Supports (MTSS) structures, after-school tutoring, Saturday School systems, and collaborative Professional Learning Community (PLC) meetings.

Major Implementation Successes
Systemic Assessment Overhaul: A major success was the comprehensive transition to the NWEA MAP benchmark assessment system as the school's primary tool for academic progress monitoring. This represented a significant operational shift from prior fragmented data systems. To improve organizational coherence, the high school completely discontinued underperforming platforms, including Illuminate, Unified Insights, and RespondEDU. Teachers demonstrated high platform buy-in, and the common benchmark minimized classroom data confusion while tracking clean formative student growth data across the year.

Professional Development & Targeted EL Growth: Professional development successfully focused on data-driven instructional planning, differentiated instruction, and specialized training in Guided Language Acquisition Design (GLAD) instructional strategies. This targeted approach yielded significant success on the state Dashboard: English Learner Progress Indicator (ELPI) performance improved dramatically, indicating a direct positive impact from the GLAD strategies and structured English language development.

College and Career Readiness Milestones: The school maintained exceptionally strong outcomes on its postsecondary milestones, securing high performance on the Dashboard College/Career Indicator (CCI). It expanded academic counseling, strengthened its 100% A–G completion tradition, and advanced foundational planning for off-campus dual enrollment and localized Career Technical Education (CTE) pathways.

Substantive Implementation Differences

The primary implementation variance centered on data integration and intervention placement. While the school fully completed the operational transition to NWEA MAP, it experienced a gap between data collection and practical application. Leadership identified that internal protocols lacked the necessary structural alignment to automatically bridge NWEA diagnostic scores with immediate classroom instruction and specific MTSS placement criteria.

Implementation Challenges and Persistent Academic Needs
Despite specific programmatic successes, AIMS HS encountered critical operational and instructional headwinds during the 2025–26 school year that disrupted implementation fidelity:

Staffing Instability and Capacity Losses: The school experienced acute implementation challenges stemming from teacher vacancies, staffing instability, and a high reliance on long-term substitute placements in core tracks. Compounding this, a temporary loss of instructional coaching capacity severely disrupted routine classroom coaching cycles, professional development continuity, and administrative walkthrough monitoring.

Variability in Implementation Fidelity: Due to the disruption in coaching capacity, there was high variability in how effectively different departments executed Cycles of Inquiry (COI) and activated MTSS protocols. This variability limited the acceleration of student growth in classrooms where Tier 1 instruction lacked consistency.

Declining Summative Assessment Metrics: While local NWEA formative data reflected stable progress, statewide summative assessment outcomes on the California School Dashboard declined, proving that standalone intervention systems (like tutoring and Saturday school) were insufficient without uniform Tier 1 classroom rigor.

English Language Arts (ELA): All-student performance declined on the state Dashboard to an Orange status at -37.5 Distance From Standard (DFS) (with a prior local baseline showing -23.6 DFS). Within this metric, English Learners experienced severe gaps, dropping to -98.9 DFS (compared to a prior historical baseline of -93.1 DFS). Significant performance drops were also observed among socioeconomically disadvantaged pupils and Hispanic students (-102.6 DFS).

Mathematics: All-student performance dropped to an Orange status at -63.9 DFS (with a prior local baseline showing -31 DFS). This decline was pronounced across multiple subgroups, particularly for English Learners (-127.5 DFS), African American students (-112.1 DFS), and Hispanic students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

AIMS College Prep High School (AIMS HS) experienced several material variances between original budget projections and estimated actual expenditures under Goal 1 during the 2025–26 school year. These fiscal differences directly reflected the operational complexities of staffing stability, structural shifts in instructional data infrastructure, and responding to localized academic needs.

To satisfy the Alameda County Office of Education (ACOE) oversight standards and AIPCS II Memorandum of Understanding (MOU) expectations, the high school has organized these material financial differences around three core accountability pillars:

1. Material Differences Due to Governance, Staffing, and Capacity Disruption
The most significant substantive variance between budgeted certificated salaries and estimated actual expenditures was driven by unexpected human resources instability:

- Certificated Salary Variances: Acute teacher vacancies and staffing disruptions in core high school disciplines, specifically English Language Arts (ELA), Special Education, and critical instructional support tracks, forced the school to rely heavily on long-term substitute placements. This operational reality depressed planned certificated salary lines and altered the timing of resource allocation for secondary instructional services.

- Instructional Support and Coaching Downward Variance: An unexpected temporary loss of instructional coaching capacity and staffing transitions forced an adjustment to planned coaching cycles, structured instructional walkthroughs, and specialized professional development sessions. Consequently, restricted operational funds originally earmarked for intensive, teacher-facing coaching support differed from initial LCAP projections.

2. Material Differences Due to Data Infrastructure Realignment
To systematically resolve past feedback regarding tracking fragmentation, the school chose to execute a major systemic data overhaul mid-year, creating a localized shift in technology and software licensing lines:

- Assessment System Transition Costs: AIMS HS completely phased out its underperforming benchmark platforms (including Illuminate, Unified Insights, and RespondEDU) to fund the comprehensive implementation of the NWEA MAP benchmark assessment cycles. This strategic pivot to a single, high-fidelity progress monitoring system altered data system software expenditures compared to the initial budget assumptions.

3. Material Differences in Student Access, Inclusivity, and Pathway Development
While core Multi-Tiered System of Supports (MTSS) structures remained fully functional, the exact execution costs varied dynamically based on staffing parameters and student enrollment characteristics:

- MTSS and Intervention Scaling: Total expenditures for after-school tutoring, Saturday School, credit recovery tracks, and English Learner (EL) support frameworks fluctuated due to shifting teacher availability, actual student participation trends, high school scheduling parameters, and real-time intervention needs surfaced by incoming NWEA data.

- High School Pathway Expansion: In direct response to clear stakeholder input demanding robust postsecondary milestones, the high school redirected a portion of its focus and resources toward advanced developmental planning. This catalyzed expenditure adjustments to fund the initial phase of off-campus dual enrollment partnerships, localized Career Technical Education (CTE) pathway sequences, college readiness initiatives, and the administrative master scheduling needed for the upcoming block schedule model.

- Summary of Ongoing Fiscal Alignment

Despite these necessary operational and staffing-driven expenditure variances, AIMS HS systematically protected the integrity of its restricted funds. The school maintained a strict commitment to equity by prioritizing resource allocations that directly targeted Tier 1 classroom improvement, robust English Learner supports, and continuous improvement systems mandated under the AIPCS II Performance Improvement Plan and developed in tandem with ACOE.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

AIMS College Prep High School (AIMS HS) conducted a comprehensive evaluation of the specific actions implemented under Goal 1 during the 2025–26 school year. The analysis reveals areas of notable programmatic effectiveness alongside critical systemic limitations that restricted overall academic growth.

To fulfill the Alameda County Office of Education (ACOE) oversight guidelines and AIPCS II Memorandum of Understanding (MOU) expectations, the high school has categorized the effectiveness and ineffectiveness of these specific actions around three core accountability pillars:

1. Evidence of Programmatic Effectiveness & Data Efficacy

Several actions demonstrated measurable success, providing a blueprint for data-driven structures and equitable access:

- Assessment Simplification and Data Accessibility: The transition to the NWEA MAP benchmark assessment system proved highly effective from a governance standpoint. It eliminated fragmented software platforms, established a unified progress-monitoring tool, and provided faculty with immediate access to actionable formative data during Professional Learning Communities (PLCs).

- Targeted English Learner Success: The implementation of specialized language supports and Guided Language Acquisition Design (GLAD) instructional strategies demonstrated notable effectiveness. This targeted approach was validated on the California School Dashboard, where AIMS HS earned a Blue status on the English Learner Progress Indicator (ELPI), representing significant, verified growth toward English proficiency.

- Operational Intervention Access: The high school's Multi-Tiered System of Supports (MTSS) infrastructure, including after-school tutoring, Saturday School, and credit recovery tracks, successfully expanded student access to additional instructional time. These programs provided critical support to secondary students performing below grade-level standards.

- Postsecondary Pathway Planning: Expanded developmental planning for high school milestones (including off-campus dual enrollment partnerships and Career Technical Education pathway models) successfully deepened educational partner engagement and strengthened the long-term roadmap for secondary college readiness.

2. Evidence of Systemic Ineffectiveness & Implementation Gaps
Despite specific pockets of programmatic success, overall student outcomes did not accelerate at the desired rate, revealing critical gaps in execution and classroom delivery:

- The Standalone Intervention Disconnect: The school determined that auxiliary intervention systems (like tutoring and Saturday School) were structurally insufficient to eliminate persistent achievement gaps when divorced from uniform classroom rigor. On the state Dashboard, all-student performance declined into the Orange status for both English Language Arts (-37.5 DFS) and Mathematics (-63.9 DFS), with widening achievement gaps among low-income, English Learner, African American, and Hispanic subgroups.

- Human Resources and Capacity Roadblocks: The effectiveness of planned instructional actions was heavily compromised by external staffing pressures. Acute teacher vacancies, staffing instability, and a high reliance on long-term substitute teachers disrupted instructional continuity across multiple departments. This challenge was compounded by a temporary loss of instructional coaching capacity, which stalled classroom walkthrough loops, disrupted professional development consistency, and lowered overall implementation fidelity.

- Literacy Silos and Analytical Reasoning Gaps: Internal instructional audits identified a lack of cross-curricular coordination regarding evidence-based writing and reasoning instruction. High school students frequently demonstrated adequate procedural skills but struggled significantly with written justification and analytical reasoning. This trend highlighted a clear need to align literacy expectations across ELA, History, Science, and Mathematics.

- Intervention Placement Variability: Reviewers noted high variability in the activation of Cycles of Inquiry (COI) and MTSS protocols. While the intervention infrastructure was operationally active, the school lacked automated internal triggers to instantly translate NWEA diagnostic score drops into immediate intervention placements and altered classroom practices.

3. Clear Stakeholder Input & Future Continuous Improvement
To resolve these core challenges while sustaining proven organizational strengths, AIMS HS has directly integrated the feedback from its educational partners, the LCAP Advisory Committee, and DELAC into the strategic design of the 2026–27 plan.

Rather than continuing with underperforming structures, the school is deploying targeted reforms explicitly tied to its identified needs. Resources and restricted expenditures for the upcoming cycle are locked into a unified improvement strategy focused on:

Re-establishing and expanding rigorous administrative walkthroughs and instructional coaching cycles to eliminate Tier 1 classroom variance.

Deploying a school-wide, cross-curricular, evidence-based writing and reasoning framework to merge literacy standards across all subject

areas.

Restructuring the data framework to tighten the operational alignment between incoming NWEA assessment data and immediate, mandated MTSS intervention placements.

Systemic Solution: The Block Schedule Integration
As a direct structural response to these implementation reflections, and backed by an explicit mandate from educational partners, AIMS HS will formally transition to an instructional block schedule model beginning in the 2026–27 school year. This change is designed to resolve historical instructional gaps by increasing classroom continuity, reducing daily transitions, expanding open slots for off-campus dual enrollment and CTE pathways, and embedding flexible, dedicated intervention hours directly into the high school day.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on systemic reflections from the 2025–26 implementation year, AIMS College Prep High School (AIMS HS) executed several strategic refinements to Goal 1 for the 2026–27 school year. These modifications were deliberately designed to transition underperforming academic structures into an integrated, high-fidelity instructional system.

To satisfy the Alameda County Office of Education (ACOE) oversight guidelines and AIPCS II Memorandum of Understanding (MOU) expectations, these changes are structured around three core accountability pillars:

1. Changes Influenced by Governance, Structural Consolidation, and Data Fidelity
To build strict operational transparency and ensure that restricted expenditures are clearly auditable, AIMS overhauled the administrative architecture of the plan:

- Strategic Action Consolidation: AIMS HS consolidated several previously fragmented actions from the prior year into broader, comprehensive strategic action blocks. This structural change eliminates procedural redundancies, enhances implementation monitoring, and forces tight fiscal alignment between district budgeting and localized high school operations.

- Rigorous Instructional Monitoring Systems: Recognizing that standalone professional development was vulnerable to classroom variance, actions were significantly expanded to mandate rigorous internal oversight. The school has locked in formalized, routine administrative walkthroughs and structured instructional coaching cycles. These routines will audit the classroom implementation fidelity of common assessment systems and data-driven planning processes across all departments.

2. Changes Influenced by Student Access, Inclusivity, and Intervention Fidelity
Reflections on the widening Dashboard achievement gaps for vulnerable student groups catalyzed a major shift in how the school triggers and tracks its student supports:

- Data-Triggered MTSS Alignment: Prior practice revealed high variability in how student services were deployed. In response, AIMS refined its Multi-Tiered System of Supports (MTSS) actions to introduce objective data triggers. For the 2026–27 cycle, entry into

intervention tracks is bound to automated diagnostic thresholds derived from NWEA MAP assessment cycles. Expectations for NWEA participation were formalized, and tracking systems were added to audit student growth, duration, and placement fidelity within tutoring and Saturday School systems.

- Unified Cross-Curricular Literacy Framework: To eliminate instructional inconsistencies identified across core subject tracks, the school introduced a school-wide, cross-curricular, evidence-based writing and reasoning framework. This modification forces ELA, History, Science, and Mathematics departments to utilize identical analytical reasoning models, ensuring that socioeconomically disadvantaged pupils and students with disabilities encounter uniform literacy expectations across the school day.

- Targeted English Learner Adjustments: To sustain the school's high English Learner Progress Indicator (ELPI) outcomes, actions were expanded to include classroom-level monitoring of Guided Language Acquisition Design (GLAD) instructional strategies, ensuring that integrated and designated ELD delivery remains consistent across all classrooms.

3. Changes Influenced by Clear Stakeholder Input, Metrics, and Postsecondary Pathways
Input compiled from parents, students, the LCAP Advisory Committee, and DELAC served as the primary catalyst for expanding advanced high school milestones and modernizing the schedule:

Milestone Pathway Refinements: In direct response to partner demands for robust postsecondary preparation, Goal 1 actions were expanded to broaden access to college-credit bearing coursework, expand dual enrollment partnerships, establish localized Career Technical Education (CTE) pathways, and deepen targeted academic counseling.

The Block Schedule Integration: Educational partners explicitly identified a need for increased instructional flexibility and deeper learning opportunities. Based on this mandate, AIMS HS formally incorporated the implementation of a block schedule model beginning in the 2026–27 school year. This structural modification was adopted to directly improve instructional continuity, reduce daily transitions, expand access to off-campus college courses, and provide dedicated, built-in hours for flexible daily MTSS interventions.

Recalibration of Metrics and Target Outcomes: To ensure absolute accountability to county oversight boards, the school updated its measurable targets to align with actual baseline data. Rather than relying on generic growth projections, 2026–27 target outcomes establish rigorous, metrics-driven benchmarks for ELA and Mathematics Distance From Standard (DFS) reduction, NWEA participation rates, dual enrollment and CTE enrollment percentages, and verified English Learner reclassification progress.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
	Strengthen Tier 1 Instruction and Instructional Consistency	AIMS HS will continue strengthening Tier 1 instruction through instructional coaching, classroom walkthroughs, standards alignment across content areas. Professional development will focus on differentiated instruction, GLAD strategies, and implementation fidelity to improve instructional consistency across classrooms and departments.	$85,223.00	Yes
	MTSS, Academic Intervention, and Data-Driven Support Systems	AIMS HS will continue implementing MTSS intervention systems and data-driven academic supports through NWEA benchmark assessment cycles, tutoring, Saturday School, targeted interventions, English Learner supports, credit recovery, intervention progress monitoring, and small-group academic supports.	$284,831.00	Yes
	English Learner, Literacy, and Academic Language Supports	AIMS HS will continue strengthening supports for English Learners and students requiring additional literacy and academic language development through GLAD implementation, designated ELD instruction, differentiated instructional supports, academic language development, writing and reasoning strategies across content areas, and targeted intervention services.	$26,129.00	Yes
	College and Career Readiness	AIMS HS will continue expanding college and career readiness opportunities through A–G aligned coursework, expanded Honors and Advanced Placement offerings, academic counseling, college application support, postsecondary planning systems, internship opportunities, and targeted student supports related to graduation and college readiness. The school will also strengthen equitable access to rigorous coursework by expanding Honors pathways aligned to Advanced Placement courses in order to support academic acceleration, differentiated instruction, and preparation for advanced academic opportunities.	$221,976.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Dual Enrollment, CTE, and Postsecondary Pathway Expansion	AIMS HS will expand access to dual enrollment opportunities, Career Technical Education (CTE) pathways, and postsecondary readiness opportunities through strengthened college partnerships, expanded college-credit bearing coursework, pathway development, career exploration opportunities, and implementation of the block schedule model beginning in 2026–27. The block schedule model is intended to improve instructional continuity, increase intervention flexibility, support deeper learning, and expand access to college and career readiness opportunities.	$79,450.00	Yes
	Continuous Improvement, PLC, COI, and Instructional Monitoring	AIMS HS will continue strengthening continuous improvement systems through implementation of Professional Learning Communities (PLCs), Cycles of Inquiry (COI), instructional walkthroughs to improve instructional effectiveness, strengthen implementation fidelity, and increase alignment between instructional practices and student outcomes.	$76,806.00	Yes
	Block Schedule Implementation	AIMS HS will implement a block schedule model beginning in 2026–27 designed to improve instructional continuity, increase intervention flexibility, reduce instructional transitions, support deeper learning opportunities, and expand student access to Career Technical Education (CTE), dual enrollment, and college and career readiness opportunities.	$11,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Goal 2: School Climate and Student Engagement AIMS College Prep High School (AIMS HS) will maintain a safe, inclusive, and supportive learning environment by strengthening school climate systems, reducing chronic absenteeism, increasing student engagement, and expanding comprehensive social-emotional, behavioral, and attendance supports for all students. Building upon the success of maintaining exceptionally low disciplinary removal rates, this broad goal addresses critical high school climate milestones and systemic engagement risks. The school will systematically scale its Multi-Tiered System of Supports (MTSS) by deepening the implementation of Positive Behavioral Interventions and Supports (PBIS), restorative justice practices, Student Success Team (SST) protocols, and individualized attendance case management systems. These programs are designed to ensure that every student feels connected, valued, safe, and academically supported. To reverse elevated chronic absenteeism rates highlighted in local data, AIMS HS will deploy automated attendance monitoring loops, tiered family outreach, and targeted student belonging initiatives. Furthermore, the school will expand high school student life opportunities, including student leadership cohorts, athletics, extracurricular clubs, and culturally responsive school climate initiatives. Central to this goal, the school will utilize its transition to an instructional block schedule model to maximize classroom relationship-building, reduce daily transitional friction, and embed flexible, daily wellness and behavioral intervention periods directly into the school day. Actions and Services to Implement Goal 2: Action 2.1: Tiered Attendance Interventions, Monitoring, and Case Management To aggressively mitigate high school chronic absenteeism, AIMS HS will implement a data-driven, tiered attendance intervention system. The school will deploy automated monitoring infrastructure to identify early signs of student disengagement. Dedicated student support teams will provide intensive case management, including individualized attendance contracts, home visits, and targeted family outreach. Translators and culturally responsive messaging will be utilized to ensure low-income, English Learner, and foster youth families are fully informed and engaged as active partners in student attendance recovery.	Broad Goal

Goal #	Description	Type of Goal
	Action 2.2: PBIS, Restorative Practices, and Mental Health Supports AIMS HS will fund and preserve its strong school climate outcomes by maintaining a safe, inclusive campus culture that sustains a low suspension rate. The school will provide ongoing professional development to faculty on the uniform execution of Positive Behavioral Interventions and Supports (PBIS) and restorative justice practices. To address the unique social-emotional needs of high school students, the school will embed dedicated mental health counseling, crisis intervention, and student wellness supports within the campus structure, establishing non-punitive behavioral tracks that maximize instructional time. Action 2.3: Data-Driven SST Activation and MTSS Behavioral Loops The school will standardize its internal Student Success Team (SST) activation protocols to create seamless, automated behavioral and engagement interventions. Behavioral data, localized check-in/check-out logs, and classroom engagement indicators will be reviewed bi-weekly by school leadership. This data loop ensures that students demonstrating disengagement are instantly matched with targeted MTSS behavioral interventions, with strict administrative controls to verify that placement, progress tracking, and support delivery are equitably accessible to vulnerable student subgroups. Action 2.4: Student Life, Leadership Pathways, and Block Schedule Efficacy To elevate school connectedness and student belonging, AIMS HS will expand high school student life pathways. This includes expanding funded opportunities for student leadership cohorts, competitive athletics, and diverse extracurricular activities that reflect the cultural demographics of the student body. Coordinated with this action, the school will utilize its 2026–27 block schedule transition to improve school climate. Leadership will monitor the block schedule's impact on reducing daily transitional anxiety, expanding dedicated hour blocks for advisory and relationship-building, and offering flexible, built-in intervals for student wellness and academic support during the normal school day.	

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

AIMS College Prep High School (AIMS HS) developed Goal 2 (School Climate and Student Engagement) based on a comprehensive, data-driven analysis of the 2025 California School Dashboard, localized attendance tracking registers, and student wellness outcomes. While the high school successfully maintained model performance in school culture, demonstrated by a 0.0% suspension rate that secured a Blue status on the state Dashboard, reversing the 34% local chronic absenteeism rate remains an urgent institutional priority.

To satisfy the Alameda County Office of Education (ACOE) oversight guidelines and AIPCS II Memorandum of Understanding (MOU) expectations, the rationale behind the development of this goal is anchored to three core institutional requirements:

1. Rationale for Transparency, Governance, and Inter-System Coordination
AIMS developed this goal to eliminate operational silos between attendance monitoring, student wellness systems, and academic support frameworks. Historical data reviews revealed that attendance interventions often lacked automated triggers, leading to delays in identifying disengaged students.

- To build strict governance and oversight transparency, this goal introduces a highly coordinated tracking infrastructure. By standardizing bi-weekly leadership audits of Student Success Team (SST) logs, automated data alerts, and Multi-Tiered System of Supports (MTSS) behavioral data, AIMS establishes direct administrative accountability. This ensures that student engagement protocols are tightly monitored, predictable, and fully transparent to county auditors.

2. Rationale for Student Access, Inclusivity, and Removing Engagement Barriers
Analysis of California School Dashboard and local quarterly data demonstrated a critical correlation between high high school chronic absenteeism, lower academic performance, and a heightened need for intensive academic interventions. These challenges are most pronounced among vulnerable, unduplicated student groups, specifically English Learners, socioeconomically disadvantaged pupils, foster youth, African American students, Hispanic students, and students with disabilities.

- AIMS is utilizing this goal to restructure the high school's support infrastructure from a reactive framework into a proactive, non-punitive case management model. By scaling Positive Behavioral Interventions and Supports (PBIS), restorative justice practices, and specialized counseling tracks, the school ensures that all wellness and attendance resources are documented as fully accessible, culturally responsive, and designed to maximize instructional time for historically marginalized subgroups.

3. Integration of Clear Stakeholder Input and Student Life Milestones
The design of Goal 2 directly incorporates clear stakeholder input gathered from families, students, instructional support staff, the LCAP Advisory Committee, and the District English Learner Advisory Committee (DELAC). Educational partners consistently emphasized that high school student engagement cannot be driven by academic instruction alone; it requires a strong sense of school connectedness and belonging.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome 2024-25	Year 2 Outcome 2025-26	Target for Year 3 Outcome 2026-27	Current Difference from Baseline
	Chronic Absenteeism Rate (Schoolwide)	17.39%	16.7%	18.5%	Reduce to 14%	+1.11 percentage points
	Chronic Absenteeism Rate — English Learners	13.2%	14.8%	16%	Reduce to 10%	+2.8 percentage points
	Chronic Absenteeism Rate — Students with Disabilities	28.4%	26%	30%	Reduce to 20%	+1.6 percentage points
	Suspension Rate (Schoolwide)	2.3%	2%	2.1%	Maintain below 1%	-0.2 percentage points
	Panorama Student Survey	No baseline available	Baseline Administration (May 2026)	62% Favorable	70% Favorable	No baseline available
	Panorama Family Survey	No baseline available	Baseline Administration (May 2026)	64% Favorable	72% Favorable	No baseline available
	SPED Enrollment	8%	9%	10%	Maintain 10% or higher	+2 percentage points
	Latino Enrollment	22%	24%	25%	Maintain 25% or higher	+3 percentage points
	Total HS Enrollment	352 Students	369 Students	369 Students	385 Students	+17 students

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The 2025–26 LCAP positioned school climate, student engagement, and behavioral health as major institutional priorities. The broad goal focused on maintaining a safe, inclusive, and supportive campus environment by implementing Positive Behavioral Interventions and Supports (PBIS), restorative justice practices, Student Success Team (SST) protocols, multi-tiered attendance interventions, and multi-lingual family outreach systems.

The primary objectives were to sustain exceptionally low disciplinary removal rates, expand secondary student life (athletics, leadership, extracurriculars), and proactively address high school chronic absenteeism by reinforcing student wellness, safety, and school connectedness.

Overall Implementation, Successes, and Substantive Differences
During the 2025–26 school year, AIMS College Prep High School substantially implemented its planned actions under Goal 2. The school successfully maintained its foundational climate infrastructure, counseling networks, and family communication loops.

Major Implementation Successes
Model School Climate Outcomes: The primary success under this goal was the school's performance in student discipline and campus safety. AIMS HS successfully maintained a 0.0% suspension rate, securing a Blue status on the California School Dashboard. This milestone was achieved through the uniform execution of restorative practices, proactive relationship-building strategies, and structured alternatives to exclusionary discipline. PBIS frameworks effectively reinforced a positive, student-centered culture focused on non-punitive intervention rather than reactive punishments.

Operational SST Systems and Wellness Access: The high school maintained an active Student Success Team (SST) framework. Collaboration between high school counseling staff, student support teams, and families was strong, resulting in an expansion of mental health services, crisis stabilization, and targeted behavioral intervention plans.

Enriched Student Life Platforms: AIMS HS successfully expanded student belonging initiatives by increasing funded opportunities for student leadership cohorts, competitive secondary athletics, and diverse extracurricular activities to boost high school connectedness.

Substantive Implementation Differences
There were no negative material deviations from the core planned actions; however, an operational gap emerged regarding systemic coordination and * bell schedule limitations*. While attendance monitoring, family outreach, and academic tutoring were occurring simultaneously, they operated as separate programs. Internal review revealed that the school lacked an integrated system to instantly connect attendance tracking drops with immediate academic intervention placement and counseling adjustments.

Implementation Challenges and Persistent Engagement Needs

Despite achieving model metrics in suspension reduction, chronic absenteeism remained a severe challenge, exposing structural constraints within the high school's traditional operations:

The Traditional Bell Schedule Bottleneck: The primary barrier to implementation fidelity was the traditional bell schedule. The short, rapid instructional periods created excessive daily transitions that disrupted student focus, amplified campus anxiety, and severely restricted scheduling flexibility. Because the school day lacked built-in, flexible hours for student support, intervention staff faced competing student needs and could not provide individualized, responsive case management during the instructional day without removing students from core academic courses.

Absenteeism Intervention Latency: Local data averaging a 34% chronic absenteeism rate demonstrated that existing tiered outreach occurred too late. Students experiencing chronic absenteeism quickly fell behind academically, which increased disengagement and created a compounding cycle of course failure. The school identified a critical need for earlier identification, digitized early warning triggers, and intensive, localized case management.

Staffing Capacity Strain: Staffing capacity limitations and the high concentration of high-need unduplicated pupils strained student support teams, restricting their ability to execute rapid, daily face-to-face family tracking and home visits.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

AIMS College Prep High School (AIMS HS) experienced several material variances between original budget projections and estimated actual expenditures under Goal 2 during the 2025–26 school year. These financial differences were driven by real-time adjustments to staffing structures, the reallocation of resources to aggressively counter high school chronic absenteeism, and investments in expanding high school student life to bolster campus connectedness.

To satisfy the Alameda County Office of Education (ACOE) oversight guidelines and AIPCS II Memorandum of Understanding (MOU) expectations, the high school has organized these material financial differences around three core accountability pillars:

1. Material Differences Due to Governance, Staffing Realignment, and Capacity Constraints
Operational realities and adjustments in administrative personnel resulted in variances between budgeted personnel allocations and estimated actual expenditures:

Staffing and Position Reassignments: Shifts in staffing assignments, internal redistributions of student support responsibilities, and adjustments to counseling service coordination altered planned salary lines. These personnel updates impacted the timing and projected execution costs of attendance intervention oversight and specialized student engagement programming.

Implementation Level Dynamics: Total operational expenditures for targeted counseling and attendance supports fluctuated from initial assumptions due to changing staff capacity, student participation rates, and the evolving intervention needs identified dynamically through local school climate registers.

2. Material Differences Due to Expanding Student Access and Inclusivity Barriers
To systematically address the 34% local chronic absenteeism crisis and guarantee that support frameworks are documented as fully accessible, the high school purposefully shifted restricted funding streams to scale direct-service case management:

Attendance Recovery and Case Management Scaling: In response to elevated absenteeism indicators, the school directed an unprojected concentration of resources into localized case management tools, intensified family outreach platforms, and multilingual communication loops. This ensured that non-punitive attendance contracts and translated support documents were uniformly accessible to low-income and English Learner families, creating a material expenditure variance.

Student Wellness and Behavioral Health Investments: Evolving student clinical needs required the school to dynamically adjust localized funding to protect high-fidelity counseling tracks and crisis stabilization services, ensuring student safety and maximizing time spent in the classroom.

3. Material Differences Influenced by Clear Stakeholder Input and Milestone Pathways
Input compiled from high school students, parents, and advisory groups directly catalyzed an intentional expansion of campus life funding, driving a positive variance in extracurricular operational lines, such as, enrichment of high school student life and transitioning to a Block Schedule.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

AIMS College Prep High School (AIMS HS) conducted a thorough evaluation of the specific actions executed under Goal 2 during the 2025–26 school year. The analysis confirms that while cultural and non-punitive behavioral initiatives achieved exceptional benchmarks, structural boundaries within the traditional operating model heavily limited the long-term effectiveness of attendance and engagement strategies.

To satisfy the Alameda County Office of Education (ACOE) oversight guidelines and AIPCS II Memorandum of Understanding (MOU) expectations, the high school has categorized the effectiveness and ineffectiveness of these specific actions around three core accountability pillars:

1. Evidence of Programmatic Effectiveness & Culture Sourcing
Several actions under Goal 2 achieved high-level effectiveness, reinforcing a safe, student-centered campus environment and protecting the school's foundational strengths:

- Exemplary Disciplinary and Climate Metrics: The systematic deployment of Positive Behavioral Interventions and Supports (PBIS), proactive relationship-building strategies, and restorative justice practices proved highly effective. These non-punitive frameworks

minimized disciplinary removals and successfully preserved the high school's 0.0% suspension rate (Blue status) on the California School Dashboard by prioritizing restorative conversations over exclusionary punishments.

- Multidisciplinary Support Identification: The high school's Student Success Team (SST) infrastructure, counseling pathways, and localized family outreach loops successfully improved the school's capability to flag at-risk secondary students. Enhanced communication between counselors, teachers, site administrators, and families significantly tightened the coordination of wrap-around social-emotional and academic supports.

- Campus Life and Connectedness: Expanded student engagement opportunities, such as student leadership cohorts, competitive secondary athletics, and extracurricular programs, demonstrated a clear positive impact. Educational partner surveys confirmed that students highly valued these avenues for student voice, peer connection, and community participation.

- Attendance Tracking and Communication: Integrated family communication channels allowed for continuous monitoring of baseline attendance concerns, keeping unduplicated families actively informed of initial student participation shifts.

2. Evidence of Systemic Ineffectiveness & Structural Obstacles
Despite strong performance in preserving campus safety, existing actions were ineffective in reversing the high school's elevated chronic absenteeism trends, revealing acute operational and scheduling conflicts:

- The Chronic Absenteeism Crisis: Despite functional tracking and regular outreach routines, local registers confirmed that chronic absenteeism remained an ongoing crisis, averaging approximately 34%. Reviewers determined that existing intervention loops were not activated early enough or with the intensity required to disrupt entrenched patterns of high school disengagement.

- The Traditional Bell Schedule Bottleneck: The primary barrier to effectiveness was identified as the constraints of the traditional legacy bell schedule. Rapid, short class periods created excessive daily transitional friction that elevated student anxiety and fractured focus. Crucially, the traditional day lacked built-in, flexible hour blocks for student services, forcing student support teams to choose between pulling students out of core academic instruction or delaying essential counseling, wellness, and behavioral check-ins.

- Staffing Capacity and Competing Needs: High-intensity social-emotional, academic, and behavioral needs among the high concentration of unduplicated pupils heavily strained staff capacity. This capacity constraint limited the school's ability to deliver rapid, daily face-to-face case management, home visits, and immediate intervention responsiveness during the regular instructional day.

- Siloed Intervention Frameworks: Internal reviews revealed a critical lack of operational coordination between separate tracking programs. While PBIS, counseling, family outreach, and academic tutoring were all functional, they operated in isolation without automated, centralized data triggers to instantly connect an attendance drop with immediate academic intervention and mental health supports.

3. Clear Stakeholder Input & Future Continuous Improvement

To systematically address these operational deficiencies while protecting proven climate strengths, AIMS HS has directly aligned its 2026–27 LCAP priorities with the explicit feedback gathered from students, families, the LCAP Advisory Committee, and DELAC.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on intensive, data-driven reflections from the 2025–26 implementation year, AIMS College Prep High School (AIMS HS) executed several crucial refinements to Goal 2 for the 2026–27 school year. These modifications abandon reactive, isolated student support efforts in favor of an integrated, highly responsive framework designed to aggressively reduce chronic absenteeism while preserving the school's premier safety metrics.

To satisfy the Alameda County Office of Education (ACOE) oversight guidelines and AIPCS II Memorandum of Understanding (MOU) expectations, these changes are structured around three core accountability pillars:

1. Changes Influenced by Governance, Structural Consolidation, and System Inter-Coordination
To build strict operational transparency and ensure that restricted expenditures are clearly auditable by county reviewers, AIMS reorganized the administrative layout of this goal:

Strategic Action Consolidation: AIMS HS consolidated several previously separate climate and attendance actions from the prior year into broader, comprehensive strategic action blocks. This consolidation streamlines implementation monitoring, reduces bureaucratic redundancy, and forces absolute fiscal alignment between network resource allocation and high school operations.

Elimination of Operational Silos: Prior reflections revealed that student supports functioned independently. For 2026–27, actions were fundamentally restructured to mandate tight, cross-functional coordination between attendance monitoring, counseling services, MTSS behavioral tiers, and academic intervention teams.

Rigorous Progress Monitoring Logs: The school expanded its progress monitoring infrastructure to track the actual implementation fidelity and timeline responsiveness of Student Success Team (SST) actions and attendance case management, providing verifiable data loops directly to the governing board.

2. Changes Influenced by Student Access, Inclusivity, and Intervention Responsiveness
Analysis of the 34% local chronic absenteeism baseline and historical tracking latency forced a complete re-engineering of how student support services are accessed and scaled:

Accelerated Attendance Intervention Timelines: To fix past issues where interventions were deployed too late, the high school revised its attendance recovery actions. The school has locked in compressed response timelines backed by digitized early warning alerts. This ensures that when a secondary student triggers an absence threshold, intensive case management, individualized attendance contracts, and localized family outreach are activated immediately.

Culturally Responsive Family Engagement: Actions were refined to provide expanded resources for bilingual family communication loops and direct case management. This guarantees that low-income and English Learner families face no linguistic barriers and are engaged as active partners in student attendance recovery.

Non-Punitive Behavioral Tracks: While PBIS and restorative approaches successfully maintained a 0.0% suspension rate (Blue status), actions were refined to expand proactive mental health counseling and crisis stabilization, ensuring vulnerable student groups have immediate, equitable access to wellness interventions during the day.

3. Changes Influenced by Clear Stakeholder Input, Metrics, and Campus Belonging
Input compiled from high school students, parents, the LCAP Advisory Committee, and DELAC heavily influenced the expansion of campus life pathways and catalyzed a major structural shift in operations:

Enrichment of High School Student Life: Educational partners explicitly noted that reversing chronic absenteeism requires building a deep sense of campus belonging. In direct response to this feedback, the school expanded planned actions and localized funding to support competitive secondary athletics, campus clubs, extracurricular programming, student leadership development, and culturally responsive school culture-building activities.

The Block Schedule Integration: Educational partners strongly identified a need for increased scheduling flexibility to support relationship-building and intervention access. Based on this explicit community mandate, AIMS HS incorporated the implementation of a formal block schedule model beginning in the 2026–27 school year. This structural change was adopted to directly reduce daily transitional anxiety, improve instructional continuity, and embed flexible, dedicated daily hour blocks for student wellness checks, counseling, and MTSS interventions without interrupting core academic coursework.

Recalibration of Metrics and Target Outcomes: Performance indicators were updated to transition away from generic targets. The 2026–27 metrics establish rigorous, metrics-driven benchmarks for chronic absenteeism reduction, student connectedness and belonging measures, counseling participation data, and verified extracurricular participation percentages.

Through these intentional structural and operational updates, AIMS HS maintains its core alignment with the AIMS Way pillars and the AIPCS II continuous improvement priorities established in partnership with ACOE, ensuring a safe, supportive, and deeply engaging high school learning environment.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
	PBIS, Restorative Practices, and School Climate Systems	AIMS HS will continue implementing Positive Behavioral Interventions and Supports (PBIS), restorative practices, behavioral interventions, and proactive student support structures designed to maintain a safe, inclusive, and supportive learning environment. Staff will continue utilizing restorative approaches, alternatives to exclusionary discipline practices, and student-centered intervention systems to strengthen school climate and student connectedness.	$112,850.00	Yes
	Attendance Intervention and Case Management Systems	AIMS HS will continue strengthening attendance intervention systems through attendance monitoring, Student Success Team (SST) coordination, family outreach, attendance meetings, individualized intervention planning, and progress monitoring supports designed to reduce chronic absenteeism and improve student engagement. The school will strengthen coordination between attendance, counseling, intervention, and academic support systems to improve responsiveness for students experiencing chronic absenteeism or disengagement from school.	$161,172.00	Yes
	Counseling, Wellness, and Student Support Services	AIMS HS will continue expanding counseling services, social-emotional supports, crisis response systems, behavioral support services, and individualized student support systems designed to strengthen student wellness, belonging, and school connectedness. Student support staff will collaborate with teachers, families, and intervention teams to coordinate services and support student success. Additionally, advisory will be incorporated into student schedules to provide structured opportunities for relationship-building, academic monitoring, college and career readiness, and social-emotional support.	$64,122.00	Yes
	Student Engagement, Leadership, Athletics,	AIMS HS will continue expanding opportunities for student engagement through athletics, clubs, extracurricular programs, student leadership opportunities, school culture-building activities, and culturally responsive engagement activities designed to strengthen belonging, participation, and	$76,272.00	Yes

Action #	Title	Description	Total Funds	Contributing
	and Extracurricular Opportunities	student connectedness. The school will continue expanding student leadership opportunities and engagement programming in response to educational partner feedback supporting increased student involvement and school connectedness.		
	Family Engagement and Communication Systems	AIMS HS will continue strengthening family engagement and communication systems through family outreach, attendance communication, parent engagement activities, translation and interpretation supports, family meetings, educational workshops, and communication systems designed to strengthen partnerships between families and the school community.	$7,500.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	AIMS College Prep High School will strengthen organizational effectiveness through improved operational systems, staff capacity, data monitoring, compliance structures, and continuous improvement processes to support student achievement, educational equity, and long-term sustainability. The school will continue enhancing governance, fiscal oversight, staffing, professional development, technology, safety, communication, and data reporting systems aligned to the AIPCS II MOU. AIMS HS will utilize data-driven decision-making, PLCs, Cycles of Inquiry, educational partner feedback, Dashboard data, and operational monitoring systems to improve organizational coherence and student outcomes. Beginning in 2026–27, the school will also strengthen implementation systems related to the block schedule, dual enrollment, CTE pathways, and intervention supports to increase student engagement, college and career readiness, and equitable access to rigorous instruction and student supports.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 3 was developed based on analysis of organizational systems, Dashboard data, implementation monitoring, staffing trends, educational partner feedback, and continuous improvement priorities aligned to the AIPCS II MOU. The goal focuses on strengthening operational effectiveness, staffing stability, implementation fidelity, compliance systems, fiscal oversight, communication, technology infrastructure, and data monitoring processes to better support student achievement and equitable outcomes. Feedback and internal reflections identified the need for stronger coordination between instructional, operational, and intervention systems, as well as improved professional development, operational transparency, and staffing support. Planning for the 2026–27 block schedule, expanded dual enrollment, and CTE pathway implementation also highlighted the need for stronger scheduling, operational planning, and implementation monitoring systems. This goal was created to ensure AIMS HS maintains the organizational capacity, accountability structures, and continuous improvement systems necessary to support rigorous instruction, student supports, safe learning environments, and long-term student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome 2024-25	Year 2 Outcome 2025-26	Target for Year 3 Outcome 2026-27	Current Difference from Baseline
	Teacher Credentialing Rate	68% credentialed	70% credentialed	72.2% credentialed	Increase to 80% credentialed	+4.2 percentage points
	CALPADS/Data Reporting Accuracy	90% accurate	94% accurate	97% accurate	100% accurate	+7 percentage points

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2025–26 school year, AIMS College Prep High School substantially implemented Goal 3 actions focused on strengthening operational systems, compliance monitoring, staffing structures, professional development, data reporting, communication systems, and continuous improvement processes. The school maintained implementation of PLCs, Cycles of Inquiry (COI), NWEA benchmark systems, CALPADS monitoring, compliance reporting, and operational oversight structures to support data-driven decision-making and organizational effectiveness. Professional development emphasized standards alignment, differentiated instruction, assessment analysis, intervention systems, and instructional best practices.

Several successes were observed, including improved access to student performance data through NWEA implementation and stronger coordination between instructional, operational, counseling, and intervention teams. However, implementation challenges included teacher vacancies, staffing instability, limited instructional coaching capacity, and inconsistent implementation fidelity across departments. The school also identified a need for stronger alignment between instructional systems, operational planning, intervention monitoring, staffing structures, and fiscal systems.

Educational partner feedback emphasized the need for improved communication, staffing stability, professional development, accountability systems, and stronger coordination across departments. In response, AIMS HS refined Goal 3 for 2026–27 by expanding implementation monitoring systems, increasing instructional walkthroughs and coaching cycles, strengthening staffing recruitment and retention efforts, and improving alignment between instructional and operational planning. Planning for the block schedule model, dual enrollment expansion, CTE pathways, and intervention scheduling also highlighted the need for stronger operational coordination and implementation monitoring systems moving forward.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Several Goal 3 expenditures differed from original budget projections during the 2025–26 school year due to staffing changes, hiring delays, substitute coverage needs, operational adjustments, and evolving implementation priorities. Variances occurred across staffing, professional development, instructional coaching, technology systems, operational coordination, compliance monitoring, and continuous improvement efforts. Changes in instructional coaching capacity and implementation adjustments related to PLCs, Cycles of Inquiry (COI), and walkthrough systems also impacted planned expenditures.

Additional expenditure shifts were connected to expanded NWEA MAP implementation, CALPADS monitoring, staffing recruitment and onboarding, intervention coordination, block schedule planning, dual enrollment expansion, and Career Technical Education (CTE) pathway development. Despite these adjustments, AIMS HS continued prioritizing investments in staffing stability, professional development, instructional collaboration, operational accountability, compliance systems, technology infrastructure, communication systems, and continuous improvement structures aligned to student achievement and organizational effectiveness. These adjustments reflected the school's efforts to align resources with evolving student needs, educational partner feedback, Dashboard data, and organizational improvement priorities.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Several Goal 3 actions were effective in strengthening operational systems, organizational coordination, compliance monitoring, and continuous improvement processes during the 2025–26 school year. Implementation of PLCs, Cycles of Inquiry (COI), and NWEA MAP benchmark assessments improved instructional collaboration, access to student performance data, intervention planning, and data-driven decision-making. The school also maintained effective systems related to CALPADS monitoring, compliance reporting, staffing oversight, fiscal accountability, communication systems, safety planning, and organizational accountability aligned to Dashboard and MOU priorities.

Increased collaboration between instructional leadership, operational staff, counseling teams, and intervention staff strengthened coordination and alignment across departments. However, implementation effectiveness was impacted by teacher vacancies, staffing instability, long-term substitute placements, and limited instructional coaching capacity, which affected implementation fidelity and instructional consistency. Variability in implementation across COI processes, walkthrough systems, intervention monitoring, professional development, and instructional collaboration structures also limited the effectiveness of some improvement efforts.

Educational partner feedback identified continued needs for stronger staffing stability, communication systems, instructional coaching support, accountability structures, operational coordination, and stronger alignment between instructional and operational systems. Planning for the 2026–27 block schedule, dual enrollment expansion, and CTE pathway development further highlighted the need for stronger operational coordination and implementation monitoring systems. As a result, AIMS HS identified key priorities for 2026–27, including strengthening staffing recruitment and retention, increasing implementation fidelity monitoring, expanding coaching and walkthrough systems, improving communication and operational coordination, and strengthening alignment between instructional, operational, and intervention systems.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

For the 2026–27 school year, AIMS HS refined Goal 3 to strengthen staffing stability, implementation fidelity monitoring, instructional coaching, operational coordination, communication systems, compliance processes, and alignment between instructional and operational planning. The school expanded actions related to instructional walkthroughs, coaching cycles, PLC implementation, Cycles of Inquiry (COI) monitoring, operational review processes, data analysis systems, and accountability structures to improve consistency and implementation follow-through across departments.

Goal 3 was also revised to address staffing challenges identified during 2025–26 by increasing focus on recruitment timelines, onboarding systems, credential monitoring, substitute coordination, and professional capacity development. Additional refinements strengthened technology systems, operational planning, communication responsiveness, and cross-department coordination to better align instructional systems, intervention supports, fiscal planning, and operational decision-making.

Planning for the 2026–27 block schedule, expanded dual enrollment, and Career Technical Education (CTE) pathways also resulted in expanded actions related to scheduling coordination, staffing alignment, intervention scheduling, and implementation monitoring structures. Additionally, several operational actions were consolidated into broader strategic action areas to improve coherence, reduce redundancy, strengthen fiscal alignment, and better support continuous improvement efforts aligned to Dashboard priorities, educational partner feedback, and the AIPCS II MOU.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
	Proactive Recruitment, Credential Pathways, and Compliance Reporting	Maintain and utilize our formalized legal personnel compliance roadmaps and county reporting structures to systematically eliminate high school instructional vacancies and out-of-field assignments. Operating under a structured professional framework overseen by the Director of HR, the high school division conducts meticulous monthly assignment audits to ensure absolute alignment with California Commission on Teacher Credentialing (CTC) standards and Alameda County Office of Education (ACOE) secondary oversight parameters. Concurrently, the Human Resources Department actively manages and leverages strategic talent pipelines by partnering with leading teacher preparation programs—including Reach	$352,583.00	No

Action #	Title	Description	Total Funds	Contributing
		University, Moreland University, California State University East Bay (CSU East Bay), Dominican University of California, Alliant International University, and the University of San Francisco (USF)—to fast-track qualified secondary internal candidates, residents, and interns into full California certification tracks. To anchor these operations, administrative staff systematically manage the centralized data collection logs and verification pipelines required to maintain absolute organization-wide data governance and ensure uncompromised reporting transparency in accordance with county data-governance standards. Effectiveness Measure: Progress will be actively monitored and measured by evaluating monthly secondary CTC credential status logs, tracking the percentage of properly assigned and authorized high school teachers via CALPADS submissions, and reviewing the submission timeliness metrics of required operational data disclosures to ACOE and related oversight agencies.		
	Structured Teacher Induction Mentorship Tracks and Staff Retention Supports	Maintain and utilize our robust professional retention framework designed to support effective school operations, stabilize the secondary classroom learning climate, and actively reduce midyear student transfers across our high school cohorts. For the 2026–2027 school year, the Human Resources Department executes an upgraded onboarding sequence structured as a continuous, multi-quarter professional mentorship track where high school educators are paired with experienced network coaches and navigated systematically through required district induction clearance workflows. This action is principally directed toward supporting secondary instructors who serve high concentrations of low-income students and English Learners across our classrooms, providing them with competitive compensation placements, protected preparation collaborations, and specialized, job-embedded professional development to maximize instructional fidelity and maintain alignment with county teacher retention benchmarks. Effectiveness Measure: Progress will be actively monitored and measured by analyzing midyear and annual high school teacher retention logs,	$21,960.00	Yes

Action #	Title	Description	Total Funds	Contributing
		tracking completion milestones within the secondary credential induction track, and cross-referencing staff stabilization metrics against reductions in mid-year student mobility across the high school campus.		
	Structured Stakeholder Complaint Resolution and Operational Accountability System	Maintain and utilize our site-based structured formal complaint system to ensure all stakeholder concerns continue to be documented, investigated, and resolved in a timely, legal, and transparent manner. The high school division executes standardized local administrative procedures to track formal complaints received, ensure appropriate investigative follow-up, and document definitive resolution outcomes. An established, designated compliance process supports independent site review and ensures absolute adherence to legal, regulatory, and statutory guidelines. This system actively strengthens organizational accountability, parent-community responsiveness, and institutional trust across the high school campus by ensuring consistent handling of all concerns in alignment with applicable oversight parameters. Effectiveness Measure: Progress will be actively monitored and measured by reviewing local compliance log metrics to verify that 100% of formal complaints received are successfully investigated and resolved within state-mandated or designated organizational timelines.	$79,704.00	No Yes
	CALPADS Data Accuracy and State Compliance Reporting	Maintain and utilize our accurate and timely CALPADS data reporting frameworks to ensure continuous compliance with California Department of Education (CDE) requirements and reliable student-level data for organizational decision-making. The high school division executes ongoing, formalized data verification cycles to ensure absolute precision in student enrollment tracking, demographic logging, program participation metrics, and cumulative student records. Internal data staff consistently review, audit, and validate CALPADS submissions throughout the school year to guarantee completeness, accuracy, and seamless alignment with all state reporting deadlines and statutory guidelines. This sustained system supports site-level accountability, state funding baseline accuracy, and long-term operational transparency.	$64,008.00	No

Action #	Title	Description	Total Funds	Contributing
		Effectiveness Measure: Progress will be actively monitored and measured by verifying 100% error-free completion of formal CALPADS Fall 1, Fall 2, and End-of-Year (EOY) certification cycles ahead of state-mandated submission windows, alongside matching state audit compliance reports.		
	Tracking Mid-Year Transfers And Implement Universal Student Retention Supports	Maintain and utilize our site-based integrated student data tracking networks to systematically monitor, evaluate, and reduce mid-year student transfers across all general secondary student demographics. High school registrars and site-level administrative staff execute real-time exit interview protocols and enrollment tracking loops the moment an unexcused student movement pattern or formal withdrawal request emerges. By gathering immediate qualitative feedback from departing families, the high school division works proactively to address localized student mobility variables, clarify home-to-school communication channels, and deploy targeted resources to preserve student enrollment stability, minimize attrition, and maximize general secondary campus continuity. Effectiveness Measure: Progress will be actively monitored and measured by evaluating monthly Student Information System (SIS) withdrawal logs to verify a net percentage decrease in general mid-year secondary student transfers compared to the designated baseline.	$35,483.00	No
	Targeted Inclusion Scaffolding and Retention Interventions for Students with Disabilities	Maintain and utilize an early-intervention stabilization framework explicitly engineered to minimize mid-year student transfers among secondary Students with Disabilities (SWD), excluding Non-Public School (NPS) placements. The Special Education department, in tandem with high school site leadership, initiates proactive family engagement syncs and student case-review diagnostics well ahead of formal annual IEP timelines to identify scholars exhibiting early risk indicators of school instability or placement anxiety. This action is principally directed toward providing enhanced secondary inclusion scaffolding, adaptive classroom resources, and targeted multi-quarter socio-emotional coordination to insulate	$216,760.00	Yes

Action #	Title	Description	Total Funds	Contributing
		vulnerable exceptional learners from academic disruption and preserve long-term institutional stability across the high school campus. Effectiveness Measure: Progress will be actively monitored and measured by evaluating quarterly high school special education enrollment retention spreadsheets to verify a reduction in mid-year transfer rates specifically for Students with Disabilities (excluding NPS).		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
	0.000%	$0.00	

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Action: Strengthen Tier 1 Instruction and Instructional Consistency **Need:** **Scope:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
	Action: MTSS, Academic Intervention, and Data-Driven Support Systems **Need:** **Scope:** Schoolwide		
	Action: English Learner, Literacy, and Academic Language Supports **Need:** **Scope:** Schoolwide		
	Action: College and Career Readiness **Need:** **Scope:** Schoolwide		
	Action:		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Dual Enrollment, CTE, and Postsecondary Pathway Expansion **Need:** **Scope:** Schoolwide		
	Action: Continuous Improvement, PLC, COI, and Instructional Monitoring **Need:** **Scope:** Schoolwide		
	Action: Block Schedule Implementation **Need:** **Scope:** Schoolwide		
	Action: PBIS, Restorative Practices, and School Climate Systems		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: **Scope:** Schoolwide		
	Action: Attendance Intervention and Case Management Systems **Need:** **Scope:** Schoolwide		
	Action: Counseling, Wellness, and Student Support Services **Need:** **Scope:** Schoolwide		
	Action: Student Engagement, Leadership, Athletics, and Extracurricular Opportunities **Need:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
	Action: Family Engagement and Communication Systems **Need:** **Scope:** Schoolwide		
	Action: Structured Teacher Induction Mentorship Tracks and Staff Retention Supports **Need:** **Scope:** Schoolwide		
	Action: Structured Stakeholder Complaint Resolution and Operational Accountability System **Need:** **Scope:** Schoolwide		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Action: Targeted Inclusion Scaffolding and Retention Interventions for Students with Disabilities **Need:** **Scope:** Schoolwide		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

AIMS College Prep High School will utilize additional concentration grant add-on funding to increase and strengthen staffing supports that provide direct services to students, particularly students identified as low-income, English Learners, foster youth, students experiencing chronic absenteeism, and students requiring additional academic, behavioral, social-emotional, or intervention supports.

Additional concentration grant add-on funding will support increased staffing capacity related to:

academic intervention and MTSS services,
counseling and wellness supports,
attendance intervention and case management,
English Learner instructional supports,
instructional aides and intervention staffing,
tutoring and targeted intervention services,
college and career readiness supports,
and expanded student engagement and support services.

The school will continue prioritizing staffing structures that increase direct student support services, including:

intervention and academic support staff,
counseling and student wellness staff,
instructional support personnel,
English Learner support services,
attendance and case management supports,
and staff providing targeted interventions and individualized student supports.

Additional staffing capacity will support implementation of:

MTSS intervention systems,
tutoring and academic intervention programs,
Student Success Team (SST) coordination,
attendance intervention systems,
counseling and social-emotional supports,
English Learner interventions,
restorative practices,
and expanded college and career readiness opportunities.

The school will additionally utilize funding to support expanded direct services connected to implementation of the block schedule model beginning in 2026–27, including increased intervention flexibility, expanded student support coordination, and additional opportunities for targeted academic and social-emotional supports during the instructional day.

These staffing supports are intended to improve:

academic achievement,

attendance and student engagement,
English Learner outcomes,
intervention responsiveness,
school connectedness,
and overall student success outcomes for unduplicated student groups and students requiring additional support services.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable for charter schools	Not applicable for charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable for charter schools	Not applicable for charter schools

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals				0.000%	

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,204,670.00	$619,586.00	$0.00	$153,573.00	$1,977,829.00	$642,875.00	$1,334,954.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1		Strengthen Tier 1 Instruction and Instructional Consistency	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2026-27	$0.00	$85,223.00		$70,000.00		$15,223.00	$85,223.00	
1		MTSS, Academic Intervention, and Data-Driven Support Systems	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2026-27	$48,510.00	$236,321.00	$48,510.00	$120,000.00		$116,321.00	$284,831.00	
1		English Learner, Literacy, and Academic Language Supports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2026-27	$0.00	$26,129.00	$4,100.00			$22,029.00	$26,129.00	
1		College and Career Readiness	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2026-27	$121,370.00	$100,606.00	$100,606.00	$121,370.00			$221,976.00	
1		Dual Enrollment, CTE, and Postsecondary Pathway Expansion	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2026-27	$29,450.00	$50,000.00		$79,450.00			$79,450.00	
1		Continuous Improvement, PLC, COI, and Instructional Monitoring	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2026-27	$56,806.00	$20,000.00	$20,000.00	$56,806.00			$76,806.00	
1		Block Schedule Implementation	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2026-27	$0.00	$11,000.00	$11,000.00				$11,000.00	
2		PBIS, Restorative Practices, and School Climate Systems	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth		2026-27	$72,850.00	$40,000.00	$112,850.00				$112,850.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
2		Attendance Intervention and Case Management Systems	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2026-27	$142,172.00	$19,000.00	$161,172.00				$161,172.00	
2		Counseling, Wellness, and Student Support Services	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2026-27	$58,122.00	$6,000.00	$64,122.00				$64,122.00	
2		Student Engagement, Leadership, Athletics, and Extracurricular Opportunities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2026-27	$30,272.00	$46,000.00	$76,272.00				$76,272.00	
2		Family Engagement and Communication Systems	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2026-27	$0.00	$7,500.00	$7,500.00				$7,500.00	
2																
3		Proactive Recruitment, Credential Pathways, and Compliance Reporting	All	No				2026-27	$0.00	$352,583.00	$302,583.00	$50,000.00			$352,583.00	
3		Structured Teacher Induction Mentorship Tracks and Staff Retention Supports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2026-27	$0.00	$21,960.00		$21,960.00			$21,960.00	
3		Structured Stakeholder Complaint Resolution and Operational Accountability System	All	No Yes	School wide			2026-27	$0.00	$79,704.00	$79,704.00				$79,704.00	
3		CALPADS Data Accuracy and State Compliance Reporting	All	No				2026-27	$47,840.00	$16,168.00	$64,008.00				$64,008.00	
3		Tracking Mid-Year Transfers And Implement Universal Student Retention Supports	All	No					$35,483.00	$0.00	$35,483.00				$35,483.00	
3		Targeted Inclusion Scaffolding and Retention Interventions for Students with Disabilities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$0.00	$216,760.00	$116,760.00	$100,000.00			$216,760.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
			0.000%		$802,596.00	0.000%	0.000 %	**Total:**	$802,596.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$802,596.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1		Strengthen Tier 1 Instruction and Instructional Consistency	Yes	Schoolwide	English Learners Foster Youth Low Income			
1		MTSS, Academic Intervention, and Data-Driven Support Systems	Yes	Schoolwide	English Learners Foster Youth Low Income		$48,510.00	
1		English Learner, Literacy, and Academic Language Supports	Yes	Schoolwide	English Learners Foster Youth Low Income		$4,100.00	
1		College and Career Readiness	Yes	Schoolwide	English Learners Foster Youth Low Income		$100,606.00	
1		Dual Enrollment, CTE, and Postsecondary Pathway Expansion	Yes	Schoolwide	English Learners Foster Youth Low Income			
1		Continuous Improvement, PLC, COI, and Instructional Monitoring	Yes	Schoolwide	English Learners Foster Youth Low Income		$20,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1		Block Schedule Implementation	Yes	Schoolwide	English Learners Foster Youth Low Income		$11,000.00	
2		PBIS, Restorative Practices, and School Climate Systems	Yes	Schoolwide	English Learners Foster Youth Low Income		$112,850.00	
2		Attendance Intervention and Case Management Systems	Yes	Schoolwide	English Learners Foster Youth Low Income		$161,172.00	
2		Counseling, Wellness, and Student Support Services	Yes	Schoolwide	English Learners Foster Youth Low Income		$64,122.00	
2		Student Engagement, Leadership, Athletics, and Extracurricular Opportunities	Yes	Schoolwide	English Learners Foster Youth Low Income		$76,272.00	
2		Family Engagement and Communication Systems	Yes	Schoolwide	English Learners Foster Youth Low Income		$7,500.00	
3		Structured Teacher Induction Mentorship Tracks and Staff Retention Supports	Yes	Schoolwide	English Learners Foster Youth Low Income			
3		Structured Stakeholder Complaint Resolution and Operational Accountability System	Yes	Schoolwide			$79,704.00	
3		Targeted Inclusion Scaffolding and Retention Interventions for Students with Disabilities	Yes	Schoolwide	English Learners Foster Youth Low Income		$116,760.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,447,331.91	$4,604,653.45

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1		Administrators		$256,722.00	228,021.35
1		Teachers		$1,375,000.00	1,030,462.11
1		Substitutes		$80,000.00	435,219.99
1		Approved curriculum (textbooks, online learning platforms)		$40,000.00	49,514.72
1		Books and Other Reference Materials- Supplemental Curriculum, Online Learning Platforms	Yes	$17,000.00	15,445.77
1		Instructional Materials/Supplies		$50,000.00	121,094.10
1		Teacher professional development		$50,000.00	59935
1		Professional Development for Administrators		$20,000.00	10000
1		Implement a robust data monitoring system		$30,749.35	22500
1		Grade Level Chairs		$12,000.00	12000
1		Increase Teacher Collaboration Time			
1		Field Trips		$20,000.00	10,136.09
1		Testing supplies and fees		$92,651.00	139,482.96
1		Increase Access for Students with Disabilities			9,670.70
1		Reduce Student Retention		$55,000.00	15000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1		ELD Manager	Yes	$40,564.07	31,714.30
1		ELD Teacher	Yes	$70,834.00	0
1		ELD Supplies and Materials	Yes	$2,500.00	450.77
2		Teacher Assistants	Yes	$394,522.00	199,388.69
2		Intervention Aides	Yes	$253,082.57	0
2		Support Staff Training			
2		Hire MTSS Director		$120,000.00	50000
2		Increase Number of Students with Disabilities			
2		Materials, Supplies, and Personnel to Support Special Education Programs and Students		$98,036.00	139027
2		Increase Access for Latino Students		$5,000.00	500
2		Public Transportation Support to Vulnerable Student Populations		$70,000.00	35000
2		Establish Enrollment Monitoring Systems		$100,000.00	50000
2		Provide a Safe School Environment		$20,000.00	46378
2		Provide a Safe School Environment and Reduce Suspensions		$10,000.00	0
2		Reduce Chronic Absenteeism		$54,788.00	8,014.60

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2		Reduce Midyear Transfers			
2		Campus Safety and Security Enhancements		$30,000.00	73,777.25
2		Safe and Secure Facilities		$220,000.00	193,310.26
2		GoGuardian		$6,000.00	6000
2		Counseling for Students and Health Support		$170,840.00	323,464.08
2		Vision and Hearing Screenings		$4,000.00	2000
2		Health and First Aid Equipment		$1,920.00	22,487.96
2		AIMS Athletic Department and Clubs		$76,160.00	65000
2		ParentSquare		$2,400.00	2400
2		PowerSchool (SIS)		$6,515.00	6515
2		After School & Enrichment/ Extracurricula r Programs		$84,000.00	17,761.71
2		ESL		$3,563.92	1500
2		SEL Curriculum & Professional Development		$5,000.00	2500
2		Parent Engagement Events		$3,979.00	650
2		Student Recognition Events		$10,000.00	8885
2		Student Government		$3,000.00	1,584.87
2		Annual Yearbook		$2,000.00	20,559.40
2		Translation Services		$3,000.00	35
2		Bridge Program		$10,000.00	7500
3		Meet MOU Deadlines and Reporting Requirements			
3		Improved Board Governance		$16,000.00	4000
3		Improved Board Communication		$25,600.00	5000
3		Complaint Procedures		$38,400.00	15000
3		Oakland Enrolls / Avela		$13,000.00	13,478.60

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3		IT Services / IT Maintenance		$71,159.00	35,076.57
3		Human Resources and Compliance		$304,713.00	302000
3		Communications		$160,215.00	13,202.93
3		Business Services		$352,014.00	221050
3		Student Services and Facilities Operations		$142,565.00	0
3		CSMC		$125,569.00	125569
3		Ensure teachers are highly qualified.		$25,000.00	92,229.41
3		Teacher Induction Support		$11,000.00	5000
3		Teacher Intern Support		$10,000.00	2000
3		Instructor Permit Fees		$1,000.00	1000
3		Ensure quality data for accurate reporting			
3		NWEA	Yes	$19,698.00	5000
3		Nutrition Services		$150,572.00	290160.26

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,155,246	$0.00	$252,009.53	($252,009.53)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1		Books and Other Reference Materials- Supplemental Curriculum, Online Learning Platforms	Yes		15455.77		
1		ELD Manager	Yes		31714.30		
1		ELD Teacher	Yes		0		
1		ELD Supplies and Materials	Yes		450.77		
2		Teacher Assistants	Yes		199388.69		
2		Intervention Aides	Yes		0		
3		NWEA	Yes		5000		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
	$1,155,246		0.000%	$252,009.53	0.000%	0.000%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and

- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

- The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would

divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

DRL EXHIBIT

B

Insurance Endorsement (OUSD Additional Insured)

POLICY NUMBER: PAC 5361191 02 00

COMMERCIAL GENERAL LIABILITY
CG 20 26 (Ed. 12/19)

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

ADDITIONAL INSURED - DESIGNATED PERSON OR ORGANIZATION

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

SCHEDULE

Name Of Additional Insured Person(s) Or Organization(s):
Oakland Unified School District 1011 Union St Oakland , CA 94607-2236
Information required to complete this Schedule, if not shown above, will be shown in the Declarations.

A. **Section II - Who Is An Insured** is amended to include as an additional insured the person(s) or organization(s) shown in the Schedule, but only with respect to liability for "bodily injury", "property damage" or "personal and advertising injury" caused, in whole or in part, by your acts or omissions or the acts or omissions of those acting on your behalf:

1. In the performance of your ongoing operations; or

2. In connection with your premises owned by or rented to you.

However:

1. The insurance afforded to such additional insured only applies to the extent permitted by law; and

2. If coverage provided to the additional insured is required by a contract or agreement, the insurance afforded to such additional insured will not be broader than that which you are required by the contract or agreement to provide for such additional insured.

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B. With respect to the insurance afforded to these additional insureds, the following is added to **Section III - Limits Of Insurance:**

If coverage provided to the additional insured is required by a contract or agreement, the most we will pay on behalf of the Additional Insured is the amount of insurance:

1. Required by the contract or agreement; or

2. Available under the applicable limits of insurance;

whichever is less.

This endorsement shall not increase the applicable limits of insurance.

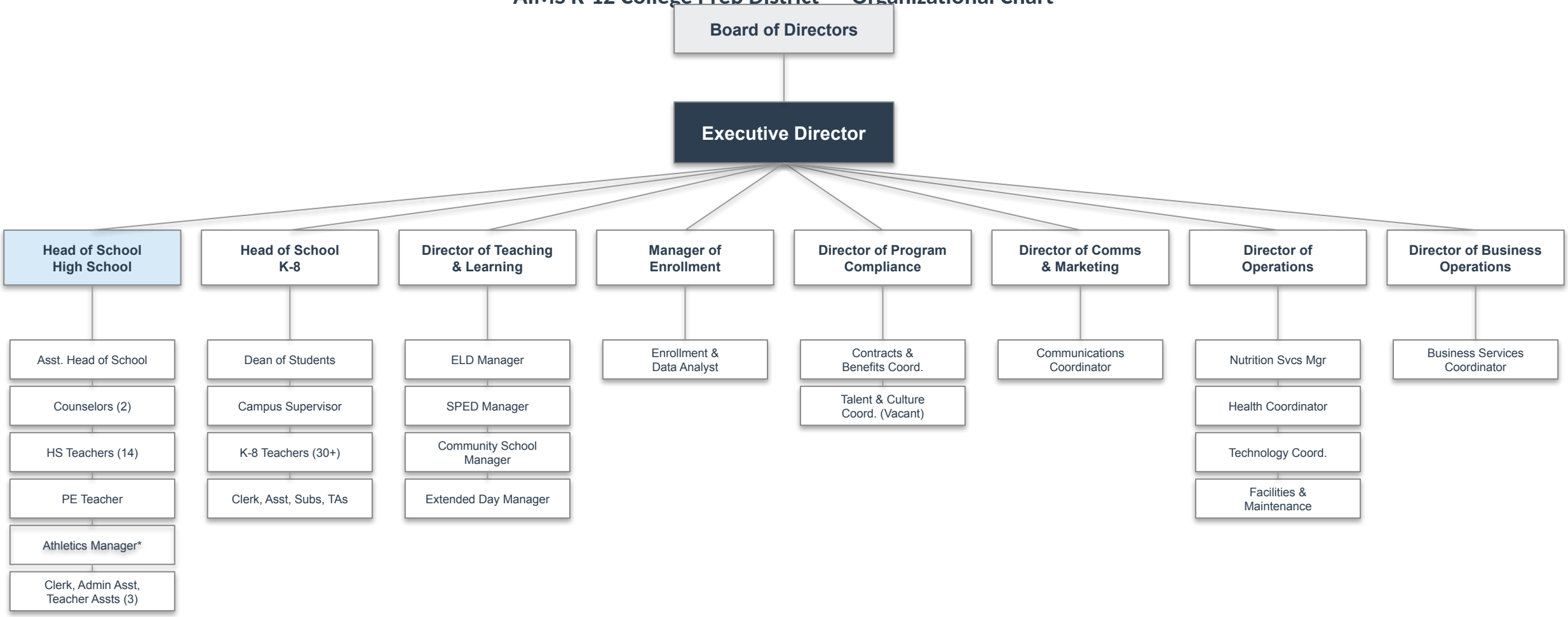
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APPENDIX

i

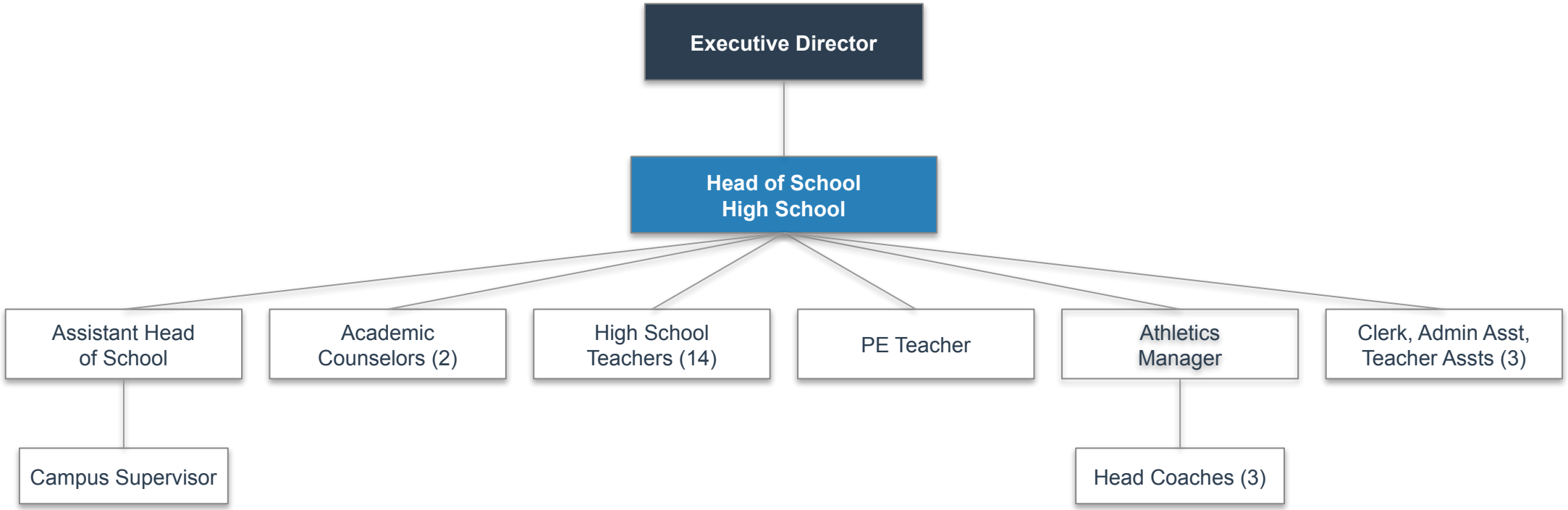
Organizational Chart

AIMS K-12 College Prep District — Organizational Chart



*2026-2027 School Year | *New position*

AIMS College Prep High School — Organizational Chart



APPENDIX

ii

Articles of Incorporation

1968441

FILED
In the office of the Secretary of State
of the State of California

MAY 10 1996

BILL JONES, Secretary of State

ARTICLES OF INCORPORATION
OF
AMERICAN INDIAN PUBLIC CHARTER SCHOOL, INC.
A CALIFORNIA PUBLIC BENEFIT CORPORATION

ONE: The name of this corporation is American Indian Public Charter School, Inc.

TWO: This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable and public purposes. This corporation is organized exclusively for charitable and public purposes within the meaning 501(c)(3) of the Internal Revenue Code of 1954 or the corresponding provision of any future United Sates internal revenue law. The specific purposes for which this corporation is organized are to meet the academic, social, cultural and developmental needs of American Indian students, and all students, in an environment that respects the integrity of the individual student and diverse cultures and knowledge and which creates educational partnerships among teachers, students, parents, and the wider community consisting of individuals, businesses, institutions, and cultural organizations.

THREE: The name and address in the state of California of this corporation's initial agent for service of process is Ramona Wilson, 4012 Norton Avenue, Oakland, CA. 94602.

FOUR: (a) This corporation is organized and operated exclusively for public purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

(b) Notwithstanding any other provisions of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or (2) by a corporation contributions to which are deductible

under Section 170(c)(2) of the Internal Revenue Code.

(c) No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of, or in opposition to, any candidate for public office.

FIVE: The names and addresses of the persons appointed to act as the initial Directors of this corporation are:

Name	Address
Ramona Wilson,	4012 Norton Avenue, Oakland, CA. 94602
Duane BigEagle,	P.O. Box 337, Tomales, CA. 94971
Bridget Wilson,	469 Jennifer Drive, San Pablo, CA. 94806
Millie Ketcheshawno,	850 Mendocino Avenue, Berkeley, CA. 94707
Richard Osborne,	116 Latham Street, Piedmont, CA. 94611

SIX: The property of this corporation is irrevocably dedicated to the purposes set forth in Article Two above, and no part of the net income or assets of the organization shall ever inure to the benefit of any private person.

On the dissolution or winding up of the corporation, its assets remaining after payment of, or provision for payment of, all debts and liabilities of this corporation, shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable or educational purposes and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code.

Date: 4-28-96

Ramona E Wilson

Ramóna Wilson, Director

Duane BigEagle

Duane BigEagle, Director

Bridget Wilson, Director

Millie Ketcheshawno, Director

Richard Osborne, Director

We the above mentioned initial directors of this corporation, hereby declare that we are the persons who executed the forgoing Articles of Incorporation, which execution is our act and deed.

Ramona Wilson, Director

Duane BigEagle, Director

Bridget Wilson, Director

Millie Ketcheshawno, Director

Richard Osborne, Director

A0710841

NCTO 1968441

CERTIFICATE OF AMENDMENT OF ARTICLES OF INCORPORATION

FILED
In the office of the Secretary of State
of the State of California

JAN 11 2011

The undersigned certify that:

1. They are the president and the secretary, respectively for American Indian Public Charter School, Inc.

2. Paragraph one of the Articles of Incorporation of this corporation is amended as follows:

   The name of the corporation is American Indian Model Schools

3. The foregoing amendment of Articles of Incorporation has been duly approved by the board of directors.

4. The foregoing amendment of Articles of Incorporation has been duly approved by the required vote of the members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

DATE: 1/11/11

Nate Robles, President

Jordan Locklear, Secretary

Docusign Envelope ID: 4AE62792-FED9-4BB7-9CDC-3C134F45EDC4

ARTICLES OF INCORPORATION
OF
AMERICAN INDIAN PUBLIC CHARTER SCHOOLs*

ONE: The name of this corporation is American Indian Public Charter Schools.

TWO: This corporation is a nonprofit public benefit corporation and is not organized for the private again of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable and public purposes. This corporation is organized exclusively for charitable and public purposes within the meaning 501 (c) (3) of the Internal Revenue Code of 1954 or the corresponding provision of any future United States internal revenue law. The specific purposes for which this corporation is organized are to meet the academic, social, cultural and developmental needs of students, and in an environment that respects the integrity of the individual student and diverse cultures and knowledge and which creates educational partnerships among teachers, students, parents, and the wider community consisting of individuals businesses, institutions and cultural organizations.

THREE: The name and address in the state of California of this corporation is American Indian Public Charter Schools 171 12th Street, Oakland, California 94607.

FOUR: (a) This corporation is organized and exclusively for public purposes within the meaning of Section 501 (c) (3) of the Internal Revenue Code.

(b) Notwithstanding any other provisions of these Articles, t he corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501 (c) (3) of the Internal Revenue Coder or (2) by a corporation contributions to which are deductible under Section 170 (c) (2) of the Internal Revenue Code.

(c) No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements(s) on behalf of, or in opposition to, any candidate for public office.

FIVE: The names and addresses of the persons appointed to act as the Directors of the corporation are:

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Name**	Address***
Christopher Edington	171 12th Street, Oakland, CA. 94607
Jaime Colly	
Steven Leung	
Jumoke Hinton	746 Grand Avenue, Oakland, CA. 94610
Megan Sweet	
Alisa Stanley	

SIX: The property of this corporation is irrevocably dedicated to the purposes set forth in Article TWO above, and no part of the net income or assets of the organization shall ever inure to the benefit of any private person.

On the dissolution or winding up of the corporation, its assets remaining after payment of, or provision of payment of, all debts and liabilities of this corporation, shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable or educational purposes and which has established its tax-exempt status under Section 501 (c) (3) of the Internal Revenue Code.

Date: _____

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CERTIFICATE OF AMENDMENT OF ARTICLES OF INCOPORATION

The undersigned certify that

1. They are the president and the secretary, respectively for American Indian Public Charter Schools.

2. Paragraph TWO of the articles of Articles of Incorporation of this corporation is amended as follows
(DELETE American Indian students, and all)

3. Paragraph THREE of the articles of Incorporation of this corporation is amended as follows:
(DELETE – 's initial agent for service of process is Ramona Wilson, 1012 Norton Avenue, Oakland, CA. 94602)

4. Paragraph FIVE of the articles of Articles of Incorporation of this corporation is amended as follows:
(DELETE initial ADD current)

5. The forgoing amendment of Articles of Incorporation has been duly approved by the board of directors.

6. The forgoing amendment of Articles of Incorporation has been duly approved by the required vote of the members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge

Date 9/26/2024

Signed by:
Chris Edington
A19775977D8642A...

Chris Edington, President

Signed by:
325EEC532A9547E...

Jaime Colly, Ed.D , Secretary

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Notes:

*The original Articles of Incorporation named the corporation as American Indian Public Charter School, Inc. This was amended whereby the name of the corporation became American Indian Model Schools January 11, 2011

** and *** The listing of the names and addresses of the “Directors” in the original Articles of Incorporation may legally need to remain the same and as recorded May 10, 1996.

APPENDIX

iii

Board Bylaws

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BY-LAWS
OF
AMERICAN INDIAN MODEL SCHOOLS

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Article 1 - OFFICES

Section 1. CORPORATE NAME

The name of this corporation is American Indian Public Schools. ("Schools")

Section 1.2 PRINCIPAL OFFICE

The principal office of the corporation shall be located at 171 12th Street, Oakland, California 94607 in Alameda County of California.

Section 1.3 OTHER OFFICES OF THE CORPORATION

The corporation may also establish branch or subordinate offices at any place or places within or without the state of California, where it is qualified to conduct its activities.

Article 2 - PURPOSES

Section 2. PURPOSES

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote the *AIMS K12 College Prep Charter district doing business as* American Indian Model Schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

The specific purposes for which this corporation is organized are to meet the academic, social, cultural and developmental needs of students, and in an environment that respects the integrity of the individual student and diverse cultures and knowledge and which creates educational partnerships among teachers, students, parents, and the wider community consisting of individuals businesses, institutions and cultural organizations.

Section 2.1 POLICY OF NONDISCRIMINATION

American Indian Model Schools is non-sectarian in its programs, policies, employment,

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practices and all other operations. As a public charter school, it does not charge tuition, or discriminate on the basis of race, national origin, gender, sexual orientation, religion or spiritual practice or disability.

Article 3 - BOARD OF DIRECTORS

Section 3. GENERAL POWER

The Board shall conduct and direct the affairs of the Corporation and exercise its powers, subject to the limitations of the California Corporations Code, the Articles of Incorporation, and these Bylaws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction. No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the Corporation's activities, and the Board may rescind any such assignment, referral or delegation at any time.

Section 3.1 SPECIFIC POWERS

Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the fully responsible for the operation of the operations and fiscal affairs of the American Indian Model Schools including, but limited to the following:

- Elect and remove Directors
- Set policies for schools and organization
- To call, hold, and conduct meetings of the Corporation's Board in accordance with the Ralph M. Brown Act (Government Code §§54950 *et. seq.*) ('the Brown Act"].
- Hire, support, supervise, evaluate, discipline, and dismiss separate from the Super
- Approve contractual agreements
- Approve and monitor the implementation of general policies of AIMS.
- Approve and monitor AIMS annual budget and budget revisions.
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of AIMS in accordance with applicable laws and the receipt of grants and donations consistent with the mission of AIMS.
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted account practices.
- Approve annual independent fiscal audit and performance report
- Establish operational committees as needed.
- Borrow money and incur indebtedness for the purpose of the Corporation, and to cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities therefore.
- Engage in ongoing strategic planning.
- Act as a hearing body and take action on recommended student expulsions. Change the principal office of the principal business office in California from one location to another
- Amend the Articles of Incorporation and By-laws

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Section 3.2 NUMBER OF DIRECTORS AND QUALIFICATIONS

The corporation shall have at least three (3) and no more than seven (7) directors and collectively they shall be known as the Board of Directors. The number may be changed by amendment of these Bylaws, or repeal of these Bylaws and adoption of new Bylaws, as provided in these Bylaws.

The qualifications for Directors are generally the ability to attend board meetings, a willingness to actively support and promote the corporation and a dedication to its charitable endeavors. The desired qualifications for serving as a director are a business owner/managers from the Bay Area; a person with background in finance, investments city business and/or banking; a person with educational leadership experience and background; a persona affiliated, or has been affiliated with a college or university; one director may be a university student, and/or alumni of AIMS Charter Schools a person with a fund development background; and a person affiliated or familiar with commercial real estate expertise.

Section 3.3 NOMINATION, ELECTION AND TERM OF OFFICE

A. **Nomination –** ~~The President of the board shall appoint a Board Nominating committee to nominate qualified candidates for election to the board at least 40 days before the date of any election of directors. The Board Nominating Committee shall make its report at least 10 days before the date of the election, or as such other time that the board may act, and the secretary or president shall forward to each member of the board of directors, with notice of meeting required by the Bylaws, a list of candidates nominated by the committee.~~
   The board will meet at their annual retreat to identify the criteria for filling board vacancies. The board will authorize the posting of an application for potential candidates. A committee of the board, or the Superintendent as the board's designee, shall conduct the initial interview. The candidate will then present their interest and qualifications to the board as a whole in a publicly noted hearing. During this hearing, the public will have the opportunity to comment on the candidate. The board will conduct a public vote to approve or deny the appointment of the candidate as a board member.

B. **Election** – The Board shall elect all Directors, whether due to vacancy, completion of term of office, or otherwise, by the vote of a majority of the Directors then in office, whether or not the number of Directors in office is sufficient to constitute a quorum, or by the sole renaming Director.

C. **Time of Elections** – The Board shall elect Directors at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose. Each new Director shall take office at the conclusion of the Annual Meeting or duly noted hearing or meeting at which he/she is elected.

D. **d) TERMS OF OFFICE -** Terms of office for each director shall typically be four (4) years, but can be extended by a majority vote of the board, with ~~new directors seated at the annual board meeting and~~ with terms staggered so that, as near as possible, one half of the Board comes to the end of their term each year. ~~A director may serve no more than two consecutive four-year terms. Upon a showing of special circumstances, a director may request, and with Board approval, be appointed to a one-year~~ term.

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Section 3.4 COMPENSATION

Directors and members of committees shall receive ~~no~~ compensation for their services as directors, which shall be voted upon in a public, duly noted meeting, but they may receive just and reasonable reimbursement for expenses.

Section 3.5 RESTRICTION REGARDING INTERESTED DIRECTORS

Notwithstanding any other provision of these Bylaws not more than twenty-five percent (25%) of persons serving on the board may be interested persons. For purposes of this section, "interested persons" mean either:

A. Any person currently being compensated other than board compensation by the corporation for services rendered it within the previous twelve (12) months, whether as a full-or part-time officer or other employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; or
B. Any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in law, daughter-in-law, mother-in law or father-in-law of any such person.
C. Any person with a child or close relative as an AIMS student.

However, any violation of the provisions of this section shall not affect the validity or enforceability of any transaction entered into by the corporation

Section 3.6 VACANCIES

Vacancies on the Board of Directors shall exist (1) on death, resignation or removal of any director, and (2) whenever the number of authorized directors is increased.

The Board of Directors may declare vacant the office of a director who has been declared of unsound mind by a final order of court, or convicted of a felony, or been found by a final order or judgment of any court to have breached any duty under in Section 5230 and following of the California Nonprofit Public Benefit Corporation Law.

Directors may be removed without cause by a majority of the directors then in office at a duly noted public board meeting. Any director missing two consecutive board meetings is subject to removal, but it is not mandatory. Said removal can be effectuated through a majority vote of those directors present.

Any director may resign effective upon giving a written notice to the Chairperson of the Board, the President, the Secretary, or the Board of Directors, unless the notice specifies a later time for the effectiveness of such resignation. No director may resign if the corporation would then be left without a duly elected director or directors in charge of its affairs, except upon notice to the attorney general.

Vacancies on the board may be filled. Directors nominated to fill vacancies may be elected by majority vote at any regular or special meeting.

A person elected to fill a vacancy as provided by this Section shall hold office until the end of the term they are filing or until his or her death, resignation or removal from office.

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Section 3.7 NON-LIABILITY OF DIRECTORS

The directors shall not be personally liable for the debts, liabilities, or other obligations of the corporation.

Section 3.8 INDEMNIFICATION BY CORPORATION OF DIRECTORS, OFFICERS, EMPLOYEES AND OTHER AGENTS

To the fullest extent permitted by law, this corporation shall indemnify its Directors, officers, employees and other persons described in Corporations Code section 5238(a), including persons formerly occupying such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding" as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses" shall have the same meaning herein as in Section 5238(a) of the Corporations Code. On written request to the Board by any person seeking indemnification under Corporations Code Section 5238(b) or (c), the Board shall decide under Corporations Code Section 5238(e) whether the applicable standard of conduct set forth in Corporations Code Section 5238(b) or (c) has been met, and if so, the Board may authorize indemnification.

To the extent that a person who is, or was, a director, officer, employee or other agent of this corporation has been successful on the merits in defense of any civil criminal, administrative or investigative proceeding brought to procure a judgment against such person by reason of the fact that he or she is, or was, an agent of the corporation, or has been successful in the defense of any claim, issue or matter, therein, such person shall be indemnified against expenses actually and reasonably incurred by the person in connection with such proceeding.

Article 4 - MEETINGS OF THE BOARD

Section 4. PLACE OF MEETINGS

Meetings shall be held at the principal office of the corporation or the publicly noticed location stated on an agenda posted in compliance with the Brown Act. Any meeting regular or special, may be held by conference telephone or any conferencing technology, so long as all director's participation in such a meeting can hear each other and all other applicable legal requirements are complied with including, but not limited to "the Brown Act" Cal. Gov. Code § 54950 et seq.

Section 4.1 MEETINGS BY TELEPHONE OR OTHER TELECOMMUNICATIONS EQUIPMENT

Any Board meeting may be held by telephone conference, video conferencing/screen communication,

or other video/screen communications equipment. Participation in such a meeting shall constitute in person presence if all the following apply:

A. **(a)** Each member participating in the meeting can communicate concurrently with all

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other members;

B. **(b)** Each member is provided the means of participating in all matters before the Board, including the capacity to propose, or to interpose an objective to, a specific action taken by the Corporation;
C. **(c)** The Board has adopted and implemented a means of verifying both of the following: A person communication by telephone, video conferencing/communication screen, or other communications equipment is a director entitled to participate in the Board meeting; and
D. All statements, questions, actions or votes were made by the director and not by another person not permitted to participate as a director.

The meeting must meet all the requirements of the Brown Act (Government Code section 54950 et. seq.).

Section 4.2. REGULAR AND ANNUAL MEETINGS

Regular meetings of directors shall be held at least quarterly, at such date and time as determined by the Board of Directors. Regular meetings shall typically be held on the third Tuesday of each month at the publicly noticed location.

This corporation makes no provision for members, therefore, at the annual meetings of directors held on the third Tuesday of June, unless such day falls on a legal holiday, in which event the regular meeting shall be held at the same hour and place on the next business day. Directors shall be elected by the Board of Directors in accordance with this section.

Section 4.3 SPECIAL MEETINGS

Special meetings of the Board of Directors may be called by the President, the Vice President, the Secretary, or by any two directors, and such meetings shall be held at the place, within or without the State of California, designated by the person or persons call the meeting, and in the absence of such designation, at the principal office of the corporation. Any and all special meetings must comply with all applicable laws, including but not limited to “the Brown Act” Cal. Gov. Code § 54950 et seq.

Section 4.4 EMERGENCY MEETINGS

Emergency meetings may be held for those limited purposes as specified in the Brown Act. Notice and posting of agendas shall be made in accordance with the Brown Act. An “emergency” as defined in Government code, section 54956.5 includes “matters upon which prompt action is necessary due to the disruption of public facilities'' such as a “work stoppage or other activity which severely impairs public health, safety, or both” as a “crippling disaster which severely impairs public health, safety, or both.”

Section 4.3 NOTICE OF MEETINGS

Regular meetings must be noticed through the posting of an agenda at least 72 hours before the meeting. Members of the public may request that a copy of the agenda and “all documents constituting the agenda packet” be mailed to them at the requestor’s expense. They will be mailed when the agenda is posted or when it is distributed to a majority of the legislative body,

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whichever is first. The agency may charge a fee for mailing the materials, not to exceed the cost of providing the mailing service, and the staff hours beyond average contracted time.

Special meetings may be called, but only upon 24 hours' notice to each local newspaper of general circulation, radio or television station that has in writing requested notice. The notice must be posted in a location freely accessible to the public. Only the business specified for discussion at the special meeting

Emergency meetings may be called under specific, drastic circumstances ("work stoppage, crippling activity, or other activity that severely impairs public health, safety, or both, as determined by a majority of the members of the legislative body"). The 24-hour notice is not necessary, but a 1-hour notification of those media requesting notice is necessary if possible.

Section 4.4 CONTENTS OF NOTICE

Notice of meetings not herein dispensed with shall specify the place, day and hour of the meeting. The purpose of any regular or special board meeting shall be specified consistent with the Brown Act.

Section 4.5 WAIVER OF NOTICE AND CONSENT TO HOLDING MEETINGS

The transactions of any meeting of the board, however called and noticed or wherever held, are as valid as though the meeting had been duly held after proper call and notice, provided a quorum, as hereinafter defined, is present and provided that either before or after the meeting each director not present signs a waiver of notice, a constant to holding the meeting, or an approval of the minutes thereof. All such waivers, consents, or approvals shall be filed with the corporate records or made a part of the minutes of the meeting.

Article 5 - ACTIONS BY THE BOARD

Section 5. QUORUM FOR MEETINGS

A quorum shall consist of a majority of the Board of Directors then in office.

Except as otherwise provided in these Bylaws or in the Articles of Incorporation of this corporation, or by law, no business shall be considered by the board at any meeting at which a quorum, as hereinafter defined, is not present, and the only motion which the Chair shall entertain at such meeting is a motion to adjourn. However, a majority of the directors' present at such meetings may adjourn from time to time until fixed for the next regular meeting of the board.

When a meeting is adjourned for lack of a quorum, it shall not be necessary to give any notice of the time and place of the adjourned meeting or of the business to be transacted at such meeting, other than by announcement at the meeting at which the adjournment is taken, except as provided in Section 10 of this Article.

The directors present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a

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withdrawal from the meeting, provided that an action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, or the Articles of Incorporation or Bylaws of this corporation. Directors may not vote by proxy.

Section 5.1 ACTIONS BY THE BOARD

Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present is the act of the Board of Directors, unless the Articles of Incorporation or Bylaws of this corporation, or provisions of the California Nonprofit Public Benefit Corporation Law, particularly those provisions relating to appointment of committee (Corporation Code § 5212), approval of contracts or transactions in which a director has a material financial interest (Corporation Code § 5233) and indemnification of directors (Corporation Code § 5238e), require a greater percentage of different voting rules for approval or a matter by the Board.

Section 5.2 CONDUCT OF MEETINGS

Meetings of the Board shall be presided over in the following order of priority. President, Vice President, Treasurer or Secretary. In the absence of the previously named officers, a Director chosen by a majority of the Directors present at the meeting shall preside over the meeting. The Secretary of the Corporation shall act as secretary of all meetings of the Board, provided that, in his/her absence or need to preside over the meeting, another person chosen by a majority of the Directors present at the meeting shall act as Secretary of the meeting. Meetings shall be governed by Robert's Rules of Order, as such rules may be revised from time to time, insofar as such rules are not inconsistent with or in conflict with these Bylaws, with the Articles of Incorporation of this Corporation, or with previous of law.

Section 5.3 RULES OF PROCEDURES

All meetings of the Board and of the committees, shall be conducted in accordance with Robert's Rules of Order.

Section 5.4 PARTICIPATION IN DISCUSSIONS AND VOTING

Every Director has the right to participate in the discussion and vote on all issues before the Board or any Board committee, except as follows. No Director shall participate in either the discussion or vote on any matter involving:

1. a self-dealing transaction;
2. a conflict of interest, as defined by law or in any Board-adopted conflict of interest policy;
3. indemnification of the Director; or
4. any other matter in which the law prohibits that Director's participation.

Section 5.5 DUTY TO MAINTAIN BOARD CONFIDENCES

Every Director has a duty to maintain the confidentiality of all Board discussions held during the closed session. A Director shall not disclose confidential records. Any Director violating

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these duties may be removed from the Board, and may be subject to any lawful penalty.

Section 5.6 BOARD TRAINING

The Board shall annually participate in training, which shall include, at a minimum conflict of interest and Brown Act training.

Section 5.3 STANDARD OF CARE

A. Performance of Duties. Each Director shall perform all duties of a Director, including duties on any Board committee, in good faith, in a manner the Director believes to be in the Corporation's best interest and with such care, including reasonable inquiry, as the ordinary prudent person in a like position would use under similar circumstances.
B. Reliance on Others. In performing the duties of a Director, a Director shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:
    a. One or more Officers or employees of the Corporation whom the Director believes to be reliable and competent in the matters presented.
    b. Legal counsel, independent accountants or other persons as to matters that the Director believes are within that person's professional or expert competence; or
    c. A Board committee on which the Director does not serve, as to matters within the designated authority, provided the Director believes the committee merits confidence and the Director acts in good faith, after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

Except with respect to assets that are directly related to the Corporation's charitable programs, the Board shall avoid speculation in investing, reinvesting, purchasing, acquiring, exchanging, selling and managing the Corporation's investments. Instead, the Board is to consider the permanent disposition of funds, the probable income, the probable safety of the Corporation's capital, and is to comply with the express terms of the instrument or agreement, if any, pursuant to which the assets are contributed to the Corporation.

Section 5.4 CONTRACTS WITH DIRECTORS AND OFFICERS

No director of this Corporation nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors or have a material financial interest, shall be interested, directly or indirectly, in the contract or transaction, unless (a) the material facts regarding the director's financial interest in such contract or transaction or regarding such common directorship, officer ship, or financial interest are fully disclosed in good faith and noted in the minutes, or are known to all members of the Board prior to the Board's consideration of such contract or transaction, (b) such contract or transaction is authorized in good faith by a majority of the Board by a vote sufficient for the purpose without counting the votes of the interested directors; (c) before authorizing or approving the transaction, the Board considers and in good faith decides after reasonable investigation that the Corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; (d) the corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

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This section does not apply to a transaction that is part of an educational or charitable program of this Corporation if it (a) is approved or authorized by the Corporation in good faith and without unjustified favoritism and (b) results to a benefit to one or more directors or their families because they are the class of persons intended to be benefited by the educational or charitable program of this Corporation. All actions taken under this Section must be made in compliance with all applicable conflict of interest laws, and the “Schools” Conflict of Interest Code.

Section 5.5 CONFLICT OF INTEREST

Any Director, officer, key employee, or committee member having an interest in a contract, or transaction, or program presented to or discussed by the Board or committee for authorization, approval, or ratification shall make a prompt and clear disclosure of his or her interest to the board or committee prior to its acting on such contract or transaction.

Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during, in the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made the vote thereon and where applicable, the abstention from voting.

Charter schools and "any entity managing a charter school" will have to follow the same types of policies and laws as traditional districts in regards to open meeting and conflict of interest policies and disclosure laws. Charter schools and their governing bodies will be held to the same conflict of interest standards as other school district governing boards. Charter school governing body members and employees will need to file statements of economic interest (Form 700) which could make public any potential conflicts of interest that individuals may have.

Pursuant to the board approved *Conflict of Interest Code*, all Board of Trustees, Superintendent and other designated employees shall file Statements of Economic Interests (Form 700) with the American

Indian Model Schools Office. All statements shall be available for public inspection and reproduction. (Gov. Code, 81008.) All statements will be retained for at least 5 years. In addition, all Board of Trustees, Superintendent and other designated employees shall sign the Conflict of Interest Form and Non-Disclosure Statement.

Article 6 - OFFICERS

Section 6. NUMBER OF OFFICERS

The officers of the corporation shall be a President, a Secretary, and Treasurer. The corporation may also have, as determined by the Board of Directors, a Chairperson of the Board, one or more Vice Presidents, Assistant Secretaries, Assistant Treasurer, or other officers. Any number

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of officers may be held by the same person except that neither the Secretary nor the Treasurer may serve as the President or Chairperson of the Board.

Section 6.1 QUALIFICATION, ELECTION, AND TERM OF OFFICE

Any person may serve as an officer of this corporation. Officers shall be elected by the Board of Directors, at any time, and each officer shall hold office for an annual term, or until his or her successor shall be elected and qualified, whichever occurs first.

Section 6.2 REMOVAL AND RESIGNATION

Any officer may be removed without cause by the Board of Directors at any time by majority vote of those directors' present at a duly held meeting. Any officer may resign at any time by giving written notice to the Board of Directors of to the President of Secretary of the corporation any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The above provisions of this Section shall be superseded by any conflicting terms of a contract which has been approved or ratified by the Board of Directors relating to the employment of any officer of the corporation.

Section 6.3 VACANCIES

Any vacancy caused by the death, resignation, removal, disqualification, or otherwise of any officer shall be filled by the Board of Directors. In the event of a vacancy in any office other than the President, such vacancy may be filled temporarily by appointment by the President until such time as the Board shall fill the vacancy. Vacancies occurring in officers of the officers appointed at the discretion of the board may or may not be filled as the board shall determine.

Section 6.4 DUTIES OF PRESIDENT

The President shall be ~~the chief executive officer of the corporation and shall,~~ subject to the control of the Board of Directors, supervise and control the affairs of the corporation and the activities of the officers. He or she shall perform all duties incident to his or her office and such other duties as may be

required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be prescribed from time to time by the Board of Directors. Unless another person is specifically appointed as Chairperson of the Board of Directors, he or she shall preside at all meetings of the Board of Directors. If applicable, the President shall preside at all meetings of the members. Except as otherwise expressly provided by law, by the Articles of Incorporation, or by these Bylaws, he or she shall, in the name of, the corporation, execute such deeds, mortgages, bonds, contracts, checks, or other instruments which may from time to time be authorized by the Board of Directors.

Section 6.5 DUTIES OF VICE PRESIDENT

In the absence of the President, or in the event of his or her inability of refusal to act, the Vice President shall perform all the duties of the President, and when so acting shall have all the powers of, and be subject to all the restrictions on, the President. The Vice President shall have

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other powers and perform such other duties as be prescribed by law, by the Articles of Incorporation, or by these Bylaws, or as may be prescribed by the Board of Directors.

Section 6.6 DUTIES OF SECRETARY (Board Officer)

The Secretary shall:

1. Certify and keep at the principal office of the corporation the original, or a copy of these Bylaws as amended to date.
2. Keep at the principal office of the corporation or such other place as the board may determine, a book of minutes of all meetings of the directors, and, if applicable, meetings of committees of directors and of members, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, and the proceedings thereof.
3. See that all notices are duly given in accordance with the provisions of these Bylaws or as required by law.
4. Be custodian of the records and of the seal of the corporation and see that the seal is affixed to all duly executed documents, the execution of which on behalf of the corporation under its seal is authorized by law or these Bylaws.
5. Keep at the principal office of the corporation a membership book containing the name and address of each and any members, and, in the case where any membership has been terminated, he or she shall record such fact in the membership book together with the date on which such membership ceased.
6. Exhibit at all reasonable times to any director of the corporation, or his or her agent or attorney, on request therefore, the Articles of Incorporation, Bylaws, the membership book, and the minutes of the proceedings of the directors of the corporation.
7. In general, perform all duties incident to the office of secretary and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

Section 6.7 DUTIES OF TREASURER

1. Subject to the provisions of these Bylaws relating to the “execution of Instruments, Deposits and Funs,” the Treasurer shall:
2. Have charge and custody of, and be responsible for, all funds and securities of the corporation, and deposit all such funds in the name of the corporation in such banks, trust companies, or other depositories as shall be selected by the Board of Directors.
3. Receive, and give receipt for, the monies due and payable to the corporation from any source whatsoever.
4. Disburse, or cause to be disbursed, the funds of the corporation as may be directed by the Board of Directors, taking proper vouchers for such disbursements.
5. Keep and maintain adequate and correct accounts of the corporation’s properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains and losses.
6. Exhibit all reasonable times the books of accounts and financial records to any director of the corporation, or to his or her agent or attorney, on request therefore.
7. Render to the President and directors, whenever requested, an account of any or all of

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his or her transactions as Treasurer and of the financial condition of the corporation.

8. Prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports.
9. In general, perform all duties incident to the office of Treasurer and such other duties as may be required by law, by the Articles of Incorporation of the corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

Article 7 - COMMITTEES

Section 7. BOARD COMMITTEES

The Board may create one or more standing or ad hoc committees to serve at the pleasure of the Board. Appointments to such Board committees shall be by majority vote of the Directors then in office, and the Chairperson of such Board committees shall be appointed by the President of the Board. Unless otherwise provided in these Bylaws or by the laws of the State of California, each committee shall have all of the authority of the Board to the extent delegated by the Board. However, no committee, regardless of Board resolution, may:

A. Fill vacancies on the Board or on any committee which has the authority of the Board;
B. Amend or repeal Bylaws or adopt new Bylaws;
C. Amend or repeal any resolution of the Board which by its express terms is not to amendable or repeatable;
D. Appoint committees of the Board or the members thereof;
E. Approve any self-deal transaction, except as provided in Section 5233 (d)(3) of the California Corporation Code; or
F. Approve any action for which the California Corporation Code requires the approval of the Board.

By a majority vote of its members then in office the board may at any time revoke or modify any or all of the authority so delegated, increase or decrease but not below two (2) the number of its members, and fill vacancies therein from the members of the board. The Committee shall keep regular minutes of its proceedings, cause them to be filed with the corporate records, and report the same to the board from time to time as the board may require.

Section 7.1 MEETINGS AND ACTION OF BOARD COMMITTEES

The Board shall have the power to prescribe the manner in which proceedings of any such Board committee shall be conducted. In the absence of any such prescription, the committee shall have the power to prescribe the manner in which its proceedings shall be conducted. Unless the Board or such committee shall otherwise provide, meetings and actions of Board committees shall be governed by, held and taken in accordance with, the provisions of Article 4 of these Bylaws which concern meetings of the Board, with such changes in those provisions as required by this Article 7 and as necessary to substitute the committee and its members for the Board and its members, except that the time of regular meetings of the committees may be determined by the Board or by the committee. Special meetings of committees may also be called by the Board. The Board may adopt rules for the government of any Board committee

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not inconsistent with the provisions of these Bylaws.

Except as otherwise allowed pursuant to the Brown Act, meetings and action of committees shall be governed by, noticed, held and taken in accordance with the provisions of these Bylaws concerning meetings of the Board of Directors, with such changes in the context of such Bylaw provisions as are necessary to substitute the committee and its members for the Board of Directors and its members, except that he time for regular meetings of committees may be fixed by the Board of Directors. The Board of Directors may also adopt rules and regulations pertaining to the conduct of meetings of committees to the extent that such rules and regulations are not inconsistent with the provisions of these Bylaws.

Section 7.2 OTHER COMMITTEES

A. The President of the Board, subject to the limitations imposed by the Board, or the Board may create other committees, either standing or special, to serve the Board that do not have the powers of the Board. The Board President shall appoint members to serve on such committees, and shall designate the committee chairperson. Each member of a committee shall continue as such until the next annual election of Officers and until his or her successor is appointed, unless the member sooner resigns or is removed from the committee, or until the authorized business of the committee has been completed.
B. Such other committees established pursuant to this section may consist of persons who are not members of the Board. These additional committees shall act in an advisory capacity only to the Board and shall be clearly titled as 'advisory' committees.
C. Meetings of a committee may be called by the Board President, the chairperson of the committee or a majority of the committee's voting members. Each committee shall meet as often as is necessary to perform its duties. Notice of a meeting of a committee may be given at any time and in any manner reasonably designed to inform the committee members of the time and place of the meeting. A majority of the voting members of a committee shall constitute a quorum for the transaction of business of any meeting of the committee. Each committee may keep minutes of its proceedings and shall report periodically to the Board. A committee may take action by majority vote.
D. Any member of a committee may resign at any time by giving written notice to the chairperson of the committee or to the President of the Board. Such resignation, which may or may not be made contingent upon formal acceptance, shall take effect upon the date of receipt or at any later time specified in the notice. The Board President may, with prior approval of the Board, remove any appointed member of a committee. The Board President, with the Board's approval, shall appoint a member to fill a vacancy in any committee or any position created by an increase in the membership for the unexpired portion of the term.

Article 8 - EXECUTION OF INSTRUMENTS, DEPOSITS AND FUNDS

Section 8.1 EXECUTION OF INSTRUMENTS

The Board of Directors, except as otherwise provided in these Bylaws, may by resolution

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authorize any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances. Unless so expressly authorized, no officer, agent, or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or render it liable monetarily for any purpose or in any amount.

Section 8.2 CHECKS AND NOTES

Except as otherwise specifically determined by resolution of the Board of Directors, or as otherwise required by law, checks, drafts, promissory notes, orders for payments of money, and other evidence of indebtedness of the corporation shall be signed by the Treasurer and countersigned by the President of the corporation.

Section 8.3 DEPOSITS

All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

Section 8.4 GIFTS

The Board of Directors may accept on behalf of the corporation any contribution, gift, bequest, or devise for the charitable or public purpose of this corporation.

Article 9 - CORPORATE RECORDS, REPORTS, AND SEAL

Section 9.1 MAINTENANCE OF CORPORATE RECORDS

The corporation shall keep at its principal office in the State of California:

(c) Minutes of all meetings of directors and committees of the board, indicating the time and place of holding such meetings, whether regular or special, how called, the notice given, and the names of those present and the proceedings thereof;

(d) Adequate and correct books and records of account, including accounts of its properties, business transactions, assets, liabilities, receipts, disbursements, and gains and losses.

Section 9.2 CORPORATE SEAL

The Board of Directors may adopt, use, and at will alter, a corporate seal. Such seal shall be kept at the principal office of the corporation. Failure to affix the seal to corporate instruments, however, shall not affect the validity of any such instrument.

Section 9.3 DIRECTORS' INSPECTION RIGHTS

Every director shall have the absolute right at any reasonable time to inspect and copy all

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books, records and documents of every kind and to inspect the physical properties of the corporation.

Section 9.4 RIGHT TO COPY AND MAKE EXTRACTS

Any inspection under the provisions of the article may be made in person or by agent or attorney and the right to inspection includes the right to copy and make extracts.

Section 9.5 ANNUAL REPORT

The board president shall cause an annual report to be furnished not later than one hundred and twenty (120) days after the close of the corporation's fiscal year to all directors of the corporation. The Annual Report shall contain the following information:

A. The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;
B. The principal changes in assets and liabilities, including trust funds, during the fiscal year;
C. The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the fiscal year;
D. The expenses or receipts of the corporation, for both general and restricted purposes, during the fiscal year;
E. Any information required by Section 7 of this Article or elsewhere in these bylaws.

The annual report shall be accompanied by any report thereon of independent accountants, or, if there is no such report, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records or the corporation.

Section 9.6 ANNUAL STATEMENT OF SPECIFIC TRANSACTIONS

This corporation shall mail or deliver to all directors a statement within one hundred and twenty (120) after the close of its fiscal year which briefly describes the amount and circumstances of any indemnification or transaction of the following kind:

F. Any transaction in which the corporation, or its parent or its subsidiary, was a party, and in which either of the following had a direct or indirect material financial interest;
G. Any director or officer of the corporation, or its parent or subsidiary (a more common directorship shall not be considered a material financial interest); or
H. Any holder of more than ten percent (10%) of the voting power of the corporation, its parent of its subsidiary.

The above statement need only be provided with respect to a transaction during the previous fiscal year involving more than Fifty Thousand Dollars ($50,000) or which was one of a number of transactions involving the same persons, in the aggregate, more than Fifty Thousand Dollars ($50,000).

Similarly, the statement need only be provided with respect to indemnifications or advances aggregating more than Ten Thousand Dollars ($10,000) paid during the previous fiscal year to

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any director or officer.

Any statement required by this Section shall briefly describe the names of the interested persons involved in such transactions stating each person's in the transaction and, when practical, the amount of such interest, provided that in the case or a transaction with a partnership of which such person is a partner, only the interest of the partnership need be stated.

Article 10 - FISCAL YEAR

Section 10 FISCAL YEAR OF THE CORPORATION

The fiscal year of the corporation shall begin on the 1st of July and end on the 30th of June in each year.

Article 11 - AMENDMENT OF BYLAWS

Section 11 AMENDMENT

Subject to any provision of law applicable to the amendment of Bylaws of public benefit nonprofit corporations, these Bylaws, or any of them, may be altered, amended, or repealed and new Bylaws adopted by the Board of Directors. These Bylaws and any amendments to these Bylaws shall become effective immediately upon their adoption.

Article 12 - AMENDMENT OF ARTICLES

Section 12 AMENDMENTS

Any amendment of the Articles of Incorporation may be adopted by the Board of Directors.

Article 13 - PROHIBITION AGAINST SHARING CORPORATE PROFITS AND ASSETS

Section 13 PROHIBITION AGAINST SHARING CORPORATE PROFITS AND ASSETS

No director, officer, employee, or other person connected with this corporation, or any private individual, shall receive at any time any of the net earnings or pecuniary profit from the operations of the corporation, provided, however, that this provision shall not prevent payment to any such person of reasonable compensation for services performed for the corporation in

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effecting any of its public or charitable purposes, provided that such compensation is otherwise permitted by these Bylaws and is fixed by resolution of the Board of Directors; and no such person or persons shall be entitled to share in

the distribution of, and shall not receive, any of the corporate assets on dissolution of the corporation. All members, if any, of the corporation shall be deemed to have expressly consented and agreed that on such dissolution or winding up of affairs of the corporation, whether voluntarily or involuntarily, the assets of the corporation, after all debts have been satisfied, shall be distributed as required by the Articles of Incorporation of this Corporation and not otherwise.

Article 14 - MEMBERS

Section 14.1 NO MEMBERS

This corporation shall not have any members. Therefore, pursuant to Section 5310(b) of the Nonprofit Public Benefit Corporation Law of the State of California, any action which would otherwise, under law or the provisions of the Articles of Incorporation or Bylaws of this corporation, require approval by a majority of all members or approval by the members, shall only require the approval of the Board of Directors. All rights that would otherwise vest in the members shall vest in the Board of Directors.

Section 14.2 ASSOCIATES

Nothing in this Article 12 shall be construed as limiting the right of the corporation to refer to persons associated with it as “members” even though such persons are not members of the corporation, and no such reference shall make anyone a member within the meaning of Section 5056 of the California Nonprofit Public Benefit Corporation Law, including honorary or donor members. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote. The corporation may confer by amendment of its Articles of Incorporation or these Bylaws some or all of the rights of a members, as set forth in the California Nonprofit Public Benefit Corporation Law, upon any person who does not have the right to vote for the election of directors, on a disposition of substantially all of the corporation’s assets, on the merger or dissolution of it, or on changes to its Articles of Incorporation or Bylaws, but no such person shall be a member within the meaning of Section 5056. The Board may also, in its discretion, without establishing memberships, establish an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the corporation.

CERTIFICATE OF SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of American Indian Model Schools, a nonprofit public benefit corporation duly organized and existing under the laws of the State of California, that the foregoing Bylaws, consisting of **__19_____ ( ) pages**, of said corporation were duly and regularly adopted as such by the Board of Directors of said

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corporation at a meeting held on August 9th, 2024, and that the above and foregoing Bylaws are now in full force and effect.

Executed on August 9th, 2024 at Oakland, California.

Executive Assistant, American Indian Model Schools

Signed by:
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APPENDIX

iv

Board Member Biographies and Roster

Biography for New Board Members & New Administration Officials

Board of Directors:

Kimi Kean: Kimi Kean is a passionate public education leader with over two decades of experience in Oakland, CA. As the former principal of Acorn Woodland Elementary, she led the school's transformation into a California Distinguished School. In 2019, Kimi co-founded Families in Action for Quality Education, a nonprofit coalition that empowers underserved families to lead educational transformation. She holds degrees from UC Berkeley and Columbia Teachers College and was a New Leaders Cohort 4 fellow.

Megan Sweet: Dr. Megan Sweet is a career educator with over 25 years of experience as a teacher, school administrator, and district leader. She holds a doctoral degree in Educational Leadership and is committed to transforming the education system by empowering educators and prioritizing their well-being. Megan believes in equity, inclusion, and the importance of investing in educators to create meaningful change in schools.

Jumoke Hinton: Jumoke Hinton is a dedicated community builder with over 30 years of experience in the Bay Area. She served three terms on the Oakland Unified School District Board of Education from 2008 to 2020, championing Restorative Justice and Race Equity policies. Jumoke is the Co-Founder of the State of Black Education in Oakland (SoBEO), focusing on uplifting Black narratives in education. She holds a B.A. in Black Studies and English from Oberlin College and is a proud mother of four.

Tiffany Rose Naputi Lacsado: Tiffany Rose Naputi Lacsado is a nonprofit executive and community development leader with more than 20 years of experience building programs that advance health, economic opportunity and social equity for low income and marginalized communities. She currently serves as Chief Program Officer at The Unity Council, a nationally recognized social equity development organization in Oakland, where she oversees programs serving more than 12,000 individuals and families annually — including direct interventions at five Oakland Unified School District campuses. As a mother of 3 Golden Eagles, she is proud and honored to serve the AIMS Community.

Steven Leung: Steven Leung is the President of Outstanding Investment Company, Inc., providing property management and investment services in the San Francisco Bay Area for over 14 years. He previously served as Vice President of Sales for Quality Green Building Supplies. A graduate of San Jose State University with a B.S. in

Business and Finance, Steven joined the AIMS Board in 2012. As a former Board President, he played a pivotal role in restoring public trust in AIMS and was recognized with a Board Resolution of Commendation for his dedicated service.

Administration Officials:

Jonathan Winn: Jonathan Winn is a proud Oakland native, who is committed to ensuring that students in our community have access to an academically rigorous, inclusive, and affirming educational experience. He brings years of experience in educational leadership, instruction, and community-centered school development. Mr. Winn has earned an undergraduate degree from the University of Washington and is currently completing his graduate studies at Johns Hopkins University. Throughout his career, he has remained focused on building systems that support the whole child—academically, socially, and emotionally.

Julia Li: Ms. Julia Li is honored to serve as the Head of School for AIMS High School, bringing six years of leadership experience within the AIMS community. During her time at AIMS, Ms. Li has served as High School Head of Academics, Special Education Manager, Director of Schools, Director of Enrollment, and Interim Executive Director, supporting over 1,200 students across multiple campuses. She holds a Master's degree in Education, three California Clear Teaching Credentials in Math, Chemistry, and Education Specialist, as well as an out-of-state principal certification. Guided by a strong belief in the power of relationships and clear communication, Ms. Li is committed to fostering a safe, joyful, and high-expectation learning environment where all students can thrive. With a background in both general and special education and the ability to connect with families in English and Chinese, she is dedicated to supporting the diverse needs of the school community.

Jimmie Brown: Jimmie Brown is an accomplished educational leader and operations executive with extensive experience in charter school management and organizational leadership. Currently serving as Director of HR at AIMS K-12 College Prep Charter District, he oversees strategic operations, talent development, and systems that drive student success. Jimmie brings a strong background in HR and leadership development, supported by Harvard certifications in Change Leadership and Leading People. He is passionate about building high-performing teams and creating equitable, student-centered learning environments.

Osondu Harambe: Osondu Harambe serves as the Director of Operations at AIMS, managing both the K–8 and high school campuses, including facilities and the Operations sub-departments: IT, Nutrition, Custodial, Health, and Maintenance. He has extensive experience in procurement and vendor management, supported by an MBA degree and a strong understanding of workflow optimization. He is dedicated to ensuring quality, compliance, and consistent communication of any new developments, while maintaining campuses that are safe, functional, and conducive to student learning.

Irene St. Roseman: Dr. St. Roseman is a transformational educational leader and organizational developer with extensive experience building leaders, youth, and mission-driven organizations. She has launched and led culturally responsive education programs, overseen finance and fundraising efforts, recruited and supervised high-performing teams, and implemented data-informed practices that promote transparency, accountability, equity, inclusion, belonging, and social responsibility. She holds a BA in English from the University at Buffalo and an Ed.D. in Education Leadership from Mills College. Originally from the island of St. Lucia and raised in New York, her lived experiences shape her commitment to disrupting systemic inequities in education and leadership. Her mission is to develop leaders who lead intentionally, educate mindfully, learn critically, and think systemically — teaching people how to think, not what to think, so they can unveil their own brilliance.

Cennie Valeri: Cennie Valeri graduated from Indiana University with a degree in Media Science and entered the education field in 2021, shortly after completing her studies. She brings a strong foundation in communication and strategy to her work, along with a people-centered approach. She is deeply passionate about education and believes that investing in and uplifting young people is one of the most meaningful things one can do. Her work is driven by a commitment to strengthening school communities and creating opportunities for students to thrive as who they are.

Adria Banihashemi: Adria Banihashemi is a third generation public school educator who began teaching in Oakland in 2004. She has a BA in Psychology with an Area of Emphasis in School Psychology, and an MA in Developmental Psychology, from SFSU, and earned her teaching credential from CSUS. Her master's research on health outcomes in divorcing families was published in a peer-reviewed journal, and she was featured in an article on Edutopia for a program she created in the AIMS ELD department after the pandemic. She has been employed by AIMS since 2021.

Angel Peacock: Mx. Angel Peacock serves as the Manager of Special Education at AIMS K–12 College Prep Charter District, supporting students, families, and staff across all three campuses. They came to this work the long way — spending over 16 years in the classroom as an Education Specialist alongside students with mild-moderate disabilities, emotional and behavioral needs, autism, and multiple exceptionalities, at every grade level. Mx. Peacock understands firsthand what it means to need support and not always have it, and that understanding quietly

shapes everything they do. For them, this work has never just been a job — it is a commitment to making sure every child has a fair shot at what they deserve.

Christina Jordan: Christina Jordan holds a BA in Accounting and is a former CPA. Her early accounting work focused mainly on performing financial statement audits for publicly traded companies. Past clients included Costco Wholesale and Abbott Labs. Later, with a young family, she earned her Teaching Credential and taught K-6 grades for several years. Education and Finance are definitely her passions! Returning to the accounting world, Christina has worked for over 12 years serving Charter Schools in Public Education Fiscal Reporting, Financial Management and Audit preparation. As a Consultant CFO, she maintained fiscal records and provided business consulting to schools in California, Colorado, and Wyoming. With an Audit background, Christina assures that AIMS conforms to all CDE Fiscal, FCMAT and Audit regulations. Formerly serving as the main accountant for AIMS while working as the Consultant CFO with their back office company, Christina officially joined the AIMS team in 2021 and is thrilled to now work with AIMS exclusively. Christina is the Director of Business Operations at AIMS, overseeing budgeting, accounting , and fiscal controls to assure that AIMS maintains a sound, fiscal position.

Abigail Genova: Abigail Genova graduated from Salisbury University with a Bachelor of Arts in Communications, concentrating in Media Studies, along with a minor in Psychology. Her experiences living abroad in China and London broadened her perspective and deepened her appreciation for diverse cultures and communities. She recently relocated to Oakland, inspired by the city's strong commitment to diversity, inclusivity, and mission-driven work. Her journey into education began at the community college where she earned her associate degree, sparking a passion for supporting students in their academic and personal growth. Abigail is deeply aligned with AIMS' mission to help scholars achieve excellence both in and beyond the classroom, and is committed to empowering students to feel supported, succeed, and become the best versions of themselves.

APPENDIX

V

Conflict of Interest Code

AMERICAN INDIAN MODEL SCHOOLS

CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., American Indian Model Schools hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members and all other designated employees of American Indian Model Schools ("Charter School"), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this Code and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School's filing official shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees
When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Executive Director, who shall record the employee's disqualification. In the case of Executive Director, this determination and disclosure shall be made in writing to the Board of Directors.

B. Governing Board Member Designated Employees
The Charter School shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Charter School enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Charter School's directors are directors and have a material financial interest).

EXHIBIT A

DESIGNATED POSITIONS

Designated Position	**Assigned Disclosure Category**
Members of the Governing Board	1, 2
Executive Director	1, 2
Heads of Schools	3
Treasurer	1, 2
Director of Business Operations	1, 2
Director of Human Resources	3
Director of Operations	2
Director of Special Education	3
Director of English Language	3
Development Director of Compliance	2
Director of Teaching & Learning	3
Director of Marketing & Communications	3
Consultants/New Positions	*

*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following Limitation:

The Executive Director may determine in writing that a particular consultant or new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Executive Director's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Govt. Code § 81008).

EXHIBIT B

Disclosure Categories

Category 1

Designated positions assigned to this category must report all interests in real property which are located in whole or in part within two (2) miles of any facility utilized by American Indian Model Schools, including any leasehold, beneficial or ownership interest or option to acquire such interest in real property.

Category 2

Designated positions assigned to this category must report investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by American Indian Model Schools.

Category 3

Designated positions assigned to this category must report investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department.

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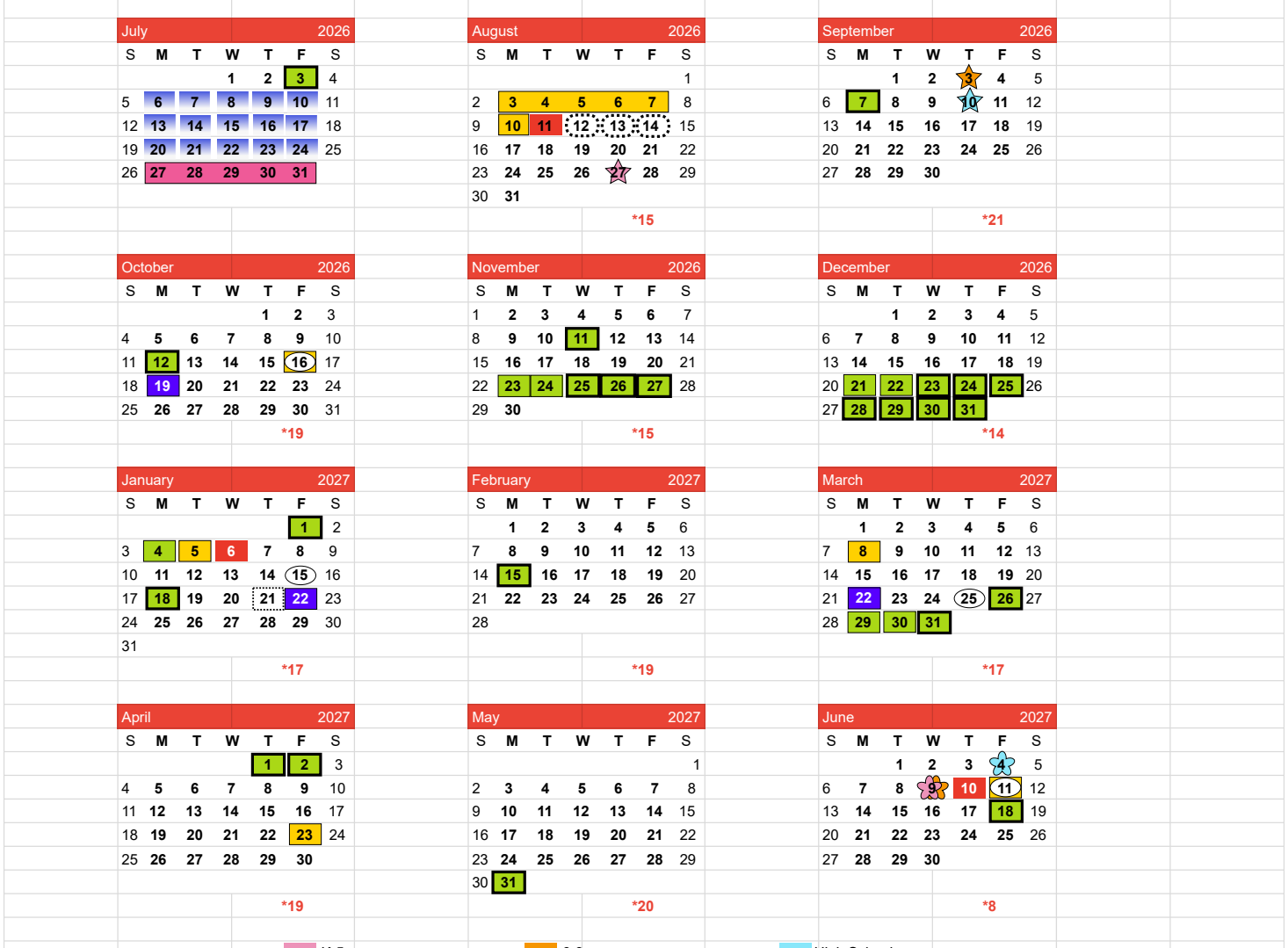
APPENDIX

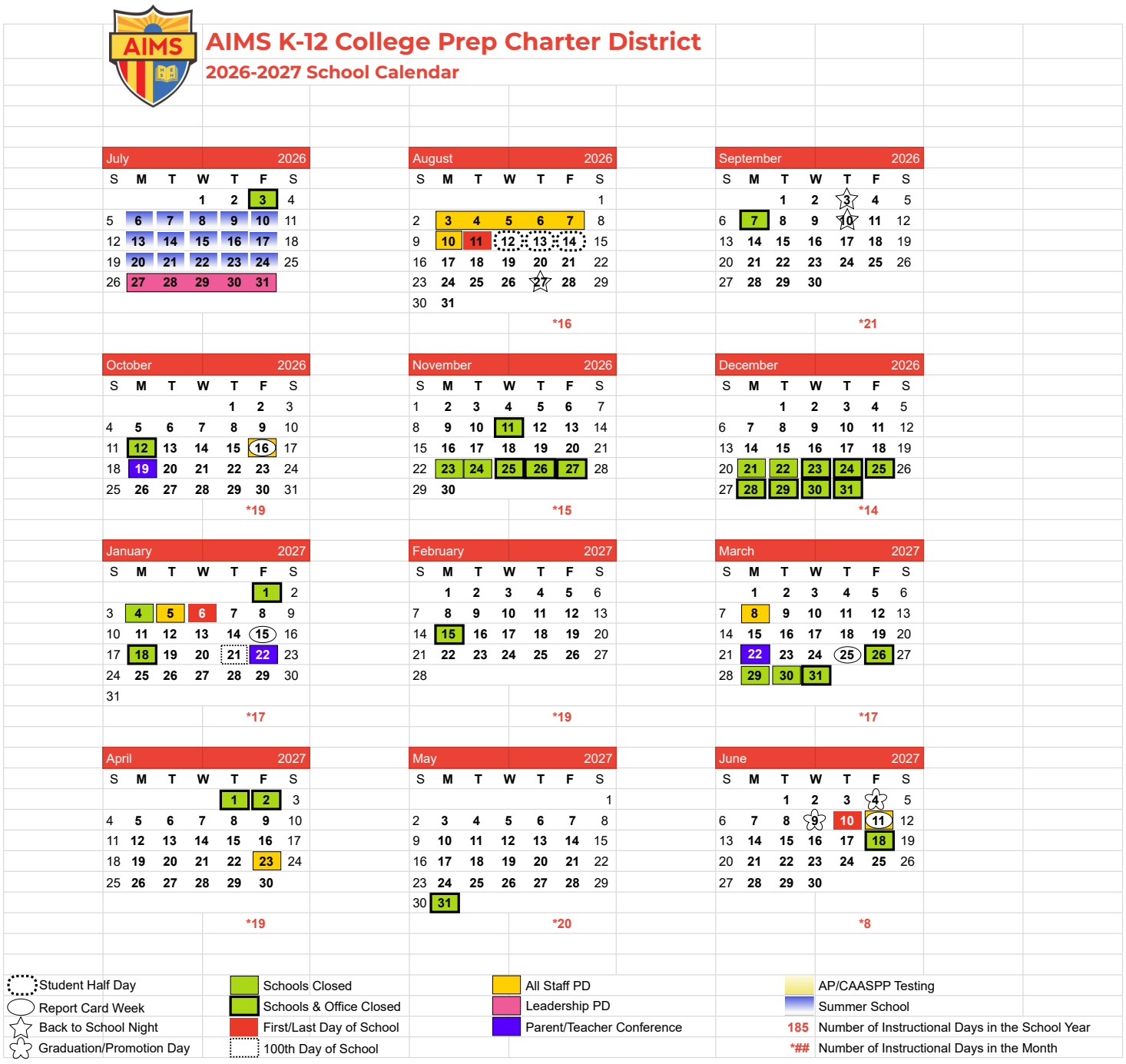
vi

Academic Calendar 2026-27

AIMS K-12 College Prep Charter District

2026-2027 School Calendar




AIMS K-12 College Prep Charter District
2026-2027 School Calendar
July 2026
S M T W T F S
1 2 3 4
5 6 7 8 9 10 11
12 13 14 15 16 17 18
19 20 21 22 23 24 25
26 27 28 29 30 31
August 2026
S M T W T F S
1
2 3 4 5 6 7 8
9 10 11 12 13 14 15
16 17 18 19 20 21 22
23 24 25 26 27 28 29
30 31
*16
September 2026
S M T W T F S
1 2 3 4 5
6 7 8 9 10 11 12
13 14 15 16 17 18 19
20 21 22 23 24 25 26
27 28 29 30
*21
October 2026
S M T W T F S
1 2 3
4 5 6 7 8 9 10
11 12 13 14 15 16 17
18 19 20 21 22 23 24
25 26 27 28 29 30 31
*19
November 2026
S M T W T F S
1 2 3 4 5 6 7
8 9 10 11 12 13 14
15 16 17 18 19 20 21
22 23 24 25 26 27 28
29 30
*15
December 2026
S M T W T F S
1 2 3 4 5
6 7 8 9 10 11 12
13 14 15 16 17 18 19
20 21 22 23 24 25 26
27 28 29 30 31
*14
January 2027
S M T W T F S
1 2
3 4 5 6 7 8 9
10 11 12 13 14 15 16
17 18 19 20 21 22 23
24 25 26 27 28 29 30
31
*17
February 2027
S M T W T F S
1 2 3 4 5 6
7 8 9 10 11 12 13
14 15 16 17 18 19 20
21 22 23 24 25 26 27
28
*19
March 2027
S M T W T F S
1 2 3 4 5 6
7 8 9 10 11 12 13
14 15 16 17 18 19 20
21 22 23 24 25 26 27
28 29 30 31
*17
April 2027
S M T W T F S
1 2 3
4 5 6 7 8 9 10
11 12 13 14 15 16 17
18 19 20 21 22 23 24
25 26 27 28 29 30
*19
May 2027
S M T W T F S
1
2 3 4 5 6 7 8
9 10 11 12 13 14 15
16 17 18 19 20 21 22
23 24 25 26 27 28 29
30 31
*20
June 2027
S M T W T F S
1 2 3 4 5
6 7 8 9 10 11 12
13 14 15 16 17 18 19
20 21 22 23 24 25 26
27 28 29 30
*8
Student Half Day
Report Card Week
Back to School Night
Graduation/Promotion Day
Schools Closed
Schools & Office Closed
First/Last Day of School
100th Day of School
All Staff PD
Leadership PD
Parent/Teacher Conference
AP/CAASPP Testing
Summer School
185 Number of Instructional Days in the School Year
*## Number of Instructional Days in the Month

^ No School For Students

JULY 3	Independence Day Observed (School & Office Closed)^
JULY 6 - JULY 24	Summer School
JULY 27 - JULY 31	AIMS Leadership PD (School Closed)^
AUG 3 - AUG 7 & AUG 10	AIMS Staff Orientation (School Closed)^
AUG 11	First Day of School For Students
AUG 27	Back to School Night (K-5)
SEPT 3	Back to School Night (6-8)
SEPT 7	Labor Day (School & Office Closed)^
SEPT 9	Back to School Night (HS)
OCT 12	Indigenous Peoples' Day (School & Office Closed)^
OCT 16	Staff Development (School Closed)^
OCT 16	End of Quarter 1 Marking Period
OCT 19	Parent/Teacher Conference (No School For Students)^
NOV 11	Veterans' Day (School & Office Closed)^
NOV 23 - NOV 27	Harvest Break (School Closed)^
DEC 21 - JAN 4	Winter Break (School Closed)^
JAN 5	Staff Development (School Closed)^
JAN 6	First Day of 2nd Semester
JAN 15	End of Quarter 2/Semester 1 Marking Period
JAN 18	Martin Luther King Jr. Day (School & Office Closed)^
JAN 21	100th Day of School
JAN 22	Parent/Teacher Conference (No School For Students)^
FEB 15	Presidents' Day (School & Office Closed)^
MARCH 8	Staff Development Day (School Closed)^
MARCH 22	Parent/Teacher Conference (No School For Students)^
MARCH 26	Farmworkers Day (School & Office Closed)^
MARCH 26	End of Quarter 3 Marking Period
MARCH 29 - APRIL 2	Spring Break (School Closed)^
APRIL 23	Staff Development (School Closed)^
MAY 31	Memorial Day (School & Office Closed)^
JUNE 4	12th Grade Graduation
JUNE 9	K, 5th & 8th Grade Promotions
JUNE 10	Last Day of School
JUNE 11	Staff Development (School Closed)^
JUNE 11	End of Quarter 4/Semester 2 Marking Period
JUNE 18	Juneteenth Observed (School & Office Closed)^

APPENDIX

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Bell Schedule 2026-27

AIMS College Prep High School
746 Grand Ave | Oakland | CA 94607
E highschool@aimsk12.org
T 510-220-5044
F 510-893-0345
WWW.AIMSK12.ORG

2026/2027 AIMS HS
Bell Schedule

Period	Monday-Thursday	Period	Friday
1/5	8:30-10:01	1/5	8:30-9:31
2/6	10:08-11:39	2/6	9:38-10:39
Lunch	11:39-12:14	3/7	10:46-11:47
3/7	12:21-1:52	Lunch	11:47-12:22
4/8	1:59-3:30	4/8	12:29-1:30

APPENDIX

viii

Course Offerings List 2026-27

AIMS College Prep High School

Appendix viii: Course Offerings, 2026-27

This appendix lists every course AIMS College Prep High School offers in 2026-27, organized by subject area and mapped to both California graduation requirements (Education Code section 51225.3) and University of California and California State University A-G subject requirements. Section 1 is a coverage matrix proving completeness against both standards. Sections 2 through 4 provide the course tables, four-year pathways, and explanatory notes.

1. Coverage Matrix

1a. California Graduation Requirements (Education Code section 51225.3)

Graduation Requirement	Minimum	Course(s) That Satisfy It	Offered	Status
English	3 years	English 9; English 10; AP English Language or Honors English 11; AP English Literature or Honors English 12	4 years offered	**Covered**
Mathematics	2 years, including Algebra I	Algebra I; Geometry; Algebra II; Pre-Calculus; AP Calculus AB; AP Statistics	5 courses; Algebra I present	**Covered**
Science	2 years (biological + physical)	AP Biology or Honors Biology (biological); AP Environmental Science (physical/integrated); AP Chemistry	3 lab sciences offered 26-27	**Covered (note 3)**
Social Science	3 years, incl. world history, US history, one-semester American government and civics, one-semester economics	AP World History (world history); AP US History (US history); American Government, one semester (note 1); Economics, one semester (note 1); AP Human Geography (additional)	4 years offered; Gov + Econ added	**Covered (note 1)**
VAPA / World Language / CTE	1 year	Art; AP Art Studio; Mandarin I-II and AP Mandarin; French I-II	Multiple offered	**Covered**
Physical Education	2 years	Physical Education	Confirm two-year offering (note 7)	**Covered (note 7)**
Health	Local requirement only; not in section 51225.3	To confirm with AIMS (note 8)	Pending confirmation	Note 8

1b. UC and CSU A-G Subject Requirements

A-G Area	Minimum	Course(s)	Coverage	Status
a. History / Social Science	2 years	AP World History; AP US History; AP Human Geography; American Government	Exceeds	**Covered**

b. English	4 years	English 9; English 10; AP English Language / Honors English 11; AP English Literature / Honors English 12	Meets	**Covered**
c. Mathematics	3 years	Algebra I; Geometry; Algebra II; AP/Honors Pre-Calculus; AP Calculus AB; AP Statistics	Exceeds	**Covered**
d. Laboratory Science	2 years	AP Environmental Science; AP/Honors Biology; AP/Honors Chemistry	Exceeds	**Covered**
e. Language Other Than English	2 years	Mandarin I; Mandarin II; AP Mandarin; French I; French II	Exceeds (note 4)	**Covered**
f. Visual and Performing Arts	1 year	Art; AP Art Studio	Meets	**Covered**
g. College-Preparatory Elective	1 year	Economics; AP US Government; College Planning; Test Prep; Dual Enrollment	Exceeds	**Covered**

With every A-G area met or exceeded, AIMS's requirement that all graduates complete A-G is structurally supported by the course catalog.

2. Course Offerings by Department

English [b]

Course	Grade(s)	A-G	Level	Credits	Grad Req Met	Prerequisite	Notes
English 9	9	b	College Prep	10	English yr 1	None	Springboard ELA
English 10	10	b	College Prep	10	English yr 2	English 9	Non-honors for 26-27
AP English Language	11	b	AP	10	English yr 3	English 10	A-G [b]
Honors English 11	11	b	Honors	10	English yr 3	English 10	Alternative to AP Lang
AP English Literature	12	b	AP	10	English yr 4	Eng 11	A-G [b]
Honors English 12	12	b	Honors	10	English yr 4	Eng 11	Alternative to AP Lit

Mathematics [c]

Course	Grade(s)	A-G	Level	Credits	Grad Req Met	Prerequisite	Notes
Algebra I	9	c	College Prep	10	Math yr 1 (Alg I)	None	Foundational ; placement per note 5
Geometry	9-10	c	College Prep	10	Math yr 2	Algebra I	Euclidean proof
Algebra II	10-11	c	College Prep	10	Math yr 3	Geometry	Added 26-27; advanced algebra (note 2)
AP Pre-Calculus	11	c	AP	10	Adv. math	Algebra II	New 8/2026

Honors Pre-Calculus	11	c	Honors	10	Adv. math	Algebra II	Alternative to AP Pre-Calc
AP Calculus AB	12	c	AP	10	Adv. math	Pre-Calculus	College Board CED
AP Statistics	12	c	AP	10	Adv. math	Algebra II	Data and inference

History and Social Science [a]

Course	Grade(s)	A-G	Level	Credits	Grad Req Met	Prerequisite	Notes
AP Human Geography	9	a	AP	10	Soc Sci yr 1	None	See note 6 (Ethnic Studies)
AP World History: Modern	10	a	AP	10	Soc Sci (world history)	None	A-G [a]
Honors World History	10	a	Honors	10	Soc Sci (world history)	None	Alternative to AP World
AP US History	11	a	AP	10	Soc Sci (US history)	None	A-G [a]
Honors US History	11	a	Honors	10	Soc Sci (US history)	None	Alternative to AP USH
American Government	12	a	College Prep	5 (1 sem)	Am. Gov / civics req.	None	Added; paired w/ Econ (note 1)
AP US Government	12	a	AP	5 (1 sem)	Am. Gov / civics req.	None	Honors option for Gov semester (note 1)
Economics	12	g	College Prep	5 (1 sem)	Economics req.	None	Added; paired w/ Gov (note 1)

Laboratory Science [d]

Course	Grade(s)	A-G	Level	Credits	Grad Req Met	Prerequisite	Notes
AP Environmental Science	9	d	AP	10	Science (physical/integrated)	None	Lab science
AP Biology	10	d	AP	10	Science (biological)	None	Lab science
Honors Biology	10	d	Honors	10	Science (biological)	None	Alternative to AP Bio
AP Chemistry	11	d	AP	10	Science (physical)	Algebra II	Grade 11 (note 3)
Honors Chemistry	11	d	Honors	10	Science (physical)	Algebra II	Grade 11 (note 3)

World Language [e]

Course	Grade(s)	A-G	Level	Credits	Grad Req Met	Prerequisite	Notes
Mandarin I	9	e	College Prep	10	VAPA/Lang option	None	LOTE yr 1
Mandarin II	10	e	College Prep	10	VAPA/Lang option	Mandarin I	LOTE yr 2
AP Mandarin	11-12	e	AP	10	VAPA/Lang option	Mandarin II	LOTE yr 3
French I	9	e	College Prep	10	VAPA/Lang option	None	LOTE yr 1

French II	10	e	College Prep	10	VAPA/Lang option	French I	LOTE yr 2

Visual and Performing Arts [f]

Course	Grade(s)	A-G	Level	Credits	Grad Req Met	Prerequisite	Notes
Art	10	f	College Prep	10	VAPA option	None	Studio foundations
AP Art Studio	11-12	f	AP	10	VAPA option	Art	Portfolio development

College-Preparatory Electives [g]

Course	Grade(s)	A-G	Level	Credits	Grad Req Met	Prerequisite	Notes
College Planning	12	g	College Prep	10	Elective	None	Applications, financial aid
Test Prep	11	g	College Prep	10	Elective	None	SAT/ACT preparation
Dual Enrollment	10-12	g	College Prep	Varies	Elective / varies	None	Peralta concurrent enrollment

EL Support and Student Support

Course	Grade(s)	A-G	Level	Credits	Grad Req Met	Prerequisite	Notes
Designated ELD	9-12	--	Support	10	Elective / partial [b] (note 9)	ELPAC placement	Lift curriculum; by proficiency level
Advisory	9-12	--	Support	TBD	Local / SEL	None	New 8/2026; all students
Leadership	9	--	Support	10	Elective	None	New 8/2026
Study Skills (SAI)	9-12	--	Support	10	Elective (note 9)	IEP	Specialized academic instruction
Physical Education	9-12	--	PE	10	PE (2 yr req.)	None	Graduation requirement, not A-G (note 7)

3. Four-Year Pathways (Prerequisite Sequences)

Mathematics

Grade 9	Grade 10	Grade 11	Grade 12
Algebra I	Geometry	Algebra II	AP Calculus AB
(or Geometry if placed)	(or Algebra II if placed)	AP / Honors Pre-Calculus	or AP Statistics

Each course is a prerequisite for the next. Pre-Calculus follows Algebra II; AP Calculus and AP Statistics follow Pre-Calculus. Algebra I placement follows the school's math placement policy (Education Code section 51224.7).

History and Social Science

Grade 9	Grade 10	Grade 11	Grade 12
AP Human Geography	AP / Honors World History	AP / Honors US History	American Government (1 sem) + Economics (1 sem)

The grade-12 year delivers the two one-semester graduation requirements, American government and civics and economics, in a single year-long social-science slot. AP US Government is available as the honors option for the government semester.

4. Notes

1. American Government and Economics are offered as paired one-semester courses within a single year-long grade-12 social-science slot, satisfying the two distinct one-semester requirements of Education Code section 51225.3. AP US Government is available as the honors option for the government semester. The delivery method for these courses (in-house instruction or on-campus dual enrollment) is being finalized.

2. Algebra II is the standard third-year mathematics course and the foundation for advanced-algebra content required by UC and CSU Area C. While a grade of C or better in Pre-Calculus can validate Algebra II for A-G purposes, AIMS offers Algebra II as the core spine to ensure all students, including English Learners and socioeconomically disadvantaged students, build the advanced-algebra foundation directly.

3. AP Chemistry and Honors Chemistry are offered as the grade-11 laboratory-science options, with students placed by readiness. Together with AP Environmental Science (grade 9) and AP/Honors Biology (grade 10), they complete the four-year laboratory-science sequence.

4. For English Learners, the A-G Area E (Language Other Than English) requirement may be satisfied through validation of proficiency in the student's home language, consistent with UC policy.

5. Credit values shown reflect standard California practice (10 credits per year-long course, 5 per one-semester course). AIMS confirms local credit values and the total credits required for graduation.

6. The grade-9 history and social-science course is AP Human Geography (year-long, A-G [a]). AIMS also offers a one-semester Ethnic Studies course, consistent with Oakland's longstanding commitment to ethnic studies; the statewide Ethnic Studies graduation requirement under AB 101 is contingent on state funding that has not been appropriated, so AIMS offers the course as a program commitment.

7. Physical Education is a California graduation requirement (two courses) and is not an A-G subject. AIMS confirms that PE is offered across two grade levels so students complete the two-year requirement.

8. Health is not a state graduation requirement under Education Code section 51225.3. AIMS confirms whether a local Health requirement applies and adds the course if so.

9. Designated ELD and Study Skills (Specialized Academic Instruction) are offered as credit-bearing courses so that English Learners and students with IEPs earn credit toward graduation rather than occupying non-credit slots. Designated ELD may carry partial English [b] credit; AIMS confirms credit treatment.

APPENDIX

ix

The AIMS Way Plan

AIMS K-12 COLLEGE PREP CHARTER DISTRICT

The AIMS Way

STRATEGIC INSTRUCTIONAL PLAN 2025 - 2026





AIMS K-12 College Prep Charter District

AIMS College Prep K-8 (AIPCS II)
AIMS College Prep Middle School
AIMS College Prep High School

Marco Menéndez, Interim Executive Director

OUR AIMS K-12 SCHOOLS

Located in the heart of downtown Oakland, AIMS K-12 College Prep Charter District serves approximately 1,200 diverse students—77% of whom qualify for free or reduced-price lunch—while preparing every child for college and beyond.

AIMS COLLEGE PREP
K-8 (AIPCS II)
171 12th St. Oakland CA 94607

Head of School
Jonathan Winn

Dean of Students
Ayodele Mims (K-5)

ENROLLMENT	**628**
English Learners	172 (27.4%)
Socioeconomically Disadvantaged	490 (78%)
Students with Disabilities	27 (4.3%)
Foster Youth	1 (0.2%)
African American	285 (45.4%)
Asian	228 (36.3%)
Hispanic	46 (7.3%)
White	36 (5.7%)
Others	20 (3%)

AIMS COLLEGE PREP
MIDDLE SCHOOL
171 12th St. Oakland CA 94607

Head of School
Jonathan Winn

Dean of Students
Mikael Wooten (6-8)

ENROLLMENT	**212**
English Learners	63 (30%)
Socioeconomically Disadvantaged	166 (78%)
Students with Disabilities	16 (7.5%)
African American	72 (34%)
Asian	82 (39%)
Hispanic	25 (12%)
White	12 (6%)
Others	16 (6%)

AIMS COLLEGE PREP
HIGH SCHOOL
746 Grand Ave Oakland CA 94610

Head of School
Julia Li

Dean of Students
Brenda Nixon

ENROLLMENT	**368**
English Learners	71 (19%)
Socioeconomically Disadvantaged	279 (76%)
Students with Disabilities	19 (5.2%)
Foster Youth	2 (0.5%)
African American	152 (41%)
Asian	105 (29%)
Hispanic	73 (20%)
White	18 (5%)
Others	14 (4%)

California School Dashboard 2024 by Census Day

Dear AIMS Community,

AIMS has a long history of supporting diverse learners to achieve academic excellence. As the oldest independent charter school in Oakland, AIMS has received many awards, including California Distinguished School, Title I Academic Achievement, National Blue Ribbon School, Top-Performing Bay Area School for Underserved Students, and Northern California Charter School of the Year. AIMS routinely achieves 100% college acceptance for its graduates. Our strength stems from our commitment to academic excellence and the uniquely diverse communities we serve.

Despite the track record of success, AIMS has much work to do to fulfill its promise of providing access to all students and developing each student academically and personally during their time with us. “The AIMS Way” Plan is an opportunity for us to recommit to our values, determine areas for growth, and chart our path forward. This plan is grounded in our shared vision for students, measurable goals aligned to that vision, and pillars of our academic program. Through this process, we have aligned our practices to our goals, outlining our shared commitments to students and families.

The only way to do this important work is together. We will be successful in meeting our goals if we commit to collaboration, continuous improvement, and shared accountability. As we begin our 30th year of AIMS, I look forward to partnering with you in this next stage of our journey!

In partnership,



Marco Menéndez
Interim Executive Director







OUR VISION FOR STUDENTS

> Excel academically...
> Excel personally...
> Contribute meaningfully.

AIMS **VISION**

Provide a rigorous educational foundation that propels all students, particularly those traditionally underserved, **to excel academically and personally**. We are committed to preparing our students for successful entry into and completion of four-year college programs. Through our dedicated approach, we strive to break barriers, foster ambition, and cultivate a new generation of scholars who will **contribute meaningfully** to society.

AIMS GOLDEN **E.A.G.L.E.S. VALUES**

ENGAGEMENT..... We stay focused, curious, and actively participate in our learning.
ACCOUNTABILITY. We take responsibility for our actions and learning.
GROWTH MINDSET. We believe we can grow, embrace challenges, learn from mistakes, and keep trying.
LEADERSHIP..... We lead by example with integrity and respect.
EMPATHY..... We show kindness, compassion, and care for others.
SERVICE..... We help and support others to strengthen our community.

AIMSTRONG LEARNER PROFILE

ACADEMICS
INTEGRITY
MENTORSHIP
STRENGTH
TEAMWORK
RESPONSIBILITY
ORGANIZATION
NERVE
GRIT



AIMSTRONG

OUR GOALS FOR STUDENTS

Our vision of academic and personal excellence is embodied in our **North Star Goal: All students graduate college and career ready.** To make this a reality, we will engage students, families, and each other in setting annual goals and tracking our progress.

GOAL AREA 1: ALL STUDENTS **EXCEL ACADEMICALLY.**

Goals: All Students...		Annual Measures
1A	**Meet or exceed grade level standards*** in • English Language Arts • Math • Science • History • Arts, World Language, PE	Proficiency; Distance from Standard (DFS) • SBAC ELA • SBAC Math • CAST • Grades and local assessments • AP Exams
1B	**Progress without Retention**	Retention Rate
1C	**K-2 students develop foundational skills:** • Read fluently by 3rd grade • Math automaticity	• NWEA Universal Reading Screener • NWEA, grades, local assessments
1D	**English Learners reclassify** as Fluent/English Proficient within 6 years	• English Learner Progress (ELPAC) • Reclassification
1E	High School students are on-track to **UC/CSU Acceptance**	• A-G On-track

*Underperforming students and groups make accelerated growth.

GOAL AREA 2: ALL STUDENTS **EXCEL PERSONALLY.**

Goals: All students		Annual Measures
2A	Feel **safe** and **connected**.	Student Safety & Connectedness • CHKS; AIMS Survey
2B	Are **engaged** in school.	• Chronic absenteeism; Suspension • Co-curricular Participation
2C	Demonstrate Golden **E.A.G.L.E.S. Values**	• Student Reflections • Teacher/Staff Recognitions
2D	Underrepresented students have **access**	• SPED Enrollment • Latino Enrollment

OUR PILLARS

Rigorous Standards-based Instruction

We believe all students, regardless of background, will excel if they are held and supported to meet high expectations. That is why we strive to ensure that students engage every day with lessons and tasks aligned to grade-level standards (e.g. Common Core, NGSS).

To ensure all students have access to rigorous instruction we select and train our teachers to use high-quality instructional materials aligned to the standards. We develop pacing guides by course and grade and plan backwards from unit and quarterly assessments.

Within each lesson, our teachers communicate learning outcomes, provide explicit direct instruction, and check for understanding.

Targeted Assessment and Differentiation

We believe that all students can reach their goals if support is tailored to meet their needs. That is why we use assessments to strategically plan for small-group and individualized instruction.

Instruction is differentiated in the classroom and through additional supports, including after-school tutoring, Saturday School and Summer Session. Beginning-of-year and quarterly assessments are used to target the skills students need.

English Learners receive English Language Development (ELD) through integrated instruction in class and designated ELD classes. Students in Special Education receive accommodations and services to meet their goals as well.

Safe and Joyful Learning Environment

We believe students must feel safe and connected to thrive in school. That is why we build strong relationships with students and implement positive behavior interventions and supports (PBIS).

The Golden E.A.G.L.E.S. values serve as a common language to teach, develop and celebrate our students through social emotional learning, assemblies and awards.

We also provide a range of co-curricular activities to engage students and help them find passions in sports, arts, technology, and leadership.

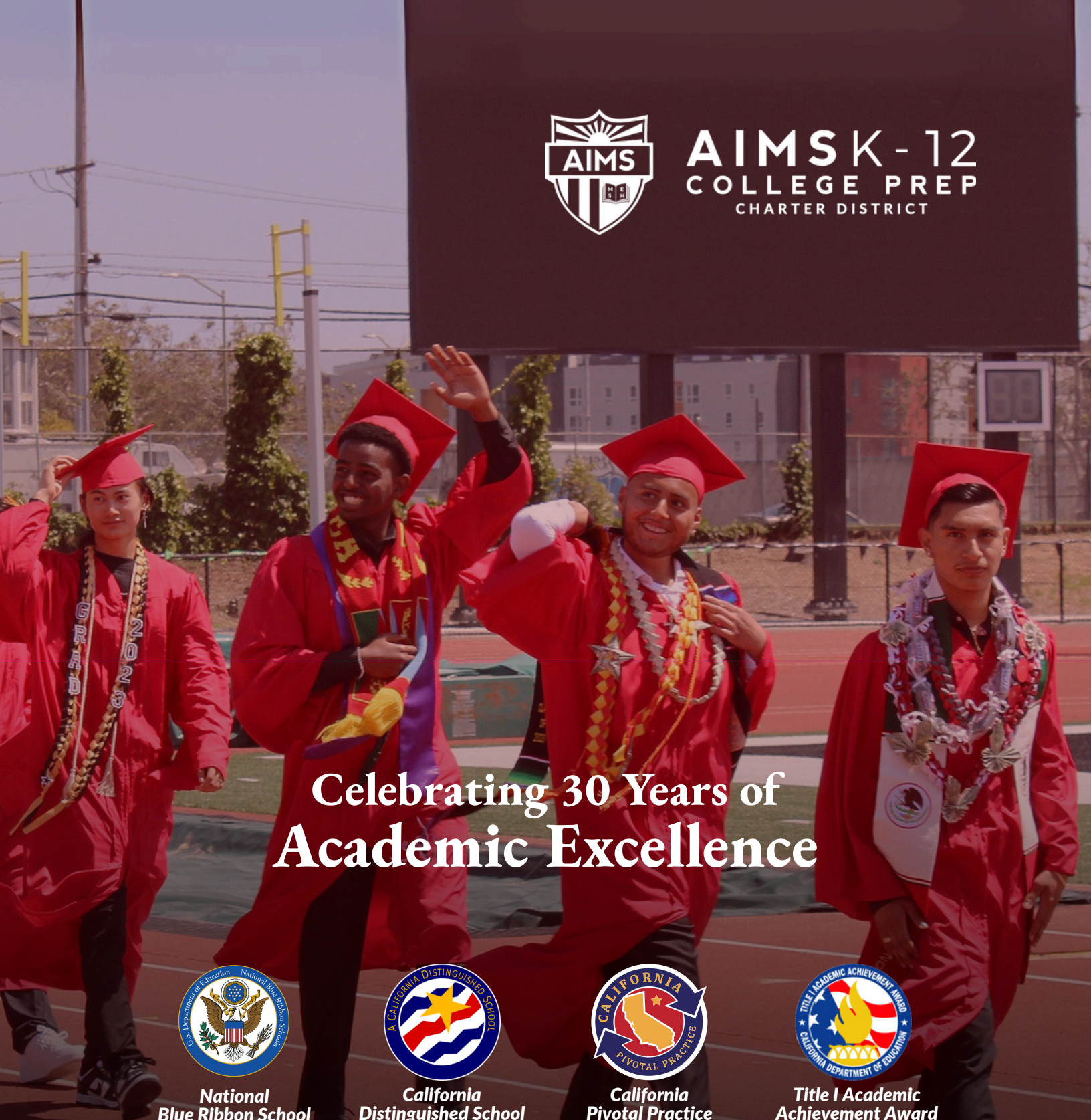
Collaborative and Effective Learning Community

We believe that a collaborative and professional learning community of adults is necessary to implement and improve practices across all pillars. That is why we are focusing on building conditions for collective efficacy and holding ourselves to high professional standards.

This work starts with defining shared goals and practices in this plan and collaborating in inquiry teams. Our teams use cycles of inquiry to develop and implement quarterly plans, analyze data, and reflect on the impact of our practices. Through collaborative inquiry and shared learning, we improve our practices to meet our goals.

OUR SHARED PRACTICES

	Instructional Practices (Teachers, Paraprofessionals, Tutors)	**Leadership Practices** (School leaders, teacher & family leaders)	**Organizational Practices** (District leaders and departments)
Rigorous Standards-based Instruction	IP1.1 Use high quality instructional materials to **backwards plan** units and lessons from standards IP1.2 Use daily methods to **check for understanding** IP1.3 Guide students in **self-assessing** their progress with standards	LP1.1 Facilitate grade-level, **collaborative planning** with quality curriculum LP1.2 Provide and facilitate adjustment of **pacing guides** LP1.3 Ensure teachers have **materials** they need to be successful	OP1.1 **high-quality instructional materials** and baseline training OP1.2 Provide common templates and **processes for planning** instruction OP1.3 Establish common **instructional look fors**
Targeted Assessment and Differentiation	IP2.1 Use assessment data to target **small group** and individualized instruction with specific skills IP2.2 Facilitate **student-led report card conferences** IP2.3 Use **ELD strategies** (e.g. sentence frames, vocabulary) to support ELs; Use **IEPs goals** to support students in accessing curriculum.	LP2.1 Track and support participation at **tiered support sessions** (after-school and Saturday) LP2.2 Set expectations for **data purpose and usage** and facilitate analysis. LP2.3 Provide **coaching** and PD with differentiation strategies (ELD, SPED, small groups).	OP2.1 Manage **Multi-tiered Systems of Support (MTSS)** through Coordination of Service Team (COST) OP2.2 Provide a clear **assessment calendar** and timely data reporting. OP2.3 Clarify **processes** for administration, input, reporting and analysis of each assessment.
Safe & Joyful Learning Environment	IP3.1 Explicitly teach and consistently implement "**EAGLES" core values** and expectations IP3.2 **Recognize and reward** positive student behaviors IP3.3 Use **culturally-responsive** and inclusive strategies to incorporate student identities	LP3.1 Set **clear expectations** for student behaviors and how staff should respond LP3.2 **Celebrate** students and hold school events to build connection and positive culture LP3.3 **Expect** and **support** all teachers to consistently implement classroom expectations	OP3.1 Use **restorative practices** to repair with students and adults OP3.2 Establish clear **procedures** including safety and emergency training OP3.3 Offer broad **co-curricular opportunities** to engage students (field trips, ELOP, sports, etc.)
Collaborative & Effective Learning Community	IP4.1 Use student **data/evidence** to drive collaboration in **PLC meetings** IP4.2 **Visit each others' classrooms** to facilitate collegial learning IP4.3 Set **professional growth goals** (including certification) and work to meet them	LP4.1 Create access to school leaders through clear **lines of communication** (e.g. office hours, timely response times) LP4.2 Establish goals for teachers and provide regular **feedback, coaching** and evaluation LP4.3 Facilitate **data-driven collaboration** and PD responsive to staff needs	OP4.1 Create access to district staff through clear **lines of communication** (e.g. office hours, timely response times) OP4.2 Establish **calendars** for collaboration, coaching and evaluation OP4.3 Communicate with **families**, seek their feedback, and engage them in leadership



AIMS K-12 College Prep Charter District is an award-winning, tuition-free public school. We offer free meal program, on-site academic support, special education, English learning, social-emotional support, athletics/clubs, and more!

We are open to all Oakland and California students. Resource families, students with disabilities, and English language learners are welcome to apply.

K-8: 171 12th Street | HS: 746 Grand Ave | Oakland | CA | **AIMSK12.ORG**

APPENDIX

X

Facility Use Agreement

FACILITIES USE AGREEMENT BETWEEN OAKLAND UNIFIED SCHOOL DISTRICT AND AIMS HIGH CHARTER SCHOOL

This Facilities Use Agreement ("Agreement") is by and between the Oakland Unified School District ("OUSD" or "District"), a California public school district and AIMS High Charter School ("Charter School"), a California non-profit public benefit corporation, for use of classroom space for educational purposes. District and Charter School may be referred to herein individually as a "Party" or collectively as the "Parties."

RECITALS

WHEREAS, Charter School is a non-profit public benefit corporation that is operating a charter properly approved pursuant to California law;

WHEREAS, Charter School properly made a timely request for facilities to District under Proposition 39, Education Code section 47614, and implementing regulations, as may be amended from time to time (collectively, "Proposition 39") for the 2024-2025 school year;

WHEREAS, under this Agreement, Charter School acknowledges that it is not necessarily receiving the exact number of rooms and/or square footage (e.g., number of teaching stations, specialized classroom space) for which it is eligible under Proposition 39 and, via this Agreement, Charter School is waiving its right under Proposition 39 to be provided with such rooms and/or square footage for the 2024-25, 2025-26, and 2026-27 school years;

WHEREAS, District and Charter School enter into this Agreement wherein District and Charter School mutually agree that, during the 2024-25, 2025-26, and 2026-27 school years, Charter School will occupy classrooms and use facilities ("Premises"), as particularly described in Exhibit A, located at: 746 Grand Avenue, Oakland, CA 94621; and

WHEREAS, the purpose of this Agreement is to satisfy any and all District obligations to provide facilities for Charter School, including (but not limited to) those under Proposition 39 for the 2024-25, 2025-26, and 2026-27 school years.

NOW THEREFORE, in consideration of the covenants and agreements hereinafter set forth, the Parties agree as follows:

1. **Use of Premises**. District agrees to allow use of the Premises by Charter School for the sole purpose of operating Charter School's educational program, and all associated uses therewith, for grade(s) 9-12 in accordance with its approved Charter Petition and this Agreement as well as all applicable federal, state, and local laws and regulations as well as District policies, regulations, and directives. Charter School shall not use the Premises for any use other than that specified in this Agreement and its Charter Petition without the prior written consent of District.

    1.1. Charter School shall not commit, or suffer to be committed, any waste on or about the Premises, or allow any sale by auction upon the Premises, or allow the Premises to be used for any unlawful purpose, or place any loads upon the floor, walls, or ceiling which endanger the structure, or place any harmful liquids in the plumbing, sewer, or storm

water drainage system of the Premises. No waste materials or refuse shall be dumped upon or permitted to remain on or about the Premises except in trash containers designated for that purpose.

1.2. Any uses which involve the serving and/or sale of alcoholic beverages and the conducting of games of chance are prohibited on the Premises. At all times, Charter School shall prohibit the use of tobacco products on the Premises and comply with all related federal, state, local, and District laws, regulations, and policies.

1.3. Charter School shall not use or permit the use of the Premises or any part thereof for any purpose not consistent with a public educational facility.

1.4. Charter School shall require all invitees and guests to use the Premises only in conformance with the permitted use and with applicable governmental laws, regulations, rules, and ordinances. Charter School shall comply with District policies and District administrative regulations—as updated from time to time—regarding the operations and maintenance of the school facility and furnishings and equipment, except to the extent variation is approved in writing in advance by District. However, Charter School need not comply with policies in cases where actual District practice substantially differs from official policies, in which case Charter School shall comply with actual District practice. Where the Premises are damaged by Charter School's invitees and/or guests and Charter School's negligence in supervising its invitees and guests was a contributing factor, Charter School's insurance shall be primary for such damage.

1.5. Charter School shall be liable for actual damages to District if Charter School does or permits anything to be done on or about the Premises or brings or keeps anything therein which in any way increases District's existing insurance rate or affects any fire or other insurance upon the Premises, or causes a cancellation of any insurance policy covering the Premises or any part thereof or any of the contents of the Premises, or if Charter School sells or permits to be kept, used, or sold on or about the Premises anything which may be prohibited by a standard form policy of fire insurance.

1.6. Charter School agrees to comply with the provisions of the Civic Center Act (Education Code § 38131 *et seq.*) to make the Premises accessible to members of the community. The Parties understand that the Premises are to be used primarily for educational programs and activities and, as such, any use of the Premises by members of the community shall not interfere with Charter School's educational program or activities. Any request received by Charter School for use of the Premises pursuant to the Civic Center Act shall be promptly forwarded to District. District shall be responsible for coordinating access to the Premises under the Civic Center Act, and any fee paid for use of the Premises under the Civic Center Act shall be paid to District, unless Charter School under this Agreement bears the responsibility of paying for day-to-day or routine maintenance and custodial services, in which case the fee shall be paid to Charter School.

1.7. Charter School shall respond in a timely manner to concerns or complaint raised by members of the community directed at Charter School or related to Charter School activities and shall work to resolve such concerns or complaints, including but not limited to trash removal, traffic, parking, littering, and noise.

1.8. In the event of an emergency, all District facilities, including the Premises, shall be available for use by the American Red Cross or public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. Whether the Premises are selected or used as emergency locations shall be at the sole discretion of District.

1.9. In addition to the requirements set forth in this Section, Charter School agrees it will participate in and observe all District protocols and practices related to the safety and security of the Premises (e.g., emergency chain of information and participation in safety drills) as those may be updated from time to time, except to the extent variation is approved in writing in advance by District.

2. Term. The term of this Agreement shall be for 3 years ("Term"). The commencement date shall be July 1, 2023, ("Commencement Date"), and, unless sooner terminated under any provision herein, this Agreement shall end on June 30, 2027("End Date").

3. Use Fee and Utilities

3.1. For and in consideration of the use of the Premises for the Term of this Agreement, Charter School agrees to pay District the following annual rate(s) ("Use Fee"):

For 26,951 square feet, including utilities: 2024-25 Proposition 39 per square foot rate of $6.58 during the 2024-25 fiscal year; 1.05 times the 2025-26 Proposition 39 per square foot rate during the 2025-26 fiscal year; and 1.10 times the 2026-27 Proposition 39 per square foot rate during the 2026-27 fiscal year; and

3.2. Charter School shall have the use of the premises, including 17 classrooms, as detailed in Exhibit A, for the 2024-25, 2025-26, and 2026-27 fiscal years.

3.3. The Use Fee shall be paid quarterly during the school year, according to the following schedule: 25% by October 1; 25% by December 1; 25% by March 1; 25% by June 30.

3.4. Jointly Used Shared Site: If District uses the property on which Premises is located and Charter School and District share indoor space on the Premises, District shall furnish or cause to be furnished necessary utilities to the Premises. For purposes of this Agreement, utilities include electrical, natural gas, sewer, waste disposal/recycling, and water services. The Use Fee shall include the charges associated with these utilities for the Premises.

District's failure to furnish or cause to be furnished such utilities when the failure is caused by (i) acts beyond the reasonable control of District, (ii) strikes, lockouts, labor disturbances, or labor disputes of any kind, (iii) any laws, rules, orders, ordinances, regulations, requirements, or any other action by federal, state, county, or municipal authority, or (iv) any other unavoidable delay shall not cause District to be in default of this Agreement and shall not result in any liability of District. Charter School shall comply with all District energy conservation policies relating to use of the Premises.

3.5. Charter School acknowledges that late payment by Charter School to District of the Use Fee and other sums due to District under this Agreement will cause District to incur costs not contemplated by this Agreement, the exact amount of which will be extremely difficult to ascertain. Such costs include, but are not limited to, processing and accounting charges. Accordingly, if District does not receive any installment of the Use Fee or any other sum due from Charter School by 4:00 p.m. within ten (10) days after such amount is due, Charter School shall pay to District, in addition to the Use Fee, a late charge ("Late Charge") equal to five percent (5%) of such overdue amount or the maximum amount allowed by law, whichever is less. The Parties hereby agree that each Late Charge represents a fair and reasonable estimate of the costs District will incur by reason of each late payment by Charter School. Acceptance of any Late Charge by District shall in no event constitute a waiver of Charter School's default with respect to the overdue amount, nor prevent District from exercising any of its other rights and remedies granted hereunder.

4. Internet. Notwithstanding Section 3, Charter School shall obtain its own internet service and telephone provider and shall assume sole responsibility for obtaining all hardware at its own expense as well as upkeep and maintenance of all telephone systems, data lines, and related equipment, software, and hardware. Charter School may use any pre-existing T-1 Line located in the Premises, if any. In the event Charter School uses a pre-existing T-1 Line, Charter School shall transfer billing of the line to Charter School upon approval from District's Technology Services Department. Charter School shall be responsible for any and all improvements to the facilities made in order to allow upgrades to utilities and shall obtain District's prior written consent and approval for any such improvements pursuant to Section 15 (Title to and Removal of Charter School's Improvements/Premises; Equipment Requirements) of this Agreement.

5. Furnishings and Equipment.
The furnishings and equipment to be provided by District for Charter School are those furnishings and equipment that exist at the Premises as of the effective date. Said furnishings and equipment fulfill any and all District legal obligations to under Proposition 39 for the Term. Charter School is responsible for any furnishings and equipment over and above those provided by District as of the effective date. Charter School shall return all District-owned furniture, fixtures, and equipment to District in like condition at the end of the Term or upon termination under this Agreement, excepting ordinary wear and tear. Charter School shall be fully and solely responsible for costs to repair or replace any damaged furniture, fixtures, and equipment to like condition, excepting ordinary wear and tear.

6. Additional Services. Charter School and District may negotiate additional services or equipment as requested by Charter School. District shall assess Charter School separately for the cost to provide the additional services or equipment, if any.

7. Parking.
7.1. Charter School shall abide by District policies, regulations, and directives concerning the use of parking such as those related to the drop-off and pick-up of students. Charter School shall instruct its visitors, invitees, and guests to park on available street parking consistent with applicable laws and ordinances. Charter School shall not abandon any inoperative vehicles or equipment on any portion of District property. District shall not be liable for any personal injury suffered by Charter School or Charter School's visitors, invitees, and guests arising out of the use of parking at or near the School Site. District shall not be responsible

for any damage to or destruction or loss of any of Charter School or Charter School's visitors, invitees, or guests' personal property located or stored in street parking, or on District property except where caused by District's negligence or misconduct. Charter School accepts any portion of the Premises available for parking "as is" and Charter School acknowledges that District has not made and is not making any warranties whatsoever with respect to such parking.

7.2. Charter School and District shall share the parking lot areas as described in Exhibit A. As described in Exhibit A, Charter School shall have access to the northern portion of the parking lot for Physical Education during school hours, and shall only use the southern portion of the parking lot for basketball on weekends and weekdays after 5:30pm. There shall be no parking in the driveway leading up from Grand Avenue to the main building. Charter School and District staff shall leave at least four parking spots open for families in front of the OUSD Student Welcome Center.

7.3. Charter School shall limit student parking to 18 student parking passes issued annually to Charter School students.

7.4. Charter School and District shall schedule a conversation prior to July 15 of each year to work together to coordinate at least two days for District to use entire parking lot to conduct in-person enrollment prior to the start of the school year, unless the in-person enrollment dates overlap with Charter School's school year.

8. Full Satisfaction of Proposition 39/Release of Claims. Parties agree that this is a negotiated agreement and that, upon execution of this Agreement, all obligations of District to Charter School under Proposition 39 have been satisfied with respect to requests for and offers of facilities for the 2024-25, 2025-26, and 2026-27 school years and Charter School agrees to waive its right to bring a legal action based on any claims arising out of or relating to alleged compliance or noncompliance with Proposition 39 for the 2024-25, 2025-26, and 2026-27 school years. This waiver does not extend to the rights and obligations of the Parties set forth in this Agreement.

9. Condition of Premises.

9.1. District shall not be required to make or construct any alterations—including but not limited to structural changes, additions, or improvements—to the Premises except as set forth herein. District shall remain responsible for ensuring the Premises is in compliance with the requirements of the Americans with Disabilities Act, California Fair Employment and Housing Act, and other applicable building code standards except that Charter School, and not District, shall be responsible for compliance with the Americans with Disabilities Act, California Fair Employment and Housing Act, and other applicable building code standards in connection with any modification of the Premises by Charter School after Charter School takes possession of the Premises at the start of the Term. Charter School shall obtain District's prior written consent and approval for any such modification pursuant to Section 15 (Title to and Removal of Charter School's Improvements/Premises; Equipment Requirements) of this Agreement. By entry and taking possession of the Premises pursuant to this Agreement, Charter School accepts the Premises.

9.2. Charter School acknowledges that neither District nor District's agents have made any representation or warranty as to the suitability of the Premises for Charter School's Program except as set forth herein. District warrants that the Premises may be used to operate the Charter School's educational program. Any agreements, warranties, or representations not expressly contained in this Agreement shall in no way bind District or Charter School, and District and Charter School expressly waive all claims for damages by reason of any statement, representation, warranty, promise, or agreement, if any, not contained in this Agreement.

9.3. If structural damage occurs to the Premises, making the structure damaged to a lesser condition than existed on the effective date, then District will, at its sole discretion, either provide reasonably equivalent alternative facilities to Charter School to accommodate its projected in-District ADA for the remaining term of this Agreement, or repair the damage in order to bring it back to a condition which is similar to the condition which existed on the effective date. District shall provide temporary facilities to accommodate any in-District students displaced during any repair. District shall, in good faith, pro-rate the Use Fee during the "repair" period, if the resulting structural damage prohibits Charter School from carrying out its normal daily activities and the temporary facilities cannot serve as an adequate replacement.

9.4. Charter School shall not change the locks on the building without written approval by OUSD's Buildings and Grounds Department. If Charter School chooses to change the locks on the building after such written approval, Charter School is responsible for the cost of District rekeying the building prior to vacating the site.

10. Title to Premises. The Parties acknowledge that title to the Premises and all associated real property is held by District.

11. District's Entry and Access to Premises. District and its authorized representatives shall have the right, with two school-days' prior written notice to Charter School, to enter the Premises during normal business hours for the purpose of inspection ("Inspection"). However, District may provide less than two school-days' prior written notice with good cause and that no prior notice shall be required in an emergency situation. In an emergency, District shall make its best efforts to give notice to Charter School immediately upon District's receipt of notification of any emergency. If Charter School is not present to open and permit an entry into the Premises in an emergency situation as reasonably determined by District, District may enter by means of a master key without liability.

11.1. If Charter School is violating the any of the use restrictions of this Agreement or is not in material compliance with any applicable law related to its use of the Premises, then all reasonable costs and expenses reasonably and actually incurred by District in connection with any Inspection shall become due and payable by Charter School due District (beyond any Use Fees or other payments due District), within ten (10) days of written demand.

11.2. If Charter School fails to perform any covenant or condition required to be performed by Charter School pursuant to this Agreement, District and its authorized representative shall have the right, after reasonable prior written notice to Charter School, to enter the Premises during normal business hours for the purpose of performing the covenant or

condition at District's option after thirty (30) days' written notice to and failure to perform by Charter School. However, no such prior written notice is required in the case of emergencies. Charter School shall reimburse District for all costs incurred by District within ten (10) days of written demand, together with interest at the Interest Rate computed from the date incurred by District until paid. Any performance by District of Charter School's obligations shall not waive or cure the default. All reasonable out-of-pocket costs and expenses actually incurred by District, including reasonable attorneys' fees (whether or not legal proceedings are instituted), in collecting the fees herein or enforcing the obligations of Charter School under this Agreement shall be paid by Charter School to District within ten (10) days of written demand. District may, during the progress of any work authorized by this Subsection (11.2), keep and store on the Premises all necessary materials, tools, supplies and equipment, but shall do so in a manner designed to limit the inconvenience, annoyance, disturbance, loss of business, or other damage to Charter School. District shall not be liable for inconvenience, annoyance, disturbance, loss of business, or other damage to Charter School by reason of making the repairs or the performance of any work.

11.3. Notwithstanding the foregoing and without further notice, District shall have the right to enter the Premises to conduct its own operations, to perform any routine or deferred maintenance, or conduct inspections of the Premises, or any other legally permissible purposes. District will use reasonable efforts during the course of any access of the Premises to not disrupt Charter School's classroom and instructional activities consistent with District's practices at its schools. Where practicable, District shall provide relevant scheduling information to Charter School.

11.4. Charter School expressly waives any claim for damages for any inconvenience to or interference with Charter School's educational program and for any loss or use of quiet enjoyment of the Premises related to District's entry into the Premises for the purposes identified in this Section (11).

12. Surrender of Premises.

12.1. On the last day of the Term, or upon any termination under this Agreement, Charter School shall surrender in good order, condition, and repair the Premises to District and any existing improvements made by Charter School that were approved by District, and any structural improvements made by District subsequent to the Commencement Date, excepting normal ordinary wear and tear, and free and clear of all liens, claims, and encumbrances, though nothing in this provision shall be construed to authorize Charter School to allow or cause to be placed any liens, claims, and/or encumbrances of any kind, unless expressly permitted in this Agreement. This Agreement shall operate as a conveyance and assignment to District of any improvements identified by District to remain on the Premises.

12.2. Charter School shall remove from the Premises all of Charter School's personal property, trade fixtures, and any improvements made by Charter School which Charter School and District agreed would be removed by Charter School. Removal of Charter School's property shall be subject to all applicable laws, including any local permits and/or approval by the California Department of General Services, Division of the State Architect ("DSA").

12.3. All property that is not removed on or before the end of the Term shall be deemed abandoned by Charter School and associated costs to store, remove, or dispose of such abandoned property shall be the responsibility of Charter School.

12.4. If Charter School remains in possession of the Premises or any part thereof after the end of the Term or upon termination under this Agreement without the express written consent of District, Charter School shall indemnify District against loss or liability resulting from delay by Charter School in surrendering the Premises including, without limitation, any claims made by any succeeding Charter School or loss to District due to lost opportunities to timely obtain succeeding tenants.

12.5. If Charter School remains in possession of the Premises or any part thereof after the end of the Term or upon termination under this Agreement without the express written consent of District, Charter School's occupancy shall be a tenancy on a month-to-month basis for a pro rata share equal to one hundred fifty percent (150%) of all monthly sums charged and owing the previous thirty (30) calendar day period, subject to the limitations set forth in this Section (12). No payment of money by Charter School after (i) the end of the Term, (ii) earlier termination of this Agreement, or (iii) the giving of notice of early termination by either Party shall reinstate, continue, or extend the Term.

12.6. Charter School's projected in-District Average Daily Attendance ("ADA") for the 2024-25 school year, upon which the Premises are provided, is 336.53. The Parties agree that the overallocation provisions under the California Code of Regulations, Title 5, section 11969.8 only shall apply separately to each Proposition 39 request year covered by this Agreement.

13. Taxes and Assessments. Charter School shall pay any assessment on the Premises, such as any fee or tax on any improvements Charter School constructs or causes to be constructed on the Premises, whether real estate, general, special, ordinary or extraordinary, any rental levy or tax, improvement bond, and/or fee imposed upon or levied against the Premises or Charter School's legal or equitable interest created by this Agreement, and any taxes assessed against and levied upon Charter School's alterations and utility installations that may be imposed by any authority having the direct or indirect power to tax and where the funds are generated with reference to the Premises' address and where the proceeds so generated are applied by the city, county, or other local taxing authority having jurisdiction. The provisions of this Section (13) shall survive the expiration or termination under this Agreement. Nothing in this Section (13) shall be construed to override the requirement in Section 15 (Title to and Removal of Charter School's Improvements/Premises; Equipment Requirements) that Charter School obtain the express written consent of District to perform any improvements on the site, unless expressly permitted by this Agreement.

14. Maintenance.

14.1. Charter School agrees to provide, at its own cost and expense, any and all day-to-day upkeep and operations for the Premises, including (without limitation) routine repair, cleaning, and general maintenance. Maintenance to be provided by Charter School shall be consistent with the standards set forth by this Agreement and shall insure safe and healthful use.

14.2. District shall have no day-to-day maintenance or repair obligations with respect to the Premises. Charter School hereby expressly waives the provisions of subsection 1 of section 1932 and sections 1941 and 1942 of the Civil Code and all rights to make day to day repairs at the expense of District as provided in section 1942 of the Civil Code.

14.3. District shall be responsible for the major maintenance of the Premises. For purposes of this Agreement, "major maintenance" includes (but is not limited to) all non-routine maintenance, replacement and repair services, including the major repair or replacement of the roof, flooring, mechanical systems (plumbing, heating, ventilation, air conditioning, electrical), exterior and interior painting, and any other items considered deferred maintenance under Education Code section 17582. Pursuant to Section 5 (Furniture and Equipment), Charter School shall be responsible for replacement and repair of furnishings and equipment.

15. Title to and Removal of Charter School's Improvements/Premises; Equipment Requirements.

15.1. Charter School shall not construct or cause to be constructed on the Premises any improvements ("Charter School's Improvements") without express prior written consent from District. At the time District considers Charter School's request to construct improvements on the Premises, District will inform Charter School, in writing, whether it will require Charter School to remove Charter School Improvements at the expiration or earlier termination of the Term.

15.2. Charter School shall, at its expense, obtain all necessary environmental and governmental approvals and permits, including, without limitation, the California Environmental Quality Act (Government Code section 21000 *et seq*.) ("CEQA"), the Field Act (Education Code section 17280 *et seq*.), any other applicable Building Code requirements, the Americans with Disabilities Act of 1990 (42 U.S.C. § 12101), and applicable State law governing access to facilities, as well as any necessary approvals from any local authority including any grading, zoning, design review and other required permits or approvals, if applicable, prior to commencing construction, and shall provide District with evidence of approval by all applicable governmental agencies. To the extent that District assumes lead agency status for any "project" under CEQA related to the provision of facilities under this Agreement, Charter School agrees to reimburse District for any and all reasonable costs and expenses related to achieving compliance with CEQA.

15.3. Any modifications to the Premises, including (without limitation) construction, creation of gardens, painting, and addition of play structures or shade structures, must be approved in writing in advance by District's Buildings and Grounds Department, and such approval shall not be unreasonably withheld, conditioned, or delayed. Charter School's contractor must be approved in writing in advance by District, and such approval shall not be unreasonably withheld. All contractors and subcontractors of Charter School, if any, shall be: duly licensed in the State of California; bonded as required by law; maintain levels of casualty, liability, and workers' compensation insurance; and performance and payment bonds consistent with District construction requirements. Charter School must follow all applicable procurement laws with respect to Charter School's Improvements including

(without limitation): issuing requests for proposals to obtain competitive pricing as required by law; adhering to prevailing wage laws; making best efforts to comply with the local hiring requirements in accordance with District Administrative Regulation and Board Policy 7115 ("Capital Program / Construction Related Local, Small Local and Small Local Resident Business Enterprise Program, and Board Policy"); and adhering to all applicable minimum wage requirements. Charter School is encouraged to incorporate Collaborative for High-Performance Schools standards into the design of all improvements made under this Agreement and is encouraged to incorporate all editions of the California Green Building Standards Code.

15.4. Under all circumstances, Charter School must seek and receive approval from DSA for any of Charter School's Improvements if required by DSA.

15.5. Notwithstanding any other provision herein, Charter School shall not install any ovens, stoves, hot plates, toasters, or similar items (not including microwave ovens) without the prior written consent of District.

15.6. Charter School shall, at all times, indemnify and hold District harmless from all claims for labor or materials in connection with construction, repair, alteration, or installation of structures or improvements by, at the direction of, for the benefit of, or on behalf of Charter School within the Premises, and from the cost of defending against such claims, including (without limitation) attorney's fees. Charter School shall provide District with at least ten (10) days written notice prior to commencement of any work which could give rise to a mechanics' lien or stop payment notice. District has the right to enter upon the Premises for the purpose of posting Notices of Non-responsibility. In the event a lien is imposed upon the Premises as a result of such construction, repair, alteration, or installation, Charter School shall:

15.6.1. Record a valid Release of Lien; or

15.6.2. Deposit sufficient cash with District to cover the amount of the claim on the lien in question and authorize payment to the extent of the deposit to any subsequent judgment holder that may arise as a matter of public record from litigation with regard to the lien-holder claim; or

15.6.3. Procure and record necessary bonds that frees the Premises and all associated real property from the claim of the lien from any action brought to foreclose the lien.

If Charter School fails to accomplish one of these three optional actions within fifteen (15) days after the filing of any lien or stop payment notice, Charter School shall be deemed to be in default of this Agreement, which shall be subject to immediate termination.

15.7. If required by District at the time it approves Charter School's Improvements, on or before the expiration of this Agreement, or within thirty (30) days after any termination under this Agreement, Charter School shall remove Charter School's Improvements, at its sole expense. Charter School shall repair any damage to the Premises or other District property caused by removal of Charter School's Improvements and restore the Premises and all other District property damaged by the removal to good condition, less ordinary wear and

tear. In the event that Charter School fails to timely remove Charter School's Improvements, District, upon fifteen (15) days written notice, may either (i) accept ownership of Charter School's Improvements with no cost to District, or (ii) remove Charter School's Improvements at Charter School's sole expense. If District chooses to accept ownership of Charter School's Improvements, Charter School shall execute any necessary documents to effectuate the change in ownership of Charter School's Improvements. If District removes Charter School's Improvements, Charter School shall pay all invoices for the removal of Charter School's Improvements within thirty (30) days of written demand.

16. Safety of Premises. Consistent with the requirement of Section 1 (Use of Premises), Charter School is responsible for safety and security on the Premises. Charter School specifically acknowledges, understands, and agrees that District is neither responsible for, nor has the obligation to supply, provide, establish, maintain, or operate security and safety measures for either Charter School or the Premises.

17. Incident/Accident/Mandated Reporting.

17.1. Charter School shall notify OUSD, via email pursuant to Section 23 (Notices), within twelve (12) hours of learning of any significant accident or incident on the premises. Examples of a significant accident or incident include (without limitation) an accident or incident that involves serious injury or death or referral to law enforcement or possible or alleged criminal activity.

17.2. Charter School agrees to comply with all applicable federal, state, local, and District laws, statutes, ordinances, regulations, orders, and directives, regardless of form, with respect to COVID-19 health and safety requirements, guidance, and protocols, including but not limiting to proper face coverings, vaccination status, social distancing, hygiene practices, and maintenance of required cohorts, if applicable.

If District uses the property on which the Premises is located (regardless of whether Charter School and District share indoor space), Charter School agrees to immediately adhere to and follow any OUSD directives regards health and safety protocols including, but not limited to, providing OUSD with information regarding possible exposure of OUSD employees and students to any employee, contractor, subcontractor, agent, representative, or student of Charter School and information necessary to perform contact tracing.

17.3. To the extent that an employee, subcontractor, agent, or representative of Charter School is included on the list of mandated reporters found in Penal Code section 11165.7, Charter School agrees to inform the individual, in writing, that they are a mandated reporter, and describing the associated obligations to report suspected cases of abuse and neglect pursuant to Penal Code section 11166.5.

17.4. Charter School shall bear all costs of compliance with this Section (17).

18. Fingerprinting and Criminal Background Verification. Charter School shall be responsible for ensuring compliance with all applicable fingerprinting and criminal background investigation requirements described in Education Code sections 44237, 44830.1, and 45125.1 and other

applicable statutes or regulations for the Premises. The District will ensure that it has complied with the foregoing for any district employee it sends to the Premises.

19. Default and Termination.

19.1. Charter School's Default. The occurrence of any one of the following events shall be considered a default of this Agreement by Charter School:

19.1.1. The failure of Charter School to promptly pay the Use Fee, Late Charge, or other fees, payments, or indebtedness identified or required by this Agreement when such failure continues fifteen (15) days after written notice, provided that such a notice shall not be exclusive to, and shall be cumulative to, the procedure set forth under Code of Civil Procedure Section 1161.

19.1.2. The expiration of Charter School's charter without renewal. Charter School shall not be deemed in default while any administrative, non-judicial appeals are pending under Education Code section 47605 et seq. as amended from time to time, provided that the charter school complies with all other provisions of this agreement.

19.1.3. The revocation of Charter School's charter by their authorizer. Charter School shall not be deemed in default while any administrative, non-judicial appeals are pending under Education Code section 47605 *et seq*. as amended from time to time.

19.1.4. The failure of Charter School to observe or perform any of its other covenants or obligations hereunder, which failure continues for thirty (30) days after written notice thereof by District to Charter School (unless the nature of the default is such that more than thirty (30) days are required for its cure and Charter School shall have commenced a cure within the thirty (30) day period and thereafter diligently prosecute the same to completion; provided, however, in no event shall the default continue for more than ninety (90) days after written notice thereof by District to Charter School); provided, however, that any notice shall be in lieu of, and not in addition to, any notice required under Code of Civil Procedure section 1161, and the thirty (30) day cure period shall run concurrently with any cure period required under California law, including Code of Civil Procedure section 1161.

19.1.5. Charter School's abandonment of the Premises for a period of fifteen (15) consecutive days (with or without the payment of fees), it being agreed that the fact that any of Charter School's property remains in the Premises shall not be evidence that Charter School has not vacated or abandoned the Premises; provided, however, any normal holidays or vacation days shall not constitute abandonment of the Premises. A move by Charter School to provide only virtual instruction as a result of Charter School students' or employees' quarantine due to exposure to, or infection with, COVID-19 or pursuant to local or state public health guidance or order shall not be deemed abandonment for purposes of this Paragraph (19.1.5).

19.1.6. The making by Charter School of any general assignment or general arrangement for the benefit of creditors; the filing by or against Charter School or any guarantor of this Agreement of a petition to have Charter School or any guarantor of this Agreement adjudged a bankrupt or a petition for reorganization or arrangement under any law relating to bankruptcy (unless, in the case of a petition filed against Charter School or any guarantor of this Agreement, the same is dismissed within sixty (60) days); the appointment of a trustee or receiver to take possession of substantially all of Charter School's assets located at the Premises, or of Charter School's interest in this Agreement, where possession is not restored to Charter School within thirty (30) days; or the attachment, execution, or other judicial seizure of substantially all of Charter School's assets located at the Premises or of Charter School's interest in this Agreement, where such seizure is not discharged within thirty (30) days.

19.1.7. The making or furnishing by Charter School of any warranty, representation, or statement to District in connection with this Agreement, which is false or misleading in any material respect when made or furnished.

19.1.8. The assignment, subletting, or other transfer, or any attempted assignment, subletting, or other transfer, of this Agreement.

In the event of one or more of such defaults by Charter School, District shall have the right, in addition to all other rights available to District under this Agreement or now or later permitted by law or equity, to terminate this Agreement by providing Charter School with a notice of termination. Upon termination of this Agreement, District may recover from Charter School the worth at the time of award any unpaid Use Fees, Late Charges, or other fees or payments owed to District by Charter School. In addition, upon termination, Charter School shall immediately vacate the Premises.

The rights and remedies of District set forth herein are not exclusive, and District may exercise any other right or remedy now or later available to it under this Agreement, at law or in equity.

19.2. Early termination by Charter School. Charter School shall have the option to terminate this Agreement effective June 30, 2025 by giving written notice to OUSD by no later than November 1, 2024, and on June 30, 2026 by giving written notice to OUSD no later than November 1, 2025.

19.3. District's Default. District shall not be in default of any of its obligations under this Agreement unless District fails to perform such obligations within a reasonable time, but in no event less than thirty (30) days, after written notice by Charter School to District specifying that District has failed to perform its obligations; provided, however, that if the nature of District's default requires more than thirty (30) days to cure, District shall not be in default if District commences a cure within thirty (30) days and thereafter diligently prosecutes the same to completion. If District defaults hereunder, then Charter School may have by reason of such default all remedies available at law or equity, which includes the remedy of self-help and deduction of reasonable self-repair costs from the pro rata share

payments owed, provided that nothing in this provision shall be construed so as to nullify, supersede, or render inapplicable to any such self-help remedies the requirement that any Charter School's Improvements require express prior written consent from District.

Charter School shall have no rights as a result of any default by District until Charter School gives thirty (30) days' notice to District specifying the nature of the default. If District defaults hereunder after receipt of Charter School's written notice, then Charter School may have by reason of such default remedies including the remedy of self-help and deduction of reasonable self-repair costs from the pro rata share payments owed, provided that nothing in this provision shall be construed so as to nullify, supersede, or render inapplicable to any such self-help remedies the requirement that any Charter School's Improvements require express prior written consent from District.

20. Reciprocal Indemnification. District and Charter School hereby agree and acknowledge that the relationship between District and Charter School for purposes of this Agreement is solely a landlord/tenant relationship and not a principal/agent relationship or any other relationship. Charter School is acting on its own behalf in operating from the Premises any school thereon (or any other purpose(s) thereupon) and is not operating as an agent of District.

Except where the losses, costs, damages, expenses, and liabilities (including without limitation court costs and reasonable attorneys' fees) are caused by District's negligence or misconduct, to the fullest extent permitted by law, Charter School ("Indemnifying Party") shall indemnify, defend, release, and protect District, its affiliates, successors, and assigns as well as its officers, board members, other members, partners, agents, representatives, and employees ("District Indemnified Party" or "District Indemnified Parties") and hold District Indemnified Parties harmless from any and all losses, costs, damages, expenses and liabilities (including without limitation court costs and reasonable attorneys' fees) (collectively "Claims") incurred in connection with or arising from any cause (i) in the use or occupancy by Charter School of the Premises (including without limitation, the operation by Charter School of the School from the Premises), or (ii) in connection with the operations by Charter School at the Premises, including without limiting the generality of the foregoing:

20.1. Any default by Charter School in the observance or performance of any of the terms, covenants, or conditions of this Agreement on Charter School's part to be observed or performed;

20.2. The use or occupancy of the Premises by Charter School of any person claiming by, through or under Charter School or Charter School's employees, agents, contractors, licensees, directors, officers, partners, trustees, visitors or invites, or any such person in, on or about the Premises either prior to, during, or after the expiration of the Term of this Agreement (singularly, "Liability"; collectively, "Liabilities"); or

20.3. Any claim by a third party that District is responsible for any actions by Charter School in connection with any use or occupancy of the Premises or in any way related to this Agreement.

Except where the losses, costs, damages, expenses and liabilities (including without limitation court costs and reasonable attorneys' fees) are caused by Charter School's negligence or misconduct, to the fullest extent permitted by law, District shall indemnify, defend, release and protect Charter School, its affiliates, successors and assigns, and its officers, directors, shareholders, board members, other members, partners, agents and employees ("Charter Indemnified Party" or "Charter Indemnified Parties") and hold Charter Indemnified Parties harmless from any and all losses, costs, damages, expenses, and liabilities (including without limitation court costs and reasonable attorneys' fees) (collectively "Claims") incurred in connection with or arising from any cause (i) in the use or occupancy by District of the Premises (including without limitation, the operation by District of operations on the Premises), or (ii) in connection with the operations by District at the Premises, including without limiting the generality of the foregoing:

20.4. Any default by District in the observance or performance of any of the terms, covenants or conditions of this Agreement on District's part to be observed or performed;

20.5. The use or occupancy of the Premises by District or any person claiming by, through or under District or District's employees, agents, contractors, licensees, directors, officers, partners, trustees, visitors or invitees, or any such person in, on or about the Premises either prior to, during, or after the expiration of the Term of this Agreement (singularly, "Liability"; collectively, "Liabilities"); and

20.6. Any claim by a third party that Charter School is responsible for any actions by District in connection with any use or occupancy of the Premises or in any way related to this Agreement.

The provisions of this Section (20) shall survive the expiration or sooner termination of this Use Agreement. The applicable Party shall, upon receiving a proper request by a District or Charter Indemnified Party, undertake the defense of any Liabilities threatened or asserted against such Indemnified Party on all of the following terms and conditions:

20.7. Notice of the assumption of such defense ("Notice") shall be delivered to such Indemnified Party within fifteen (15) days after transmittal.

20.8. Such defense shall be conducted by reputable attorneys retained by District or Charter Indemnifying Party and approved by the other Party if choice of counsel is included in the relevant insurance policy, and with the prior written approval of all District and Charter Indemnified Parties against whom such Liability has been asserted or threatened, which approval shall not be unreasonably withheld, delayed or conditioned, all at District or Charter Indemnifying Party's sole cost and expense. In the event the interests of District or Charter Indemnifying Party and any such District or Charter Indemnified Parties in the action conflict in such manner and to such an extent as to require, consistent with applicable standards of professional responsibility or the retention of separate counsel for each of District or Charter Indemnified Parties involved in the action, District or Charter Indemnifying Party shall pay all fees and costs charged or incurred by separate counsel.

20.9. District or Charter Indemnifying Party agrees to promptly notify the other Party of the commencement of any litigation or proceedings pending, threatened, or commenced (whether or not served) against Indemnifying Party, or any of the board members,

directors, officers, agents, or employees of Indemnifying Party, in connection with the matters set forth in this Agreement. The provisions of this Section (20) shall survive the expiration or sooner termination of this Use Agreement.

21. Insurance.

21.1. As specified in this Section 21, Charter School is to purchase and maintain insurance with insurers with a current A.M. Best Insurance rating of no less than A-minus: VII and subject to the approval of District, except that insurance through a Joint Powers Authority shall be deemed sufficient under this Agreement. Charter School shall furnish District with the original certificates and amendatory endorsements effecting coverage required.

21.2. Charter School acknowledges that any insurance maintained by District will not insure any of Charter School's property or improvements made by Charter School.

21.3. Charter School shall, at Charter School's expense, obtain and keep in force, during the term of this Agreement, and any extensions thereto, a policy of commercial general liability insurance and a comprehensive auto liability policy insuring District and Charter School against claims and liabilities arising out of the operation, condition, use, or occupancy of the Premises and all areas appurtenant thereto, including parking areas. Charter School's comprehensive auto liability policy shall insure all vehicle(s), whether hired, owned or non-owned. Charter School's commercial general insurance shall be at least as broad as the Insurance Service Office (ISO) CG 00-01 form and in an amount of not less than Two Million dollars ($2,000,000) for bodily injury or death and property damage as a result of any one occurrence and Five Million dollars ($5,000,000) general aggregate policy limit. In addition, Charter School shall obtain a products/completed operations aggregate policy in the amount of Two Million dollars ($2,000,000). The insurance carrier, deductibles, and/or self-insured retentions shall be approved by District, which approval shall not be unreasonably withheld. Prior to the Commencement Date, Charter School shall deliver to District a certificate of insurance evidencing the existence of the policies required hereunder and copies of endorsements stating that such policies shall:

21.3.1. State the coverage is primary and any coverage by District is in excess thereto;

21.3.2. Contain a cross liability endorsement; and

21.3.3. Include a separate endorsement naming District as an additional insured.

At least thirty (30) days prior to the expiration of each certificate, and every subsequent certificate, Charter School shall deliver to District a new certificate of insurance consistent with all of the terms and conditions required in connection with the original certificate of insurance as described herein.

21.4. During the Term of this Agreement, and any extensions thereto, District shall maintain at its cost a policy of standard fire and casualty insurance limited to the value of all buildings and improvements located on the site of the Premises (including those not part of the Premises) as of the Commencement Date. District’s insurance policy shall be primary in the

case of any damage or destruction to the Premises (but not to Charter School's personal property or alterations or improvements constructed by Charter School).

Charter School shall make no use of or permit any use to be made of the Premises and Charter School shall take no action or permit any action to be taken (other than based only on Charter School's occupancy of the Premises for Charter School's educational program as described by their Charter) that will increase the existing rate of insurance upon the building or buildings of the Premises or cause the cancellation of any insurance policy, covering same, or any part thereof, nor shall Charter School sell, or permit to be kept, used, or sold in or about the Premises any article that may be prohibited by the standard form of fire insurance policies. Charter School shall, at its sole cost and expense, comply with any and all requirements pertaining to the Premises of any insurance organization or company necessary for the maintenance of reasonable fire and casualty insurance covering the Premises' buildings or appurtenances. Fire and casualty insurance premium increases to District due to equipment and/or activities of Charter School (other than based only on Charter School's occupancy of the Premises) shall be charged to Charter School.

21.5. During the Term of this Agreement, and any extensions thereto, Charter School shall comply with all provisions of law applicable to Charter School with respect to obtaining and maintaining workers' compensation insurance. Prior to the commencement and any renewal of this Agreement and Charter School's occupancy of the Premises, Charter School shall provide District, as evidence of this required coverage, a certificate in a form satisfactory to District on or before the commencement or renewal date, providing that insurance coverage shall not be canceled or reduced without thirty (30) days prior written notice to District. If the insurer does not provide such notice, Charter School shall provide District with notice of cancellation of coverage as soon as it becomes aware of such cancellation.

22. Signs. Charter School may, at Charter School's sole cost, have the right and entitlement to place onsite signs on the Premises to advertise Charter School's educational program, provided Charter School obtains the prior written approval from District. District's approval shall not be unreasonably withheld, conditioned, or delayed. Any signs shall be at Charter School's cost and in compliance with all applicable state, local, and District legal requirements pertaining thereto. In connection with the placement of any of Charter School's signs, District agrees to cooperate with Charter School in obtaining any governmental permits which may be necessary. Throughout the Term of this Agreement, and any extensions thereto, Charter School shall, at its sole cost and expense, maintain any of its signage and all appurtenances in good condition and repair. At the termination of this Agreement, Charter School shall remove any signs that it has placed on the Premises and District property and shall repair any damage caused by the installation or removal of Charter School's signs.

23. Notice. Any notice required or permitted to be given under this Agreement must be sent via email to the below address and may also be given or served in person or sent via the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, addressed as follows:

DISTRICT:
Oakland Unified School District

Attn: Office of Charter Schools
1011 Union St., #947
Oakland, CA 94607
charteroffice@ousd.org

CHARTER SCHOOL:
AIMS Charter Schools
171 12th Street
Oakland, CA 94607

Any notice personally given or sent by email shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by certified or registered mail shall be effective three (3) days after deposit in the United States mail.

24. Subcontract, Assignment and Sublease. Charter School shall not have the right, voluntarily or involuntarily, to assign, license, transfer, or encumber this Agreement or sublet all or part of the Premises. Any purported transfer shall be void and shall, at District's election, constitute a default. No consent to transfer shall constitute a waiver of the provisions of this Section (24).

25. Joint and Several Liability. If Charter School is more than one person or entity, each person or entity shall be jointly and severally liable for the obligations of Charter School hereunder.

26. Independent Contractor Status. This Agreement is by and between two independent entities and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association.

27. Entire Agreement of Parties. This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties. Nothing in this provision shall be construed so as to limit, nullify, abridge or modify Charter School's obligations under its Charter, or its authorizer's oversight authority.

28. California Law. This Agreement shall be governed by, and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with, the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Alameda County.

29. Compliance with All Laws.

29.1. Charter School shall at Charter School's expense comply with all requirements of all governmental authorities, in force either now or in the future, affecting Charter School's use of the Premises, and shall faithfully observe in Charter School's use of the Premises all laws, regulations and ordinances of these authorities, in force either now or in the future including, without limitation, all applicable federal, state and local laws, regulations, and ordinances pertaining to air and water quality, hazardous material, waste disposal, air emission and other environmental matters (including but not limited to CEQA and its

implementing regulations in Charter School's use of the Premises), and all District policies, rules and regulations ("Environmental Laws").

29.2. The judgment of a court of competent jurisdiction, or Charter School's admission in an action or a proceeding against Charter School, whether District be a party to it or not, that Charter School has violated any law or regulation or ordinance in Charter School's use of the Premises shall be considered conclusive evidence of that fact as between District and Charter School. If Charter School fails to comply with any law, regulation or ordinance, District reserves the right to take necessary remedial measures at Charter School's expense, for which Charter School agrees to reimburse District on demand.

29.3. Charter School shall not cause or permit any Hazardous Material to be generated, brought onto, used, stored, or disposed of in or about the Premises or in connection with any improvements by Charter School or its agents, employees, contractors, subtenants, or invitees, except for limited quantities of standard office, classroom and janitorial supplies (which shall be used and stored in strict compliance with Environmental Laws). Charter School shall comply with all Environmental Laws. As used herein, the term "Hazardous Materials" means any hazardous or toxic substance, material or waste which is or becomes regulated by any local governmental authority, the State of California or the United States Government. The term "Hazardous Materials" includes, without limitation, petroleum products, asbestos, PCB's, and any material or substance which is (i) defined as hazardous or extremely hazardous pursuant to Title 22 of the California Code of Regulations, Division 4.5, Chapter 11, Article 4, section 66261.30 *et seq*. (ii) defined as a "hazardous waste" pursuant to section 14 of the federal Resource Conservation and Recovery Act, 42 U.S.C. 6901 *et. seq.* (42 U.S.C. 6903), or (iii) defined as a "hazardous substance" pursuant to section 10 of the Comprehensive Environmental Response, Compensation and Liability Act, 42 U.S.C. 9601 *et. seq.* (42 U.S.C. 9601). As used herein, the term "Hazardous Materials Law" shall mean any statute, law, ordinance, or regulation of any governmental body or agency (including the U.S. Environmental Protection Agency, the California Regional Water Quality Control Board and the California Department of Health Services) which regulates the use, storage, release or disposal of any Hazardous Material.

29.4. Notice of Hazardous Substance. Charter School will promptly notify District in writing if Charter School has or acquires notice or knowledge that any Hazardous Substance has been or is threatened to be, released, discharged, disposed of, transported, or stored on, in, or under or from the Premises in violation of Environmental Laws. Charter School shall promptly provide copies to District of all written assessments, complaints, claims, citations, demands, fines, inquiries, reports, violations or notices relating to the conditions of the Premises or compliance with Environmental Laws. Charter School shall promptly supply District with copies of all notices, reports, correspondence, and submissions made by Charter School to the United States Environmental Protection Agency, the United States Occupational Safety and Health Administration and any other local, state or federal authority that requires submission of any information concerning environmental matters or Hazardous Substances pursuant to Environmental Laws. Charter School shall promptly notify District of any liens threatened or attached against the Premises pursuant to any Environmental Laws.

29.5. Inspection. District and District's agents, servants, and employees including, without limitation, legal counsel and environmental consultants and engineers retained by District, may (but without the obligation or duty to do so), at any time and from time to time, on not less than two (2) business days' notice to Charter School (except in the event of an emergency, in which case, no notice will be required), inspect the Premises to determine whether Charter School is complying with Charter School's obligations set forth in this Section (29), and to perform environmental inspections and samplings, during regular business hours (except in the event of an emergency) or during such other hours as District and Charter School may agree.

29.6. Indemnification. Charter School's indemnification and defense obligations in this Agreement shall include any and all Claims arising from any breach of Charter School's covenants under this Section (29).

30. **Attorneys' Fees.** If either Party files any action or brings any proceedings against the other arising out of this Agreement, the prevailing party shall not be entitled to recover reasonable attorneys' fees.

31. **Waiver**. The waiver by either Party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

32. **Successors and Assigns**. This Agreement shall be binding upon and inure to the benefit of the Parties hereto and their respective heirs, legal representatives, successors, and assigns.

33. **Severability**. Should any provision of this Agreement be determined to be invalid, illegal or unenforceable in any respect, such provision shall be severed, and the remaining provisions shall continue as valid, legal and enforceable.

34. **Incorporation of Recitals and Exhibits**. The Recitals and each Exhibit attached hereto are hereby incorporated herein by reference.

35. **Approval of Governing Board.** This Agreement shall be subject to approval by the governing boards of each Party.

36. **Counterparts and Electronic Signature**. This Agreement, and all amendments, addenda, and supplements to this Agreement, may be executed in one or more counterparts, all of which shall constitute one and the same amendment. Any counterpart may be executed and delivered by facsimile or other electronic signature (including portable document format) by either Party and, notwithstanding any statute or regulations to the contrary (including, but not limited to, Government Code section 16.5 and the regulations promulgated therefrom), the counterpart shall legally bind the signing Party and the receiving Party may rely on the receipt of such document so executed and delivered electronically or by facsimile as if the original had been received. Through its execution of this Agreement, each Party waives the requirements and constraints on electronic signatures found in statute and regulations including, but not limited to, Government Code section 16.5 and the regulations promulgated therefrom.

37. **Authorization to Sign Agreement.** Each individual executing this Agreement on behalf of a Party represents and warrants that he or she is duly authorized to execute and deliver this Agreement on behalf of the Party that the individual is executing this Agreement and that this Agreement is binding upon that Party in accordance with its terms.

REST OF PAGE IS INTENTIONALLY LEFT BLANK

IN WITNESS WHEREOF, the PARTIES hereto agree and execute this Agreement and to be bound by its terms and conditions:

CHARTER SCHOOL

Name: _____ Signature: _____

Position: _____ Date: _____

OUSD

Name: _____ Signature: _____

Position: Board President _____ Date: _____

Name: Kyla Johnson-Trammell _____ Signature: _____

Position: Secretary, Board of Education _____ Date: _____

Template approved as to form by OUSD Legal Department.

Exhibit A
DESCRIPTION OF PREMISES

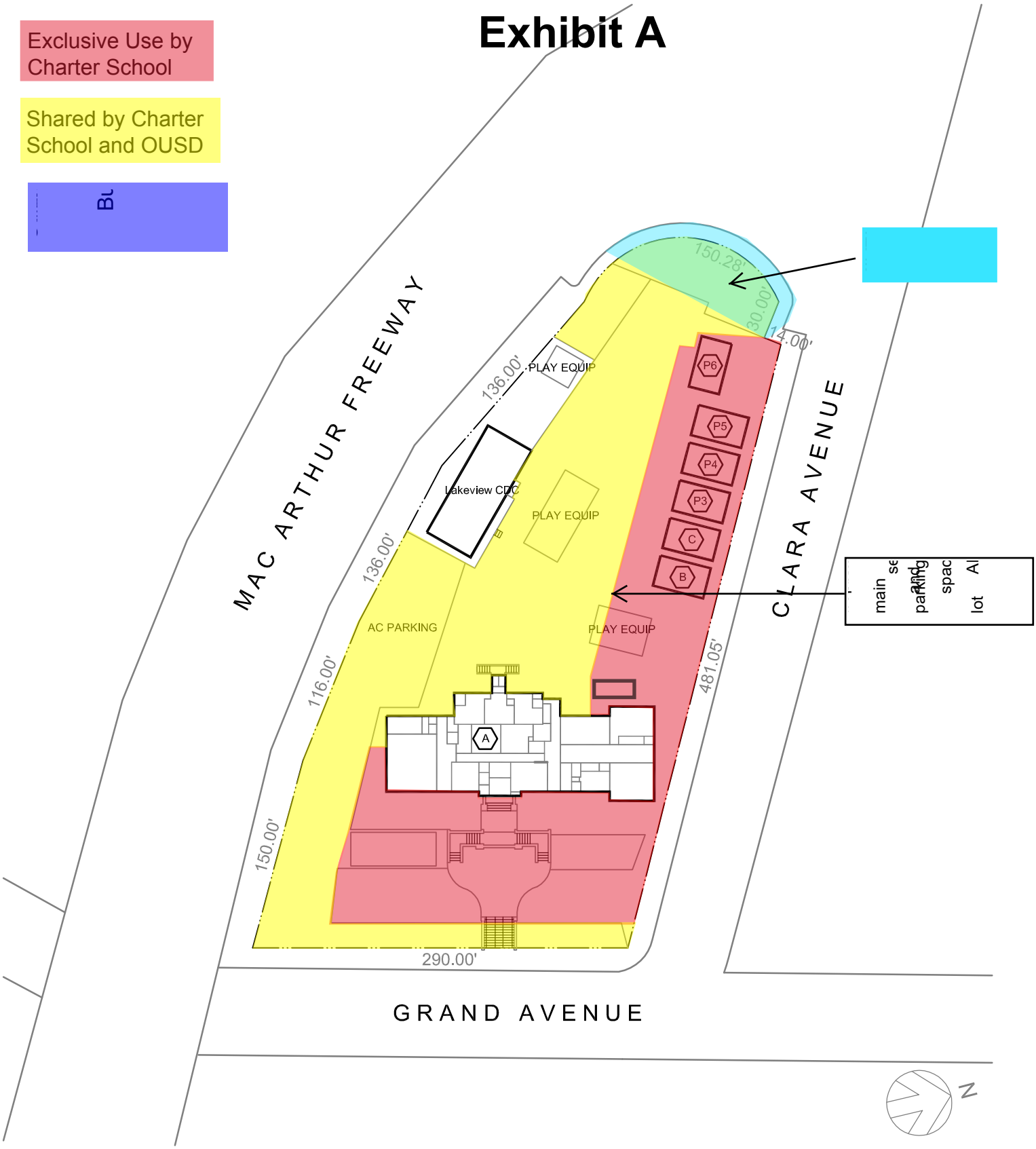
The Premises that are being allocated to Charter School shall consist of space located in the room(s) and area(s) as depicted on the attached maps.

Exhibit A

Exclusive Use by Charter School

Shared by Charter School and OUSD

Bl



SITE PLAN

130 - LAKEVIEW ELEMENTARY SCHOOL

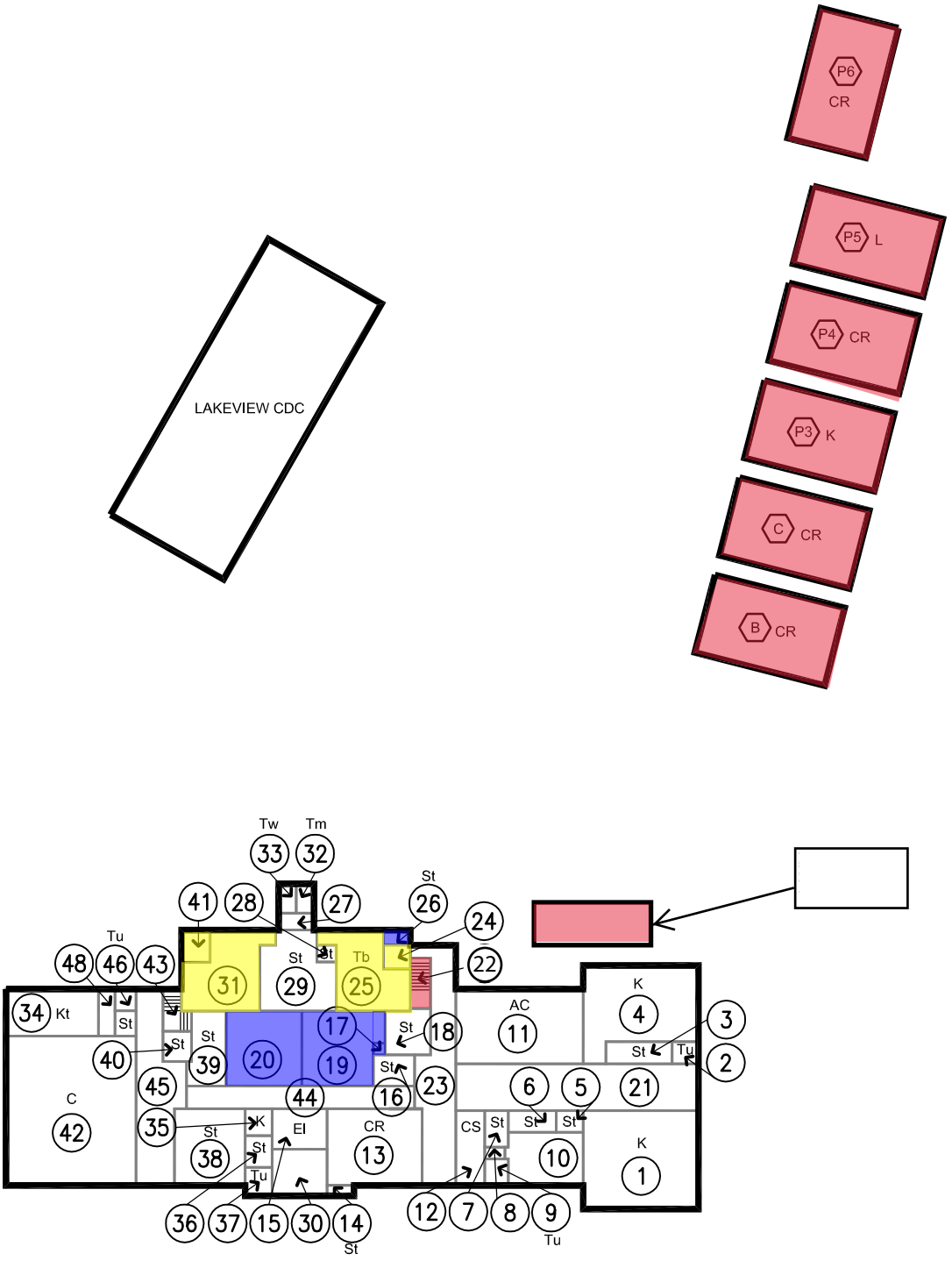
746 GRAND AVENUE, OAKLAND, CA 94610-2714

BYRENS KIM DESIGN WORKS
361 17TH STREET OAKLAND CA 94612 510-452-3324

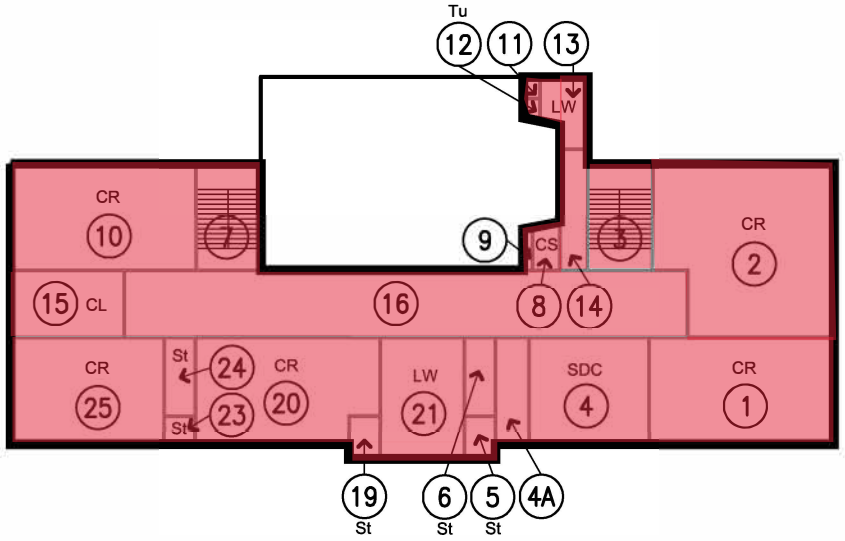
OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Date: 1/18/2013

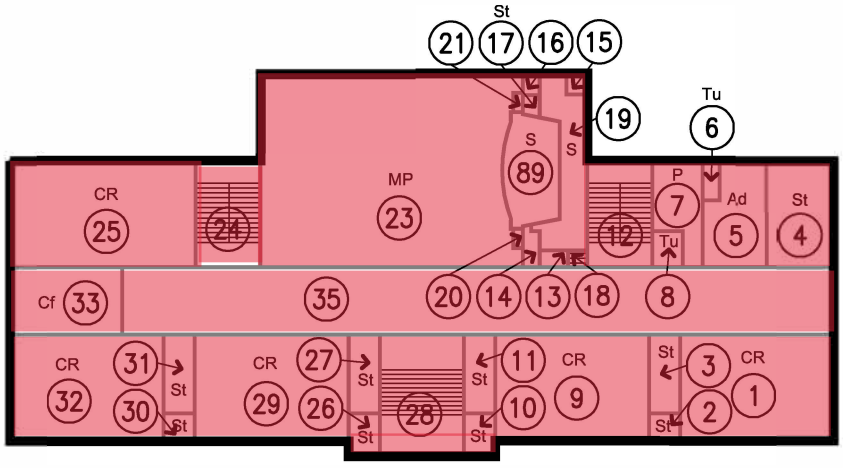
Scale: 1"100'-0"



BLDG A, B, C & PORT 3-6 - 1ST FLOOR PLAN



BLDG A - 3RD FLOOR PLAN



BLDG A - 2ND FLOOR PLAN

BYRENS KIM DESIGN WORKS
361 17TH STREET OAKLAND CA 94612 510-452-3224

BLDG A - 2ND & 3RD FLOOR PLAN

130 - LAKEVIEW ELEMENTARY SCHOOL

746 GRAND AVENUE, OAKLAND, CA 94610-2714

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Date: 1/18/2013

Scale: 1"=40'-0"

3 of 3

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AIPHS may use this area for basketball and PE during school hours. Up to 18 AIMS student parking to be issued for this area.
AIPHS may use this area for basketball only on weekdays after 5:30pm and weekends.
AIMS and OUSD staff shall leave at least four parking spots in this area open for families going to OUSD Welcome Center.
No parking for anyone in driveway
OUSD Central Family Resource Center
OUSD Welcome Center
AIMS College Prep High School
Boxing For Health
580
580
MacArthur Blvd

APPENDIX

xi

Certificate of Liability Insurance

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 9/4/2025

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Edgewood Partners Ins. Center 14881 Quorum Drive Suite 850 Dallas TX 75254	**CONTACT NAME:** Andrea Reyes **PHONE (A/C, No, Ext):** **FAX (A/C, No):** **E-MAIL ADDRESS:** andrea.reyes@epicbrokers.com
INSURED AMEINDI American Indian Model Schools 171 12th Street Oakland CA 94607	**INSURER(S) AFFORDING COVERAGE** — **NAIC #** **INSURER A :** Great American Insurance Company — 16691 **INSURER B :** Indian Harbor Insurance Company — 36940 **INSURER C :** Everest Reinsurance Company — 26921 **INSURER D :** Technology Insurance Company, Inc. — 42376 **INSURER E :** **INSURER F :**

COVERAGES **CERTIFICATE NUMBER:** 1356135957 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	X **COMMERCIAL GENERAL LIABILITY** CLAIMS-MADE X OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: POLICY PRO-JECT LOC OTHER:			PAC536119102	9/1/2025	9/1/2026	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG Abuse & Molestation	$ $1,000,000 $ $100,000 $ $5,000 $ $1,000,000 $ $2,000,000 $ $2,000,000 $ $1,000,000
A	**AUTOMOBILE LIABILITY** X ANY AUTO OWNED AUTOS ONLY HIRED AUTOS ONLY SCHEDULED AUTOS NON-OWNED AUTOS ONLY			CAPF10870002	9/1/2025	9/1/2026	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)	$ $1,000,000 $ $1,000,000 $ $
A	X **UMBRELLA LIAB** OCCUR **EXCESS LIAB** CLAIMS-MADE DED X RETENTION $ $10,000			UMB536119202	9/1/2025	9/1/2026	EACH OCCURRENCE AGGREGATE	$ $3,000,000 $ $3,000,000
D	**WORKERS COMPENSATION AND EMPLOYERS' LIABILITY** Y / N ANYPROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? **(Mandatory in NH)** If yes, describe under DESCRIPTION OF OPERATIONS below	N / A		TWC4683908	9/1/2025	9/1/2026	X PER STATUTE OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	$ $1,000,000 $ $1,000,000 $ $1,000,000
B C	ELL/EPL Student Accident			ELL095307607 AHP1204226251	9/1/2025 9/1/2025	9/1/2026 9/1/2026	$1,000,000 Ea Occ/Agg $6,000,000	

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Certificate Holder is listed as additional insured as required by contract.

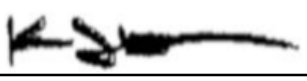
CERTIFICATE HOLDER

Oakland Unified School District - OUSD
1011 Union St
Oakland CA 94607

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE



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APPENDIX

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Comprehensive School Safety Plan



COLLEGE PREP

HIGH SCHOOL

Comprehensive School Safety Plan (CSSP)

AIMS College Prep High School
Lakeview Campus
746 Grand Ave.
Oakland, CA 94610
Phone: (510) 220-5044
Fax: (510) 893-0345

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INTRODUCTION

AIMS K-12 College Prep Charter District is committed to maintaining safe and secure campuses for all students, staff and other affiliates. The safety of everyone on our campuses is a priority, and ensuring a secure environment for all who enter our facilities. To that end, this School Safe Plan covers AIMS policies and expectations regarding the practices of each school in maintaining the security of the physical campus, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning.

AIMS College Prep High School is located near Lake Merritt. The campus serves over 400 inner city kids and about 40 faculty and staff members. The school is near the Grand Lake Theater neighborhood and is next to the 580 freeway. We co-share our campus with offices from the Oakland Unified School District. Due to the school's location there are various types of threats and the goals set forth are to diminish those threats and to continue to provide safety for our students. Some students walk to school or take public transportation. A majority of families pick up and drop off their students.

A copy of the Comprehensive School Safety Plan will be available at the front desk for review.

Additionally, the Safe School Committee will convene every other month, starting in April, to assess progress toward safety goals, review feedback from stakeholders, and make necessary updates to enhance the effectiveness of the plan. These meetings will provide an opportunity for continuous improvement, ensuring that school safety protocols remain aligned with best practices and evolving needs. Staff, students, and families are encouraged to provide input to help foster a safe and supportive learning environment.

SCHOOL SAFETY PLAN COMMITTEE

The undersigned members of the AIMS Committee certify that the requirements of California Education Code 32280-32282 have been met in the development of the following Safe School Plan. The purpose of listing the safety committee is to show that the school has thought through all the various aspects of emergency preparedness involving various stakeholders at the site.

First Name	Last Name	Role
Darius	Heard	Benefits & Risk Management Coordinator
Hershey	Bautista	Teacher
Ruby	Vitatoe	Parent
Vanessa	Payne	Instructional Aid
Julia	Li	Director of Schools
Chaniel	Clark	Head of Academics
Brenda	Nixon	Dean of Students
Michael	Nixon	Facilities Manager
Marisol	Magana	Health & School Support Services Director
Vinson	Ma	Technology Clerk

Plan Approved on: February 27, 2025

SCHOOL SAFETY COMMITTEE GOALS

Goal #1: Strengthen Pick-Up and Drop-Off Procedures

- Implement structured traffic flow patterns to reduce congestion and ensure student safety.
- Host informational sessions at the beginning of each semester and provide written/video instructions.
- Provide families with written and visual instructions on procedures at the start of each semester.
- Gather feedback from families and staff to make necessary adjustments.

Goal #2: Enhance Campus Security with Surveillance and Access Control

- Install security cameras at key entry points, hallways, and high-traffic areas.
- Ensure security cameras are regularly tested and maintained for optimal functionality.
- Establish a visitor management system requiring sign-in and badges for all non-staff individuals.

Goal #3: Provide Annual Safety and Emergency Preparedness Training

- Continue mandatory annual staff training on active shooter response, lockdowns, earthquakes, CPR, and First Aid.
- Expand training to include de-escalation techniques and emergency response coordination.
- Ensure training includes role-specific responsibilities for staff, administrators, and security personnel.
- Implement post-training assessments to measure understanding and preparedness.
- Conduct regular emergency drills and review outcomes to identify areas for improvement.

Goal #4: Strengthen Ongoing Safety Monitoring and Accountability

- Work closely with OUSD district personnel to conduct regular safety audits and risk assessments.
- Develop a reporting system for staff and families to share safety concerns confidentially.
- Establish a rapid response protocol for emergencies in collaboration with district.

Goal #5: Hiring a Security Officer

- Enhance campus safety by hiring a qualified security officer to provide a secure environment for students, staff, and visitors.

Following any emergency, notify the Site Administrator: 510-220-5044

CHILD ABUSE REPORTING POLICY

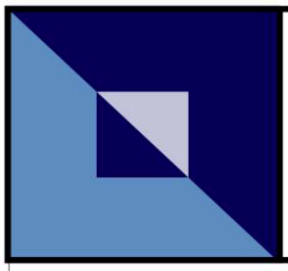
Child abuse includes: physical abuse, sexual abuse (including both sexual assault and sexual exploitation), extreme emotional abuse, willful cruelty or unjustified punishment, unlawful corporal punishment or injury that is willfully inflicted, resulting in a traumatic condition, and/or neglect (including both acts and omissions). Child neglect is defined as negligent treatment which threatens a child's health or welfare.

In accordance with Sections 11164-11174.3 of the California Penal Code, all certificated employees, employees of child care centers, instructional aides, teacher's aides, teacher's assistants, and classified employees who have been trained in the duties imposed by this law and are considered to be mandated reporters. Any one of these specified employees who knows or reasonably suspects that a child has been a victim of a child abuse and/or neglect incident must do the following:

1) Report the incident to a child protective agency (i.e., Department of Children and Family Services), the Police (not School Police), or Sheriff's Department, County Probation Department, or a County Welfare Department immediately by telephone.
2) Send a written report of the incident to the same agency within 36 hours. Although the Penal Code obligation to report applies to the aforementioned employees only, it is the policy of AIMS that all employees shall comply with the law's reporting procedure whenever they have knowledge of or observe a child in the course of their employment whom they know or reasonably suspect to have been the victim of child abuse.

Additionally, teachers and counselors are legally bound required to immediately inform a parent and/or authority and report the following instances to the Site administrator or designee, who will contact law enforcement and/or the student's parent/guardian in accordance with the law: (1) when a student indicates he or she is going to physically harm himself or herself or jeopardize his or her life; (2) when a student indicates he or she is going to physically harm another person or jeopardize another person's life or has knowledge that another person's well-being is threatened; (3) when a student indicates he or she is being physically and/or emotionally abused; (4) when a student indicates he or she has committed a felony.

Child Abuse Mandated Reporting Form



CALIFORNIA MANDATED REPORTING
EASY STEPS…

WHAT MUST BE REPORTED and HOW TO REPORT!

What Must be Reported:
Any of the below acts involving anyone under the age of 18:

- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Neglect

The mandated reporter must only have ***reasonable suspicion*** that a child has been mistreated; no evidence or proof is required prior to making a report.
The case will be further investigated by law enforcement and/or child welfare services.

How to Report:
By Phone: Immediately, or as soon as possible, make a telephone report to child welfare services and/or to a Police or Sheriff's department.

1. Child Welfare Services phone # 510-259-1800
2. Police Department phone # 510-777-3333
3. Sheriff's Department phone # 510-272-6878

In Writing: Within 36 hours, a written report must be sent, faxed or submitted electronically. The written report should be completed on a state form called the 8572, which can be downloaded at
http://ag.ca.gov/childabuse/pdf/ss_8572.pdf

Other information:

- Safeguards for Mandated Reporters:
  - The Child Abuse and Neglect Reporting Act (CANRA) states that the name of the mandated reporter is strictly confidential, although it is provided to investigative parties working on the case.
  - Under state law, mandated reporters cannot be held liable in civil or criminal court when reporting as required; however, under federal law mandated reporters only have immunity for reports made in good faith.
- Failure to report:
  - Failure to report concerns of child abuse or neglect is considered a misdemeanor and is punishable in California by six months in jail and/or up to a $1,000 fine.
- For the complete law and a list of mandated reporters refer to California Penal Codes 11164 -11174.3.

This document and Mandated Reporting information can be found at
www.mandatedreporterca.com

EMERGENCY DISASTER PROCEDURES & DRILLS

Every school should have emergency preparedness procedures readily on hand, including a list of up to date emergency contact numbers. This information should be discussed and disseminated ideally at an all school staff meeting just when the teachers return to duty.

A wealth of information is available from various government and private organizations regarding this topic. That information is accessible via the following websites to include but not limited to:

The Department of Homeland Security (DHS): http://www.dhs.gov
Federal Emergency Management Agency (FEMA): http://www.fema.gov, http://www.ready.gov.
Federal Communications Commission (FCC): http://www.fcc.gov.
The United States Department of Education (USDE): http://www.rems.ed.gov.
California Office of Emergency Services (OES): http://www.calema.ca.gov.
California Department of Education (CDE): http://www.cde.ca.gov.
American Red Cross: http://www.redcross.org
Pacific Gas and Electric Company (PG&E): http://www.pge.com.
Vector Solutions: https://aimsk12-ca.safeschools.com/

What follows is information taken from the aforementioned resources and incorporated into selected topics which are necessary components for the development of a comprehensive safety program that satisfies the mandates of the CDE.

Staff Responsibilities

In the event of an Emergency Alert System (EAS) individuals on the school site have the following responsibilities:

Site Administrator

- Sound appropriate alarm to evacuate or shelter in place.
- Following evacuation procedures check the building to ensure that all students, personnel and visitors have left the building.
- Provide for administration of first aid and request other emergency assistance as needed.
- Keep the Central Office and your local county office informed and, if necessary, set up telephone communication at a nearby residence or business.
- Give directions to police in search clearing procedures and take full responsibility for search.
- Coordinate supervision of students and all clean-up or security efforts.

Teachers

- Carry out appropriate emergency procedures to ensure the safety and welfare of students.
- Supervise children and maintain calm and order.
- Make sure you have access to the classroom copy of the students' emergency cards.
-

Admin Assistant

- Assist and take direction from the Site Administrator.
- Make sure first aid supplies are handy in case they are needed.
- Carry out other duties as assigned.

Custodial/Maintenance
- Shut off the valves for gas, water, electricity and air conditioning (if necessary).
- Open all gates and doors to assembly and exit areas.

Aides, Volunteers and Other Adults
- Should assist teachers working with students to keep them safe, orderly and comfortable.
- Be on call for Administrators' requests.

Drills

Drills are designed to prepare students and staff for real world crisis situations but in no way can account for all possible varieties of catastrophe or threat. It is the site administrator's responsibility to schedule emergency drills throughout the year, and record the date and time of each drill. Those drills are:

- **Fire Drill:** CA Ed Code (section 32001) requires fire drills to be conducted at the following intervals:
  - **Elementary:** once per month
  - **Middle school:** four times per school year
  - **Secondary:** twice per school year
  - Fire drills should be conducted in which all pupils, teachers, and other employees are required to vacate the building(s). Current student rosters and/or roll sheets serve to account for all evacuated students and staff.

- **Lockdown/Shelter in Place**: Although not required by Ed Code, it is recommended that each school conducts a Lockdown/Shelter in Place Drill at least:
- **Elementary:** once per quarter
- **Secondary:** once per semester
- Lockdown/Shelter in Place drills should be run according to a procedure established by the individual school site. The drill is designed to prepare students and staff for situations in which the classroom or school campus affords the best protection from criminal threats.

- **Earthquake/Evacuation Drill:** An Earthquake/Evacuation Drill should be conducted:
  - **Elementary**: once per quarter
  - **Secondary**: Once per semester
  - Not to be confused with a Fire Drill, Evacuation Drills are designed to prepare students and staff for situations in which the school campus is no longer a safe area due to natural/man-made disaster or criminal activity. A pre-designated site serves as the rally point for the all-out relocation of students and staff during a perceived crisis or threat via established routes of travel. Current student rosters and/or roll sheets serve to account for all students and staff relocated.

Situations may/will arise during a crisis that require a combination of actions be taken such as "lockdown" followed by "evacuation". While constructing a safety plan it is important to keep this in mind. Prepare and drill in a manner in which flexibility and adaptability come into play as the dynamics of a potential crisis evolve.

Drill Schedule

Month*	Fire	Earthquake	Lockdown
August	August 25 - 29, 2025	August 25 - 29, 2025	
September	September 22 - 26, 2025		September 22 - 26, 2025
October	October 13 - 17, 2025	October 13 - 17, 2025	
November	November 10 - 14, 2025		November 10 - 14, 2025
December	December 8 - 12, 2025	December 8 - 12, 2025	
January	January 12 - 16, 2026		January 12 - 16, 2026
February	February 9 - 13, 2026	February 9 - 13, 2026	
March	March 9 - 13, 2026		March 9 - 13, 2026
April	April 13 - 17, 2026	April 13 - 17, 2026	
May	May 11 - 15, 2026		May 11 - 15, 2026
June	June 8 - 12, 2026	June 8 - 12, 2026	

*Drills will be held sometime during the mentioned dates. There will be no warming of the drills. The above schedule is subject to change.

Homeland Security Procedures

Homeland Security procedures are established to promote the safety of children and adults during a period of national or local emergency. The DHS (FEMA) and California OES are responsible for coordinating disaster planning among the cities in your area. It is through this coordination that information and warning notifications are communicated.

The Emergency Alert System (EAS) is a national public warning system that requires TV and radio broadcasters, cable television systems, wireless cable systems, satellite digital audio radio service (SDARS) providers, direct broadcast satellite (DBS) service providers and wireline video service providers to offer to the President the communications capability to address the American public during a national emergency. The system also may be used by state and local authorities to deliver important emergency information such as AMBER (missing children) alerts and emergency weather information targeted to a specific area. EAS also includes a system of sirens

strategically positioned throughout the school's area that can serve as a warning of impending disaster.

Announcements made via the EAS include:

1. This is a Test
2. Severe Thunderstorm Warning
3. Tornado Warning
4. Hurricane Preparations Ordered
5. Evacuation Ordered
6. Shelter-in-Place for a Security Incident
7. Shelter-in-Place for a Hazardous Material Incident
8. All Clear

Alert Signals

The ability to respond quickly and efficiently when a major disaster strikes is important so that we are able to provide protection for students and school staff. In order to be better prepared, the staff, students and parents should be informed of their responsibilities following a major disaster.

At the announcement/sound of an EAS "Alert" signal:

- ➢ All students in transit between classrooms, in restrooms, etc., will walk to their assigned classrooms.
- ➢ Admin assistant will tune to local news via applicable means.
- ➢ Each teacher will stay in the classroom with his/her students.
- ➢ Each custodian will report to the office for instructions.

At the announcement of an EAS "Shelter in Place" message:

- ➢ Children outside of class will return to their assigned classrooms.
- ➢ If necessary, teachers will direct students and themselves under desks or tables.
- ➢ Close all doors and windows.

At the announcement/sound of an EAS "All Clear" signal:

- ➢ Children will resume their regular class activities.
- ➢ When a building is unsafe to resume classroom instruction or if the situation has made the streets and sidewalks hazardous, the superintendent (or designee) will declare the premises unsafe.
- ➢ If an evacuation is found necessary, the site administrator will post on a conspicuous place, the new location of the students. A notice or letter to parents designating a site as well as procedures will be sent home with students.

Communication Plans

911 Calls	• When placing a 911 call: give your name, school name, and school address • Give specific location of shooter, intruder, fire, hazardous material or other emergency • Indicate location of incident command post
Mass Notification to Parents	<u>During an emergency:</u> Parent square notification, mass text message, mass phone message
	<u>After an emergency:</u> Mass phone call, mass text, Parent square notification, memos

Contingency Plans (Communication and Electrical)

Describe a specific plan to provide for the following in the event of loss of services.

<u>PLAN FOR LOSS OF COMMUNICATION</u>:

If no telephone service:

Parent square notification, Social media account, staff radios and intercom

If no Internet service:

Mass phone call, mass text message, Staff will communicate through radios and intercom

<u>PLAN FOR LOSS OF ELECTRICITY:</u>

List loss of services in event of electrical outage:

Heating. Lights, food service refrigerators, Computer system

Emergency Procedures

All classrooms should have the evacuation plan & maps posted near the door(s). In the case of an emergency, every adult should be aware of his/her role and responsibilities. Below are suggested roles and procedures:

1. The Site Administrator assesses the situation.
2. Site Administrator notifies all staff of the emergency via applicable communications device(s).
3. Assigned person calls 911.
4. Assigned person notifies the Central Office.
5. Site Administrator or assigned person meets with emergency crews.
6. Assigned person(s) ensures all classrooms, hallways and restrooms on the first floor are

empty after escorting students to their assigned location.

7. Assigned person(s) ensures all classrooms, hallways and restrooms on second floor are empty after escorting their students to assigned location
8. Assigned person(s) ensures the common areas are empty.
9. Assigned person(s) greet, organize and comfort students outside the building.
10. Each teacher takes the role and Lead Teachers pick up the names of any missing students and report these names to the emergency crew chief and the Site Administrator.
11. Assigned person(s) will direct students who need first aid to an assigned location.
12. The Site Administrator determines, in consultation with the emergency crews, whether to release students to their homes or to return students to classes and makes announcements via applicable communications device(s).
13. If students and staff are dismissed for the day, an assigned person(s) will be responsible for securing the building against vandalism and theft.
14. All classroom teachers will ensure that students are released to guardians' care.
15. In the case that counseling services are subsequently needed by any students, the Site Administrator and an assigned person will coordinate that effort.
16. In the case that media coverage is an issue, the Site Administrator and an assigned person will control and organize press releases and media requests. Pre-made media packages/documents are recommended for distribution to concerned sources/media personnel. Such packages will include general information about the school location, number of students, grade levels, layout, etc.

Fire Procedures

- ☐ Evacuate the buildings immediately for any fire or suspected fire.
- ☐ Sound alarm if it has not already been done.
- ☐ Call 9-1-1, identify the problem, school building address and location of fire (if known).

Never attempt to fight a fire larger than a wastebasket size. Even a small fire can generate enough smoke to
cause serious injury. Never attempt to fight a fire by yourself. Call for help. Always stay between the fire and the exit.

Fire Extinguisher Instructions:

P Pull safety pin from the handle
A Aim at the base of the fire
S Squeeze the trigger handle
S Sweep from side to side

If your clothes (or someone else's) catch fire, STOP, DROP AND ROLL!

- ☐ Upon arrival, the Fire Department will assume command.
- ☐ The Site administrator or designee will be accountable for teachers and school district staff. Teachers will be accountable for students.
- ☐ Notify the Superintendent's Office.

Fire Evacuation Procedures

AIMS will conduct and log monthly fire drills using the procedures outlined below.

Teachers

Before Drill or Emergency:

Note locations of fire extinguishers throughout the school.

a) Review these exit procedures with your class and clearly explain your expectations.
b) Designate two classroom leaders who can be relied on to give instructions in case a teacher is injured during a fire.
c) Designate one student to lead your class to the assigned assembly point. Teachers will be the last ones out of the classrooms, so it is important that your student leader knows exactly where he/she is going -- walk the student leader through the steps before the drill.
d) If students are not in the classroom when fire alarm sounds, instruct students to immediately exit to the class' designated assembly point, join their class, and check in with the teacher.

DURING DRILL OR EMERGENCY:

a) Take your class list, fire drill procedures, evacuation maps, walkie, First Aid Kit, and stop sign with you.
b) Upon hearing the alarm, instruct your students to quickly leave the building in a single file, orderly line. Running causes panic and is not allowed.
c) Students must be SILENT.
d) Use of elevators during an emergency is prohibited.
e) Teachers leave the classroom last. Close the door and turn off your lights. Administrators will view this as a signal that your classroom is evacuated successfully and completely.
f) When using the stairwells, classes must descend in a single file line. Overtaking other classes or individuals is not permitted.
g) Teachers need to assemble students in single file lines and exit their classes according to the evacuation map and assembly location map.
h) Teachers and students should follow the exit route in a calm and orderly fashion to their assigned assembly point
i) Once at the assembly point, count students and take roll to ensure that every student is present.
j) Hold up the red sign if you are missing any students. Inform the Site administrator or designee or members of the Fire or Police Services if any students are missing. Hold up the green sign to indicate that all of your students are accounted for and safe.
k) No one is to re-enter the building until told to do so by the Fire Service or the Site administrator or designee. Wait for an **"All Clear"** signal to be given by a member of the Fire or Police Services or a Site administrator or designee.

l) Students cannot leave campus unless they are with an emergency services worker and have notified their teachers and the Site administrator or designee of their departure.
m) No student is to leave campus with guardians until the **"All Clear"** signal is given by a member of the Fire or Police Services.
n) Once the **"All Clear"** signal is given, teachers must keep students assembled and supervised. Make note of students who leave campus with their guardians.

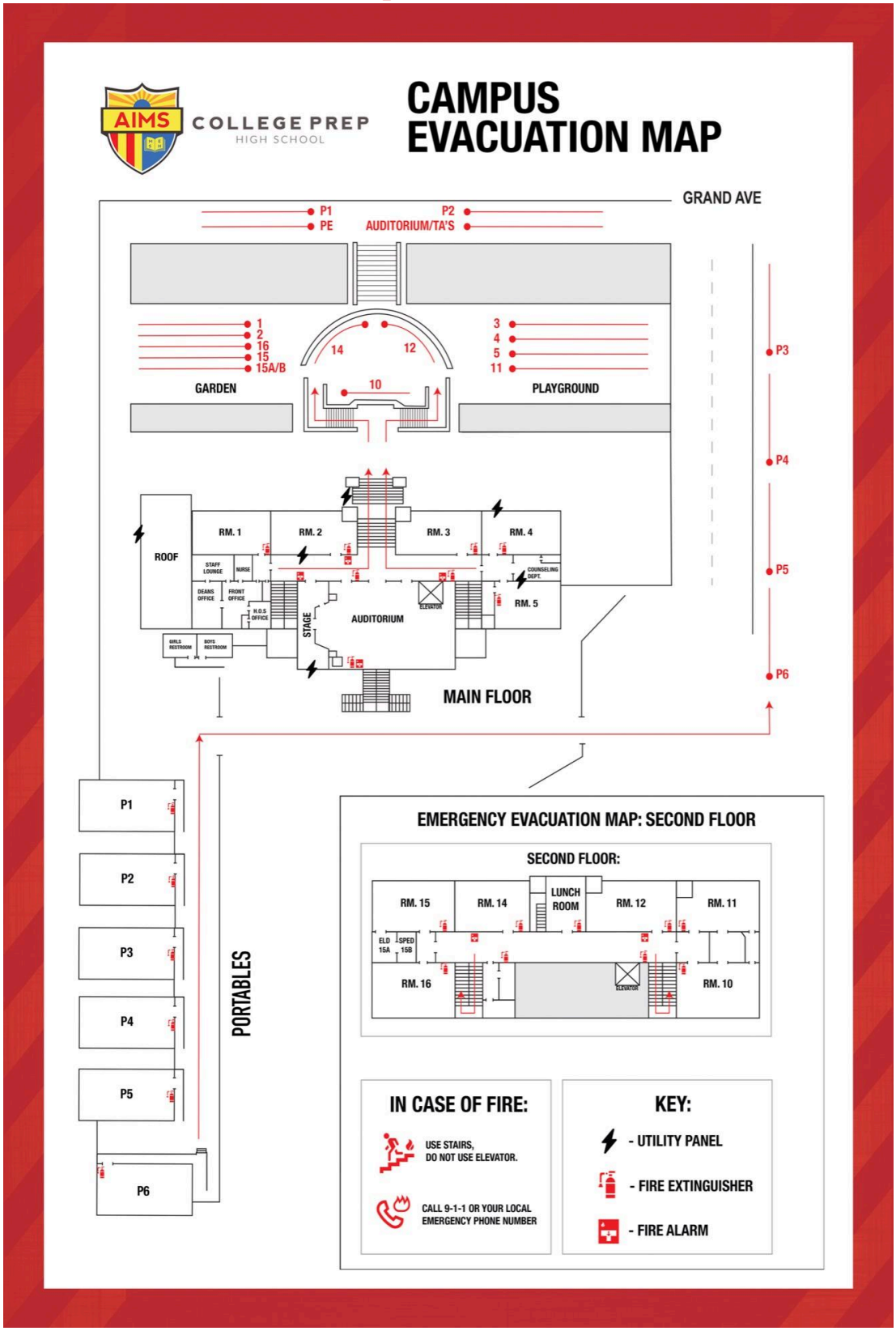
Students, staff and visitors with mobility difficulty will move to the exit furthest from the incident and wait for 1st responders to assist with evacuation. Only in an absolute emergency is it necessary for staff or others to remove without the help of 1st responders.

Oakland Fire Department Fire Station #10
172 Santa Clara Avenue
Oakland, CA 94610
Emergency: (510) 444-1616
Non-Emergency: (510) 444-3322

Site Administrator

- Order an evacuation if the fire alarm doesn't work and call 9-1-1
- Confirm school wide clearance for all floors
- Check-in with other administrators and report missing persons to a member of the Fire or Police Department immediately.

Site Evacuation Routes & Maps




Boxing For Health
Oakland Grand Lake Farmers Market

First Aid

The First Aid area should be located at an assigned place and properly stocked at all times.
The First Aid team will consist of individuals assigned by the site administrator or designee.

Site Lockdown Procedures

AIMS will conduct and log at least two lockdown drills per academic year.

Lockdowns may be called for any number of reasons, here are just some that may come up.

- A person on campus that has not identified themselves as a guest or parent.
- A person on campus that intends to do harm
- An animal that is aggressive or is sick foaming at the mouth etc.
- A lockdown called by local law enforcement due to outside threats.
- A chemical spill or fire nearby.

The site Administrator will make the call to start the lockdown, in most cases. Exceptions are Active Shooter and other situations where time is of the essence.

Once a lockdown is called:

- Make sure your students are in the classroom and away from the door and windows seated on the floor in the corner furthest from the door.
- LOCK the door, close your blinds
- If you see the threat CALL 911 and give the
    - dispatcher details of the threat
    - Give your name and current location (classroom, office, etc)
    - Give the school address (746 Grand Ave. Oakland, CA 94610)
    - Answer any questions the dispatcher asks
    - STAY ON THE LINE AS LONG AS YOU SAFELY CAN.
- Do not exit the room for any reason until given the “ALL CLEAR”
- Do not let students exit the room to use the restroom or for any other reason.
- If it’s an active shooter law enforcement will go room to room escorting classes and staff from the building.
- Additional instructions will be given after the all clear is given.

Upon hearing shots or being alerted to an event involving serious violence on campus:

ALERT 911. Nothing should discourage a teacher or staff member from immediately contacting 911 themselves should they find themselves in a life and death situation. Seconds count in times of crisis. Law enforcement must be alerted as soon as possible to mitigate the threat.

After receiving a lockdown notification:

1. **Teachers** are to:
    a. Quickly glance outside the room and direct students or staff members from the hall into the classroom immediately.
    b. Close and lock classroom doors. The front door will be locked by an administrator.
    c. Place students against the wall so that students are not visible to an intruder looking through the door or windows.
    d. Locate and hold on to the roll book to account for students if an evacuation becomes necessary.
    e. Turn out the lights.
    f. Keep students quiet and maintain a calm atmosphere in the classroom, keeping alert to emotional needs of students.
    g. Have cell phones and/or laptops accessible to receive announcements/updates from administration and police officers.
    h. Keep all students in the classroom until an "All Clear" has been announced through the communication system (ie. walkie talkies/intercom,).

2. **Students** should know:
    1.
        a. To remain calm and to immediately follow all directives of classroom teachers or administrators.
        b. To go to the room nearest their location in the hallway.
        c. That no one will be able to leave the room for any reason.
        d. That silence must be maintained (students cannot use cell phones).
        e. To make sure they are marked present if an evacuation occurs.
        f. To not leave the classroom until directed to do so by the classroom teacher, administrator, or police officer.

Staff should also note the following:

- Administrators will use walkie talkies and cell phones to communicate to teachers and staff. Other clerical staff will deliver messages as needed and work with the Site administrator or designee and Police Services.

- Upon notification of a lockdown, physical education teachers will keep students off-site and remain at their off-site PE location until they receive an All-Clear via cell phone text, walkie talkie or direct call.

- If teachers or students are in the bathrooms, they should move to a stall, lock it, and stand on the toilet until hearing an All-Clear signal

- Anyone in the hallway should move to the closest classroom immediately.

- Stay in safe areas until directed by law enforcement officers or an administrator to move or evacuate. Never open doors during a lockdown.

- If an evacuation occurs, all persons/classrooms will be directed by a law enforcement officer or administrator to a safe location. Once evacuated from the building, teachers should take roll for all students present in class. Missing students or staff should be reported to administration or law enforcement officers immediately.

- When the emergency is over, a coded "all clear" will be announced.

- Each staff member will document exactly what occurred in their area of responsibility. This will be done as soon as possible.

The Lockdown/Active Shooter

According to the United States Department of Homeland Security, there are three responses to an Active Shooter scenario – Run, Hide or Fight. It is incumbent upon the Site Administrator to adopt a well thought out plan of action, to stick with it (consistency), develop it (seek training and customize the plan to serve a particular school site) and practice it regularly. Which option the school leader chooses is based on where you are when you hear the shots or when you are made aware that there is a perpetrator on site prepared to discharge a firearm. AIMS directs that if a shooting takes place the first priority is to shelter students and staff from danger.

Upon hearing shots or being alerted to an event involving serious violence on campus:

1. ALERT 911. Nothing should discourage a teacher or staff member from immediately contacting 911 themselves should they find themselves in a life and death situation. Seconds count in times of crisis. Law enforcement must be alerted as soon as possible to mitigate the threat.

2. Institute "lockdown" or "evacuation" protocol.
   - *If the threat on the inside is greater than the threat on the outside – evacuate (run)*
   - *If the threat on the outside is greater than the threat on the inside – lockdown (hide)*
   - *If the lockdown is defeated, at that time a decision will need to be made whether to engage the perpetrator (fight)*
     Once a decision has been made to lockdown, do not break lockdown protocol until the the entire lockdown has been released.

3. Teachers direct students as to the plan of action for their specific classes (i.e. run, hide, fight, etc.).
Note: Students should be provided age appropriate training in advance of what to do in an active shooter (intruder on campus) scenario.

4. Staff must immediately and continually communicate with other staff and students via all applicable devices the source/location/status of the threat. This will allow for more appropriate courses of actions, i.e. shelter instead of evacuate, vice versa, etc. Continually provide updates as practical until the threat no longer exists.

Note: Communication should only take place if it is safe to do so. In some instances a lockdown will require radio silence and for cell phones to be muted or off.

5. At the conclusion of such an event, an assigned person(s) will control, organize media and distribute media packages.
Note: Have pre-scripted press releases on file. Ensure the person communicating with the media has been trained.

6. Shortly after the conclusion of an event, an assigned person(s) will ensure that counseling services are available as soon as possible.

Site Emergency Procedures for Special Needs Students

1. Students/Staff and visitors in Wheelchairs will move to the exit furthest from the incident and wait for 1st responders to assist with evacuation. Only in an absolute emergency is it necessary for staff or others to remove without the help of 1st responders.
2. Procedures for special needs students may need to be implemented in emergency situations such as fire, earthquake, bomb threats, etc.
3. At the beginning of each school year, an Individual Emergency Procedures Plan must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments who may require:
    a. wheelchair on a daily basis
    b. specialized equipment
    c. physical assistance to evacuate in a timely manner

3. Each plan requires that support staff be designated as specialized assistants during times of emergency.
4. The Assigned Specialist is responsible for:
    a. identifying all students who will require additional assistance
    b. working with the designated certificated staff (classroom teachers) and the site administrator to ensure that coverage and a plan is completed for each student

    *** Since new students may arrive at any time during the school year, this assignment will be continuous throughout the year.**

5. Use the format below to complete an Individual Emergency Procedures Plan for each special needs student. Place a copy of the plans in the Site Emergency Operations Plan and with the individual classroom teacher's emergency materials. (class roster, etc.)

Individual Student Emergency Procedures Plan		
Student:	**Room #:**	**Teacher**:
Designated Specialized Assistants: ***(identify two staff in this area)***		

Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner *(complete below)*

DISASTER PLANS

Whenever there is any type of disaster, the primary concern is the safety of the students. The following general guidelines will offer assistance in a variety of disaster situations. Each teacher should also display Disaster Plan guidelines prominently in each classroom. Nothing in these guidelines should discourage a teacher or staff member from immediately contacting 911 themselves should a life and death emergency exist. Seconds count in times of crisis. Emergency personnel must be alerted as soon as possible to mitigate disaster.

Fire

1. Site Administrator, custodians and/or office manager will determine the location of the fire.
2. Office manager will phone 911, pick up emergency card binder and student medication and leave the building prepared to phone parents of any injured child.
3. Custodian or Siter Administrator will sound the fire alarms.
4. Staff will follow evacuation procedures previously described.
5. Students should leave the room in a single file, walk briskly but carefully, and stay in their class group when they reach their designated spot.

Earthquake

If indoors:

1. Utilize solid desks and tables for cover from falling objects and debris.
2. Turn away from windows.
3. Utilize solid interior walls and archways.
4. Cover head with arms or hold to the cover and be prepared to move with it.
5. Hold the position until the ground stops shaking.
6. When initial shaking stops, the Site Administrator or office manager sounds alarms to evacuate the building.
7. Staff to follow evacuation procedures previously described.

If outdoors:

1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground.
3. Look out for dangers that demand movement.
4. Be prepared to seek cover again soon after the initial quake due to aftershocks.
5. Staff to follow evacuation procedures previously described.

Flood/ Severe Weather

Warnings of severe weather are usually received via the EAS. If time and conditions permit, students may be sent home. However, if the weather conditions develop during school hours, without sufficient warning, students should be held at school.

The Site Administrator will assess the situation and make an announcement via applicable communication device(s) to A) evacuate, B) stay in classes or C) release students to go home. See emergency procedures previously described for evacuation directions.
(UTILITY SERVICE FAILURE – custodial staff should familiarize themselves with the appropriate service provider numbers and websites. Be able to identify pole numbers and which service provider is using them, i.e. electric company versus cable company, etc.)

Electrical Failure

1. Site Administrator and/or custodian notify the appropriate electrical company (PG&E)
2. Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored.

Gas Line Break

1. Site Administrator and/or Facilities Coordinator notify PG&E.
2. Site Administrator and/or Facilities Coordinator notify the Fire Department.
3. Staff to follow the evacuation procedures previously described.

Water Main Break

1. Site Administrator and/or Facilities Coordinator immediately notifies the local water control authority.
2. Maintenance shuts off water.
3. The Site Administrator determines if it is necessary to follow the emergency procedures to evacuate students and staff.

Water Contamination

1. Instruct teachers to move students away from drinking fountains and sinks.
2. Notify the school office and AIMS Central Office.
3. Have maintenance turn off pressure to drinking fountains and sinks.
4. Contact Water District

Chemical Spill/ Incident

If Indoors:

1. Block or rope off area – DO NOT TOUCH ANYTHING.
2. Evacuate room and TURN OFF air conditioning system.
3. Notify Facilities Coordinator of the incident - contact 911 if necessary.
4. Maintenance/Custodian staff will review SDS to ensure proper clean up

If Outdoors:

1. Upon hearing of a chemical leak (usually from the fire department or other city office) the Site Administrator will determine if students should be evacuated.
2. Move away from buildings, poles and overhead wires.
3. Close doors and windows and TURN OFF air conditioning system.
4. If it is necessary to leave the site, move crosswind, never more directly with or against the wind which may carry fumes.
5. Give first aid.
6. Staff to follow the emergency procedures previously described.

Below is the locations of known chemical users (more than the normal residential user)



Lockdown/Active Shooter/Tactical Response

Weapon - A dangerous or deadly weapon as defined by state and federal law includes, but is not limited to a gun, knife, metal knuckles, straight razor, noxious or irritating or poisonous gas, poison, other items used with the intent to harm, threaten or harass students, staff, parents or school visitors

Several strategies/philosophies exist in relation to how to properly respond to school site violence , Run- Hide-Fight, etc.). In the wake of many notable campus shootings, both public and private entities have devised different courses of action to take in the event of the "worst case scenario" (refer to list of sources located at the beginning of the Emergency Preparedness section). It is incumbent upon the Site Administrator to adopt a well thought out plan of action, to stick with it (consistency), develop it (seek training and customize the plan to serve a particular school site) and practice it regularly. Which option the school leader chooses is based on where you are when you hear the shots or when you are made aware that there is a perpetrator on site prepared to discharge a firearm. AIMS K-12 directs that if a shooting takes place the first

priority is to shelter students and staff from danger.

Upon hearing shots or being alerted to an event involving serious violence on campus:

1. ALERT 911. Nothing should discourage a teacher or staff member from immediately contacting 911 themselves should they find themselves in a life and death situation. Seconds count in times of crisis. Law enforcement must be alerted as soon as possible to mitigate the threat.
2. Institute "lockdown" or "evacuation" protocol.
    a. If the threat on the inside is greater than the threat on the outside – evacuate (run)
    b. If the threat on the outside is greater than the threat on the inside – lockdown (hide)
    c. If the lockdown is defeated, at that time a decision will need to be made whether to engage the perpetrator (fight)

    Once a decision has been made to lockdown, do not break lockdown protocol until the entire lockdown has been released.
3. Teachers direct students as to the plan of action for their specific classes (i.e. run, hide, fight, etc.).
4. Staff must immediately and continually communicate with other staff and students via all applicable devices the source/location/status of the threat. This will allow for more appropriate courses of actions, i.e. shelter instead of evacuate, vice versa, etc. Continually provide updates as practical until the threat no longer exists.
   Note: Communication should only take place if it is safe to do so. In some instances a lockdown will require radio silence and for cell phones to be muted or off.
5. At the conclusion of such an event, an assigned person(s) will control, organize media and distribute media packages.
   Note: Have pre-scripted press releases on file. Ensure the person communicating with the media has been trained.
6. Shortly after the conclusion of an event, an assigned person(s) will ensure that counseling services are available as soon as possible.

Response during School Related Functions to Weapons/Active Shooter

- Call 9-1-1.
- Stay calm and avoid confrontation if possible.
- Obtain good description of individual and the type of weapon he/she has.
- Notify school administrator or designee as soon as possible.
- Take safety measures to protect yourself and others.
- Inform police of your observation and be prepared to write a statement.

(PE or field trips) during a lockdown/active shooter will be instructed to stay off campus at a safe location until the "all clear" is announced of staff/law enforcement can make contact and advise.

Secure Hold procedure (Soft Lockdown)

A **Secure Hold** is initiated when there is a medical situation or non-immediate internal security concern. The goal is to keep students and staff safe by securing classrooms while maintaining normal indoor activities.

Activation of Secure Hold

1. **Initiation:**
    - An administrator or designee announces the Secure Hold via the intercom or PA system:
      "Attention staff and students: We are initiating a Secure Hold at this time. Please remain inside your classrooms and follow procedures. This is not a drill."
2. **Classroom & Indoor Procedures:**
    - Teachers immediately secure classroom doors.
    - Continue regular indoor activities while keeping noise levels low.
    - Do *not* allow students to leave the classroom for any reason.
    - Take attendance and report any missing students or concerns to the main office via email or the designated communication channel.
3. **Hallways & Common Areas:**
    - Students in hallways, bathrooms, or common areas must quickly move to the nearest classroom.
    - Staff in common areas (library, cafeteria, gym) should direct students to designated safe locations and secure all doors.
    - All movement in hallways must cease immediately.
4. **Office & Entryway Protocol:**
    - Staff monitor security cameras and entry points.
    - No visitors or parents are allowed to enter until an "All Clear" is given.

Communication During Secure Hold

- Staff should *not* call the office unless there is an emergency.
- Updates will be provided via intercom, email, or emergency notification system.

Secure Hold Clearance

- An administrator will announce *"All Clear"* when it is safe to resume normal activities.
- Teachers should reopen doors only after an official "All Clear" announcement.

Bomb Threat

There are two primary ways a bomb threat may arise. One is through a phone call or written letter in which a bomb is discussed. The other is through the sighting of a suspicious object. Threats should be handled quickly and efficiently as if they were real and life threatening.

If there is a phone call or written threat of a bomb on campus, the person who took the call or read the note will:

1. Notify Site Administrator immediately.
2. Immediately notify law enforcement via 911. Never use alternate numbers to contact law enforcement as a bomb threat is considered a "crime in progress". Danger may be

imminent. Emergency responders need as much warning as possible.
3. Try to obtain information from the caller such as where the bomb is, where it is set to explode, what it looks like, what kind of bomb it is, why it is there and who the caller is. Note any identifying features about the caller (i.e. gender, speech patterns).

If there is a sighting of a suspicious object, the person would:
1. Notify Site Administrator immediately.
2. Do not touch the object but note any identifying features to describe it to the Site Administrator and emergency crews.

In all cases:
1. If the Site Administrator determines the need to evacuate, staff follows emergency procedures previously described.
2. Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be evacuated. However, a staff member may be asked to accompany emergency responders to assist in pointing out any suspicious/unfamiliar objects or packages.
3. If you see any suspicious object, steer clear of it and report it to the Site Administrator and/or emergency responders. Follow the directives of all emergency responders.
4. NEVER use devices that transmit radio frequencies such as cellular phones or walkie-talkies as the frequencies may set off an explosive device(s).

Explosion

If indoors:
1. Take cover within, next to, or under solid objects or walls. Solid materials such as concrete walls can serve as adequate shelter in a blast. Be familiar with possible areas of indoor cover at your school site ahead of time.
2. Turn away from glass windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms of hold to the cover.
5. Hold the position until directed to evacuate the building.
6. Staff will follow the emergency procedures previously described.

If outdoors:
1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground. Solid materials such as concrete parking lot/playground curbs and planters can serve as adequate shelter in a blast. Be familiar with those possible areas of outdoor cover at your school site ahead of time.
3. Look out for dangers that demand movement.
4. Staff to follow emergency procedures previously described.

YOUTH SUICIDE AND PREVENTION POLICY

Introduction

The Governing Board of AIMS College Prep Charter District (“Charter School” or "AIMS K-12) recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).
The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is the duty of all charter school staff to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students. This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”

In compliance with Education Code section 215, this policy has been developed in consultation with AIMS K-12 and educational stakeholders. AIMS K-12 must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

In an attempt to reduce suicidal behavior and its impact on students and families, the Charter School shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff (afterschool) and other individuals in regular contact with students such as tutors, and coaches.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, AIMS K-12 shall appoint an individual (or team) to serve as the suicide prevention point of contact for AIMS K-12. The suicide prevention point of contact for AIMS K-12 and the Superintendent shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the educational stakeholders.

AIMS K-12's Suicide Prevention Liason is:

Deborah Woods
Director of Special Education
AIMS K-12 College Prep Charter District
171 12th Street
Oakland, CA 94607
deborah.woods@aimsk12.org
510-893-8701

The Charter School shall develop and implement preventive strategies and intervention procedures that include the following:

Overall Strategic Plan for Suicide Prevention and Messaging about Suicide Prevention
In compliance with Education Code section 215, this policy has been developed in consultation with AIMS K-12 College Prep Charter District and educational stakeholders, in planning, implementing, and evaluating the charter school's strategies for suicide prevention and intervention. Charter schools must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources. To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned educational stakeholders.
Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, AIMS K-12 College Prep Charter District, along with its partners, has critically reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

Suicide Prevention Training and Education
AIMS K-12 College Prep Charter Districts, along with its partners, has carefully reviewed available staff training techniques and materials to ensure they promote the mental health model of suicide prevention and do not encourage the use of the stress model to explain suicide. Training shall be provided for all school staff members and other adults on campus (including substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff).

Training
At least annually, all AIMS K-12 College Prep Charter District staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
All suicide prevention trainings shall be offered under the direction of charter school-employed mental health professionals (e.g., charter school counselors, psychologists, or social workers) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and

postvention) at the beginning of their employment. Previously employed staff members shall attend a minimum of one-hour general suicide prevention training.

Initial Orientations: Core Components

Core components of the general suicide prevention training shall include:

a. Suicide risk factors, warning signs, and protective factors;
b. How to talk with a student about thoughts of suicide;
c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
d. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member; and
e. Emphasis on reducing stigma associated with mental illness, and that early prevention and intervention can drastically reduce the risk of suicide.
   Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from school climate surveys will also be analyzed to identify charter school climate deficits and drive program development.

Ongoing Staff Professional Development

In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:

a. The impact of traumatic stress on emotional and mental health;
b. Common misconceptions about suicide;
c. Charter school and community suicide prevention resources;
d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
e. The factors associated with suicide (risk factors, warning signs, protective factors);
f. How to identify youth who may be at risk of suicide;
g. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on charter school guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on charter school guidelines;
h. Board-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
i. Board--approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
j. Responding after a suicide occurs (suicide postvention);
k. Resources regarding youth suicide prevention;
l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
m. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

n. The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
    i. Youth affected by suicide;
    ii. Youth with a history of suicide ideation or attempts;
    iii. Youth with disabilities, mental illness, or substance abuse disorders;
    iv. Lesbian, gay, bisexual, transgender, or questioning youth;
    v. Youth experiencing homelessness or in out-of-home settings, such as foster care; and
    vi. Youth who have suffered traumatic experiences.

Employee Qualifications, Scope of Services, and Staff Training
Employees of AIMS K-12 College Prep Charter District must act only within the authorization and scope of their credential or license. While it is expected that charter school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what charter schools are able to provide.

Parents, Guardians, and Caregivers Participation and Education
To the extent possible, parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, schools shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
This suicide prevention policy shall be prominently displayed on the AIMS K-12 College Prep Charter District Web page and included in the parent handbook.
Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:

1. Suicide risk factors, warning signs, and protective factors;
2. How to talk with a student about thoughts of suicide;
3. How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

Student Participation and Education
AIMS K-12 College Prep Charter District along with its partners has carefully reviewed available student curricula to ensure it promotes the mental health model of suicide prevention. AIMS K-12' instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

1. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
2. Receive developmentally appropriate guidance regarding the Charter School's suicide prevention, intervention, and referral procedures.

The content of the education may include:

a. Coping strategies for dealing with stress and trauma;
b. How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, homeroom classes, freshman orientation, science, and physical education).
AIMS K-12 College Prep Charter District will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week, and National Alliance on Mental Illness on Campus High School Clubs).

Intervention and Emergency Procedures
AIMS K-12 designates the following administrators to act as the primary and secondary suicide prevention liaisons. AIMS K-12 College Prep Charter District

- Lead Counselor
- Site Administrators
- Director of Special Education

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.
The suicide prevention liaison shall immediately notify the Director of Schools or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.
The suicide prevention liaison shall also refer the student to mental health resources at Charter School or in the community.
When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one of the following, as appropriate:
    - Securing immediate medical treatment if a suicide attempt has occurred;
    - Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
    - Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
    - Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed;
    - Moving all other students out of the immediate area;
    - Not sending the student away or leaving him/her alone, even to go to the restroom;
    - Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence;
    - Promising privacy and help, but not promising confidentiality.

2. Document the incident in writing as soon as feasible.
3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary.
4. After a referral is made, Charter School shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, Charter School may contact Child Protective Services.
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at Charter School.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Charter School campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in Charter School's safety plan. After consultation with the Director of Schools or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Director of Schools or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Charter School staff may receive assistance from Charter School

counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.
In the event a suicide occurs or is attempted off the Charter School campus and unrelated to school activities, the Director of Schools or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like Charter School to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and parent/guardian steps for re-integration to School. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan.

Supporting Students during or after a Mental Health Crisis
It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis has happened:

1. Treat every threat with seriousness and approach with a calm manner; make the student a priority;
2. Listen actively and non-judgmental to the student. Let the student express his or her feelings;
3. Acknowledge the feelings and do not argue with the student;
4. Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress;
5. Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student;
6. Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.
7. Monitor the student closely in the months following the crisis by creating a streamlined and well planned re-entry process to ensure the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt.
8. Work with parents/guardians/caregivers to involve the student in an aftercare plan that may include:
    - Obtaining a written release of information signed by parents/guardians/caregivers and providers;

- Conferring with the student and parents/guardians/caregivers about any specific requests on how to handle the situation;

- Informing the student's teachers about possible days of absences;

- Allowing accommodations for the student to make up work (be understanding that missed assignments may add stress to the student);
- Monitoring student actions/moods by Mental health professionals or trusted staff members.

Responding After a Suicide Death

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. AIMS K-12 shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The primary prevention liaison shall:

1. Identify a staff member to confirm death and cause;
2. Identify a staff member to contact deceased's family (within 24 hours);
3. Enact the Suicide Postvention Response Plan;
4. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
5. Coordinate an all-staff meeting, to include:
    a. Notification (if not already conducted) to staff about suicide death;
    b. Emotional support and resources available to staff;
6. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
7. Notification to parents and families of the larger community about the suicide death and the availability of support services
8. Share information that is relevant and that which you have permission to disclose.
9. Prepare staff to respond to needs of students regarding the following:
    a. Review of protocols for referring students for support/assessment;
    b. Talking points for staff to notify students;
    c. Resources available to students (on and off campus).
    d. Identify students significantly affected by suicide death and other students at risk of imitative behavior;
    e. Identify students affected by suicide death but not at risk of imitative behavior;
10. Communicate with the larger school community about the suicide death;
11. Consider funeral arrangements for family and school community;
12. Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
13. Identify media spokesperson skilled if needed.;
14. Include long-term suicide postvention response
    a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
    b. Support siblings, close friends, teachers, and/or students of deceased

c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

STUDENT INCIDENT RESPONSE

First Aid

The First Aid area should be located at an assigned place and properly stocked at all times. The First Aid team will consist of individuals assigned by the site administrator or designee.

Allergic Reaction

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

STAFF ACTIONS:

1. If there is an imminent risk, call 911.
2. Send for immediate help (First Aid, CPR, medical) and medication kit (for known allergies).
3. Notify Site Administrator.
4. Assist in getting "Epi" (Epinephrine) pens for individuals who carry them (usually in a backpack), and prescription medications (kept by health coordinator).
5. If an insect bites, remove the stinger immediately.
6. Assess the situation and help students/staff members to be comfortable.
7. Move students or adults only for safety reasons.

SITE ADMINISTRATOR ACTIONS:

1. If there is an imminent risk, call 911 (always call 911 if using "Epipen).
2. Notify parents or guardians.
3. Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
4. Observe for respiratory difficulty.
5. Attach a label to the person's clothing indicating: time & site of insect sting or food ingested, name of medicine, dosage and time administered.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

1. Keep an "Epipen in the school office and notify staff as to location.
2. Emergency health cards should be completed by parents for each child and should be easily accessible by school personnel.
3. Provide bus drivers with information sheets for all known acute allergic reactors.

Opioid Overdose Response Protocol

STEP 1: Evaluate for Signs of Overdose.

a. All employees will be trained to recognize the following signs of an opioid overdose:
    - Unconsciousness or inability to awaken;
    - Slow or shallow breathing or breathing difficulty, such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened; and
    - Fingernails or lips turning blue/purple.

b. If any person is suspected of suffering an overdose, any employee shall first attempt to stimulate the person by:
    - Calling the person's name;
    - Then, vigorously grinding knuckles into the sternum (breastbone) or rub knuckles on the person's upper lip.

c. If the person responds, assess whether he or she can maintain responsiveness and breathing.

d. Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.

e. If unresponsive, call 911, provide rescue breathing if the person is not breathing on their own, and administer one dose of naloxone.

STEP 2: Call 9-1-1. Calling 9-1-1 at the appropriate time is an essential step to getting someone with medical expertise to care for the person suspected of experiencing an opioid overdose. If no emergency medical services (EMS) or other trained personnel are on campus, activate the 9-1-1 emergency system immediately. All that needs to be reported is "Someone is unresponsive and not breathing" and then report the specific address and/or description of the location on the campus where the person is located. After relaying this information, follow the dispatcher's instructions. If appropriate, the 9-1-1 operator will instruct you to begin CPR.

STEP 3: Administering Naloxone. Employees will be trained on the administration of naloxone according to the instructions provided with the naloxone product maintained at the school.

a. If a person does not respond within 2-3 minutes after administering a dose of naloxone administer a second dose of naloxone.

b. The duration of effect of naloxone depends on the dose, method of administration, and overdose symptoms. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.

c. More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional doses or forms of naloxone therapy.

d. Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may

improve by providing reassurance and explaining what is happening.

STEP 4: Support the Person's Breathing. Supporting breathing is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

a. Rescue breathing for adults involves the following steps:
    - Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
    - Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
    - Place your mouth over the person's mouth to make a seal and give two slow breaths.
    - Watch for the person's chest (but not the stomach) to rise.
    - Follow up with one breath every 5 seconds.
b. Chest compressions for adults involve the following steps:
    - Place the person on his or her back.
    - Press hard and fast on the center of the chest.
    - Keep your arms extended.

STEP 5: Monitor the Person's Response. All should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of naloxone infusion. Most people respond to naloxone by returning to spontaneous breathing within 2-3 minutes of receiving a dose of naloxone. Because naloxone has a relatively short duration of effect, overdose symptoms may return, so it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

DO's and DON'T's:

DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
DO administer naloxone and utilize a second dose if no response to the first dose.
DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.
DO stay with the person and keep them warm.
DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum, or light pinching, the person may be unconscious.
DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.
DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into lungs can cause a fatal injury.

NOTE: all naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

SITE ADMINISTRATOR ACTIONS:

1. If there is an imminent risk, call 911 (always call 911 if using Naloxone).
2. Notify parents or guardians.
3. Administer medication
4. Observe for respiratory difficulty.

Death/Suicide

1. Site Administrator will be notified in the event of a death or suicide on campus.
2. Assigned person(s) will phone 911.
3. Assigned person(s) will phone AIMS Central Office.
4. The Site Administrator will notify teachers to keep students in their classrooms until informed otherwise.
5. Assigned person(s) will control and organize the media. Distribute media packages and/or make references to the appropriate school website that contains media information.
6. Assigned person(s) will notify relatives where the victim(s) have been taken and not divulge unnecessary details.
7. Assigned person(s) will ensure that counseling services are available as soon as possible.

Intruders/ Vicious Animals

1. Institute lockdown or evacuation protocol.
2. Nothing should discourage a teacher or staff member from immediately contacting 911 themselves should a life and death emergency exist. Seconds count in times of crisis. Emergency personnel must be alerted as soon as possible to mitigate disaster.
3. If it is unclear as to whether or not an unfamiliar person is authorized on campus or an animal is truly vicious, contact the main office to assist with confirmation/clarification. Office staff can take appropriate action at that point (i.e., contact Police or animal control agency).

CONTINUITY OF OPERATIONS PLAN (COOP)

Purpose

The purpose of this Continuity of Operations Plan (COOP) is to ensure that AIMS HS can continue its essential functions during and after a disruption. This plan provides a framework for responding to emergencies that impact school operations, ensuring the safety of students, staff, and stakeholders.

Essential Functions

AIMS HS has identified the following essential functions that must be maintained during an emergency:

- Student safety and supervision
- Educational instruction and support services
- Communication with students, parents, staff, and community partners
- Facility security and maintenance
- IT and data management
- Financial operations and payroll

Delegation of Authority

To ensure continued operations, the following personnel are designated as key decision-makers:

- **Superintendent/Director of Schools:** Overall leadership and emergency response coordination
- **Head of Academics:** Secondary authority in decision-making
- **Dean of Students:** Tertiary authority in decision-making
- **Facilities Mananger:** Manages facility security and logistics
- **IT Coordinator:** Ensures continuity of digital and communication systems
- **Chief Business Officer:** Handles financial obligations, including payroll and procurement

Continuity Facilities

If the school site is inaccessible, operations will be relocated to an alternate facility:

- **Primary Alternate Location:** 171 12th Street, Oakland, CA 94607
- Remote learning plans will be implemented if necessary

Communication Plan

Effective communication is critical during a disruption. AIMS HS will use the following methods to disseminate information:

- Emergency notification system (ParentSquare, texts, emails, phone calls)
- School website and social media updates
- Staff and parent meetings via virtual platforms
- Coordination with local authorities and emergency responders

Order of Succession

In case leadership is unavailable, the following order of succession will be followed:

1. Superitendent
2. Director of Schools
3. Head of Academics
4. Dean of Students
5. Facilities Manager

Continuity of Instruction

- Ensuring student access to instruction via online platforms, mobile hotspots, and community partnerships.

IT and Data Management

To protect and recover critical information, AIMS HS will:

- Use cloud-based storage for student records and administrative data
- Ensure cybersecurity measures are in place
- Maintain backup communication systems

Staff Accountability

- Staff will be required to check in via emergency notification systems
- Remote work plans will be implemented if necessary

Recovery and Resumption

- Damage assessment and facility restoration
- Reopening timeline based on safety and operational readiness
- Debriefing and after-action review to improve future preparedness

Training, Testing, and Updating

- Regular drills and emergency response training
- Annual review and updates to the COOP
- Coordination with local emergency management agencies

PANDEMIC INFLUENZA CHECKLIST AND RESOURCES

1. **Mitigation and Prevention**
    a. Form a pandemic response committee including district officials, school administrators, health representatives, and community partners.
    b. Review and update communicable disease policies, crisis response, and safety plans.
    c. Ensure adequate hygiene supplies (soap, hand sanitizer, paper towels) and identify individuals to ensure each room has adequate supplies.
    d. Assess the impact of school closures on operations and finances.
    e. Plan for up to 30% absenteeism.
    f. Develop communication strategies for staff, students, and families.
    g. Identify strategies to provide meals for children who rely on school meals.
    h. Prepare for alternative instructional methods in case of school closures.

2. **Preparedness**
    a. Educate school community on pandemic flu preparedness and prevention ensuring translations are available for languages spoken by school population.
    b. Develop a continuity of operations plan for essential services.
    c. Review procedures for identifying and isolating sick students and staff.
    d. Plan for recovery, including health and mental health services.
    e. Use prevention strategies now for reducing the spread of germs during flu season.

3. **Response**
    a. Track student and staff absentee rates and report to the district and local health departments.

b. Finalize communication messages for staff, students, and families and have translators review both the written and oral information that will be provided to non-English-speaking families.
c. Hold staff meetings to discuss infection levels and possible changes.

4. **Recovery**
    a. Mobilize the district crisis recovery team to provide emotional and psychological support, including establishing a "safe room"' for counseling if there's a loss of life in the school community.
    b. Hold staff meetings to inform them about the extent of the pandemic flu and its impact on the community.
    c. Provide staff with information on how to support students, recognize signs of emotional distress, and offer available counseling services for faculty and staff.
    d. Announce available counseling support services for both students and families, and utilize employee assistance programs to help with loss and stress.
    e. Offer educational materials for families and staff on stops like student recovery, grief, and coping with stress, and identify those needing long-term support.
    f. Monitor staff, students, and caregivers for cumulative stress, provide rest spaces for those who tire easily, and ensure mental health resources are available.
    g. Conduct briefings with the crisis recovery team, document lessons learned, and incorporate them into future training and revisions.
5. **Resources**
    a. Health Coordinators are not a substitution for medical treatment. If you are experiencing any symptoms relating to influenza or have a fever, please contact your primary care provider or go to urgent care.
    b. Wearing a mask when you have influenza symptoms is a great way to reduce spread of the virus. When worn by an infected person, it can reduce spreading the virus to others.
    c. The CDC recommends getting an annual flu shot to reduce transmission. You can schedule an annual flu shot with your primary care provider or by going to a local flu shot clinic. The flu shot can reduce the severity of influenza symptoms. influenza is contracted.
    d. Washing hands can also help reduce the spread of influenza greatly. When washing hands is unavailable, hand sanitizer is a great substitution.
    e. Covering up coughs and sneezes with tissue and/or the inner arm can help limit the spread of the virus as well.
    f. If the infected person has a fever or symptoms are not improving please keep them at home until symptoms improve.

PROTOCOL FOR INTERACTING WITH US IMMIGRATION & CUSTOMS ENFORCEMEN (ICE) ON SCHOOL GROUNDS

- Point of Contact for the schools

1st Responder	2nd Responder	3rd Responder	4th Responder
Director of Schools	Head of Academics	Dean of Students	Site designee (appointed by HOA)

When ICE Agents Arrive at School (Front desk staff)

A. Greet the Agent(s) Politely:
   a. Welcome them but do not grant immediate access to non-public areas of the schools.
   b. ICE agents are not permitted to access non-public areas of the school (e.g., offices, classrooms) without explicit permission or a valid judicial warrant.
   c. Ask the agent(s) to sit in the front lobby until an administrator arrives.

B. Request Identification:
   a. Ask them to provide identification.
   b. Make a copy of their ID

C. Request Documentation:
   a. Ask the agent(s) if they have any paperwork (*i.e.*, subpoena, warrant, etc.). Ask to make copies of the paperwork for the attorney to review.

D. Inform on-site Administrator, Director of Schools, and Superintendent via email.
   a. Site administrator should remain with the agent during the visit.
   b. Keep notes of the date/time, names and titles of the agents, who you contacted, the name of the student or staff member they are inquiring about (if known), etc.

Validate the Warrant (School Administrator)

Administrative Warrant	Judicial Warrant
● Administrative Warrant: ○ Issued by ICE/DHS. ○ **Needs school's permission to proceed.** ○ Action: Review district policies before granting access. ○ Parental Consent Needed: Required for student interviews.	● Judicial Warrant: ○ Issued by a judge or magistrate. ○ Validation Criteria: ■ Court's name (e.g., U.S. District Court). ■ Signed by a judge/magistrate. ■ **Specifies exact address and premises.** ■ **Executed within the time period.** ○ Action: ICE agents may access the premises discreetly and privately.

Student Interviews

Has ICE requested to interview a student?

- **Yes:**
    - The Superintendent/Director must consult with the school district's legal counsel before taking any action.
    - Confirm a valid warrant before granting access.
    - Notify the student's parents/guardians of the ICE request.
    - Ensure the student is:
        - Informed of their right to remain silent and protection against self-incrimination.
        - Interviewed only with a valid judicial warrant and parental consent.
- **No:** Proceed based on the warrant type (above).

Handling Student Data Requests

- Do not release student records without a judicial warrant or court order.
- Verify parental consent for releasing directory Information.
- Consult legal counsel before providing any records or information.

If ICE Agents Interact with Students Outside Public Areas

- Escort the student and agents to a private office while verifying the warrant.
- If no warrant is presented, do not allow access to the student.
- Contact the Site Administrator for further guidance.

If Parents are Detained by ICE

- Notify the administration immediately.
- Assess the student's living situation and contact child welfare services if necessary.
- If no legal guardian is available, treat the student as homeless under the McKinney-Vento Act and ensure their continued enrollment.
- Notify AIMS Community Liaison

Documentation

- Keep detailed records of the interaction, including:
    - Date, time, and names of ICE agents.
    - Copies of all documentation provided by ICE.
    - Actions taken by staff.
    - Any communications with parents or legal counsel.

Ongoing Monitoring and Updates

- AIMS administrators will regularly monitor policy changes at the federal and state levels regarding ICE enforcement in schools.
- Will update staff training and district protocols accordingly.

PUBLIC AGENCY ACCESS

Public shelters are managed by the American Red Cross, and all shelter operations are coordinated through the Office of Emergency Services and AIMS Administrative Service Offices Personnel. AIMS will comply with all public agencies, such as the Red Cross, to establish the school building, school grounds and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. AIMS shall cooperate with the public agency in furnishing and maintaining the services as the AIMS may deem necessary to meet the needs of the community.

GROUNDS FOR SUSPENSION AND EXPULSION

Out of school suspension is a disciplinary measure that must be executed when extreme safety concerns or egregious behavior have been displayed.

In the case of fights or other acts of violence, suspension is automatic.

With the exception of extreme concerns (at the determination of the School Administrators or their designate), generally, suspensions will not be more than two days.

In-School Suspension

Suspension - Out of school suspension is a multi tiered approach.. Buddy classroom placement should be utilized. Students should first have detentions and Saturday School prior to most suspensions. Parent shadowing should be used prior to most suspensions. In-house suspension should be used prior to most suspensions. In the case of fights or other acts of violence, suspension is automatic. Actions leading up to expulsion warrant suspension. With the exception of extreme concerns, suspensions shall not be more than two days.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child

or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the AIMS K12 shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until AIMS K12 issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Suspension/Discretionary Expulsion Conduct

The School Administrator or designee may suspend from school or recommend for expulsion a pupil if he or she determines that the pupil has committed one of the following acts:

A. **Physical Injury or Violence:** Caused, attempted to cause, or threatened to cause physical injury to another person; or willfully used force or violence upon another person, except in self-defense. A pupil who aids or abets in infliction of physical injury to another may be suspended but not expelled.

B. **Dangerous Object:** Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from the Site Administrator or the designee of the Site Administrator.

C. **Drugs or Alcohol:** Unlawfully possessed, used, or otherwise furnished, or been under the influence of a controlled substance, an alcoholic beverage, or an intoxicant of any kind.

D. **Look-Alike Substance:** Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person a replica substance.

E. **Robbery/Extortion:** Committed or attempted to commit robbery or extortion.

F. **Property Damage/Vandalism:** Caused or attempted to cause damage to school property or private property, including electronic files and databases.

G. **Theft:** Stolen or attempted to steal school property or private property.

H. **Tobacco:** Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets.

I. **Obscenity/Profanity/Vulgarity:** Committed an obscene act or engaged in habitual profanity or vulgarity.

J. **Drug Paraphernalia:** Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia.

K. **Receipt of Stolen Property:** Knowingly received stolen school property or private property

L. **Imitation Firearm:** Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

M. **Witness Harassment or Intimidation:** Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

N. **Prescription Drug Soma:** Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

O. **Hazing:** Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

P. **Bullying/Electronic:** Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined herein, directed specifically toward pupil or school personnel.

1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils directed toward one or more pupils or school personnel that has or can be reasonably predicted to have the effect of one or more of the following:

a) Placing reasonable pupil or school personnel in fear of harm to that pupil's or school personnel's person or property.

b) Causing reasonable pupil or school personnel to experience a substantially detrimental effect on his or her physical or mental health.

c) Causing a reasonable pupil to experience substantial interference with his or her academic performance, or school personnel with his or her job performance.

d) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

2. "Electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not

limited to, any of the following:

a. A message, text, sound, video, or image.
b. A post on a social network Internet Web site, including, but not limited to:
c. Posting to or creating a burn page. **"Burn page"** means an Internet Web site created for the purpose of bullying.

d. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). **"Credible impersonation"** means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

e. Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). **"False profile"** means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

f. An act of cyber sexual bullying: i.For purposes of this clause, **"cyber sexual bullying"** means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

1. .For purposes of this clause, **"cyber sexual bullying"** does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

2. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

3. **"Reasonable pupil"** means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Q. **Sexual Harassment:** The pupil has committed sexual harassment. The harassing conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.

R. **Hate Violence:** The pupil has caused, attempted to cause, threatened to cause, or participated in a "hate crime." "Hate crime" means a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim: disability, gender, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.

S. **Harassment, Threats, or Intimidation:** The pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

T. **Terroristic Threats:** The pupil has made terroristic threats against school officials or school property, or both. For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

I. Parents/Guardian will be notified in all cases of violations.

II. Administration will determine discipline based upon the following criteria:

A. Seriousness of offense

B. Circumstances of situation

C. Student's prior disciplinary records

D. Any other extenuating circumstances

Suspension Procedures

The site leaders are afforded a great deal of discretion in determining appropriate punishments, **unless a mandatory expulsion offense is identified**.

Even if suspension is deemed appropriate, the site administrator may opt for supervised in-school suspension.

If the School Administrator or Division Heads or designee determines that suspension is appropriate, a school employee shall make a reasonable effort to contact the pupil's parent or guardian in person or by telephone. Whenever a pupil is suspended from school, the parent or guardian shall be notified in writing of the suspension.

The School Administrator or Division Heads or designee shall report the suspension of the pupil, including the cause therefore, to the Superintendent.

A parent conference will be scheduled to discuss the matter with the School Administrators or designee.

Whenever practical, the teacher or staff member who witnessed the offense will also be present. At this conference, the administration and the parent or guardian will discuss the causes, duration, school policy involved, and any other matters pertinent to the suspension.

Any pupil who is suspended for five days or fewer must complete all assignments and tests missed during the suspension within three school days of their return. Any pupil who is suspended for more than five days will have five school days after their return to complete all assignments and tests missed during suspension.

Administration has the authority to lengthen the amount of time a pupil has to make-up his or her work, as appropriate in a given situation. Assignments submitted late will receive no credit.

Expulsion Requirements

All 48900 offenses as spelled out in the California Education Code automatically warrant an expulsion hearing. Students may also be expelled for repeated excessive behavioral concerns. AIMS expulsion forms must be used in the process. Legal Timelines must be adhered to without exceptions. All relevant witnesses, teachers and administrators must be present at the hearing. Parents must be informed in writing of the expulsion. (This section also appears in the behavior section.)

Students who commit offenses that result in a recommendation for expulsion or mandatory expulsion, or whose conduct falls under **"Suspension/Discretionary Expulsion"** (excluding disruption or defiance) will be referred to the School Administrator or designee. If a teacher observes disruptive or defiant conduct, the teacher will make a determination as to whether or not administrative intervention is required. Otherwise, they may follow the school's discipline policies to ensure proper student conduct.

To determine whether or not an offense meets the guidelines for suspension or expulsion, the Superintendent and the School Administrator or designee will meet with the pupil and school employee who referred the pupil for discipline. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to respond. If an "emergency situation" exists, the pupil may be excluded from this meeting. "Emergency situation" means a situation determined by the School Administrator or designee to constitute a clear and present danger to the life, safety, or health of pupils or school personnel. If a pupil is suspended without a conference before suspension, both the parent and the pupil shall be notified of the pupil's right to a conference.

Unless an offense results in a recommendation for expulsion or mandatory expulsion, as a matter of policy, American Indian Model Schools consider suspension and discretionary expulsion a punishment of last resort. Suspension and discretionary expulsion shall be imposed only when other means of correction fail to bring about proper conduct. Therefore, our schools will first consider the appropriateness of other disciplinary avenues before suspending or expelling a student.

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

In addition to any school action, suspected criminal activity will be reported to the police and appropriate legal consequences may result.

For purposes of notification to parents, and for the reporting of expulsion or suspension offenses to the CDE, AIMSK12 Schools will identify, by offense committed, in all appropriate records of a pupil each suspension or expulsion of that pupil.

AIMS K12 will notify the District of Residence within 30 days of all transfers, disciplinary or not. For all students who are expelled, the school will contact the District of Residence to notify them of the terms of the expulsion.

Expulsion Hearings and Process

The School Administrator recommends expulsion by clearly defining the facts and situation in writing to the AIMS K12 Superintendent.

The AIMS K12 Superintendent decides whether or not to recommend expulsion to the Board.

Within 30 school days of a recommendation for expulsion from the Superintendent, the Board will hold a hearing to determine if it is appropriate to expel the pupil. The pupil may request, in writing, a postponement of no more than 30 calendar days. Any additional postponement may only be granted at the discretion of the Board.

Within 10 school days after the conclusion of the hearing, the Board shall decide whether to expel the pupil.

If compliance by the Board with the time requirements for the conducting of an expulsion hearing under this subdivision is impracticable, the Superintendent may, for good cause, extend the time period for the holding of the expulsion hearing for an additional 5 school days.

Written notice of the hearing shall be forwarded to the pupil at least 10 calendar days prior to the date of the hearing by the Board Secretary and shall include:

a. The date and place of the hearing.
b. A statement of the specific facts and charges upon which the proposed expulsion is based.
c. A copy of the disciplinary rules of the school district that relate to the alleged violation.
d. A notice of the parent, guardian, or pupil's obligation upon enrollment in another school district to inform the receiving school district of his or her status with the previous school.
e. Notice of the opportunity for the pupil or the pupil's parent or guardian to appear in person or to be represented by legal counsel or by a non-attorney adviser, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf, including witnesses.

The Board shall conduct a hearing to consider the expulsion of a pupil in a session closed to the public, unless the pupil requests, in writing, at least five days before the date of the hearing, that the hearing be conducted at a public meeting. Regardless of whether the expulsion hearing is conducted in a closed or

public session, the Board may meet in closed session for the purpose of deliberating and determining whether the pupil should be expelled.

A record of the hearing shall be made. The record may be maintained by any means, including electronic recording, so long as a reasonably accurate and complete written transcription of the proceedings can be made.

Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs. A decision of the Board to expel must be supported by substantial evidence showing that the pupil committed the act(s) of which he or she is accused.

The final action to expel a pupil shall be taken only by the Board in an open session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation must be sent by the board president or his or her designee to the pupil or the pupil's parent or guardian.

The Board shall maintain a record of each expulsion, including the cause therefore. Records of expulsions shall be a non-privileged, disclosable public record subject to FERPA. The expulsion order and the causes therefore shall be recorded in the pupil's mandatory interim record and shall be forwarded to any school in which the pupil subsequently enrolls upon receipt of a request from the admitting school for the pupil's school records.

Suspending an Expulsion Order

The Board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the pupil has satisfactorily completed the rehabilitation program.

During the period of the suspension of the expulsion order, the pupil is deemed to be on probationary status. The Board may revoke the suspension of an expulsion order under this section if the pupil commits any of the acts designated as Suspension/Discretionary Expulsion Conduct or violates any of the school's rules and regulations governing pupil conduct. When the Board revokes the suspension of an expulsion order, a pupil may be expelled under the terms of the original expulsion order.

Upon satisfactory completion of the rehabilitation assignment of a pupil, the Board shall reinstate the pupil and may also order the expungement of any or all records of the expulsion proceedings.

Readmission to the Charter

An expulsion order shall remain in effect until the Board orders the readmission of a pupil. At the time an expulsion of a pupil is ordered for an act other than Mandatory Expulsion Conduct, the Board shall set a date, not later than the last day of the semester following the semester in which the expulsion occurred, when the pupil shall be reviewed for readmission. For a pupil who has been expelled for an

act of Mandatory Expulsion Conduct, the Board shall set a date of one year from the date the expulsion occurred, when the pupil shall be reviewed for readmission, except that the Board may set an earlier date for readmission on a case- by-case basis.

The Board shall recommend a plan of rehabilitation for the pupil at the time of the expulsion order, which may include, but not be limited to, periodic review as well as assessment at the time of review for readmission. The plan may also include recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs.

Any pupil who has been expelled and who seeks readmission, must submit a request to the Board President in writing no more than 21 (but no less than 7) calendar days before the end of the term of the expulsion. In addition, the pupil must provide documentation that all conditions for rehabilitation set by the Board have been met.

Upon completion of the readmission process, the Board shall readmit the pupil, unless the Board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety or to other pupils or employees of the school. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered.

If the Board denies the pupil's request for readmission, the Board shall provide written notice to the expelled pupil and the pupil's parent or guardian describing the reasons for denying the pupil re-admittance into the school.

PROCEDURES FOR NOTIFYING TEACHERS OF DANGEROUS PUPILS

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended, site leadership will put an alert in Student Information System (SIS), Powerschool, indicating that the student has a Behavior Incident. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to keep the list confidential so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the school's authorizing district regarding students who have engaged in certain criminal conduct. This information is forwarded to the enrollment department. The enrollment department will place the alert in the Student's PowerSchool account for the of the student's teachers to see. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

HARASSMENT, DISCRIMINATION, AND BULLYING POLICY

AIMS K12 is committed to protecting its students, employees, and applicants for admission from bullying, harassment, or discrimination based on the actual or perceived characteristics set forth in Penal Code Section 422.5, Education Code Section 220 and actual or perceived sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, immigration status or on

the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity it conducts or to which it provides significant assistance.

AIMS K12 believes that all students and employees have a right to a safe, equitable and harassment-free school environment. As a school, we have an obligation to promote mutual respect, tolerance and acceptance. AIMS K12 prohibits any acts of discrimination, harassment, and bullying on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology and through other electronic means, consistent with this policy. Bullying, harassment, or discrimination will not be tolerated and shall be just cause for disciplinary action.

For additional information, please read the Section on School Code of Conduct and Disciplinary Procedures.

SCHOOL PROCEDURES/POLICIES

Notice of Regulations

The AIMS K-12 administration shall ensure that students and their parents/ guardians are notified in writing upon enrollment of all discipline policies, rules and procedures. This handbook satisfies this requirement by describing expectations for student behavior, plans for managing student behavior and consequences for not adhering to expectations.

Student Dress Code Policy

All students at AIMS, grades K-12, must adhere to the dress code while on the school campus. Teachers and administrators are responsible to ensure this code is adhered to. Students not in dress code will receive detentions and other applicable consequences.

Dress code K-5

- Solid White or Navy polo or collar shirt
- Solid White or Navy sweater or jacket
- Solid Khaki or Navy below knee jumper, below knee dress, pants, below knee shorts or skirt
- All Black, White, Blue, or Brown shoes
- No showing jewelry
- No makeup
- No artificial nails

Dress code 6-8

- Solid White or Navy polo or collar shirt
- Solid White or Navy sweater or jacket
- Solid Khaki or Navy below knee jumper, below knee dress, uniform pants, below knee shorts or skirt
- All Black, White, Blue, or Brown shoes
- No showing jewelry

- No makeup
- No artificial nails
- AIMS Swag on Fridays

Dress code 9-12

- Solid White or Navy polo or collar shirt
- Red AIMS Jacket
- Solid White or Navy sweater or jacket
- Solid White or Navy below knee jumper, below knee dress, pants, below knee shorts or skirt
- All Black, White, Blue, or Brown shoes
- No showing jewelry
- Natural colored artificial nails no longer than you normal nail bed length
- AIMS SWAG may be worn daily

Parent Communication Policies

It is very important to ensure that communication between your home and the school is a continuous process. To stay informed of all meetings and events, please check the monthly calendar and the school website on a regular basis.

Communication is key to AIMS being a healthy environment for students and adults. Follow these tips to effectively communicate:

With Teachers:

Parents have an opportunity to meet with teachers at Back-to-School Night and Open House in the Fall.

Parents may receive personal phone calls or emails periodically from their child's teachers.

Parents will meet with teachers for a parent/teacher conference at least once each semester. All parents are encouraged to attend teacher conferences and/or to contact teachers to meet with them throughout their child's high school years.

Parents may contact teachers by written notes, phone calls, emails, or communicate through Parent Square.

Parents may also make an appointment to meet with the teacher during their scheduled preps or open "office hours," or according to the teacher's availability. We encourage all parents to be proactive in their communication with teachers, and not only when problems may arise.

You can contact a teacher by:

1. Calling the school and leaving a message on the voice mail system; the teacher will return your **call <u>within 48 hours</u>**
2. Writing a note to the teacher and sending it with your student
3. Sending an email or Parent Square

4. Making an appointment to meet with the teacher during their scheduled open “office hours,” or according to the teacher's availability.

With the School:

1. The AIMS website, AIMS Standard, and AIMS handbook contain answers to many of the questions parents and community members may have. Please consult these prior to contacting the school with questions.
2. Parents may contact the school with written notes, phone calls, or emails if they have questions or concerns, or make an appointment with the appropriate person to address your concerns.
3. Progress reports are given every three weeks, and must be signed by parent/ guardian(s) and returned to school.
4. Report cards will be distributed every nine weeks, and parents must meet with teachers if their student is failing or if teachers request a conference.
5. Student progress, grades, attendance are also available on PowerSchool. Grades are updated on a weekly basis.
6. AIMS Newsletters will be emailed via Parent Square.
7. Memos and flyers are sent home on an as needed basis.
8. Back-to-School Night, scheduled in the Fall, is an opportunity for parents/guardians to meet their child's teachers, to get an overview of grade level curriculum and expectations, and to learn more about the school from the School Administrator and your child’s teacher.
9. Family Advisory Council (FAC) is the vehicle for parents to learn on a monthly basis about school activities and meet to support those activities.
10. Local Control Accountability Plan (LCAP) is where stakeholders learn about the budget and to provide input.
11. School Site Council (SSC) is where decisions are made regarding Federal Funds
12. Board meetings are a time for the board to meet and discuss governance. Visitors are welcomed and protocols for behavior and structure must be followed by attendees.

With your child during the school day:

If you need to communicate with your child during school, call the office and leave a message for your child. That message will be given to your child. Please make all carpool or after school pick up arrangements with your child before the school day.

Parent Involvement Guidelines

The involvement of parents in the classroom or at the school is greatly encouraged. Along with being a school volunteer, parents may visit the classroom as an observer. Parents are welcome to request an observation period at any time.

However, teachers have the right to refuse unscheduled observation requests. The best way to plan an observation is to follow these procedures:

1. Schedule a date and time with the teacher by leaving a message for them in the main office or contacting them during their office hours.
2. Explain the purpose for the observation.

Note: Observation times may be limited. During observations, teachers and support staff are not available for any one-on-one discussions or conferences. These meetings may be scheduled for a later time.

Our goal is to create the strongest possible partnership between home and school in order to increase student achievement and success. Parents are our most important partners in the road to student success. We strongly believe that students will find greater levels of academic success when their home and school share similar values about learning, develop a positive relationship, and work together to build a strong partnership.

To ensure the development of authentic and productive relationships with parents, AIMS K12 offers a variety of opportunities for you to be involved in the academic life of your child at the classroom and school levels. We further demonstrate our commitment to forging genuine partnerships with all parents by offering high-quality family services, including a comprehensive parent workshop program.

Ways to Participate at AIMS

Become a School Instructional Volunteer:
Throughout the school year opportunities will arise for you to volunteer in your student's classroom, in the school, and for special events. AIMS K12 encourages and welcomes your involvement and participation as a volunteer. We ask that you follow certain policies and guidelines as a school volunteer as outlined in the following section "School Volunteer Guidelines."

Family Advisory Council:
AIMS K12 has a Family Advisory Council (FAC), which serves as an advisory forum for parents to engage the AIMS K12 staff and other parents. The council will consist of the School Administrators, Parent Engagement Coordinator, teachers, other staff members, and parents. Students will also be encouraged to participate so that they may help shape school policy.

LCAP Advisory Committee And SSC:
The LCAP Advisory Committee and SSC recommends modifications to the strategic plan to reflect changing needs and/or priorities. Also, the LCAP Advisory Committee will provide input on: LCAP, SPSA curricula and instructional strategies, staff professional development, the school budget, parent involvement, staff stipends, and the school calendar. The LCAP Advisory Committee and SSC will meet monthly during the academic year. Ultimately, the goal is to ensure that there is two-way communication between the school, parents and all its stakeholders.

Election of parent representatives and other community members are held during the fall of each school year. Nomination forms for parent and community members shall be distributed at each school site and sent home to parents. New members and alternates shall be installed by the October meeting.

Other special program/project committees may be established for specific purposes such as fundraising activities, special events, etc.

Participate in Parent Workshops:
Various Parent Workshops and school special events and activities will be held during the school year.

Throughout the year the school may offer educational opportunities for the continuing education of parents/guardians. Such opportunities may include classes on parenting, health topics, open communication, job training, domestic violence, and English Language Development. Other opportunities include families having the option to attend DLAC, ELAC, Wellness and Family Advisory meetings. All meeting spaces and workshops are open to families.

School Volunteer Guidelines

Volunteer Procedures:
Any person interested in participating in a school's volunteer program must complete the volunteer application through the parent resources section on AIMS website: https://aimsk12.org/family-message..

A volunteer for a single event that takes place for the duration of one day only does not need to submit an application but must be checked by a school administrator against the California Megan's Law online database at http://www.meganslaw.ca.gov.

The Parent Community Liaison must confirm and verify that the volunteer has met all requirements, including:

- Completed and signed volunteer application
- Megan's Law clearance
- Tuberculosis test clearance (no more than two years old)
- Live Scan Fingerprinting required

Volunteer applicants need to be fingerprinted only once during their volunteer service. AIMS adheres to the California State statutes pertaining to supervised volunteerism in public schools. Fingerprinting clearance by the FBI and the DOJ is required for the following persons:

- Persons providing direct instruction to students regardless of the number of hours engaged in such activity, even if supervised by a certificated employee
- Persons volunteering in any school for more than 16 hours per week, regardless of supervision
- Persons volunteering for less than 16 hours per week under general supervision and whose duties require significant contact with students, as determined by the school Site Administrator, including the following: unch supervision assistants/food handlers

School volunteers are required to sign in at the school office upon entering the campus and sign out when they exit the campus.

Volunteer Guidelines

Classroom and student work is always confidential. Please don't discuss student problems with anyone except the teacher or School Administrator. Try not to compare children within the classroom. Since there are as many methods as there are teachers, please do not compare different methods of teaching. There is no defined best way to teach. Work positively for the good of the school. Constructive criticism should be directed only to the supervising teacher or school administrator. When you are volunteering in the classroom, please remember that you are doing so under the direction of the teacher. Ask questions! If something is unclear, please ask for clarification. If you have any questions about volunteer policies and procedures, please contact the Administrative Assistant to the School

Administrator.

REPORTING OF DANGEROUS, UNLAWFUL, OR VIOLENT ACTIVITIES

AIMS takes its role in providing a safe and trusted learning environment very seriously. If any student, family member, or member of AIMS's extended community learns of any dangerous, violent, or unlawful activity that they believe has occurred, is occurring, or may occur at or near any school-sponsored or school-related event or location, they are strongly encouraged to report that activity—anonymously if necessary—to the Director of Schools. A report can be sent by a legible written note, by email, or by telephone to the following: 510-893-8701, julia.li@aimsk12.org. Reports should include place, time, the general nature of the activity being reported, whether any life-threatening activity or weapons are involved, and any other important details. Any report of activity that directly threatens or involves a potential loss of life should first be made to 9-1-1, immediately. AIMS shall promptly review every report received as soon as possible, shall make a record of every report received, and shall make a reasonable inquiry into each as necessary to ensure no dangerous, violent, or unlawful act occurs at any school-related or school-sponsored event, or on school-provided transportation to any such event. The investigatory response taken by the school and actions taken will be logged as well.

CAMPUS SAFETY AND SECURITY

The school will train and maintain practices and procedures so that the campus is physically secure and safe.

Entrances and Exits

The site administrator should develop procedures so that students, staff, parents and community members can enter and exit the building in a safe and orderly way, and that the building is secure from unauthorized entry during non-school hours, as follows:

- Designating individuals to lock the school building and/or grounds when not in use
- Training school staff members to maintain the security of the building when working during non-regular working hours (e.g. not propping doors open, re-securing the building after leaving)
- Maintaining a practice of locking doors that are not being regularly used, even during school hours
- Posting signs requesting that visitors sign in at the main office
- Establishing a culture in which any adults without a visitor or staff badge and any children not enrolled at the school are escorted immediately to the main office
- Periodically testing the security system according the manufacturer or vendor instructions, to ensure it is functioning
- Creating a dismissal plan and student pick-up traffic plan to avoid congestion of the local streets, and to prevent students from crossing traffic unnecessarily

Releasing Students

AIMS K-12 employees are responsible for releasing students to parents, legal guardians or other persons designated by parents or legal guardians, unless formally modified by a court order

served to the school.

In the event that employees are uncertain of the propriety of releasing a student, they should locate or contact the site administrator, site administrator's designee or Dean of Students before releasing the student.

Visitors Policy

All visitors to school sites must report to the school office when entering and receive authorization to visit elsewhere in the school site. While AIMS strongly encourages parent visits, classroom visits during school hours must be authorized by both the teacher and the administrator.

In registering as a visitor, the sign-in form should include spaces for the following information:

- Name
- His/her purpose for entering school grounds
- Destination within the school
- Time in and out

At his/her discretion, the site administrator, or designee may also request

- proof of identity
- address
- occupation and company affiliation
- age (if less than 21); and any other information consistent with law

Parents and guardians visiting during the school day for any purpose other than picking up at or dropping off a child at the beginning or end of the school day as part of the normal school day schedule should also be requested to sign into the visitor log or a special log for parents. This applies to parents and guardians who are picking up a student early (e.g. for a medical reason) or dropping off a student late (e.g. tardy), as well as parents and guardians who are on campus to volunteer in their child's classroom.

AIMS employees from school campuses and the Home Office are strongly encouraged to notify the front desk upon arrival and should wear badges signifying that they are AIMS employees. However, formal visitor registration is at the discretion of the school site administrator or designee.

VIP Visitors accompanied by any AIMS management team member may be requested to register as a visitor at the discretion of the accompanying AIMS management team member.

Students not enrolled at the school who wish to use the school grounds for recreation during the school day are, at the discretion of the site administrator, also subject to AIMS's visitor policy.

The site administrator or designee may refuse to register any visitor if he or she reasonably concludes that the visitor's/outsider's presence would disrupt the school, students or employees, would result in damage to property, or would result in the distribution or use of a controlled substance. (Penal Code 627.4).

The site administrator or designee may request that a visitor/outsider who has failed to register, or whose registration privileges have been denied or revoked, to promptly leave school grounds. If necessary, the site administrator or designee may call the local police to enforce the departure of the visitor/outsider. When a visitor/outsider is directed to leave, the site administrator or designee shall inform the visitor/outsider that if he or she reenters the school within seven (7) days, he or she will be guilty of a misdemeanor and subject to a fine and/or imprisonment. (Penal Code 627.7).

All schools shall inform parents annually about the school's policies regarding visitors/outsiders, and remind parents that to maximize safety and security they should also register when visiting the school.

FINGERPRINT POLICY

All employees of AIMS are fingerprinted and the prints are transmitted to the California Department of Justice and the Federal Bureau of Investigation for a criminal conviction records check. The employee will bear the cost of DOJ background checks. No employee will be permitted to perform any of the duties of his/her position until this processing has been completed and it is determined that there is no criminal conviction that would prohibit the employee from working with students and staff.

SCHOOL CODE OF CONDUCT AND DISCIPLINARY PROCEDURES

AIMS K12 is committed to ensuring that employees and all individuals who work with or have contact with students conduct themselves with students in a way that is supportive, positive, professional, and non- exploitative. AIMS will not tolerate inappropriate conduct or behavior towards or with students by its employees or any individual who works with or has contact with students.

At AIMS K12 we believe that by demonstrating respect for each other, we can create a safe, caring and cooperative environment that promotes learning and celebrates the uniqueness of all individuals. AIMS K12 believes that all students have the right to learn. No student has the right to choose behavior that infringes upon the rights of others. We recognize the primary role of parents as the first and best teachers of their children. We also recognize the partnership that needs to exist between home and school. Our discipline policy is designed to encourage students to acquire and apply acceptable behaviors because student behavior is a key component of school culture and sets the foundation for academic achievement.

We expect that all students behave in a respectful way toward their teachers, any adults, their classmates, and the property of others. Additionally, students will be treated and spoken to respectfully and with care.

With a focus on community building, it is our goal that every student possesses a clear understanding of how their actions affect others. While our larger goal is to discourage misbehavior preemptively, when it occurs, we use missteps as opportunities for learning and reflection. Schools have developed behavior expectations, procedures, and policies that are consistent with a positive discipline model in which we use both kindness and firmness to co-create relationships that include both care and accountability.

Systematic positive praise, reinforcement of desired behaviors, and community building structures are coupled with fair and equitable consequences for students who do not adhere to their responsibilities.

AIMS K12 Schools' approach to discipline includes: teaching school rules and social-emotional skills, reinforcing appropriate school behavior, using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences, and tracking discipline data to ensure that rules and consequences are being applied fairly to all students.

Upon enrollment and at the beginning of each school year, AIMS K12 families will each receive a copy of the Parent/Student Handbook in their Enrollment Packets and be asked to review the Handbook and agree in writing to abide by the provisions of the Handbook, including the school's discipline policy. The plan may include, but are not limited to, day-to-day discipline including, school detentions, in-school suspensions, Saturday schools, disciplinary probation, and guidelines for suspension and expulsion. The student discipline policy will define student responsibilities, unacceptable behavior, and the consequences for noncompliance. In addition, school staff members review the discipline policy with new students and parents at the commencement of school each year.

Teachers will be trained during professional development meetings to use effective classroom management strategies to maximize instruction and minimize student misbehavior, and there will be school-wide systems for assigning both positive and negative consequences. Positive consequences include privileges such as lunch with teachers and free dress. Students who do not adhere to stated expectations for behavior and who violate the school's rules may expect consequences for their behavior.

Consequences may include, but are not limited to:

- Warning, verbal and/or written
- Individual conference with the teacher
- Loss of privileges
- Individual behavior contract
- Referral to the School Director or other school staff member
- Notices to parents by telephone or letter
- Parent conference, at school or during a home visit
- Suspension
- Expulsion

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

Any student who engages in repeated violations of the school's behavioral expectations, or a single severe infraction, will be requested to attend a meeting with the school's staff and the student's parents. The school will prepare a specific, written agreement outlining future student conduct expectations, timelines,

and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion.

AIMS K12 is exempt from Education Code requirements and procedures related to student suspension and expulsion. Therefore, references in this charter to the Education Code are used as a guideline. A student may be suspended or expelled for any of the acts enumerated in Education Code § 48900, except for willful defiance, related to school activity or school attendance that occurs at any time including, but not limited to:

- While on school grounds
- While going to or leaving from school
- During, or traveling to or from school, sponsored activities

AIMS K12 will be a positive and progressive place of learning. The discipline system is designed to create a culture of learning and the Code of Conduct (see Code of Conduct area below) is created to be preventative. Teachers will use a range of lower-level consequences (nonverbal cues, conferencing with the student, loss of privileges, etc.) before resorting to more serious consequences. However, we will have clear policies governing suspension and expulsion. Certain offenses will result in in-school suspension while other more serious violations will result in out-of-school suspensions. Violations – that put students and/or the school in grave physical danger – will be considered grounds for expulsion according to Ed. Code 4900. Suspended students will also be responsible for making up all missed work within the specified timetable.

Student Behavior Expectations

At AIMS K12, students are held accountable for their behavior. No one student has the right to disrupt the learning environment of their fellow class members. Students are interested in their education and helping keep the focus on that main goal. Students are aware that they impact other students in the classroom, as they transition, participate in lunch and study hall, and stand in line.

With the instructions of their teachers, they choose to behave appropriately in those situations and others.

Students are expected to:

- Be diligent in their studies.
- Treat school property, private property, and other people with respect.
- Obey all school and classroom rules while at school, at District and school activities, and on the way to and from school.
- Follow all directions and directives given by any staff member.
- Dress according to the AIMS K12 dress code. All gang-related attire is prohibited.
- Use proper communication protocols to be heard and to not interrupt others.
- Not use foul language, or participate in bullying, name-calling, or fighting.

Students with Disabilities

Generally, any student identified as a student with a disability pursuant to the Individuals with Disabilities Education Act, 20 1400-1482, is subject to the same disciplinary measures applicable to all students for violations of the code of conduct, except when the student's behavior is determined to be a

manifestation of his/her disability.

Responses to Misbehavior of the Student Discipline Policy

- Warning
- Detention
- Behavior Contract

a) Students who have repeated behavioral problems need to have a behavior contract that describes the behaviors the student is supposed to engage in as well as the consequences. Parents and students must sign the agreement, and there must be a follow up meeting within four to six weeks. A referral may be made to SST to address the repeated misbehaviors.
b) Parent Conference
c) Counseling
d) Loss of privileges, extracurricular activities, etc.
e) Sending a student to another classroom for a limited period of time.

- Behavioral referral forms will be completed by the teacher before sending a student out to a buddy classroom or to an administrator. The form will state why the student was sent, and what was done in the classroom to first stop the concern. A file of the forms will be kept in the office.

f) Additional required hours at school: detention or Saturday School.
g) Additional school work: extra homework, writing lines or copying materials, additional study/review.
h) Community Service: clean, organize, take out trash, sweep, etc. AIMS k12 will provide gloves and necessary cleaning supplies as appropriate.
i) Communication tools: Students will write letters of apology to their families/staff to discuss poor behavior/performance
j) Confiscation of prohibited items.
k) Suspension or Expulsion in extreme cases with leadership approval

Consequences Requirements: Consequences include the following: detentions, doubled detentions, banning from extra-curricular activities (like sports, dances), parent shadowing, removal from classroom, apology to class for misbehavior, apology to parents and teacher for misbehavior.

Detention

Detentions must be given until behavior improves. Detention forms must be used to ensure that the student, office, and teacher each have a copy. Detention sessions must be quiet and focused. Detentions are not optional at any level. See Additional Forms for a copy of a detention slip.

There are a variety of reasons a detention can be issued. These include, but are not limited to:

1. Tardiness
2. Cutting class
3. Not returning homework
4. Unsigned memo/detention/report card/etc.
5. Missing classroom materials
    - Disorganization
    - Incomplete classroom job
6. Speaking out of turn

7. Talking in class
8. Out of seat without permission
9. Not following directions
10. Food/Drinks/Gum/Candy
11. Throwing/Kicking/Hitting/Teasing

Saturday School

Saturday School is held weekly at each school site.
Saturday School can be separated into two categories: **Academic** and **Restorative Justice,** and **Academic Saturday School.**

Academic Saturday School may be assigned by any teacher or administrator, often as a disciplinary measure with regard to low grades, missing work, or absences.

Restorative Justice Saturday School is for behavioral concerns, and is often assigned by a staff member or administrator. Restorative Justice Saturday School can also be assigned automatically, by having two detentions in one week.

Academic Saturday School:

Evidence shows that increased academic instruction, tutoring, and study time can help support students in areas where they are struggling. For these reasons, as part of the AIMS Standard, we offer and may require students to attend Academic Saturday School in instances where academic concerns must be addressed.

Academic Saturday School may be issued under the following circumstances:

- Obtaining a C- or below in any academic quarter or semester
- To complete make-up assignments, projects, or assessments
- Any unexcused student absence or tardy truancy
- Placement on academic probation
- In need of improving their subject benchmark mastery, or statewide assessments
- At the discretion of the Teacher, Administrator, Parent/Guardian, or Student

Students will be assigned packets to complete any makeup school work, missing assignments, or to receive tutoring. Students should come to Saturday School prepared and ready to work.

Restorative Justice Saturday School:

Restorative Justice is a theory of justice that emphasizes repairing the harm caused by criminal behavior. It is best accomplished through cooperative processes that allow all willing stakeholders to meet, although other approaches are available when that is impossible. This can lead to transformation of people, relationships, and communities.

Students who have received two detentions in one week will attend Restorative Justice Saturday School. Students who have committed egregious violations of any part of the code of conduct will attend Restorative Justice Saturday School. Restorative Justice Saturday School may be assigned at the discretion of the School Administrator.

Dialogue and other Restorative Justice practices can be used so that students can learn to resolve conflicts on their own and in small groups. Students can be empowered to make better decisions. Students will participate in campus community service in order to encourage character building.

Absences from Saturday School:

Students may not be absent from Saturday School without a legitimate excuse and prior approval from an administrator. A legitimate excuse (lack of transportation, religious holiday, etc.) and a signed note from a parent or guardian are required for approval from an administrator or designee. Attending an AIMS or Non-AIMS sporting event or extracurricular activity is **not** a legitimate excuse to be absent from Saturday School.

Any unexcused Saturday school absence will result in an additional Saturday School. If unexcused absences continue, different disciplinary measures may occur.

Academic Saturday School Procedures:

Teachers will receive a memo to distribute to students on the Wednesday prior to the upcoming Saturday School. Students must submit their signed memo by the following school day.

Students may only work on homework after they have completed their assigned Saturday School work.

Parent-Teacher Conferences

Parent - Teacher conferences may be held as needed to allow parent, teacher, and student to address areas of concern and determine a course of action.

Social Probation

At the discretion of the School Administrator and/or designee, an AIMS K12 student may be placed on social probation, which is defined as a period of time in which a student is restricted from engaging in any AIMS K12 activities. Students can be placed on social probation for repeated disciplinary concerns or suspension.

Students on social probation may be prohibited from:

1. Attending or participating in any on or off campus athletic events
2. Prohibition of attending club meetings

Failure to adhere to the terms of social probation will result in a longer term of social probation or suspension.

Administrative Searches

AIMS may conduct searches of students and items under the student's control (e.g., locker, backpack,

purse) to ensure student and staff safety. Specifically, the purpose of these searches is to:

- Detect the possession of weapons or controlled substances
- Deter bringing weapons or controlled substances onto school grounds or during school activities
- Reduce the potential for violent incidents

Searches may be conducted under the following circumstances:
Searches based on reasonable suspicion. If a student has engaged in conduct that causes an administrator to have reasonable suspicion that the student has committed, or is about to commit, a crime or has violated statutory laws or school rules, the administrator may conduct a search of that student.

The administrator must:

- Contact a parent or guardian and inform them of the search.
- Be able to articulate the reasons for his/her suspicion and the facts and/or circumstances surrounding a specific incident.
- Be able to reasonably connect the student to a specific incident, crime, rule, or statute violation.
- Have relied on recent, credible information from personal knowledge and/or other eyewitnesses.
- Ensure that a search based on reasonable suspicion is not excessively intrusive in light of the student's age and gender and the nature of the offense.

When conducting a student search based on reasonable suspicion, school administrators must adhere to the following practices:

- Conduct the search only if there are clear and specific reasons for suspicion and there are facts that connect the student to a specific incident of misconduct.
- Jackets, purses, pockets, backpacks, bags and containers in the student's possession may be searched to the extent reasonably necessary.
- Under no conditions may a body or strip search be conducted.
- Only school administrators of the same gender as the student searched may conduct the search.
- Searches based on reasonable suspicion must be conducted in a private area where the search will not be visible to other students or staff (except for a school administrator or designee witness, also of the same gender).
- The school can request law enforcement participation if necessary.

STUDENT SAFETY AND RESPONSIBILITY

School Cleanliness

Students have the responsibility of working to keep their campus clean. It is part of the AIMS Standard that we take pride in our campus and school, so AIMS K12 students should not only clean up after themselves, they should endeavor to leave the campus as clean as they found it at the beginning of the day.

Restroom Policy

1. By law, students must not be prohibited from using the restroom. However, AIMS K12 has the following guidelines in place to prevent students from abusing bathroom privileges: Except for cases of emergency, students should not use the restroom within the first and last 30 minutes of class. Students must also utilize their breaks and lunch periods and use the restroom during these times.
2. Students must sign in and out of the classroom when going to the restroom.
3. Inform the administrative assistant if the bathrooms are low or out of toilet paper, soap, paper towels, or toilet seat liners.
4. Students with medical related bathroom needs should complete a 504 plan with the school at their earliest convenience.

Administration of Medication

Students who need to take prescribed or over-the-counter medication during the school day may be assisted by designated school personnel or allowed to self-administer certain medication as long as it is in accordance with law, AIMS K12 policies, and administrative regulations.

It is necessary for the District to have a written statement from the student's physician and a written statement from the student's parent/guardian before (1) a designated employee administers or assists in the administration of any prescribed medication to any student; or (2) any student is allowed to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication during school hours.

It is vitally important that parents fill out new student medication forms every fall in order to have the most current medication information, as well as the current status of any health conditions. A separate form is required for each medication. Please contact the school office for the required forms. Update these forms should any of the information change during the school year.

Students who need to take prescribed or over-the-counter medication during the school day may be assisted by designated school personnel or allowed to self- administer certain medication as long as it is in accordance with law, and/or AIMS Board policies. AIMS K12 students may receive their medications from the front office or the school nurse. It is necessary for AIMS K12 to have a written statement from the student's healthcare provider and a written statement from the student's parent/guardian before:

5. A designated employee administers or assists in the administration of any prescribed medication to any student; or
6. Any student is allowed to carry and self-administer prescription auto- injectable epinephrine or prescription inhaled asthma medication during school hours.
7. Single dose over-the-counter medication, such as aspirin, ibuprofen, or cough drops, may be given to students, with prior consent from parents.

Medical Emergencies

If your child is in need of minor first aid, it will be administered in accordance with District first aid training. If medical attention appears to be necessary, but not required immediately, the parent/guardian or other emergency contacts listed will be contacted to pick the child up. Should immediate medical attention be necessary, the school will call an ambulance. If a person is suffering, or reasonably believed

to be suffering, from an anaphylactic reaction, trained school personnel may use an epinephrine auto-injector to provide emergency medical assistance. Every effort will be made to contact the parent or other emergency contact person(s).

Immunizations and Other Health Requirements

To be admitted to school, children must be fully immunized in accordance with the law. Children shall be excluded from school only as allowed by law.

If you need assistance or information on free clinics, call the Alameda County Immunization Project at 510-267-3230.

Parents are required to provide documentation that their child has been immunized against the following:

Kindergarten–12th grade

Polio
4 doses meet the requirement, or
3 doses for ages 4–6 years if at least 1 was given on or after the 4th birthday or
3 doses meet the requirement for ages 7-17 if 1 dose was given on or after the 2nd birthday

Diphtheria, Pertussis, and Tetanus (DPT)
5 doses meet the requirement, or
4 doses meet the requirement for ages 4–6 years if 1 dose was given on or after the 4th birthday, or
3 does meet the requirement for ages 7-17 if one dose was given on or after the 2nd birthday

Pertussis (Tdap)
1 dose given after 7th birthday is required for 7th grade students and students new to the district in grades 8-12.

Measles,Mumps,Rubella (MMR)
2 doses meet the requirement;both must be given on or after the first birthday (one dose can be measles vaccine only; 1 dose must be MMR)
3 doses meet the require *Measles,Mumps, Rubella (MMR)*

Hepatitis B
3 doses meet the requirement or 2 doses of 2-dose formulation meet the requirement for ages 11–15 (must be documented as a 2-dose formulation of Hepatitis B vaccine)

Varicella(chickenpox)
1 dose required in kindergarten through sixth grade (2010-2011 school year) or students under age 13 entering a California school for the first time, or
No dose is required if a physician or clinic has documented on the child's immunization card "had disease"

CAMPUS ENVIRONMENT POLICY

Weapons Policy:

Students, parents and teachers are forbidden to have weapons or look-alike weapons on campus. Possession of a firearm, whether loaded or unloaded, (including pellet-type guns) or other weapons such as pocket knives can carry severe disciplinary action up to permanent removal from AIMS K12.

The Federal Gun Free Safe Schools Act and California law prohibit the possession of firearms on school campuses. Pursuant to these laws, any student found in possession of a firearm will be subject to arrest and will be recommended for expulsion immediately.

Upon a finding that the student was in possession of a firearm, the school's governing board shall expel the student. The term of expulsion shall be one year.

Possession includes, but is not limited to, storage in lockers, purses, backpacks, or automobiles.

Smoke-free Environment Policy:

AIMS K12 maintains a smoke-free environment, so smoking, including the use of vaping devices is not allowed on campus. Students who engage in smoking on campus are subject to disciplinary action.

Alcohol/Drugs Policy:

AIMS believes the use of alcohol or other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences. For these reasons, these substances are prohibited on campus, and AIMS K12 will make every effort to assist students and families in reducing the use of these substances. AIMS perceives this effort to be an important step towards preventing violence, promoting school safety, and creating a disciplined environment conducive to learning.

Enforcement/Discipline:

The School Administrator or designee shall take appropriate action for violation of any of the policies concerning weapons, smoking, or possession, use or sale of alcohol and/or other drugs and related paraphernalia on school grounds, at school events, or in any situation in which the school is responsible for the conduct and well-being of students. School authorities may search students and school properties for the possession of alcohol and other drugs in accordance with law, Board policy, and administrative regulations.

Students possessing, using or selling alcohol or other drugs or related paraphernalia at school or at a school event shall be subject to disciplinary procedures, including suspension or expulsion in accordance with law, Board policy, and administrative regulations. Such students also may be referred to an appropriate rehabilitation program.

Confiscated Items Policy

Any and all Items that are not allowed according to AIMS K12 rules and policies will be confiscated. The administrators will keep the item until the parent/guardian comes to retrieve it. On the first confiscation, the student will receive one detention. On the second, they will receive an additional two. On the third, the student will receive an additional three detentions and in-house suspension.

Surveillance Cameras

For the safety of students and staff, surveillance cameras that include video only (no audio) are installed in several locations on AIMS K12 campuses. Surveillance cameras are not located inside any school bathrooms or locker rooms. Surveillance videos are viewed by school administrators and may also be viewed by police, as allowed by law, and used as evidence in disciplinary matters. Access to stored videos

Suspension, Expulsion, and Involuntary Removal Policy

All schools within the AIMS family adhere to the following procedures with regard to student suspension, expulsion and involuntary removal. Though the AIMS K12 administration permits a certain level of discretion in determining the appropriate disciplinary actions on a case-by-case basis, all schools operate within certain parameters. Those parameters are outlined in this policy and are aligned with each of the school's charters.

A pupil may be suspended or expelled for acts that are enumerated herein and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period whether on or off the campus.
4. During, or while going to or coming from, a school-sponsored activity.

UNIFORM COMPLAINT PROCEDURE

AIMS prohibits unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any student, employee, or other person participating in district programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55 or equity or compliance with Title IX, or based on his/her association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610).

Complaint forms are available on the district webpage at aimsk12.org/ucp. You may contact the AIMS Ombudsperson via email ombudsperson@aimsk12.org or visit aimsk12.org/ombudsperson.

APPENDIX

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Student and Family Handbook

AIMS K-12 COLLEGE PREP CHARTER DISTRICT

STUDENT AND FAMILY HANDBOOK 2025-2026

AIMS College Prep K-8 (AIPCS II)

171 12TH STREET,
OAKLAND, CA 94607
TEL: 510-893-8701
FAX: 510-893-0345
elementary@aimsk12.org

AIMS College Prep Middle School

171 12TH STREET,
OAKLAND, CA 94607
TEL: 510-893-8701
FAX: 510-893-0345
middleschool@aimsk12.org

AIMS College Prep High School

746 GRAND AVE
OAKLAND, CA 94610
TEL: 510-220-5044
FAX: 510-893-0345
highschool@aimsk12.org

WWW.AIMSK12.ORG

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1. INTRODUCTION

1.1. Welcome Statement

Dear AIMS Families,
This handbook is designed to acquaint you with official AIMS District policies and to better help prepare you for a rigorous college prep environment and beyond.

AIMS K-12 reserves the right to adopt changes to its handbook at any given time as needed. Updates to this handbook will be communicated to all families and students and will be posted on our school's website at aimsk12.org.

1.2. AIMS K12 College Prep Charter District

Year Founded: 1996 (Oakland, CA)
Mascot: Golden Eagles
School Colors - Red, Athletic Gold, and Royal Blue*
Number of Students: 1300
Website: www.aimsk12.org
Email Address: communications@aimsk12.org
District Address: 171 12th Street, Oakland, CA 94607
Office Phone Number: (510) 893-8701
Interim Executive Director: Marco Meńendez
Board President: Dr. Jaime Colly, Ed.D

1.3. AIMS K-12 History

Founded in 1996, AIMS K–12 began as a middle school established by Native American families seeking to preserve cultural connections for their children. Originally known as the American Indian Public Charter School (AIPCS), it became Oakland's second publicly funded charter school and, in 2006, the first to receive National Blue Ribbon School recognition. That same year, the district expanded to include a high school (AIPHS), followed by an elementary school in 2012. Over time, AIPCS became AIMS College Prep Middle School, AIPHS became AIMS College Prep High School, and AIPCS II as AIMS College Prep K–8. As the district grew, so did its diversity—by 2018, both the elementary and middle schools were recognized for nearly closing the achievement gap for African American students. To reflect its broader mission and inclusive college-prep focus, the district adopted the name AIMS K–12 College Prep Charter District.

AIMS K–12 College Prep Charter District has received several prestigious awards for its academic excellence and commitment to student success. In 2020, the district was honored with the Hart Vision Award as School of the Year in Northern California and received the A-G Quality School Award for outstanding college readiness. That same year, AIMS was recognized as a Top-Performing Bay Area Public School for improving outcomes for low-income African American students. AIMS College Prep High School achieved a 100% A-G completion rate for African American students, earning additional recognition. In 2022, all three AIMS schools—elementary, middle, and high—were awarded the California Pivotal Practice (CAPP) Award for innovative practices during distance learning. Most recently, in 2023, AIMS College

Prep Elementary School was named a California Distinguished School, one of only three schools in Oakland Unified to receive the honor.

1.4. AIMS Vision

Provide a rigorous educational foundation that provides all students, particularly those traditionally underserved, to **excel academically and personally**. We are committed to preparing our students for successful entry into and completion of **four-year college programs**. Through our dedicated approach, we strive to break barriers, foster ambition, and cultivate a new generation of scholars who will **contribute meaningfully** to society.

1.5. AIMS Mission

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

1.6. 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.

1.7. AIMSTRONG Learner Profile

AIMSTRONG has developed into the official moniker of the AIMS K12 College Prep Charter District. The AIMSTRONG acronym describes the model AIMS student learner profile:

Academics: Academics is the first word in AIMSTRONG and is the cornerstone for future success. Academics means developing and growing our scholarship, our grades, our inquiry, 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 power you possess to combat the rigors of academics and real-life while resisting being moved or broken. 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 our real part of getting teamwork, family, and planning done.

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.

1.8. Golden E.A.G.L.E.S Values

We work together to create a positive, safe, and inclusive learning environment where all members of our community are soaring with Engagement, Accountability, Growth Mindset, Leadership, Empathy, and Service.

Engagement:	We stay focused, curious, and actively participate in our learning.
Accountability:	We take responsibility for our actions and learning.
Growth Mindset:	We believe we can grow, embrace challenges, learn from mistakes, and keep trying.
Leadership:	We lead by example with integrity and respect.
Empathy:	We show kindness, compassion, and care for others.
Service:	We help and support others to strengthen our community.

1.9. AIMS Model

Pedagogy and Practices: In order for AIMS to meet our mission of successful acceptance to a four-year college or university, we have designed K-12 instruction to meet the goal of mastery for the spiral progression of learning standards.

Diversity and Inclusion: We believe that each child has a unique talent and purpose. We see and celebrate differences, and do 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 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.

2. SCHOOL INFORMATION AND PROCEDURES

2.1. Academic Calendar

A copy of the Academic Calendar can be found online at calendar.aimsk12.org.

2.2. Leaving the School During the Day

All AIMS schools are closed campuses. Unauthorized leave is not permitted under any circumstances.

Leaving school during the day: If you must pick up your child early for an appointment during the day, the parent/legal guardian needs to sign out a student or sign a note explaining the reason for leaving.

Students will not be released for early dismissal 15 minutes prior to the regular dismissal time unless previous arrangements have been made with the teacher, the site administrator, and the office. When picking students up early, the parent or authorized adult will be asked to complete an early dismissal form and the office will notify the teacher to send the student to the office for departure. Parents may not enter the classroom before the class has been dismissed without prior approval from the teacher or the office.

If a student is 18 years old or older: If a student is 18 years old, they are allowed to sign themselves out but they must inform office staff/teachers of the purpose for leaving school. However, if they choose to sign themselves out, they must be fully aware that in the event they are cutting classes, they will be subject to disciplinary action. These absences will be marked as unexcused absences. In the event that a student must leave school, a signed note from the student's parent is preferred.

2.3. Visiting the School

All visitors to school sites must report to the school office when entering and receive authorization to visit elsewhere in the school site. While AIMS strongly encourages parent visits, classroom visits during school hours must be authorized by both the teacher and the administrator. Unauthorized persons will not be permitted in school buildings or on school grounds. The School Administrator or designees are authorized to take appropriate action to prevent such persons from entering buildings and from loitering on school grounds.

2.4. Emergency Contact Information

Every family must submit a new emergency card or confirm the information on the existing emergency sheet each school year before classes begin. These must be submitted online. Please submit a new emergency card immediately, at any point during the year, if any of the following information changes:

- Home address
- Work address
- Home, cell, work telephone numbers
- Doctor's phone number
- People who are authorized to be contacted in case of an emergency
- Telephone numbers of people to be contacted in case of an emergency
- People authorized to pick up your child from school
- Health and Vaccination Status

2.5. Custodial Arrangements

Parent(s) shall provide complete information regarding the custodial care and visitation rights of their child(ren). Upon request, the parent(s) shall furnish to the School Administrator a copy of any relevant court order so as to ensure the safety and welfare of the respective student. The parent(s) shall have a continuing duty to apprise the school of any changes in the custodial care of the student and of the issuance of any court order restricting or prohibiting parental or third-party access to the child.

2.6. Enrollment

After a student is accepted, they need to complete the following steps:

Submit online Registration document with the following information:

- Student's name and age Verification Document (e.g. Birth Certificate, Passport, Parent/Guardian Affidavit)
- Provide Immunization Verification
- Copy of existing Individualized Education Program (IEP) and record of prior special education services (if applicable)
- Transcripts
- Most recent SBAC scores. Students in grades 4th through 11th (if applicable)
- Most recent ELPAC Scores (if applicable).
- Most recent student report card from the previous school.
- Technology Agreement
- Emergency Contact Information Form
- Household Income Questionnaire
- Counseling Services Form
- Media Authorization
- FERPA (Family Educational Rights and Privacy Act)
- Attend Enrollment Orientation

New and returning students will need to complete the following steps:

Submit re-registration Application with the following information:

- Provide Immunization Verification
- Technology Agreement
- Emergency Contact Information Form
- Counseling Services Form
- Media Authorization
- FERPA (Family Educational Rights and Privacy Act)
- Field Trip Permission
- Home Language Survey
- Lunch Application

Homeless students:
The law requires the immediate enrollment of homeless students. Schools cannot delay or prevent the enrollment of a student due to the lack of school or immunization records. It is the responsibility of the new school to request all necessary documents from the previous school, and refer parents to all programs and services for which the student is eligible. For more information, please refer to the Homeless Student section.

2.7. Confidentiality of Records

AIMS K12 will adhere to all procedures related to confidentiality and privacy of records. In the event that a child transfers from an alternate school to AIMS K12 district, the child's cumulative records will be requested from the respective district. Upon exit from AIMS K12, the child's cumulative records will be forwarded upon request.

2.8. Off-Campus Lunch Policy

Students are not allowed to leave campus during breaks or their lunch period. Outside foods may not be ordered for delivery to campus.

2.9. Lost & Found

Anything left or found unattended will be considered a lost item. Any items found on campus will be taken to the Lost and Found. The Lost and Found will be cleaned out every two weeks. Items not claimed will be donated or discarded. All items brought to school should be clearly labeled with the student's name.

3. SCHOOL POLICIES

3.1. Student Dress Code Policy

All students at AIMS, grades K-12, must adhere to the dress code while on the school campus. Teachers and administrators are responsible for ensuring this code is adhered to. Students not in dress code will receive detentions and other applicable consequences.

Dress code K-5

- Solid Black, White, or Navy polo or collar shirt
- Solid Black, White, or Navy sweater or jacket
- Solid Khaki or Navy below knee jumper, below knee dress, pants, below knee shorts or skirt
- All Black, White, Blue, or Brown shoes
- No showing jewelry
- No makeup
- No artificial nails

Dress code 6-8

- Solid Black, White, or Navy polo or collar shirt
- Solid Black, White, or Navy sweater or jacket
- Solid Khaki or Navy below knee jumper, below knee dress, uniform pants, below knee shorts, or skirt
- All Black, White, Blue, or Brown shoes
- No showing jewelry
- No makeup
- No artificial nails
- AIMS Swag on Fridays

Dress code 9-12

- Solid Black, White, or Navy polo or collar shirt
- Red AIMS Jacket
- Solid White or Navy sweater or jacket
- Solid White or Navy below knee jumper, below knee dress, pants, below knee shorts, or skirt
- All Black, White, Blue, or Brown shoes
- No showing jewelry
- Natural colored artificial nails no longer than your normal nail bed length
- AIMS SWAG may be worn daily

3.2. Technology Policies

The use of technology on campus is an opportunity to enhance the learning environment and to deliver instruction.

Technology must be used for educational purposes. Students seen off-task or on inappropriate sites will have their electronic device confiscated.

Cell Phone Policy: Students must have their cell phones labeled. Teachers must collect cell phones at the beginning of the day or period as appropriate. Students are not to use

their phones on campus. If an adult sees a student using their cell phone, it must be taken away and returned only to the student's parent/guardian. In addition to having the phone taken away, the student will earn a detention.

Teachers must collect all cell phones at the beginning of the day or the period, as appropriate.

Academic use, which must be with the prior approval of both the administration **and** the teacher.

Under all other circumstances, cell phones must not be seen on campus. If a cell phone is heard ringing or buzzing, it can be confiscated for the remainder of the day.

It is recommended for students to turn their cell phones **completely off**, and to **put devices in their bags** before they arrive at school in the morning. Cell phones must be powered off to avoid any situations with their devices.

The school does not assume any responsibility for lost or stolen items.

Chromebooks:

Chromebooks are available for student use while on campus. It is the student's duty to protect and preserve the Chromebooks.

Damage to the Chromebooks due to negligence may result in loss of technology privileges.

Students are permitted to borrow Chromebooks or laptops from the office. Laptops or Chromebooks which are issued for student use will be checked out with their school ID, and must be returned in good condition at the end of the school year, or grades will be withheld.

In the case of Independent Study or hybrid learning the school will provide Chromebooks to students. Laptops or Chromebooks which are issued for student use will be checked out with their school ID, and must be returned in good condition.

Printing Services:

Whenever possible, it is the expectation that students submit all assignments digitally to their instructors as required. Students in need of physical copies of their work may email their teacher regarding printing out copies.

3.3. Textbooks/School Materials

Students will be issued textbooks and materials necessary for classroom instruction. These books become the responsibility of the student. Students must cover the issued textbooks and write their names in the designated areas.

3.4. Parent Communication Policies

It is very important to ensure that communication between your home and the school is a continuous process. To stay informed of all meetings and events, please check the monthly calendar and the school website on a regular basis.

Communication is key to AIMS being a healthy environment for students and adults. Follow these tips to effectively communicate:

With Teachers:

Parents have an opportunity to meet with teachers at Back-to-School Night and Open House in the Fall.

Parents may receive personal phone calls or emails periodically from their child's teachers.

Parents will meet with teachers for a parent/teacher conference at least once each semester. All parents are encouraged to attend teacher conferences and/or to contact teachers to meet with them throughout their child's high school years.

Parents may contact teachers by written notes, phone calls, emails, or communicate through Parent Square.

Parents may also make an appointment to meet with the teacher during their scheduled preps or open "office hours," or according to the teacher's availability. We encourage all parents to be proactive in their communication with teachers, and not only when problems may arise.

You can contact a teacher by:

1. Calling the school and leaving a message on the voice mail system; the teacher will return your **call <u>within 48 hours</u>**
2. Writing a note to the teacher and sending it with your student
3. Sending an email or Parent Square
4. Making an appointment to meet with the teacher during their scheduled open "office hours," or according to the teacher's availability.

With the School:

1. The AIMS website, AIMS Standard, and AIMS handbook contain answers to many of the questions parents and community members may have. Please consult these prior to contacting the school with questions.
2. Parents may contact the school with written notes, phone calls, or emails if they have questions or concerns, or make an appointment with the appropriate person to address your concerns.
3. Progress reports are given every three weeks, and must be signed by parent/ guardian(s) and returned to school.
4. Report cards will be distributed every nine weeks, and parents must meet with teachers if their student is failing or if teachers request a conference.
5. Student progress, grades, attendance are also available on PowerSchool. Grades are updated on a weekly basis.
6. AIMS Newsletters will be emailed via Parent Square.

7. Memos and flyers are sent home on an as needed basis.
8. Back-to-School Night, scheduled in the Fall, is an opportunity for parents/guardians to meet their child's teachers, to get an overview of grade level curriculum and expectations, and to learn more about the school from the School Administrator and your child's teacher.
9. AIMS Parents United is a parent-led group that fosters meaningful engagement through regular meetings, community events, volunteer opportunities, and ongoing collaboration with staff and fellow families.
10. Local Control Accountability Plan (LCAP) is where stakeholders learn about the budget and to provide input.
11. School Site Council (SSC) is where decisions are made regarding Federal Funds
12. Board meetings are a time for the board to meet and discuss governance. Visitors are welcomed and protocols for behavior and structure must be followed by attendees.

With your child during the school day:

If you need to communicate with your child during school, call the office and leave a message for your child. That message will be given to your child. Please make all carpool or after school pick up arrangements with your child before the school day.

3.5. Student Communication

1. Students must use their school email account while on campus.
2. Students will use proper communication protocols to be heard and will not interrupt others.
3. Students will follow adult's directions.
4. Students will not use foul language, or participate in bullying, name-calling, or fighting.

3.6. Admissions Policy

Admission to AIMS K12 is open to all students who wish to attend the school as outlined in Education Code, section 47605(d)(2)(A). For specific admissions information, please log into the www.aimsk12.org website.

AIMS K12 schools are public charter schools that will not charge students tuition, as it is free to all who are admitted. AIMS 12 will not discriminate against any student on the basis of 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. AIMS k12 will also adhere to 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. AIMS shall adhere to all state and federal laws regarding the minimum age of students. AIMS k12 shall not enroll pupils over 19 years of age unless continuously enrolled in a public school and making satisfactory progress toward high school diploma requirements and is not over the age of 22.

3.7. Parent Involvement Guidelines

The involvement of parents in the classroom or at the school is greatly encouraged. Along with being a school volunteer, parents may visit the classroom as an observer. Parents are welcome to request an observation period at any time.

However, teachers have the right to refuse unscheduled observation requests. The best way to plan an observation is to follow these procedures:

1. Schedule a date and time with the teacher by leaving a message for them in the main office or contacting them during their office hours.
2. Explain the purpose for the observation.

Note: Observation times may be limited. During observations, teachers and support staff are not available for any one-on-one discussions or conferences. These meetings may be scheduled for a later time.

Our goal is to create the strongest possible partnership between home and school in order to increase student achievement and success. Parents are our most important partners in the road to student success. We strongly believe that students will find greater levels of academic success when their home and school share similar values about learning, develop a positive relationship, and work together to build a strong partnership.

To ensure the development of authentic and productive relationships with parents, AIMS K12 offers a variety of opportunities for you to be involved in the academic life of your child at the classroom and school levels. We further demonstrate our commitment to forging genuine partnerships with all parents by offering high-quality family services, including a comprehensive parent workshop program.

Ways to Participate at AIMS

Become a School Instructional Volunteer:
Throughout the school year opportunities will arise for you to volunteer in your student's classroom, in the school, and for special events. AIMS K12 encourages and welcomes your involvement and participation as a volunteer. We ask that you follow certain policies and guidelines as a school volunteer as outlined in the following section "School Volunteer Guidelines."

AIMS Parents United (APU)
AIMS Parents United is a parent-led advisory group that represents families across the district and strengthens connections between parents and AIMS K–12 staff. APU empowers parents to help shape school policy, fosters active involvement through meetings, events, and volunteer opportunities, and serves as a support network for families and students.

LCAP Advisory Committee And SSC:
The LCAP Advisory Committee and SSC recommend modifications to the strategic plan to reflect changing needs and/or priorities. Also, the LCAP Advisory Committee will provide input on: LCAP, SPSA curricula and instructional strategies, staff professional development, the school budget, parent involvement, staff stipends, and the school calendar. The LCAP Advisory Committee and SSC will meet monthly during the academic year. Ultimately, the goal is to ensure that there is two-way communication between the school, parents, and all its stakeholders.

Election of parent representatives and other community members are held during the fall of each school year. Nomination forms for parent and community members shall be distributed at each school site and sent home to parents. New members and alternates shall be installed by the October meeting.

Other special program/project committees may be established for specific purposes such as fundraising activities, special events, etc.

Participate in Parent Workshops:
Various Parent Workshops and school special events and activities will be held during the school year. Throughout the year the school may offer educational opportunities for the continuing education of parents/guardians. Such opportunities may include classes on parenting, health topics, open communication, job training, domestic violence, and English Language Development. Other opportunities include families having the option to attend DLAC, ELAC, Wellness and Family Advisory meetings. All meeting spaces and workshops are open to families.

Volunteer Application Guidelines

AIMS Volunteer Clearance Levels & Requirements

Volunteer Guidelines

Classroom and student work is always confidential. Please don't discuss student problems with anyone except the teacher or School Administrator. Try not to compare children within the classroom. Since there are as many methods as there are teachers, please do not compare different methods of teaching. There is no defined best way to teach. Work positively for the good of the school. Constructive criticism should be directed only to the supervising teacher or school administrator. When you are volunteering in the classroom, please remember that you are doing so under the direction of the teacher. Ask questions! If something is unclear, please ask for clarification. If you have any questions about volunteer policies and procedures, please contact the Administrative Assistant to the School Administrator.

3.8. Harassment, Discrimination, and Bullying Policy

AIMS K12 is committed to protecting its students, employees, and applicants for admission from bullying, harassment, or discrimination based on the actual or perceived characteristics set forth in Penal Code Section 422.5, Education Code Section 220 and actual or perceived sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, immigration status or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity it conducts or to which it provides significant assistance.

AIMS K12 believes that all students and employees have a right to a safe, equitable and harassment-free school environment. As a school, we have an obligation to promote mutual respect, tolerance and acceptance. AIMS K12 prohibits any acts of discrimination, harassment, and bullying on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology and through other

electronic means, consistent with this policy. Bullying, harassment, or discrimination will not be tolerated and shall be just cause for disciplinary action.

For additional information, please read the Section on School Code of Conduct and Disciplinary Procedures.

3.9. Administrative Searches

Administrators reserve the right to provide searches in accordance with state and local laws.

3.10. Use of Student Images/ Schoolwork

The District often includes images of students engaged in school activities and events as part of outreach and information about our programs for parents, family, and the wider community. Community organizations or partners value these images as compelling ways to share and urge support for the work of our teachers and students.

During the school year, your student may be photographed or filmed by District staff while participating in school programs and activities. If you have a special concern about the use of your student's image or name, please notify the school office and request to opt your child out of media and pictures related to the district.

3.11. Media and Special Projects

There are times when schools may be featured in various news media. News reporters, photographers and/or film crews from TV, radio stations, newspapers, magazines, online publications, or other media may wish to interview, photograph and/or film your child in relation to a story about our schools or students, such as a school performance, a sports competition, or other newsworthy events. Your child's name might be included in the report. We want you to know:

Media representatives must register immediately upon entering any school building or grounds when school is in session and a media representative who wishes to photograph students on school grounds should first make arrangements with the School Administrator or designee.

- The district will not impose restraints on students' right to speak freely with media representatives at those times which do not disrupt a student's educational program.

Parents/guardians may, at their discretion, instruct their children not to communicate with news media representatives. Please discuss your wishes with your students if you do not want them to be interviewed, photographed, or filmed by news media on or off campus.

3.12. Updated Promotion/Retention Policy

Updated Promotion/Retention Policy

4. STUDENT ATTENDANCE

Consistent school attendance is critical to student success. Chronic absenteeism—defined as missing 10% or more of the school year, or 18+ days—has been linked to an increased likelihood of poor academic performance, disengagement from school, and high school dropout rates, particularly among students of color.

Because of the vital link between students' attendance and academic success, we take pride in the fact that our school's attendance rates for students far surpass District and state averages. Students are recognized for perfect attendance each quarter. Attendance is a priority at AIMS and, with the understanding that some absences are unavoidable, this attendance policy outlines procedures for ensuring that consistent learning is not hindered by absences.

4.1. How to Report an Absence

When your child is absent from school, please notify your child's school at 510-893-8701 (K-8) and 510-220-5044 (9-12). You can also contact each school site through their direct email: Elementary School (elementary@aimsk12.org,) Middle School (middleschool@aimsk12.org,) or High School (highschool@aimsk12.org.)

When leaving a message regarding your child's absence please provide the following information:

- Student's name
- Date(s) absent
- Reason for absence
- Grade/teacher
- Your name and your relation to child
- Daytime phone number

1. Attendance is taken at the beginning of each class period. The office staff will call home daily when students are absent.
2. Once an absence is reported by a parent/guardian, the front office will notify the student's teachers.
3. Notifying a teacher or designee directly without first notifying the front office is not sufficient and will not excuse a student's absence.

4.2. Excused and Unexcused Absences

Students who are absent for any reason must attend Saturday School. Please be aware that the State does not reimburse the District for any absence. Every day a student is absent results in a loss of revenue to the District.

The District is still required to keep accurate records of student attendance and reasons for absences.

1. Absences are "excused" when they are due to:

a) Illness, quarantine,or medical, dental, optometric, or chiropractic appointment
b) Family emergency
c) Legal matter
d) Religious holiday or ceremony - Pupils, with the written consent of their parents or guardians, may be excused from school in order to participate in religious exercises with prior approval by the School Administrator [Education Code Section 46014]. Additionally, students may be absent to attend a religious retreat [Education Code Section 48205(a) (7)], not to exceed four hours per semester. Such absences are considered excused absences, and pupils are responsible for making up missed work.
Funeral services of an immediate family member (one day if the service is in California and not more than three days if the service is outside California).
e) Jury Duty
f) Illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
g) For justifiable personal reasons when the pupil's absence is requested in writing by the parent or guardian and approved by the School Administrator or a designated representative pursuant to uniform standards established by the governing board.
h) For the purpose of serving as a member of a precinct board
i) For the purpose of spending time with a member of the pupil's immediate family who is an active-duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position.
j) For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
k) Authorized parental leave for a pregnant or parenting pupil for up to eight (8) weeks.
l) Work assignment for students who hold an entertainment work permit or who participates with a not-for-profit arts organization in a performance for a public-school audience.
The law limits the number of excused absences for a child holding an entertainment work permit to five absences per school year, each of which may consist of up to five days. CA. Ed. Code 48225.5.

2. Absences due to an illness exceeding 3 consecutive days require a note from a doctor or nurse excusing the absence **AND** specifying the amount of time excused. If no note is received, the absence is considered an unexcused absence.

- **Note:** A student with an excused absence from school will be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit. The teacher of the class from which a student is absent will determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence. If the work is not completed within a reasonable time, the student will receive no credit.

3. Any absence for reasons other than those listed as EXCUSED ABSENCES are **unexcused**, even if the parent calls in to excuse it. Absences unverified after 3 school days will be recorded as unexcused.

4. A prolonged absence due to any other unforeseen circumstance must be approved by the School Administrator.

Dismissal Due to Illness:

A child may be sent home early from school if s/he is ill or appears to be suffering from an infectious or contagious disease.

Parents/guardians or emergency contacts listed will be contacted to pick up the child.

4.3. Student Absence & Homework/Test Taking Procedures

A. Teachers will prepare homework for absent students so they can pick it up from the office to limit interruptions in the classroom.

B. It is the student and the parent/guardian's responsibility to contact their teachers directly to obtain a copy of all missing homework assignments.

   a) Students and the parent/guardian may notify the front office if they are unable to connect with their teacher within a 6-12 hour time period.

   b) Students should contact their teacher to arrange makeup work for any assignments missed due to an absence.

C. If the students cannot get to school due to transportation issues, they should let the school know so we can try to provide a solution.

D. Teachers will report class list/attendance grid discrepancies immediately.

4.4. Tardies

A. Students will be marked absent if they are not present by the start of the class period, as determined by the master bell schedule.

B. Students that are tardy must first sign in at the front desk before heading to class to ensure their attendance is updated accordingly.

C. Students with a legitimate excuse, as determined by the aforementioned section on excused absences, shall be marked "Tardy Excused" when attending class late.

D. Students who arrive after the first 30 minutes of class without a legitimate excuse shall be marked as "Truant."

4.5. Truancy

California Education Code 48260 defines a student as truant if he or she has any combination of:

- Three unexcused absences;
- Three unexcused tardies; and/or
- Three absences exceeding 30 minutes.

1. Students shall be classified as truant if absent from school three (3) full days in one school year, without a valid excuse, or if tardy for more than any 30-minute period during the school day on three occasions during one school year, or any combination thereof.
2. Upon reaching truant status, the parent/guardian will receive the first "Truancy Notification" letter from the school and will be referred to the Student Attendance Review Team (SART). This letter must be signed by the parent/guardian and returned to the school within ten (10) days. As part of the SART process, the parent/guardian, student, teacher representative(s) and an administrator will meet to form a SST and consider a plan for correcting the attendance problem.
3. Upon reaching four (4) unexcused absences, the parent/guardian will receive a second Truancy Notification letter (to be signed and returned to school within ten (10) days and will be required to attend a follow-up meeting to consider a plan for correcting the problem.
4. Upon reaching five (5) or more unexcused absences and/or tardy truant, the parent/guardian will receive a third Truancy Notification letter and will be required to meet with the Student Attendance Review Board (SARB). The SARB may include an administrator, Board member, classroom teacher, and support staff such as psychologist and or counselor. It is the school's intent to identify and remove all barriers to the student's success and will explore every possible option to address student attendance issues with the family. The SARB team will discuss the absence problem with the parent/guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue.
5. After continuous attempts to resolve, students may be referred to the district attorney's office. If the student is reported as a truant three or more times per school year, and does not follow the SARB's directive, the matter may be referred to the District Attorney for prosecution, and other appropriate action may be taken by the school, The parent/guardian must be notified of this action. (EC §48262, §48263,§48263.5)

4.6. SARB/T: Student Attendance Review Board/Team

All children between 6 and 18 years of age are required by California's Education Code to attend school and their parents have a legal responsibility to ensure their child's attendance.

The law also states that a student's refusal to attend school regularly can result in a referral to the School Attendance Review Board/Team (SARB/T), Juvenile Probation, and the Juvenile Court System. Additionally, parents who fail to compel their child's attendance may face criminal prosecution and penalties. (Education Code Section 48260)

At AIMS HS the SARB/T addresses chronic attendance and truancy problems. The SARB/T

meets with students and families to collaborate, identify persistent attendance issues, and develop solutions to resolve these issues. It is a panel that may include but not limited to the school's SARB/T Coordinator, social/mental health services, community agency representatives, and a referring school site representative.

Prior to referring a student to SARB/T, the school will help the student remedy his/her attendance situation by referring the student to the Student Success Team (SST).

Interventions may include counseling, mentoring, tutoring, after school program referral, behavioral support, wellness center referral and home visits. When school sites have tried everything to get a student to attend school everyday ~~exhausted their resources~~ and attendance has not improved, a family can be referred to the SARB/T panel which will then schedule a hearing before a panel and the student and parent/guardian are required to attend.

5. Academic Integrity

5.1. Academic Honors

At AIMS, we recognize and celebrate students who demonstrate outstanding academic achievement. Students who meet the following GPA criteria each semester will be awarded academic honors:

1. **Honorable Mention**: GPA between **3.0 and 3.32**, with no grade of **C- or below**.
2. **Honor Roll**: GPA between **3.33 and 3.79**, with no grade of **C- or below**.
3. **Dean's List**: GPA of **3.8 or above**, with no grade of **C- or below**.
4. **Superintendent's List**: GPA of **4.0**, with **perfect attendance**.

These distinctions reflect our commitment to academic excellence and serve to motivate students in their pursuit of high achievement. Students receiving these honors may be recognized in school assemblies, newsletters, and other school communications.

5.2. Student of the Month

The Student of the Month program at AIMS celebrates students who exemplify the AIMS Golden E.A.G.L.E.S. values. These include Engagement, Accountability, Growth Mindset, Leadership, Empathy, and Service. Each month, students who demonstrate excellence and commitment in these areas are recognized for their outstanding character and contributions both inside and outside the classroom. This program highlights the importance of not only academic achievement but also the personal qualities that help build a strong, supportive school community.

5.3. Perfect Attendance

At AIMS, we proudly recognize students who achieve perfect attendance each month, celebrating their dedication and commitment to showing up consistently and on time. Perfect attendance is a key factor in academic success, as it reflects responsibility, perseverance, and respect for learning. By honoring students with perfect attendance awards, we encourage all students to prioritize being present and engaged, reinforcing the vital role consistent attendance plays in reaching their full potential.

5.4. Most Improved

The Most Improved Award at AIMS celebrates students who have shown remarkable growth and progress in their academic performance, behavior, or effort. This recognition highlights the hard work, determination, and positive attitude students demonstrate as they overcome challenges and strive to reach their personal best. By honoring their improvement, we encourage a growth mindset and inspire all students to keep pushing forward, knowing that dedication and perseverance lead to success.

5.5. Kindness

The Kindness Award recognizes students who consistently demonstrate compassion, empathy, and respect toward others. These students create a positive and welcoming environment by helping peers, showing understanding, and leading by example with their

thoughtful actions. By celebrating kindness, we foster a caring school community where every student feels valued and supported.

6. School Code of Conduct and Disciplinary Procedures

Working draft that reframes the former “Code of Conduct and Disciplinary Procedures” into clear Behavior Expectations and Responses that center learning, equity, and belonging.

1. Purpose & Guiding Shifts

We are moving from a primarily punitive “discipline” lens to a proactive, instructional approach.
Our goals are to:

- Teach, model, and reinforce behaviors aligned to our **AIMS Golden E.A.G.L.E.S.** values and make them visible in every setting.
    - **Engagement, Accountability, Growth Mindset, Leadership, Empathy, and Service**
- Keep students learning in the least restrictive, most supportive environment.
- Repair harm and relationships when conduct falls short.
- Apply responses that are developmentally appropriate, equitable, consistent, and transparent.

2. Scope

This framework applies when students are:

- On any AIMS campus or district property.
- At school-sponsored events (including athletics, clubs, and field trips).
- Traveling to/from school or events.
- Engaged in school-affiliated virtual/online spaces.
- Off-campus when behavior creates substantial disruption to the school environment or undermines safety/relationships, especially but not limited to, when wearing the school uniform anywhere in public.

3. Commitment to Equity & Non-Discrimination

We will:

- Apply expectations and responses fairly across race, ethnicity, language, disability, gender identity/expression, sexual orientation, and other protected classes.
- Monitor data for disproportionality and intervene where patterns appear.
- Prioritize instructional, restorative, and supportive responses to keep students connected to school.

4. Student Wholeness, SEL, and Restorative Practices

AIMS centers student wholeness by integrating:

- Social and emotional learning (self-awareness, self-management, social awareness, relationship skills, responsible decision-making).
- Restorative approaches (circles, mediation, conferences, harm/needs agreements, reintegration plans) to address impact, repair relationships, and restore community.
- Trauma-informed, culturally responsive practices.

5. Multi-Tiered System for Behavior (PBIS/RtI-B)

Tier 1 (Universal, ~80-90%): Schoolwide expectations, explicit instruction in all settings, acknowledgments for positive behavior, consistent routines, active supervision.
Tier 2 (Targeted, ~5-15%): CICO, small-group social/academic skill groups, brief FBA/BIP, mentoring, family partnering.
Tier 3 (Intensive, ~1-5%): Comprehensive FBA/BIP, behavior contract, wraparound, coordinated community support, frequent progress monitoring.

6. Students with Disabilities (IDEA/504)

- All policies apply with required protections.
- Prior to exclusionary responses, teams consider disability-related needs, IEP/504 supports, Functional Behavioral Assessments (FBAs)/Behavior Intervention Plans (BIPs), and manifestation.
- If removal >10 cumulative days in a school year, the team meets within 10 school days to determine manifestation; provide services to maintain progress; update supports.

7. Early Learners (PK–2)

- Suspension/expulsion is strongly limited and may occur only where there is an imminent threat of serious harm and only after supports have been attempted, with mental-health consultation.

8. Role of Deans & Campus Supervisors (and Law Enforcement only for emergencies)

- Routine behavior and safety are handled by **Deans (K-8 and HS)** and **Campus Supervisors**, in partnership with educators and families.
- Law enforcement is **not** used for routine school discipline and is contacted only for imminent safety threats or criminal conduct that cannot be addressed by school staff.
- AIMS does **not** employ School Resource Officers (SROs).
- Students retain due-process rights; family contact and documentation are required.

9. Levels of Intervention & Response (Use the lowest effective level first)

Level 1: Teacher-Led Instructional Responses (in-class)
Purpose: correct/teach behavior while maintaining learning time.

- Re-teach expectations & routines; pre-corrections; proximity; calm stance
- On-the-spot skill coaching; modeling/practice
- Restorative language ("who/what was harmed; how can we repair?")
- Private prompt/redirection; choice of compliant alternatives
- Think-time/in-class reset; seat change; brief reflective prompt
- Positive acknowledgment; goal setting/self-monitoring
- Quick contact with family to problem-solve

Level 2: Team/Administrator-Supported Responses (short-term, keep learning)
Level 1 responses continue concurrently with most of these.

- Parent/guardian meeting; Student–Teacher–Admin conference
- Brief time-out in supervised partner classroom; loss of specific privilege(s)
- Short-term progress card/Daily Progress Reports (DPRs); mentoring/check-in–check-out
- Detention with targeted skills mini-course (conflict resolution, emotional regulation, digital citizenship)
- Referral to counselor/SSW/psych; brief FBA; initial BIP or behavior contract; schedule tweaks
- Detention with Restorative Justice circle/mediation; restitution (time/materials/service)

Level 3: Formal Responses (documented; limited removal as needed)

- In-School Suspension (ISS) 1–3 days with academic plan + skills instruction
- Expanded FBA/BIP or behavior contract; safety plan; SART/SST referral; mental health linkages
- Reintegration plan (restorative re-entry meeting; commitments; supports)
- Short Out-of-School Suspension (OSS) up to 1 day for cooling-off when ISS not feasible

Level 4: Serious Responses

- OSS up to 10 days with required services/work access
- Alternative instructional setting (short-term)
- Comprehensive review of interventions; team/family conference; re-entry plan

Level 5: Highest-Level Responses

- Extended removal/alternative placement when there is an imminent threat of serious harm or chronic, extreme disruption and all supports exhausted
- Expulsion recommendation (rare; policy-limited; due process required) — **conforming to OUSD Board Policy 5144.1 (Suspension and Expulsion/Due Process)** once the final text is inserted.

Important safeguards

- No informal removals: students are not sent home or denied instruction without a documented disciplinary process.
- Students receive and can earn full credit for missed work during removals.
- Teachers require completion of **assignments and tests during suspension**, and schools monitor academic needs arising from lost instructional time.
- Always pair removals with instruction, support, and a reintegration plan.

10. Behavior Categories & Typical Response Ranges

Use professional judgment with equity in mind. Consider intent, impact, age/development, disability, prior supports, and context. Document interventions tried.

Category A — Classroom-Managed Missteps (typically Level 1)
Examples: low-level disruption; refusing a reasonable request; non-participation/work refusal; talking out; minor profanity; minor tech misuse; dress code; minor non-compliance; academic integrity concerns (first time).
Typical responses: Level 1; for repetition/patterns, add Level 2.

Category B — Escalated/Repeated Conduct (typically Levels 1-2)
Examples: repeated Category A; electronic/social media conflict; broader non-compliance/insubordination; inappropriate online content; swearing at peers; failure to follow adult directives after supports.
Typical responses: Level 2; use Level 1 supports concurrently; if persistent after interventions, consider Level 3.

Category C — Safety/Targeted Harm or Property (typically Levels 2-3)
Examples: repeated Category B; bullying/cyberbullying; harassment/discrimination; threats/intimidation; fighting; theft/vandalism; sexting (non-criminal); substance use/impairment or possession of paraphernalia.
Typical responses: Level 2–3; ISS with skill instruction; family group conference; restitution; targeted counseling; possible limited OSS with re-entry plan.

Category D — Serious Harm/Risk (typically Levels 3-4)
Examples: serious threats; group aggression; distribution of controlled substances; repeated harassment after directives; significant vandalism; incidents substantially disrupting school operations.
Typical responses: Level 3–4; OSS (up to policy limits) + alternative instruction; comprehensive plan; consider short-term alternative placement.

Category E — Extreme Harm/Risk (typically Level 4-5)
Examples: weapons; serious bodily injury; arson; sexual assault/major exploitation; credible terroristic threats; sale of illegal drugs; egregious bias-based acts causing severe impact.
Typical responses: Level 4–5; emergency safety measures; law-enforcement only if necessary; extended removal/alternative placement; expulsion recommendation (rare) with due process.

11. Clarification: Academic Interventions (Saturday School)

- **Saturday School is for academic interventions only** (e.g., tutoring, make-up work, credit recovery) and is **not** used as a response to behavior.
- Restorative and skill-building responses occur during the **school day** or **afterschool**, not on Saturdays.

12. Reintegration & Repair

When removal occurs, AIMS schools implement a structured re-entry that includes:

- Restorative conversation/circle; harm/needs/agreements; supports and monitoring.
- Updated skill goals, BIP, and adult commitments.
- Work completion plan and grading for full credit.

13. Family Partnership

- Families are partners in problem-solving and skill-building.
- AIMS staff will provide timely notice for removals and serious incidents.
- AIMS staff will offer resources (counseling, community supports, skill workshops).

14. Documentation & Data for Equity

AIMS staff will:

- Log behavior, interventions, and outcomes.
- Review data (by student group, disability, language, grade, setting) at least quarterly.
- Identify disproportionality, adjust practices, and share progress publicly.

15. Implementation & Professional Learning

- Annual training on expectations, restorative practices, de-escalation, culturally responsive PBIS, and legal protections (IDEA/504, civil rights).
- Coaching cycles for classroom management and Tier 2/3 supports.
- Clear decision guides and family-facing summaries.

7. STUDENT SERVICES

7.1. Admissions & Records

The Office of Admissions & Records is here to serve as a resource for admissions, registration transactions, academic records, enrollment verifications, and the production of a timely and accurate transcript.

To reach the office of Admissions & Records office please send an email to enrollment@aimsk12.org

7.2. Health and Wellness Services

A. **Health Coordinator -** The health coordinator supports student success by providing health care through assessment, intervention, and follow-up for all children within the school setting. The health coordinator addresses the physical, mental, emotional, and social health needs of students and supports their achievement in the learning process.

B. **SEL (social emotional learning) Counseling -** Students showing that they may be having a social or emotional issue must be referred to the district counselor using the appropriate form. Students are not to be in session without parent's written approval. The district counselor must be informed ASAP when there is a crisis situation. The following informational links go into more detail on services provided, procedures, protocols and the State Licensed SEL counselors areas of experience in serving youth in the AIMS school setting:

Parental Permission form: PARENT PERMISSION AND INFORMED CONSENT FORM

To contact counseling services, email: sped@aimsk12.org.

7.3. College Planning and Guidance

All students at AIMS K12 are guided and supported to obtain college acceptances to the schools of their choice. Because of the rigorous course schedule and college support at AIMS K12, our students stand out from the crowd.

All students grade K-12 are supported by the College Bound Kids department. Grades K-8 have opportunities to participate in activities geared towards college exposure.

All Seniors will take a college planning course where they will work directly with the college advisor to craft college entrance essays, research schools, apply to scholarships, secure application waivers, submit college applications, submit FAFSA, and other college-related activities.

Additionally, AIMS will pay for 3-5 college applications per student. While students and their families choose their next steps after graduating from AIMS, being accepted to at least one four-year school is required to successfully complete all AIMS graduation requirements to receive their diploma.

All Juniors will take an SAT/AP exam test prep class to better prepare for their standardized

tests. And all grade levels will be exposed throughout the year to college- related programming and extracurricular opportunities.

7.4. School Lunch Program and Application

We encourage all families to submit a lunch application at the beginning of each school year, regardless of family income.

Applications are available and eligibility is determined using the California Department of Education guidelines. After processing the form, parents will be informed if their child is eligible for free, reduced, or full priced meals. If students are required to pay for their meals, parents will be provided with an invoice the following month for payment at the school site.

If there are any changes to the family income during the school year that may affect the student's lunch program status, a new lunch application must be completed and submitted. Lunch applications are available in the main office 746 Grand Ave Oakland, CA 94610, or can be completed online through https://www.mymealtime.com/Apps/SignIn. aspx.

Students can qualify for free or reduced- price lunches based upon their household size and income, which is based on Federal Income Eligibility Guidelines. Most students are required to fill out a current lunch application at the beginning of each school year. 75 % of our students qualify for free and reduced lunch. All families are encouraged to complete a lunch application at the beginning of each school year.

Applications are available online and are also available at the school site when school starts. Applications can be submitted to AIMS District Nutrition Services Program, 171 12th St. Oakland, CA 94607, or to the main office 746 Grand Ave. Oakland, CA 94610.

Only one application per household is required. Please do not submit multiple applications as this will slow down the processing. Once your application has been received and/or processed, an eligibility letter will be mailed to your home address. Applications are accepted throughout the school year. If your income or household size changes, you may submit an updated application. This may be subject to verification and documentation.

AIMS also offers milk, juice, and water for purchase for those who bring their lunch from home.

- **Lunch Program Application:**
  All families can participate in AIMS k12 School Breakfast, Snack, and Lunch Program. Please remember to fill out the AIMS income survey so AIMS can continue to get funding for important school programs. They can be completed online through each school site. Elementary School (https://aimsk12.org/es-nutrition) Middle School (https://aimsk12.org/ms-nutrition,) High School (https://aimsk12.org/hs-nutrition,) or through paper applications, which are available at the school site. Applications can be submitted to AIMS Lunch Program, 171 12th St. Oakland, CA 94607. Filling out the form helps AIMS to secure funding for vital programs that support the schools.

7.5. Community School Manager

The Community School Manager focuses on family engagement and equity by equipping parents with necessary information, skills, and resources to effectively navigate the school system, support their children's success in school and engage them in school leadership opportunities. Support is also provided to parents and caregivers in need of advocacy support and information to address concerns about their children.

At AIMS K12, families receive a full-range of comprehensive support and services.

C. **Case Management**- Families can connect with Parent Support services to obtain information to connect to resources in the community such as food resources, free and low-cost internet, and other relevant resources provided in the local community. They can also obtain support around topics that arise in the everyday lives of families and be referred to who they should contact in the school. Families receive support for meetings, translations, questions, and other key aspects in their lives as AIMS K12 families.

D. **Family Events**- AIMS K12 hosts a wide range of family activities that promote family bonding, family mentoring, cohesiveness, and a family friendly environment across the district.

E. **AIMS Parents United (APU) -** APU is a parent-led advisory group that represents AIMS families and fosters a strong, supportive school community. Through meetings, events, and volunteer opportunities, APU empowers parents with the knowledge and resources to help their children thrive academically and actively contribute to their educational journey.

F. **Family Volunteer Days-** AIMS K12 hosts several days throughout the year where families participate in community service activities to promote bonding, volunteerism, and service in unity. There are several opportunities for families to get involved at AIMS K12.

G. **Family Education Classes-** AIMS K12 hosts several family education classes and workshops such as navigating child study habits, internet safety, child safety, communication, drug prevention, ESL, parenting and topics relevant to schools, families, parenting, and social-emotional topics.

H. **Transitional Support-** AIMS K12 provides support to parents in transitions such as navigating moving through child development stages, as well as transitioning from Elementary to Middle school to High School and beyond. This support also assists with family transitions that a family may need support with during the school year.

I. **Liaison Services-** AIMS K-12 Community School Manager serves as a bridge between schools and families, helping families navigate their journeys at AIMS K12 and advocating for the needs of families and their children.

7.6. English Language Development (ELD) Services

English Language Development (ELD) refers to an instructional program for students who are developing proficiency in English. English Learners (ELs) refers to students who are identified by the Home Language Survey (HLS) with another language besides English, and who test as English Learners on the Initial ELPAC. Please contact Adria.Bani@aimsk12.org or visit eld.aimsk12.org for more information about ELPAC and our English Language Development services.

1. **Supports For ELD Students:** Students who are identified as EL will be placed in mainstream classes with both designated and integrated ELD instruction.

    a) Newcomers are ELs who have just started school in the US and will be provided with the highest level of support, including small-group pull-out ELD classes with a credentialed ELD teacher, assistive technology for interpreting/translating, and more.
    b) Long Term English Learners (LTELs) are ELs who have continued to be identified as an English Learner for 7 or more years. These students are evaluated for additional supports to move them toward reclassification as Fluent English Proficient
    c) Students receive specialized services according to their English Language Proficiency Assessment of CA (ELPAC) scores, as well as teacher observations, grades and CAASPP ELA scores. ELD teachers and manager support teachers in utilizing strategies to support ELs in mainstream classrooms.

2. **Support for ELD Families:** Engaging with families of EL students is vital to helping our students succeed. Parental involvement is the foundation of a child's education. AIMS K12 offers services to help families navigate through their child's experiences at AIMS K12 such as free ESL classes, on-demand interpreting for meetings, and more. Joining the District English Learner Advisory Committee is a great way for families to ensure they can give input on school and district decisions that impact ELs

a) **English as a Second Language (ESL) class for parents-**Parents have the opportunity to sign up for ESL classes taught by experienced credentialed instructors beginning every October. Classes focus on conversations, how to communicate in the school environment, and more.
b) **English Learner Advisory Committee (ELAC)** meetings are held in November, December, January and June and are open to the public. Elections are held to elect members that will represent each school at the DELAC meetings. Meetings are focused on the ELD programs, making parents aware of the importance of regular school attendance, ELPAC testing, Title III funding, and more.

c) **The District English Learner Advisory Committee (DELAC)** is composed of representatives from each school's English Learner Advisory Committee (ELAC). The committee's role is to advise the district on programs and services for English Learner students.

8. STUDENTS WITH SPECIAL NEEDS

For specific information about our special education services please contact Deborah.Woods@aimsk12.org or visit aimsk12.org/sped

8.1. Child Find Mandate

Pursuant to the Individuals with Disabilities Education Improvement Act (20 U.S.C. §§ 1400 et. seq) and relevant state law, AIMS K12 College Prep Charter District is responsible for identifying, locating, and evaluating children enrolled at AIMS k12 College Prep Charter schools with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or are wards of the State. To ensure that eligible students are receiving the services to which they are entitled, we would like to request your assistance.

If you know of a child who has a disability or that you suspect may have a disability, you may refer that child's parent or guardian to AIMS K12 College Prep Charter District by contacting Julia Li at 510-407-2550. Please note: All referrals are considered confidential. The parent, legal guardian, or surrogate parent retains the right to refuse services and other procedural safeguards under federal and state law.

8.2. Special Education Assessments

A student may be referred for special education services at any time by AIMS K12 school staff, parents, or other service providers. Before a student can be assessed for eligibility for special education, or reassessed while receiving special education and related services, AIMS K12 must develop an Assessment Plan and provide it to the parents for their approval within 15 calendar days from the date of receipt of a written request for a special education assessment.

Assessments must be administered in all areas related to the suspected disability by trained and knowledgeable personnel using sound instruments. For school-age children, the eligibility assessment must be completed and an IEP meeting held to review the students results with the team within 60 days of AIMS' receipt of written parental consent for specified assessment activities.

Under certain conditions, a parent may have the right to obtain an independent educational evaluation (IEE) at public expense. Please note that a student may demonstrate a disability, but may not necessarily be eligible for special education and related services. A student's IEP team will determine eligibility based on the extent that the student's disability impedes their ability to participate in and receive educational benefit from the general education curriculum.

8.3. Individualized Education Plan (IEP)

An Individualized Education Program (IEP) is a plan that AIMS K12 must develop for each student who is determined to be eligible to receive special education and related services. The IEP is designed to meet the child's individual specific needs. Every child who receives

special education services must have an IEP. The IEP is developed to establish obtainable annual learning goals for the child and states the services that the school will provide for the child. The IEP is developed in partnership with your students teacher, a special education case manager, as appropriate, the student and the parents. .

Nine Essential Elements of an IEP

Each child's IEP must contain specific information, as listed within IDEA, which includes nine essential elements:

1. **Present Levels of Performance:** A statement of the student's present levels of performance; including how the disability affects the student's involvement and progress in the general curriculum.

2. **Measurable Annual Goals:** Measurable annual goals, including academic and functional goals, related to the student's needs, resulting from the student's disability, that will enable the student to be involved in and progress in the general education curriculum and that meet each of the student's other educational needs that result from the student's disability.

3. **Progress:** A description of how the student's progress toward meeting the annual goals described above will be measured and when periodic reports on the progress the student is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports) will be provided.

4. **Special Education and Related Services:** A statement of the special education and related services and supplementary aids and services, based on peer--reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student to advance appropriately.

5. **Participation in General Education:** An explanation of the extent, if any, to which the student will not participate with general education students in the general education classroom and in extracurricular and nonacademic activities.

6. **State Testing:** A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on State and District assessments. If the IEP team determines that the student shall take an alternate assessment on a particular State or district assessment of student achievement, the IEP must include a statement of why the student cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the student.

7. **Timing of Services and Modifications:** The projected date for the beginning of the services and modifications identified in the IEP, along with the anticipated frequency, location, and duration of the services and modifications.

8. **Transition and Post-Secondary Goals:** Beginning no later than the first IEP to be in effect when the student is 16, and updated annually thereafter, appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education employment, and where appropriate, independent living skills and the transition services (including courses of study)

needed to assist the student in reaching those goals.

9. **Age of Majority:** Beginning at least one year before the student reaches the age of 18, a statement that the student has been informed of the IDEA rights that will transfer to him or her upon turning 18.

A. Who develops the IEP?

The IEP is developed by a team of individuals that include the parent(s), an administrator, general education teacher, special education teacher, an expert who can interpret evaluation results, and the student, if appropriate. The team meets, reviews the assessment information available about the child, and designs an educational program to address the child's educational needs that result from his or her disability.

B. When is the IEP developed and the IEP meeting held?

Assuming eligibility is found, an IEP must be developed by the IEP team and implemented for each student within 60 days of obtaining written parental consent of the Assessment Plan. For students already eligible for special education services, the IEP must also be reviewed at least annually thereafter to determine whether the annual goals are being achieved and must be revised as appropriate. An IEP meeting must be held within 30 days of receipt of any written request from a parent.

8.4. 504 Plans

Section 504 of the Rehabilitation Act of 1973 protects disabled individuals against discrimination. It does so by mandating that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity of any entity that is a recipient of Federal financial assistance (34 CFR § 104.4(a)). AIMS k12 must establish and maintain services and accommodations for students with physical or mental impairments that substantially limit one or more major life activities in order to ensure that these students have equal access to education.

Section 504 accommodations and/or related services must be delineated in a Section 504 Plan formulated by the student's teachers, parents, members of the SST team, and a school administrator.

Examples of 504 Plan accommodations and/or services that AIMS must provide to students include:

10. Assistance with PE equipment for a student with mild cerebral palsy
11. Extra time on tests for a student with Attention Deficit Hyperactivity Disorder (ADHD)
12. Nursing services for a student with Type I Diabetes
13. Use of an amplification system for a student with a hearing loss

A teacher, parent, guardian, or administrator can request a 504 Plan for a student. If a parent requests that their child be accommodated through a 504 Plan, you must follow through with a 504 Team meeting as soon as possible, even if you do not think the student

needs a 504 Plan.

A. Requirements for a 504 Plan

In order to have a 504 Plan, a student must meet all three of these requirements:

1. The student must have a physical or mental impairment that gets in the way of learning or participating in school programs or activities. The “physical or mental impairment” can be any physical or mental condition or problem. It can be something that lasts for a long time, for a short time, or it might come and go. Examples of impairments include: cancer, chronic asthma, diabetes, seizures, ADHD.

2. The student’s impairment must affect at least one major life activity. Major life activities include such things as seeing, hearing, eating, sleeping, breathing, speaking, walking, thinking, learning, and working. Major life activities also include the operation of major bodily functions such as normal cell growth, the immune system, bowels, bladder, neurological, and circulatory functions.

3. The impairment must substantially limit a major life activity. The determination of whether an impairment substantially limits a major life activity requires an individualized assessment. An impairment does not have to prevent or significantly limit a major life activity to be considered “substantially limiting.” For instance, if a student has a visual impairment that can be fully corrected by the use of ordinary eyeglasses or contact lenses, it will not be considered.

B. Essential Elements of a 504 Plan

In general, a 504 plan should include the following elements, all tailored to the child’s individual needs:

1. Specific accommodations, supports or services
2. Names of the school professional that will provide each service
3. The name of the person responsible for ensuring the 504 plan is implemented

For additional information about IEPs and 504 Plans, please see speak with a school administrator, or Education Coordinator.

8.5. Special Education

According to state and federal law, students with identified physical, emotional, learning, or developmental disabilities are entitled to a free and appropriate public education and have the right to placement in the least restrictive environment. They may receive special education services according to a written Individualized Education Program (IEP) or may receive specific accommodations based on a 504- accommodation plan. Questions regarding special education services or 504 accommodation plans may be directed to the School Administrator. The overriding mandate in assessing need and delivering services is that the student should be taught in the least restrictive environment. Therefore, when a student is referred for special education, every effort is made to serve the student in the regular general education program.

8.6. The 504 Plan for Students with Disabilities

Section 504 of the Rehabilitation Act of 1973 is a broad civil rights law regulated by the Office of Civil Rights. The law's intent is to eliminate discrimination based on disability in any program or activity receiving federal financial assistance. Under Section 504, students with a physical or mental impairment that substantially limits one or more major life activities, including learning, are eligible to receive services and aid designed to meet their needs.

To evaluate a student's eligibility under Section 504, the school site administrator or designee convenes a committee of individuals, including the parent, who are knowledgeable about the student's individual needs and school history, the meaning of evaluation data, and accommodation options. If the committee establishes that the student has a disability requiring services under Section 504, a written plan is developed that informs what modifications and/or special services and aids are needed. Please contact your child's School Administrators if you have a 504 request or concern.

8.7. English Language Learners

According to law, parents of limited English proficient (English Learner) students participating in a language instruction program shall be notified, not later than 30 days after the beginning of the school year, of the following:

- The child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
- The methods of instruction used in the program in which their child is, or will be participating, and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
- How such programs will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- The specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school, if applicable;
- In the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;
- Information pertaining to parental rights

8.8. Homeless Education Assistance

The McKinney-Vento Homeless Education Assistance Act requires school districts to remove all barriers to enrollment, attendance and school success for homeless students. Assistance to homeless students and families is provided by the Operations Office. Students and families identified as homeless are provided with enrollment assistance, transportation to/from school, school supplies, supplementary academic supports, and referrals to outside agencies. A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities

Education Improvement Act of 2004 (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures.

The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student’s parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

9. STUDENT SAFETY AND RESPONSIBILITY

9.1. School Cleanliness

Students have the responsibility of working to keep their campus clean. It is part of the AIMS Standard that we take pride in our campus and school, so AIMS K12 students should not only clean up after themselves, they should endeavor to leave the campus as clean as they found it at the beginning of the day.

9.2. Restroom Policy

1. By law, students must not be prohibited from using the restroom. However, AIMS K12 has the following guidelines in place to prevent students from abusing bathroom privileges: Except for cases of emergency, students should not use the restroom within the first and last 30 minutes of class. Students must also utilize their breaks and lunch periods and use the restroom during these times.
2. Students must sign in and out of the classroom when going to the restroom.
3. Inform the administrative assistant if the bathrooms are low or out of toilet paper, soap, paper towels, or toilet seat liners.
4. Students with medical related bathroom needs should complete a 504 plan with the school at their earliest convenience.

9.3. Administration of Medication

Students who need to take prescribed or over-the-counter medication during the school day may be assisted by designated school personnel or allowed to self-administer certain medication as long as it is in accordance with law, AIMS K12 policies, and administrative regulations.

It is necessary for the District to have a written statement from the student's physician and a written statement from the student's parent/guardian before (1) a designated employee administers or assists in the administration of any prescribed medication to any student; or (2) any student is allowed to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication during school hours.

It is vitally important that parents fill out new student medication forms every fall in order to have the most current medication information, as well as the current status of any health conditions. A separate form is required for each medication. Please contact the school office for the required forms. Update these forms should any of the information change during the school year.

Students who need to take prescribed or over-the-counter medication during the school day may be assisted by designated school personnel or allowed to self- administer certain medication as long as it is in accordance with law, and/or AIMS Board policies. AIMS K12 students may receive their medications from the front office or the school nurse. It is necessary for AIMS K12 to have a written statement from the student's healthcare provider and a written statement from the student's parent/guardian before:

5. A designated employee administers or assists in the administration of any prescribed medication to any student; or
6. Any student is allowed to carry and self-administer prescription auto- injectable epinephrine or prescription inhaled asthma medication during school hours.
7. Single dose over-the-counter medication, such as aspirin, ibuprofen, or cough drops, may be given to students, with prior consent from parents.

9.4. Medical Emergencies

If your child is in need of minor first aid, it will be administered in accordance with District first aid training. If medical attention appears to be necessary, but not required immediately, the parent/guardian or other emergency contacts listed will be contacted to pick the child up. Should immediate medical attention be necessary, the school will call an ambulance. If a person is suffering, or reasonably believed to be suffering, from an anaphylactic reaction, trained school personnel may use an epinephrine auto-injector to provide emergency medical assistance. Every effort will be made to contact the parent or other emergency contact person(s).

9.5. Immunizations and Other Health Requirements

To be admitted to school, children must be fully immunized in accordance with the law. Children shall be excluded from school only as allowed by law.

If you need assistance or information on free clinics, call the Alameda County Immunization Project at 510-267-3230.

Parents are required to provide documentation that their child has been immunized against the following:

Kindergarten-12th grade

Polio
4 doses meet the requirement, or
3 doses for ages 4-6 years if at least 1 was given on or after the 4th birthday or
3 doses meet the requirement for ages 7-17 if 1 dose was given on or after the 2nd birthday

Diphtheria, Pertussis, and Tetanus (DPT)
5 doses meet the requirement, or
4 doses meet the requirement for ages 4-6 years if 1 dose was given on or after the 4th birthday, or
3 does meet the requirement for ages 7-17 if one dose was given on or after the 2nd birthday

Pertussis (Tdap)
1 dose given after 7th birthday is required for 7th grade students and students new to the district in grades 8-12.

Measles,Mumps,Rubella (MMR)

2 doses meet the requirement;both must be given on or after the first birthday (one dose can be measles vaccine only; 1 dose must be MMR)
3 doses meet the require *Measles,Mumps, Rubella (MMR)*

Hepatitis B
3 doses meet the requirement or 2 doses of 2-dose formulation meet the requirement for ages 11–15 (must be documented as a 2-dose formulation of Hepatitis B vaccine)

Varicella(chickenpox)
1 dose required in kindergarten through sixth grade (2010-2011 school year) or students under age 13 entering a California school for the first time, or
No dose is required if a physician or clinic has documented on the child's immunization card "had disease"

9.6. Campus Environment Policy

Weapons Policy:
Students, parents and teachers are forbidden to have weapons or look-alike weapons on campus. Possession of a firearm, whether loaded or unloaded, (including pellet-type guns) or other weapons such as pocket knives can carry severe disciplinary action up to permanent removal from AIMS K12.

The Federal Gun Free Safe Schools Act and California law prohibit the possession of firearms on school campuses. Pursuant to these laws, any student found in possession of a firearm will be subject to arrest and will be recommended for expulsion immediately.

Upon a finding that the student was in possession of a firearm, the school's governing board shall expel the student. The term of expulsion shall be one year.

Possession includes, but is not limited to, storage in lockers, purses, backpacks, or automobiles.

Smoke-free Environment Policy:
AIMS K12 maintains a smoke-free environment, so smoking, including the use of vaping devices are not allowed on campus. Students who engage in smoking on campus are subject to disciplinary action.

Alcohol/Drugs Policy:
AIMS believes the use of alcohol or other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences. For these reasons, these substances are prohibited on campus, and AIMS K12 will make every effort to assist students and families in reducing the use of these substances. AIMS perceives this effort to be an important step towards preventing violence, promoting school safety, and creating a disciplined environment conducive to learning.

Enforcement/Discipline:

The School Administrator or designee shall take appropriate action for violation of any of the policies concerning weapons, smoking, or possession, use or sale of alcohol and/or other drugs and related paraphernalia on school grounds, at school events, or in any situation in which the school is responsible for the conduct and well-being of students. School authorities may

search students and school properties for the possession of alcohol and other drugs in accordance with law, Board policy, and administrative regulations.

Students possessing, using or selling alcohol or other drugs or related paraphernalia at school or at a school event shall be subject to disciplinary procedures, including suspension or expulsion in accordance with law, Board policy, and administrative regulations. Such students also may be referred to an appropriate rehabilitation program.

9.7. Confiscated Items Policy

Any and all Items that are not allowed according to AIMS K12 rules and policies will be confiscated. The administrators will keep the item until the parent/guardian comes to retrieve it. On the first confiscation, the student will receive one detention. On the second, they will receive an additional two. On the third, the student will receive an additional three detentions and in-house suspension.

9.8. Counseling

AIMS K12 provides SEL counseling for students. If needed, please speak to your School Administrator for a referral.

9.9. Surveillance Cameras

For the safety of students and staff, surveillance cameras that include video only (no audio) are installed in several locations on AIMS K12 campuses. Surveillance cameras are not located inside any school bathrooms or locker rooms. Surveillance videos are viewed by school administrators and may also be viewed by police, as allowed by law, and used as evidence in disciplinary matters.

9.10. Safety Drills and Procedures

Each school site is required to hold regular fire, earthquake, and lockdown drills. The purpose of these drills is to provide students and staff practice with evacuation, lockdown, and shelter-in-place procedures. Additionally, AIMS K12 has a comprehensive school safety plan. which includes emergency preparedness, available for review. District staff have received training in armed intruder preparedness.

Parents are asked to make sure that their students actively participate and take emergency drills seriously. These drills help make schools the safest place for students during an emergency.

Parents should be familiar with the school‘s emergency procedures. Keep your cell phone with you to receive recorded updates on the emergency. Knowing where to go to pick up your child will save time and reduce anxiety. Parents should remember that schools have emergency procedures in place to protect all the students and that schools will follow these procedures during an emergency.

Parents should also remember that children look to them for guidance and support during an emergency. Parents who are calm and are prepared for emergencies can inspire children to do the same. This will go a long way to promote recovery and a return to normalcy. Parents who have questions about their school ‘s emergency procedures are encouraged to contact the school ‘s administration.

A. **Fire Emergency Procedures -** Every school practices this procedure once each month.
B. **Earthquake Emergency Procedures -** Every school has earthquake preparedness procedures in place and practices this procedure once each semester.
C. **Lockdown Procedures -** At least once a year, schools practice how they will respond to a threat including active shooter on or near the campus
D. **Shelter- in-Place Drill -** At least once a year, schools practice how they will respond to an environmental hazard on or near the campus.
E. **Evacuation Procedures -** At least once a year, the school practices evacuation procedures along with the fire drill.

Emergency Preparedness Drills

The school has developed a school emergency plan which is designed to ensure the safety of your students and all of the staff. The school implements regular emergency drills to ensure that all members of the school community know the plan.

Teachers will review emergency preparedness procedures with the students during the first month of school.

In case of an emergency during the school day, your child will only be released into the custody of those people who you have previously identified on the emergency card. Proof of identity is required. Those NOT identified on the emergency card can only pick up a student if the parent or guardian has sent a handwritten and signed note to the school notifying the school of this person’s identity and proof of identification is provided.

9.11. Student Driving Policy

Students are not allowed to drive on campus or to park on campus without prior permission. After obtaining approval to drive to school, they must also apply for a parking permit to park on campus.

9.12. Student and Family Privacy Rights

Board Policy mandates that personal information concerning students and their families should be kept private in accordance with the law. Parents have the right to exempt their children from participating in (a) surveys that request personal information, and/or (b) physical exams or screenings. Students are screened for vision and hearing in grades K, 2, 5, 8, and 10 and by teacher referral. Parents must submit a note in writing to the school in order to opt out of vision and hearing screening.

9.13. Special Care Plans

Students with conditions requiring special care during their school day must have a physician

signed care plan on file in the school office to guide designated school personnel in procedures required for the student's health and safety. Care plans for diabetes, seizures, asthma, and severe allergies are to be completed by the student' s medical provider on at least an annual basis and as the student's care needs change.

9.14. Use of Pesticides

Should a situation arise where pesticide use is unavoidable, all applicable City of Oakland requirements are observed, signs are posted 24 hours in advance of the pesticide application, and remain in place 72 hours after the pesticide application.

9.15. Accommodations for a Lactating Pupil

Reasonable accommodations are provided to a lactating student on a school campus to allow the student to express breast milk, breastfeed an infant, or address other needs related to breastfeeding. A lactating student may seek assistance regarding accommodations from the School Nurse.

9.16. Suspension, Expulsion, and Involuntary Removal Policy

All schools within the AIMS family adhere to the following procedures with regard to student suspension, expulsion and involuntary removal. Though the AIMS K12 administration permits a certain level of discretion in determining the appropriate disciplinary actions on a case-by-case basis, all schools operate within certain parameters. Those parameters are outlined in this policy and are aligned with each of the school's charters.

A pupil may be suspended or expelled for acts that are enumerated herein and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period whether on or off the campus.
4. During, or while going to or coming from, a school-sponsored activity.

10. Grounds for Suspension and Expulsion

Out of school suspension is a disciplinary measure that must be executed when extreme safety concerns or egregious behavior have been displayed.

In the case of fights or other acts of violence, suspension is automatic.

With the exception of extreme concerns (at the determination of the School Administrators or their designate), generally, suspensions will not be more than two days.

10.1. In-School Suspension

Suspension - Out of school suspension is a last resort action. Buddy classroom placement should be utilized. Students should first have detentions and Saturday School prior to most suspensions. Parent shadowing should be used prior to most suspensions. In-house suspension should be used prior to most suspensions. In the case of fights or other acts of violence, suspension is automatic. Actions leading up to expulsion warrant suspension. With the exception of extreme concerns, suspensions shall not be more than two days.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the AIMS K12 shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until AIMS K12 issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

10.2. Suspension/Discretionary Expulsion Conduct

The School Administrator or designee may suspend from school or recommend for expulsion a pupil if he or she determines that the pupil has committed one of the following acts:

A. **Physical Injury or Violence:** Caused, attempted to cause, or threatened to cause physical injury to another person; or willfully used force or violence upon another person, except in self-defense. A pupil who aids or abets in infliction of physical injury to another may be suspended but not expelled.

B. **Dangerous Object:** Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from the principal or the designee of the principal.

C. **Drugs or Alcohol:** Unlawfully possessed, used, or otherwise furnished, or been under the influence of a controlled substance, an alcoholic beverage, or an intoxicant of any kind.

D. **Look-Alike Substance:** Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person a replica substance.

E. **Robbery/Extortion:** Committed or attempted to commit robbery or extortion.

F. **Property Damage/Vandalism:** Caused or attempted to cause damage to school property or private property, including electronic files and databases.

G. **Theft:** Stolen or attempted to steal school property or private property.

H. **Tobacco:** Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets.

I. **Obscenity/Profanity/Vulgarity:** Committed an obscene act or engaged in habitual profanity or vulgarity.

J. **Drug Paraphernalia:** Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia.

K. **Receipt of Stolen Property:** Knowingly received stolen school property or private property

L. **Imitation Firearm:** Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

M. **Witness Harassment or Intimidation:** Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

N. **Prescription Drug Soma:** Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

O. **Hazing:** Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

P. **Bullying/Electronic:** Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined herein, directed specifically toward pupil or school personnel.

1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils directed toward one or more pupils or school personnel that has or can be reasonably predicted to have the effect of one or more of the following:

a) Placing reasonable pupil or school personnel in fear of harm to that pupil's or school personnel's person or property.

b) Causing reasonable pupil or school personnel to experience a substantially detrimental effect on his or her physical or mental health.

c) Causing a reasonable pupil to experience substantial interference with his or her academic performance, or school personnel with his or her job performance.

d) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

2. "Electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

a. A message, text, sound, video, or image.
b. A post on a social network Internet Web site, including, but not limited to:
c. Posting to or creating a burn page. **"Burn page"** means an Internet Web site created for the purpose of bullying.

d. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). **"Credible impersonation"** means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

e. Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). **"False profile"** means a profile of a fictitious pupil or a profile using

the likeness or attributes of an actual pupil other than the pupil who created the false profile.

f. An act of cyber sexual bullying: i.For purposes of this clause, **"cyber sexual bullying"** means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

1. .For purposes of this clause, **"cyber sexual bullying"** does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

2. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

3. **"Reasonable pupil"** means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Q. **Sexual Harassment:** The pupil has committed sexual harassment. The harassing conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.

R. **Hate Violence:** The pupil has caused, attempted to cause, threatened to cause, or participated in a "hate crime." "Hate crime" means a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim: disability, gender, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.

S. **Harassment, Threats, or Intimidation:** The pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

T. **Terroristic Threats:** The pupil has made terroristic threats against school officials or school property, or both. For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so

unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

I. Parent/Guardian will be notified in all cases of violations.

II. Administration will determine discipline based upon the following criteria:

A. Seriousness of offense

B. Circumstances of situation

C. Student's prior disciplinary records

D. Any other extenuating circumstances

10.3. Suspension Procedures

The site leaders are afforded a great deal of discretion in determining appropriate punishments, **unless a mandatory expulsion offense is identified**.

Even if suspension is deemed appropriate, the site administrator may opt for supervised in-school suspension.

If the School Administrator or Division Heads or designee determines that suspension is appropriate, a school employee shall make a reasonable effort to contact the pupil's parent or guardian in person or by telephone. Whenever a pupil is suspended from school, the parent or guardian shall be notified in writing of the suspension.

The School Administrator or Division Heads or designee shall report the suspension of the pupil, including the cause therefore, to the Executive Director.

A parent conference will be scheduled to discuss the matter with the School Administrators or designee. Whenever practical, the teacher or staff member who witnessed the offense will also be present. At this conference, the administration and the parent or guardian will discuss the causes, duration, school policy involved, and any other matters pertinent to the suspension.

Any pupil who is suspended for five days or fewer must complete all assignments and tests missed during the suspension within three school days of their return. Any pupil who is suspended for more than five days will have five school days after their return to complete all assignments and tests missed during suspension.

Administration has the authority to lengthen the amount of time a pupil has to make-up his or her work, as appropriate in a given situation. Assignments submitted late will receive no credit.

10.4. Expulsion Requirements

All 48900 offenses as spelled out in the California Education Code automatically warrant an expulsion hearing. Students may also be expelled for repeated excessive behavioral concerns. AIMS expulsion forms must be used in the process. Legal Timelines must be adhered to without exceptions. All relevant witnesses, teachers and administrators must be present at the hearing. Parents must be informed in writing of the expulsion. (This section also appears in the behavior section.)

Students who commit offenses that result in a recommendation for expulsion or mandatory expulsion, or whose conduct falls under **"Suspension/Discretionary Expulsion"** (excluding disruption or defiance) will be referred to the School Administrator or designee. If a teacher observes disruptive or defiant conduct, the teacher will make a determination as to whether or not administrative intervention is required. Otherwise, they may follow the school's discipline policies to ensure proper student conduct.

To determine whether or not an offense meets the guidelines for suspension or expulsion, the Executive Director and the School Administrator or designee will meet with the pupil and school employee who referred the pupil for discipline. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to respond. If an "emergency situation" exists, the pupil may be excluded from this meeting. "Emergency situation" means a situation determined by the School Administrator or designee to constitute a clear and present danger to the life, safety, or health of pupils or school personnel. If a pupil is suspended without a conference before suspension, both the parent and the pupil shall be notified of the pupil's right to a conference.

Unless an offense results in a recommendation for expulsion or mandatory expulsion, as a matter of policy, American Indian Model Schools consider suspension and discretionary expulsion a punishment of last resort. Suspension and discretionary expulsion shall be imposed only when other means of correction fail to bring about proper conduct. Therefore, our schools will first consider the appropriateness of other disciplinary avenues before suspending or expelling a student.

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

In addition to any school action, suspected criminal activity will be reported to the police and appropriate legal consequences may result.

For purposes of notification to parents, and for the reporting of expulsion or suspension offenses to the CDE, AIMSK12 Schools will identify, by offense committed, in all appropriate records of a pupil each suspension or expulsion of that pupil.

AIMS K12 will notify the District of Residence within 30 days of all transfers, disciplinary or not. For all students who are expelled, the school will contact the District of Residence to notify them of the terms of the expulsion.

10.5. Expulsion Hearings and Process

The School Administrator recommends expulsion by clearly defining the facts and situation in writing to the AIMS K12 Executive Director.

The AIMS K12 Executive Director decides whether or not to recommend expulsion to the Board.

Within 30 school days of a recommendation for expulsion from the Executive Director, the Board will hold a hearing to determine if it is appropriate to expel the pupil. The pupil may request, in writing, a postponement of no more than 30 calendar days. Any additional postponement may only be granted at the discretion of the Board.

Within 10 school days after the conclusion of the hearing, the Board shall decide whether to expel the pupil.

If compliance by the Board with the time requirements for the conducting of an expulsion hearing under this subdivision is impracticable, the Executive Director may, for good cause, extend the time period for the holding of the expulsion hearing for an additional 5 school days.

Written notice of the hearing shall be forwarded to the pupil at least 10 calendar days prior to the date of the hearing by the Board Secretary and shall include:

a. The date and place of the hearing.
b. A statement of the specific facts and charges upon which the proposed expulsion is based.
c. A copy of the disciplinary rules of the school district that relate to the alleged violation.
d. A notice of the parent, guardian, or pupil's obligation upon enrollment in another school district to inform the receiving school district of his or her status with the previous school.
e. Notice of the opportunity for the pupil or the pupil's parent or guardian to appear in person or to be represented by legal counsel or by a non-attorney adviser, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf, including witnesses.

The Board shall conduct a hearing to consider the expulsion of a pupil in a session closed to the public, unless the pupil requests, in writing, at least five days before the date of the hearing, that the hearing be conducted at a public meeting. Regardless of whether the expulsion hearing is conducted in a closed or public session, the Board may meet in closed session for the purpose of deliberating and determining whether the pupil should be expelled.

A record of the hearing shall be made. The record may be maintained by any means, including electronic recording, so long as a reasonably accurate and complete written transcription of the proceedings can be made.

Technical rules of evidence shall not apply to the hearing, but relevant evidence may be

admitted and given probative effect if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs. A decision of the Board to expel must be supported by substantial evidence showing that the pupil committed the act(s) of which he or she is accused.

The final action to expel a pupil shall be taken only by the Board in an open session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation must be sent by the board president or his or her designee to the pupil or the pupil's parent or guardian.

The Board shall maintain a record of each expulsion, including the cause therefore. Records of expulsions shall be a non-privileged, disclosable public record subject to FERPA. The expulsion order and the causes therefore shall be recorded in the pupil's mandatory interim record and shall be forwarded to any school in which the pupil subsequently enrolls upon receipt of a request from the admitting school for the pupil's school records.

10.6. Suspending an Expulsion Order

The Board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the pupil has satisfactorily completed the rehabilitation program.

During the period of the suspension of the expulsion order, the pupil is deemed to be on probationary status. The Board may revoke the suspension of an expulsion order under this section if the pupil commits any of the acts designated as Suspension/Discretionary Expulsion Conduct or violates any of the school's rules and regulations governing pupil conduct. When the Board revokes the suspension of an expulsion order, a pupil may be expelled under the terms of the original expulsion order.

Upon satisfactory completion of the rehabilitation assignment of a pupil, the Board shall reinstate the pupil and may also order the expungement of any or all records of the expulsion proceedings.

10.7. Readmission to the Charter

An expulsion order shall remain in effect until the Board orders the readmission of a pupil. At the time an expulsion of a pupil is ordered for an act other than Mandatory Expulsion Conduct, the Board shall set a date, not later than the last day of the semester following the semester in which the expulsion occurred, when the pupil shall be reviewed for readmission. For a pupil who has been expelled for an act of Mandatory Expulsion Conduct, the Board shall set a date of one year from the date the expulsion occurred, when the pupil shall be reviewed for readmission, except that the Board may set an earlier date for readmission on a case- by-case basis.

The Board shall recommend a plan of rehabilitation for the pupil at the time of the expulsion order, which may include, but not be limited to, periodic review as well as assessment at the time of review for readmission. The plan may also include recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs.

Any pupil who has been expelled and who seeks readmission, must submit a request to the Board President in writing no more than 21 (but no less than 7) calendar days before the end of the term of the expulsion. In addition, the pupil must provide documentation that all conditions for rehabilitation set by the Board have been met.

Upon completion of the readmission process, the Board shall readmit the pupil, unless the Board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety or to other pupils or employees of the school. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered.

If the Board denies the pupil's request for readmission, the Board shall provide written notice to the expelled pupil and the pupil's parent or guardian describing the reasons for denying the pupil re-admittance into the school.

11. Uniform Complaint Policy

AIMS prohibits unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any student, employee, or other person participating in district programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55 or equity or compliance with Title IX, or based on his/her association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610).

You can submit concerns directly to HR by emailing complaintsHR@aimsk12.org. For more information, visit aimsk12.org/complaintshr.

AIMS K-12 College Prep Charter District

Student & Family Handbook Acknowledgement Form

Our signatures below indicate that we have received, read, and understand the policies and guidelines outlined in the AIMS K-12 Student & Family Handbook 2025-2026. We agree to follow and support these policies to ensure a positive, safe, and productive learning environment.

We understand that this form must be signed by a parent/guardian and returned to the student's teacher.

Student Name: _____ ***Grade:*** _____

Student Name: _____ ***Grade:*** _____

Student Name: _____ ***Grade:*** _____

Student Name: _____ ***Grade:*** _____

Student Name: _____ ***Grade:*** _____

Student Name: _____ ***Grade:*** _____

Parent/Guardian Name (Print):_____

Parent/Guardian Signature: _____ ***Date:*** _____

APPENDIX

xiv

Employee Handbook

AIMS K-12 COLLEGE PREP CHARTER DISTRICT

AIMS K-12 COLLEGE PREP CHARTER DISTRICT
EMPLOYEE HANDBOOK 2025-2026

AIMS College Prep K-8 (AIPCS II)

171 12TH STREET,
OAKLAND, CA 94607
TEL: 510-893-8701
FAX: 510-893-0345
elementary@aimsk12.org

AIMS College Prep Middle School

171 12TH STREET,
OAKLAND, CA 94607
TEL: 510-893-8701
FAX: 510-893-0345
middleschool@aimsk12.org

AIMS College Prep High School

746 GRAND AVE
OAKLAND, CA 94610
TEL: 510-220-5044
FAX: 510-893-0345
highschool@aimsk12.org

WWW.AIMSK12.ORG

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1. Introduction

Important Message Regarding the AIMS Handbook

The purpose of this handbook is to inform AIMS employees of the official AIMS K-12 College Prep Charter District's policies and prepare them for our AIMS environment of excellence. AIMS K-12 College Prep Charter District reserves the right to adopt changes to its handbook at any given time as needed.

Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at AIMS K-12 Charter District. This staff handbook is not intended to create any expectations of continued employment, or an employment contract, express or implied. In no way does the staff Handbook replace or modify any official plan documents (e.g., health insurance, retirement plan, employee contract etc.) or insurance/vendor contracts.

Employees must sign the acknowledgment form at the end of this Staff Handbook and return it to Human Resources. It is important that all employees read, understand, and follow the provisions of the Staff Handbook. If you need further information, or if you wish to discuss any policy in this Handbook, please feel free to contact your supervisor, Human Resources or the Executive Director.

Failure to comply with this handbook may result in disciplinary action, up to and including termination.

Foundational Beliefs

The purpose of this section is to familiarize the employee with the foundational beliefs of AIMS K-12 College Prep Charter District. Employees will be required to memorize these foundational beliefs.

AIMS Vision

Provide a rigorous educational foundation that provides all students, particularly those traditionally underserved, to excel academically and personally. We are committed to preparing our students for successful entry into and completion of four-year college programs. Through our dedicated approach, we strive to break barriers, foster ambition, and cultivate a new generation of scholars who will contribute meaningfully to society.

AIMS Mission

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

AIMS Framework

High Expectations + High Support = Students' Success

AIMS Credo

The Family	We are a family at AIMS Schools.
The Goal	We are always working for academic and social excellence.
The Faith	We will prosper by focusing and working toward our goals.
The Journey	We will go forward, continue working, and remember we will always be a part of the AIMS K-12 College Prep Charter District family.

AIMS Values

At AIMS we value:

Excellence	Commitment to excellence in all that we do
Wisdom and Knowledge	Pursuit of wisdom and knowledge as intrinsically valuable
Empathy	Recognition of dignity and worth of every human being **Family and Community** - Building of family and 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.

Our Core Values

1. We are a family at AIMS K-12 College Prep Charter District.
2. When teachers, families and students follow and support the AIMS Model as written, children are guaranteed to be prepared for college.
3. We create an extended family with administration, teachers, staff, students, family, and selected community. Students, teachers and staff are expected to clean and take care of the school property. Parents and family are expected to be a positive and supportive presence.
4. Teachers spend two years with their students in grades 1-2 and three years with their students in grades 3-5 and grades 6-8, teaching all core academic subjects. This creates an environment of strong academics and a family culture.
5. Former AIMS school students enrolled in college may be paid to work with our current students.
6. The AIMS community supports and guides all our students by engaging in restorative practices and alternatives to traditional discipline. The AIMS community does not give up on our students.
7. All current and former students are encouraged to sign up on the alumni page on the AIMS website.

Golden E.A.G.L.E.S. Values

We work together to create a positive, safe, and inclusive learning environment where all members of our community are soaring with Engagement, Accountability, Growth Mindset, Leadership, Empathy, and Service.

Engagement:	We stay focused, curious, and actively participate in our learning.
Accountability:	We take responsibility for our actions and learning.
Growth Mindset:	We believe we can grow, embrace challenges, learn from mistakes, and keep trying.
Leadership:	We lead by example with integrity and respect.
Empathy:	We show kindness, compassion, and care for others.
Service:	We help and support others to strengthen our community.

AIMSTRONG Learner Profile

A	**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, our brains.
I	**Integrity**	Being honest and possessing strong moral principles. Integrity means being true to our best selves consistently.
M	**Mentorship**	Providing guidance, influence, and direction to your AIMS community. Mentorship is serving our neighbors, community and families, especially with our strengths.
S	**Strength**	The influence or power possessed by you to combat the rigors of academics and real-life while resisting being moved or broken. Strength is both physical growth and the will power to complete the work we begin.
T	**Teamwork**	Is the combined action of each group member doing their part selflessly to benefit the whole. It is being part of a group that has an agreed-upon goal.
R	**Responsibility**	Moral, legal, or mental accountability and taking ownership for one's actions. Responsibility is when we own our real part of getting teamwork, family, and planning done.
O	**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.
N	**Nerve**	Displaying courage, power, control and steadiness under pressure. Nerve knows when to step out to make a change in a situation or plan.
G	**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.

2. About AIMS K-12 College Prep Charter District District

AIMS K-12 College prep is celebrating more than 25 years of successfully educating the children of Oakland.

In 1996 Native American families looking to retain a cultural connection for their children founded AIPCS. AIPCS was Oakland's second public charter school. In 2006, AIPCS became the first public school in Oakland to win recognition as a National Blue Ribbon School. Later that year, AIPCS expanded to include American Indian Public High School (AIPHS), and in 2012, it expanded again to include American Indian Public Charter School II (AIPCS II) as a K-8 campus.

During the 2018-19 school year, the AIMS Board, in keeping with feedback from our community, changed the name of American Indian Model School to AIMS K-12 College Prep Charter District.

AIPCS II became AIMS Elementary K-8, AIPCS became AIMS Middle School, and AIPHS became AIMS High School.

Since 2015, AIMS Schools have repeatedly received National Honor Roll distinction, recognition as top Bay Area public schools for underserved students, Family In Action 100% A-G graduate rate completion for African-American students, Multiple sports championships, and the California Charter School Association Hart Vision Award, recognizing AIMS K-12 College Prep Charter District as the Northern California Charter school network of the year.

This year all of AIMS schools will be applying for Blue Ribbon Schools distinction. AIMS goal is to have a district that rivals the top American private schools.

In 2025 AIMS Board hired Executive Marco Mendez to lead and drive the AIMS organization.

Organizational Structure

View 2025-2026 Organizational Chart: https://aimsk12.org/district-office

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School Locations and Contact Information

AIMS College Prep K-8 (AIPCS II)

- Address: 171 12th St, Oakland, CA 94607
- Tel: 510-893-8701
- Fax: 510-893-0345
- Email: elementary@aimsk12.org
- Website: aimsk12.org/AIMS-ES

AIMS College Prep Middle School

- Address: 171 12th St, Oakland, CA 94607
- Tel: 510-924-0407
- Fax: 510-924-0407
- Email: middleschool@aimsk12.org
- Website: aimsk12.org/AIMS-MS

AIMS College Prep High School

- Address: 746 Grand Ave, Oakland, CA 94607
- Tel: 510-220-5044
- Fax: 510-893-0345
- Email: highschool@aimsk12.org
- Website: aimsk12.org/aims-hs

School Calendar and Important Dates

calendar.aimsk12.org

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3. Employee Relations and Resources

Employee Assistance Program (EAP)

AIMS K-12 College Prep Charter District offers an Employee Assistance Program (EAP) to all eligible employees following the plan's defined waiting period. The EAP provides confidential access to professional counseling services to help with personal concerns that may affect job performance.

Participation in the EAP is voluntary and will not affect opportunities for promotion or employment. Employees can contact the EAP directly. All information regarding contact, participation, or any recommended treatment is confidential and will not be shared with the School.

To initiate EAP services, employees should contact the EAP service provider, UNUM. For more information, refer to the Employee Assistance Program (EAP) resources.

EAP services are available at no charge to eligible participants. However, any costs for treatment or rehabilitation services referred outside of the EAP are the employee's responsibility if not fully covered by insurance.

Counseling and Support Services

If you have signed up for the FSA Benefit, they offer Professional Therapy done online. It is FSA eligible, so you can use your pre-tax FSA dollars to pay for it. You can get matched with a licensed therapist in as little as 48hrs.

FSA Store BetterHelp

Contact Information for HR Department

HRCompliance@aimsk12.org

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4. Employment Policies

Employment Classifications

Upon hiring, all employees are classified as exempt or non-exempt, full-time or part-time, and regular or temporary. All employees are either exempt or nonexempt according to provisions of applicable wage and hour laws. These classifications do not guarantee employment for any specific length of time. Employment is at the mutual consent of the employee and AIMS.

Exempt Employees

Pursuant to the federal Fair Labor Standards Act and applicable state laws, exempt employees are those who exercise the requisite degree of discretion and independent judgment and perform certain administrative, professional, and/or executive duties. Exempt employees are not entitled to overtime pay.

All Certificated personnel and most other positions at AIMS are exempt employees.

Non-Exempt Employees

Pursuant to the Fair Labor Standards Act and applicable state laws, non-exempt employees are entitled to overtime pay. Non-exempt employees may have to work hours beyond their normal schedules as work demands require. If this results in working more than 8 hours in one day or 40 hours in one-week, non-exempt employees will receive overtime compensation in accordance with state and federal law. Non-exempt employees are required to take meal and rest periods in the manner described in this Handbook.

Non-exempt employees are employees who are not exempt from the overtime pay requirements of the Fair Labor Standards Act (FLSA). This means that non-exempt employees must be paid at least the federal minimum wage for all hours worked, and they must be paid 1.5 times their regular hourly rate for any hours worked over 40 in a workweek.

Some key characteristics of non-exempt employees:

- They are entitled to overtime pay for hours worked over 40 in a workweek.
- Their job duties and compensation level do not meet the criteria for one of the FLSA's exemptions (such as executive, administrative, professional, or computer employee exemptions).
- They are typically paid on an hourly basis, though some salaried employees may also be non-exempt.
- Common non-exempt jobs include retail sales, food service, clerical work, manual labor, and many others.

Regular Employees

Regular employees are those who are hired to work on a regular schedule. Regular employees may be classified as full-time or part-time.

Full-Time Employees

An employee who is regularly scheduled to work and regularly works at least 40 hours per week is considered a regular full-time employee.

Part-Time Employees

An employee who is regularly scheduled to work and regularly works fewer than 40 hours but more than 30 hours per week is considered a regular part-time employee with benefits. An employee who is regularly scheduled to work and regularly works fewer than 30 hours per week is considered a regular part-time employee WITHOUT benefits. A regular part-time employee WITHOUT benefits is not eligible to earn, accrue, or participate in any AIMS benefits program, except as otherwise required by law, such as Paid Sick Leave.

Temporary Employees

An employee who is hired for a particular project or job of limited or definite duration (short-term) is considered a temporary employee. A temporary employee is not eligible to earn, accrue, or participate in any AIMS benefits program except as otherwise required by law. Independent contract employees are subject to board approval.

An employee will not change from one status to any other status or classification simply because of the number of hours that the employee is scheduled to work or the length of time spent as an employee. The status of a temporary employee may change only if the employee is notified of the change in status, in writing, by the department head or Executive Director.

Temporary Employees are subject to all payroll taxes and withholdings.

At-will Employment

All employment at AIMS is “at will.” This means that both the Employee and AIMS have the right to terminate the Employee’s employment at any time, with or without advanced notice, and with or without cause. The Employee also may be demoted or disciplined, and the terms of his or her employment may be altered at any time, with or without cause, and with or without advance notice, at the discretion of AIMS.

Subject to this Employment At-Will provision, the Employee shall be employed during the school year beginning no earlier than July 1 and concluding no later than June 30 (“School Year”). Pursuant to the Employee At-Will provision of this Handbook, either party has the right to terminate the Employee’s employment at any time, with or without advance notice, and with or without cause, effective before or after the expiration of the stated School Year. By signing the Handbook Acknowledgement, the Employee acknowledges and understands that he or she has entered into this employment relationship with AIMS voluntarily and acknowledges and understands that there is no specific length or agreed-upon period of employment.

Hiring Process and Procedure

Immigration Compliance

AIMS is committed to full compliance with federal and state immigration laws. These laws require that all individuals pass an employment verification procedure before they are permitted to work. This procedure has been established by law and requires that every individual provide satisfactory evidence of his or her identity and legal authority to work in the United States no later than three business days after he/she begins work.

Accordingly, all new hires must go through this procedure.

Fingerprint

All employees of AIMS are fingerprinted and the prints are transmitted to the California Department of Justice and the Federal Bureau of Investigation for a criminal conviction records check. The employee will bear the cost of DOJ background checks. No employee will be permitted to perform any of the duties of his/her position until this processing has been completed and it is determined that there is no criminal conviction that would prohibit the employee from working with students and staff.

TB Clearance

All AIMS employees are required to obtain tuberculosis (TB) clearance before starting employment. This involves undergoing a TB test or screening as per state health regulations. Employees must provide documentation of their TB clearance to the school administration prior to commencing their role.

Credentialing

AIMS teachers are required to hold a current California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. AIMS will work with universities to complete the credential program. Teachers should keep the administrator informed of their progress toward completing their credentials.

Personnel Files and Record-keeping Protocols

AIMS and its designated personnel shall maintain confidential personnel files for each employee. All information contained within personnel files, including payroll information, is strictly confidential. Any breach of this confidentiality by an employee may result in disciplinary action, up to and including termination.

Employees have the right to review certain documents in their personnel file as mandated by applicable law. Such reviews must be conducted in the presence of a School representative at a mutually convenient time.

To ensure the accuracy of personnel records and compliance with state and federal regulations, employees are required to promptly notify their supervisor of any changes to the following personal information:

- Name changes (e.g., due to marriage or legal change).
- Home address and telephone number.
- Emergency contact information, including names, home addresses, and telephone numbers.
- Withholding tax information, including marital status and number of dependents.
- Educational qualifications.
- Changes to the beneficiary designation for group life insurance.

Information Protection Policy

It is AIMS policy to protect sensitive and confidential information. Every school district employee must ensure the proper protection of information, either in paper or electronic form. Employees are not to take sensitive records home nor leave them lying unprotected in the open, such as on a desk, where they can be accessed.

Employees are not to convert sensitive information into an electronic format and send it unprotected through email or over the internet. Whenever requests for access to information are made, employees should check with the data owner (specified individuals who collect or use the information on behalf of AIMS). It is best to err on the side of protecting information.

All information relating to students, including names, addresses, contact numbers, and progress information, is confidential and may not be shared with unauthorized parties. All records concerning employees shall be kept strictly confidential and be maintained in separate files.

Please note: The release of unauthorized confidential information may result in immediate dismissal and the filing of criminal charges. When in doubt, check with the supervisor and Head of School.

5. Employee Conduct and Expectations

Code of Conduct

At AIMS, the commitment is to foster an environment of integrity, respect, and professionalism. All employees are expected to adhere to the following Code of Conduct:

- **Integrity and Honesty:** Employees must act with integrity and honesty in all professional interactions and duties.
- **Respect:** Employees are expected to treat all students, parents, colleagues, and community members with respect and dignity.
- **Professionalism:** Employees should maintain a professional demeanor at all times, including adherence to the staff dress code and punctuality.
- **Confidentiality:** Employees must protect the privacy and confidentiality of student and staff information.
- **Compliance:** Employees must follow all AIMS policies, procedures, and regulations, as well as relevant local, state, and federal laws.
- **Safety:** Employees are responsible for promoting a safe and inclusive environment for all students and staff.
- **Responsibility:** Employees should take responsibility for their actions and decisions, and seek guidance when needed.
- **Collaboration:** Employees are expected to work collaboratively with colleagues and contribute to a positive team environment.
- **Continuous Improvement:** Employees should pursue ongoing professional development and strive for excellence in all aspects of their roles.
- **Ethical Behavior:** Employees must avoid conflicts of interest and refrain from any behavior that could be perceived as unethical or unprofessional.

Adherence to this Code of Conduct is essential for maintaining the trust and confidence of the school community. Violations may result in disciplinary action, up to and including termination of employment.

Job Duties

Each employee will receive a job description outlining their responsibilities and the performance standards expected in the HRIS system. It should be noted that job responsibilities may be subject to change at any point during employment. Employees may occasionally be required to contribute to special projects or assist with tasks critical to AIMS operations. Cooperation and assistance in performing such additional duties are expected.

AIMS reserves the right, at its sole discretion and without prior notice, to transfer, demote, suspend, discipline, modify job responsibilities, and alter terms and conditions of employment.

Job descriptions can be found in AIMS All Staff Intranet.

Staff Dress Code Policy

AIMS employees are encouraged to dress in business casual attire and maintain a professional appearance while on campus. Clothing should be free of any offensive messages to uphold a respectful and professional work environment. Employees should also ensure their attire is safe for their work environment and duties.

If specific attire is needed for medical or religious reasons, employees must request an exception from their supervisor and may need to provide appropriate documentation.

For any clarifications, employees should consult their supervisor.

AIMS Facilities Use

AIMS facilities will be used primarily by AIMS students and staff. Any other use must be approved by the Executive Director or Director of Operations through the completion of an AIMS Facilities Use Form.

Solicitation and Distribution

AIMS feels very strongly that work time is for work. Therefore, in the interests of our students, there will be no solicitation of any kind by any employee during the working time of the employee soliciting or the employee being solicited. Solicitation is permitted only during non-working time, such as break times, meal periods, and before checking in for work or after checking out of work. In addition, the distribution of literature is prohibited during working hours and in working areas. Exceptions to this rule for charitable organizations or charitable purposes require the advance approval of the Head of School.

Non-employees are prohibited from solicitation and distribution for any purpose on AIMS premises at any time.

Employees are not to utilize AIMS facilities or return to the work site outside of regular working hours unless prior approval from the Head of School has been granted.

Employees may be on AIMS premises only when they are on duty, scheduled to work, or have

received advance approval from the Head of School.

Employee Interactions with Students

The School recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy provides specific and clear direction, it is each staff member's responsibility to avoid situations that could raise suspicion among parents, students, colleagues, or school leaders. A practical standard to apply when unsure about the acceptability of certain conduct is to consider, "Would I be engaged in this conduct if my family or colleagues were present?"

For the purposes of this policy, "boundaries" are defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their responsibility to ensure that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations, and intentions.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is

reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for the direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment)

- Stopping a student from fighting with another student;
- Preventing an employee from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing an employee to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment)

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- Giving gifts to an individual student that are of a personal and intimate nature.
- Kissing of any kind.
- Any type of unnecessary physical contact with a student in a private situation.
- Intentionally being alone with a student away from the school.
- Making or participating in sexually inappropriate comments.
- Sexual jokes.
- Seeking emotional involvement with a student for personal benefit.
- Listening to or telling stories that are sexually oriented.
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission Cautionary Staff/Student Behaviors

These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using better practice or behavior. Staff members should inform their

supervisor of the circumstance and occurrence prior to or immediately after the occurrence

A. Remarks about the physical attributes or development of anyone.
B. Excessive attention toward a particular student.
C. Sending emails, text messages, or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

A. Obtaining parents' written consent for any after-school activity.
B. Formal approval is needed to take students off school property for activities such as field trips or competitions.
C. Ensuring that emails, texts, phone calls, and instant messages to students are professional and pertain to school activities or classes (communication should be limited to school technology).
D. Keeping the door open when alone with a student.
E. Maintaining a reasonable space between oneself and students.
F. Stopping and correcting students if they cross personal boundaries.
G. Keeping parents informed when a significant issue develops about a student.
H. Keeping after-class discussions with a student professional and brief.
I. Seeking advice from fellow staff or administrators if faced with a difficult situation related to boundaries.
J. Involving a supervisor if a conflict arises with a student.
K. Informing the Principal about situations that have the potential to become more severe.
L. Making detailed notes about an incident that could evolve into a more serious situation later.
M. Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
N. Asking another staff member to be present if needing to be alone with a special needs student.
O. Asking another staff member to be present when needing to be alone with a student after regular school hours.
P. Giving students praise and recognition without touching them.
Q. Prioritizing professional conduct at all times.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Acceptable Use Policy for Technology

Overview

AIMS K-12 College Prep makes a variety of communications and information technologies available to employees. These technologies, when properly used, promote educational excellence in AIMS K-12 College Prep by facilitating resource sharing, innovation, collaboration, and communication. Illegal, unethical or inappropriate use of these technologies can have dramatic consequences, harming AIMS K-12 College Prep, and its employees. AIMS K-12 College Prep firmly believes that digital resources, information, and interaction available through AIMS K-12 College Prep technology systems far outweigh the disadvantages. This Responsible Use Agreement is intended to minimize the likelihood of harm by educating AIMS K-12 College Prep employees and setting standards which will serve to protect AIMS K-12 College Prep and its employees.

Mandatory Review by Employee

To educate employees on proper technology use and conduct, employees are required to review these guidelines each school year. The employee is required to acknowledge receipt and understanding of the AIMS K-12 College Prep Employee Responsible Use of Technology Agreement (hereinafter referred to as the Responsible Use Agreement) as part of the annual yearly process, which includes signing and submitting a Summary Signature Form at the beginning of each school year.

Definition of AIMS K-12 College Prep Technology Systems and Network

AIMS K-12 College Prep technology systems and networks are any configuration of hardware and software. The system includes, but is not limited to, the following: telephones, cell phones, and voicemail technologies; email accounts; servers; computer hardware and peripherals; software including operating system software and application software; digitized information including stored text, data files, email, digital images, and video/audio files; internally or externally accessed databases, applications, or tools (Internet or AIMS K-12 College Prep-server based); AIMS K-12 College Prep-provided Internet access including guest Wi-Fi; and new technologies as they become available.

Employee Use Expectations

AIMS K-12 College Prep information technology resources are provided for educational, instructional, communication, and business purposes. Employees are expected to use these resources responsibly and in accordance with the following guidelines. If there is any doubt about whether a contemplated activity is acceptable, employees should consult with their supervisor or administrator for clarification.

To maintain school technology privileges, employees must:

Respect and Protect Privacy:

1. Use only accounts assigned to them.
2. View or use passwords, data, drives, or networks only if authorized.

3. Never distribute private information about themselves or others.

Respect and protect the integrity, availability, and security of all electronic resources by:

1. Observing all AIMS K-12 College Prep Internet filters and posted network security practices.
2. Reporting security risks or violations to a site tech or network administrator.
3. Not destroy or damage data, equipment, networks, or other resources that do not belong to them, without clear permission of the owner. This includes not hacking, uploading, downloading, or creating computer viruses, sending mass emails or spam, or causing a disruption to electronic services.
4. Sharing technology resources with other users by not deliberately causing network congestion or consuming excessive electronic storage.
5. Immediately notifying a member of the Information Technology department of computer or network malfunctions.

Respect and protect the intellectual property of others by:

1. Following copyright laws (not making illegal copies of music, pictures, images, videos, games, software, apps, files or movies).
2. Citing sources when using others' work.

Respect the community by:

1. Communicating only in ways that are kind and respectful.
2. Reporting threatening or discomforting materials to an administrator.
3. Not intentionally accessing, transmitting, copying, or creating material that violates the school's code of conduct (such as messages/content that are pornographic, obscene, threatening, discriminatory, harassing, or intimidating).
4. Not intentionally accessing, transmitting, copying, or creating material that is illegal (such as obscenity, stolen materials, impersonating another person for harmful purposes, or illegal copies of copyrighted works).
5. Not using the resources to further other acts that are criminal or violate the school's standards for employee behavior.
6. Refraining from buying, selling, advertising, or otherwise conducting personal business.
7. Participating positively in all digital learning environments and refraining from behaviors that negatively impact other staff members.

Employee Device Use Guidelines

1. Portable technology devices at AIMS K-12 College Prep will be defined to include, but not limited to, Chromebooks, Laptop Computers (Apple or PC), Tablet Computers (ie. iPads), and SmartPhones (iPhones, Androids, etc.).
2. Persons to whom portable technology devices are assigned shall be the sole users of the technology.
3. During the school year, portable technology devices must remain either on school premises every day the employee is in attendance or under the direct control of the employee.
4. All users will make their assigned portable technology available to the Technology Department or their authorized representatives for periodic maintenance and system upgrades.

5. Any and all changes in configuration, hardware and/or software, shall be made only by the Technology Department or their authorized representatives. No outside vendors or individuals are authorized to work on this equipment.
6. Users of AIMS K-12 College Prep portable technology will take all appropriate security measures. When unattended, devices shall be stored in a secure, locked location in the classroom/office, or, in the case of a traveling employee, secured in the employee's place of residence. Under no circumstances shall the device be stored overnight in an employee's car, whether in the trunk or otherwise.
7. All users are responsible for reporting damaged, lost, or stolen devices ASAP. Damage reports must be submitted to the Technology Department. Theft reports shall include a local Police Report or number. Evidence of damage, loss, or theft caused by negligence will be assessed on a case-by-case basis, but the employee must be aware that efforts to correct said damage may result in financial charges being assessed to the assigned user, up to and including the current replacement cost of the device.
8. All portable technology devices remain the property of AIMS K-12 College Prep. Upon the beginning of a long-term leave of absence, resignation, or termination, employees are required to return assigned devices to the Technology Department.

Consequences for Violation

Violations may result in disciplinary action, not limited to but up to termination. As required by law, some violations of law could also result in criminal prosecution by government authorities.

Employee Access to Computer/Network/Internet

Computer/Network/Internet access is provided to all employees for educational, instructional, communication, and business purposes. AIMS K-12 College Prep makes every effort to limit access to objectionable material; however, controlling all such materials on the computer/tablet/network/Internet is impossible, even with filtering in place. With global access to computers and people, a risk exists that employees may access material that may not be of educational value in the school setting.

Digital Learning Environments

Employees may participate in online environments related to curricular projects or school activities and use digital tools, such as, but not limited to, mobile devices, blogs, discussion forums, RSS feeds, podcasts, wikis, and online meeting sessions. The use of blogs, wikis, podcasts, and other digital tools are considered an extension of the classroom. Verbal or written language that is considered inappropriate in the classroom is also inappropriate in all uses of blogs, wikis, podcasts, and other AIMS K-12 College Prep-provided digital tools.

Supervision and Monitoring

The use of AIMS K-12 College Prep owned information technology resources is not private. Authorized employees monitor the use of information technology resources to help ensure that uses are secure and in conformity with AIMS K-12 College Prep policies. Administrators reserve the right to examine, use, and disclose any data found on the school's networks in order to further the health, safety, discipline, or security of any employee or other person, or to protect property. In other words, employees must understand that computer files and electronic communications are not private and may be accessed by AIMS K-12 College Prep for the purpose of ensuring proper use. Administrators may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement. AIMS K-12 College Prep reserves the right to determine which uses

constitute acceptable use and to limit access to such uses. AIMS K-12 College Prep also reserves the right to limit the time of access and priorities among competing acceptable uses.

Disclaimer of Liability

The AIMS K-12 College Prep makes no guarantees about the quality of services provided and is not responsible for any claims, losses, damages, costs, or other obligations arising from the use of the network or accounts. AIMS K-12 College Prep also denies any responsibility for the accuracy or quality of the information obtained through user access. AIMS K-12 College Prep denies any responsibility for material encountered on a computer network, including the Internet, which may be deemed objectionable to a user or for any hostile or injurious actions of third parties encountered through a computer network. Any statement accessible on the computer network or the Internet is understood to be the author's individual point of view and not that of AIMS K-12 College Prep, its affiliates or employees. Due to the nature of electronic communications and changes in the law, it is also impossible for AIMS K-12 College Prep to guarantee confidentiality of email sent and received over any computer network.

Use of AIMS Devices, Internet and Email Systems

The policy regarding the Use of AIMS Computers, Phones, Internet, Email systems, and other devices states that telephones in AIMS schools and offices are designated solely for official business purposes, with exceptions made for personal emergencies where conversations should be kept brief. Personal calls should be made on personal cell phones during lunch and break periods to avoid disruption to work activities. Employees are reminded that personal business, including handling personal mail, email, text messages, and phone calls, should be conducted outside of working hours. The AIMS email account is to be used exclusively for AIMS business.

AIMS emphasizes that its electronic communication systems, including devices such as computers, telephones, email accounts, video conferencing, voice mail, facsimiles, internal and external networks, PDAs, tablets, and AIMS-issued cell phones, are the property of AIMS. All communications and information transmitted, received, or stored using these systems are considered AIMS records. Consequently, AIMS reserves the right to monitor employees' use of these electronic communication systems, including social media activities. Monitoring may occur randomly, periodically, or when there is suspicion of policy violations.

Employees should understand that their use of AIMS' email, internet, and computer systems does not guarantee privacy, as AIMS maintains the right to access and review these communications and records as necessary.

Personal Property

It is the employee's responsibility to ensure that their electronic devices, handbag, wallet, and other personal property are kept locked in a safe place while at work. The school is not responsible for

damage to or theft of private property unless the school has been negligent. We recommend that employees not bring expensive items to school that may be stolen, such as iPads, mobile phones, and jewelry. The school does not accept responsibility for these items and is therefore not obliged to pay compensation for lost or stolen items.

Change of Contact Information

Promptly report any change of home address or telephone number by completing a name and address card with the current information and submitting it to the Paycom system.

Social Media Policy

AIMS has developed a social media policy to regulate employees and students' use of social media platforms. This policy applies in situations where individuals:

- Make posts related to AIMS on social media platforms
- Engage in social media activities during working hours
- Utilize AIMS equipment or resources for personal social media activities
- Use AIMS email address to post on an unapproved social media account
- Post in a manner that discloses their affiliation with AIMS

"Social media" in this context refers to websites and electronic applications used for connecting with others, including platforms like Facebook, Twitter, Instagram, Snapchat, Pinterest, LinkedIn, YouTube, blogs, wikis, and other user-generated media or web-based discussion forums. Access to social media may occur through various electronic devices such as computers, cell phones, smartphones, tablets, and similar tools.

This policy is designed to complement existing AIMS policies, rules, and standards of conduct. It does not supersede other school policies on confidentiality, use of AIMS equipment, professionalism, employee references and background checks, workplace violence, unlawful harassment, or any other conduct rules outlined in the Handbook. Compliance with all AIMS policies is mandatory whenever social media activities involve or potentially involve AIMS.

Standards of Conduct for Social Media

Employees and students of AIMS must adhere to the following rules and guidelines when engaging in social media activities governed by this policy:

- **No private fraternization with students**: Employees are prohibited from following, "friending," instant messaging or otherwise communicating with students using their private social media accounts. Employees also shall not email or text students using personal devices.

- **Compliance with all applicable laws:** Do not post any content or participate in activities on social media that may violate local, state, or federal laws.

- **Non-discriminatory and respectful behavior:** Avoid engaging in discriminatory, harassing, or retaliatory behavior that contravenes AIMS policy.

- **Respect for intellectual property:** Adhere to copyright laws and fair use principles. Properly attribute all borrowed or copyrighted material with appropriate citations or links.

- **Restrictions on student social media use:** Students are prohibited from engaging in social media activities during school hours. Use of AIMS email addresses for personal social media registration is also prohibited.

- **Courteous and fair communication:** Maintain a professional demeanor towards AIMS employees, students, parents, and representatives. Refrain from posting content that could be interpreted as malicious, obscene, threatening, or intimidating, or that could constitute harassment or bullying. Violations may result in disciplinary action, including expulsion or dismissal, with potential civil liability for parents.

- **Accuracy and honesty in postings:** Ensure all information shared on social media platforms is accurate. Promptly correct any mistakes. Avoid spreading false information or rumors about AIMS, its employees, students, parents, or representatives. Violations may lead to disciplinary measures, including expulsion or dismissal, with potential civil liability for parents.

- **Personal Opinions and Representation:** Staff members should express personal opinions only and must not present themselves as spokespersons for AIMS unless explicitly authorized. When discussing topics related to AIMS, it is essential to clearly indicate that the views expressed are personal and do not represent those of AIMS, its employees, students, parents, or representatives. A disclaimer such as, "The postings on this site are my own and do not necessarily reflect the views of AIMS," should be used.

- **Seeking clarification:** If unsure whether a social media activity may implicate AIMS or violate this policy, contact the site administrator for guidance.

- **Exercise of judgment:** Recognize the evolving nature of social media and exercise good judgment. Seek clarification or authorization before engaging in activities that may implicate this policy.

- **Spokesperson authority:** The Executive Director or designated spokesperson is the sole authorized representative for AIMS. Any media statements concerning AIMS must receive prior written approval from the Executive Director.

Social Media Account Policy for Student Clubs & Associations

As AIMS student clubs and associations develop their online presence, the school has established the following policy regarding the appropriate use of social media accounts:

- **Compliance and Scope:** Students must adhere to these rules and guidelines as governed by this policy, in addition to local, state, or federal laws and regulations. Social media accounts encompass websites, Facebook, Instagram, TikTok, Snapchat, YouTube, Twitter, and any other public sharing platforms.
- **Account Management:** Official AIMS student club and association social media accounts must be created and managed using a general AIMS email account format (e.g., hs.sga@student.aimsk12.org). Personal AIMS or non-AIMS email accounts are prohibited. These accounts must remain accessible to site administrators and the club advisor.
- **Content Approval:** All content must receive prior approval from the club advisor or site administrators before posting. Students must obtain signed media release forms from individuals featured in content and submit them to the club advisor or site administrators before posting.
- **Account Usage:** Official AIMS social media accounts cannot be used for personal purposes such as following unrelated accounts or engaging with personal content. They may only follow official accounts that align with the school's reputation, such as government agencies, universities, other schools, sports teams, news anchors, and non-profit organizations.
- **Interaction and Engagement:** Students should not accept random followers unrelated to the school or official accounts. Personal engagement like liking, sharing, commenting, or direct messaging on personal matters is prohibited.
- **Age Restrictions:** Students under the age of 13 are prohibited from managing social media accounts, in accordance with the Children's Online Privacy Protection Act (COPPA).
- **Management Responsibility:** Elementary and Middle School club social media accounts must be managed solely by club advisors, although students are encouraged to contribute content. High School students may participate in account management.
- **Compliance and Standards:** All social media posts must align with legal requirements, AIMS standards, guidelines, and reflect common sense, as they represent the organization and are subject to legal regulations.

Community Standards

- **Non-Discriminatory Behavior:** Employees and students must refrain from engaging in discriminatory, retaliatory, or harassing behavior, which contravenes AIMS policy.

- **Content Standards:** Posting content perceived as bullying, malicious, obscene, threatening, disparaging, or intimidating, as outlined in AIMS guidelines, is strictly prohibited.
- **Copyright Compliance:** Respect copyright regulations by providing proper citations or links for all sourced materials in postings.
- **Accuracy and Integrity:** Ensure all content is fair, accurate, and honest. Promptly correct any mistakes. Avoid posting unsubstantiated ideas or rumors.
- **Spokesperson Clarification:** Only the Executive Director serves as the official spokesperson for AIMS. When posting, it is advisable to express personal opinions and include a disclaimer such as "the postings on this site are my own and do not necessarily reflect the views of AIMS."
- **Seeking Guidance:** For queries regarding how a club or association's social media account may impact AIMS or potentially violate this policy, individuals should contact their site administrator.
- **Policy Adaptation:** Given the rapid evolution of social media and online content, there may be unforeseen events or issues not covered by this policy. All AIMS employees and students are responsible for exercising good judgment, obtaining approval, and seeking clarification before posting content.

Equal Employment Opportunity

AIMS K-12 College Prep Charter District is committed to equal employment opportunity and prohibits unlawful discrimination in all aspects of employment practices. Employment decisions, including hiring, firing, promotion, demotion, training, and compensation, are based solely on merit and the individual's qualifications relative to the job under consideration.

Non-Discrimination Policy:

AIMS prohibits discrimination based on the following protected characteristics: race, religious creed (including religious dress and grooming practices), color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding, and related conditions), gender, gender identity, gender expression, age, sexual orientation, military or veteran status, or any other characteristic protected by federal, state, or local laws, ordinances, or regulations.

Commitment to Compliance:

AIMS is dedicated to complying with all applicable laws providing equal employment opportunities. This commitment extends to all individuals involved in AIMS operations and prohibits unlawful discrimination by any employee, including supervisors and coworkers.

Reasonable Accommodation:

To ensure equal opportunities for qualified individuals with disabilities, AIMS will make reasonable accommodations to the known physical or mental limitations of an otherwise qualified applicant or employee, unless such accommodations would impose undue hardship on AIMS. Applicants or employees requiring accommodations to perform essential job functions should contact hrcompliance@aimsk12.org to request accommodations, specifying the necessary adjustments.

AIMS will assess the situation, engage in an interactive process with the individual, and provide a timely response to accommodation requests.

Employee Dispute Resolution Process

AIMS offers dispute resolution procedures to provide employees who have a complaint concerning conditions of employment with an internal and external avenue for resolution depending on the severity of the complaint. AIMS has partnered a third party investigator for the FY25-26 school for complaints related to AIPCS II K-8th to meet requirements within the FY-25.26 MOU for AIPCS II specifically. The concern or complaint will be heard by the Head of Schools and escalated to HR for review depending on severity of complaint. . He or she, or any designee, will be accessible and ready to hear suggestions and complaints. The school cannot act on any problem unless it is aware of it, so complaints must be put in writing as soon as possible. The Head of Schools will provide a written response within five (5) business days, accompanied by HR if needed. If the response is not satisfactory to the complainant, then the complaint may be submitted in writing to the Board and will be placed on the agenda for the next regular Board meeting.

Conflict of Interest

The purpose of this Conflict of Interest Policy is to protect the integrity and reputation of AIMS by ensuring that all employees, officers, and board members act in the best interest of the school at all times and avoid conflicts of interest that may arise in the course of their duties.

1. **Disclosure of Conflicts:**
    - All employees, officers, and board members have a duty to disclose any actual or potential conflicts of interest that may compromise their ability to act impartially in the best interests of AIMS.
    - Conflicts of interest may arise when an individual's personal, financial, or professional interests conflict with the interests of AIMS.

2. **Prohibited Actions:**
    - No employee, officer, or board member shall use their position at AIMS or any information obtained through their position for personal gain or for the benefit of any outside entity or individual with whom they have a personal, financial, or familial relationship.

- No employee, officer, or board member shall engage in any activity that creates an actual or perceived conflict of interest, including but not limited to transactions, contracts, or arrangements involving AIMS where they or their family members have a financial interest.

3. **Disclosure Process:**
   - Upon identifying a potential conflict of interest, the individual must promptly disclose the conflict in writing to their supervisor, the Head of School, the Executive Director, or the Board of Directors.
   - The disclosure should include a description of the conflict, the nature of the conflicting interest, and any relevant facts.

4. **Review and Resolution:**
   - TheHead of School, the Executive Director or the Board of Directors will review each disclosure to determine the significance of the conflict and any necessary actions to resolve or mitigate the conflict.
   - Potential resolutions may include recusal from decision-making, divestment of conflicting interests, or other appropriate measures to ensure that decisions are made in the best interest of AIMS.

5. **Confidentiality and Compliance:**
   - All disclosures and deliberations regarding conflicts of interest shall be handled confidentially to the extent possible.
   - Employees, officers, and board members are expected to comply fully with the decisions and resolutions made by the Head of School, the Executive Director or the Board of Directors regarding conflicts of interest.

This Conflict of Interest Policy underscores AIMS' commitment to transparency, integrity, and accountability in all organizational activities. By adhering to this policy, employees, officers, and board members contribute to maintaining public trust and confidence in the mission and operations of AIMS.

6. Compensation

Employee Compensation

All employees are paid according to their placement on the AIMS salary scale. Employees with concerns regarding their compensation should contact the Human Resources Department at employee.contracts@aimsk12.org.

Salary Schedule Placement Guidelines

Certificated (Teacher) Salary Schedule Placement Guidelines:

- **Verification of Work Experience (VOE)**
  - **Primary and Secondary School Teaching Experience:** Maximum of 10 years of prior *full-time teaching experience accepted, pending verification AIMS Compliance Office must receive completed VOE within 60 days of start date in order to maintain salary schedule placement
  - **College/University Teaching Experience:** Eligibility will be assessed on a case-by-case basis to determine if the individual's higher education teaching experience can be considered equivalent to grade school teaching experience.
- **Stipend**
  - Additional $1,000 annual Master's stipend pending Official Master's Degree Conferral Transcripts
  - Additional $2,000 annual Doctorate stipend pending Official Master's Degree Conferral Transcripts
  - Note: Master's and Doctorate stipends are built into the salary schedule.

Certificated Administrative Salary Schedule Placement Guidelines:

- **Verification of Work Experience (VOE)**
  - Maximum of 10 years of prior *full-time administrative experience accepted, pending verification
  - AIMS Compliance Office must receive completed VOE within 60 days of the start date in order to maintain salary schedule placement

- **Stipend**
  - Additional $1,000 annual Master's stipend pending Official Master's Degree Conferral Transcripts
  - Additional $2,000 annual Doctorate stipend pending Official Master's Degree Conferral Transcripts
  - Additional $500 annual Admin. Services Credential stipend pending official verification

* Full Time = Teacher or Administrator of record for 75% of the school year or more. Any combination of part-time or substitute experience does not count as one year of full-time experience.

Classified/Management Salary Schedule Placement Guidelines:

- **Verification of Work Experience (VOE)**
  - Maximum of 10 years of prior **full-time work experience in a similar role accepted, pending verification (VOE)
  - AIMS Compliance Office must receive completed VOE within 60 days of the start date in order to maintain salary schedule placement

** Full Time = 30-40 hours per week and having worked/completed a minimum of 75% of the year. Any combination of part-time experience does not count as one year of full-time experience.

Payment of Wages

Employees are paid semi-monthly (twice per month). If a payday falls on a weekend or holiday, employees will be paid on the preceding workday. Employees are required to report any overpayment of wages to the Payroll Office within 10 business days after the relevant pay date. Any discrepancies or shortages in the calculation or payment of wages/time worked should be reported to the Payroll Office (payroll@aimsk12.org) within 10 business days after the relevant pay date.

Expense Reimbursements

Employees shall be reimbursed for approved out-of-pocket expenditures for materials and supplies. A request listing all expected expenditures must be approved by the employee's Supervisor in writing before any expenditure is made. All expenses claimed must be recorded on a reimbursement form, must contain the written pre-approval by the Supervisor and must include all original receipts related to the reimbursement. If permission for the expenditure is not requested and approved before the purchase, reimbursement is not guaranteed.

If approved, the reimbursement is then entered into the internal organization PO System and will undergo Leadership approval before being paid.

Check Reimbursement Form

Mileage Reimbursement Form

Reimbursements Process and Instructions

Overtime

All non-exempt employees are required to obtain approval from their supervisor prior to working overtime. Failure to obtain such approval may subject an employee to discipline, up to and including termination. Overtime compensation will be paid in accordance with all state and federal laws.

Unless exempt, employees covered by the Fair Labor Standards Act must receive overtime pay for

hours worked over 40 in a workweek at a rate not less than time and one-half their regular rates of pay.

For purposes of overtime calculations for non-exempt employees, the School's workweek begins on Monday and ends the following Sunday. The workday begins at midnight and ends the following day at 11:59 p.m. Employees will be informed when they are required to work overtime hours.

Travel Time Pay

AIMS is committed to ensuring fair compensation for non-exempt employees required to travel as part of their job duties. The following guidelines outline how travel time is compensated:

1. **Travel from Regular Workplace to Another Site:**
   If an employee reports to their regular workplace and is then required to travel to another site for work, the travel time to the assigned site will be compensated.

2. **Direct Reporting to Another Site:**
   If an employee is required to report directly to a site other than their regular workplace without first going to the regular site, the school will compensate for travel time exceeding the employee's normal commute time to the regular site.

3. **Travel to Distant Workplaces:**
   When travel to a distant workplace is necessary, employees will receive compensation for travel time in addition to the time worked at the distant location. These travel hours are considered "hours worked" for calculating overtime.

4. **Out-of-Town Business Events:**
   Under state law, if an employer requires an employee to attend an out-of-town business meeting, training session, or any other event, the employer must compensate for the employee's travel time. The rate of pay for travel time depends o the compensation agreement:

    - If the employee is paid a fixed hourly rate, travel time must be compensated at that rate or, if applicable, the required overtime rate.
    - Employers may establish a separate rate of pay for travel before the work is performed for hourly employees, provided it does not fall below the statutory minimum wage.
    - Non-exempt salaried employees must be paid at the appropriate overtime rate for any hours worked in excess of 8 in a day or 40 in a week, calculated by converting the weekly salary to an hourly rate (Labor Code Section 515).

AIMS is dedicated to ensuring non-exempt employees are fairly compensated for travel time required in the course of their duties, adhering to legal standards and organizational policies. Commuting travel between the home address and to/from the workplace is not reimbursed.

Workday and Workweek

Employees' work schedules shall be in accordance with the current school year calendar (calendar.aimsk12.org) and each employee's employment agreement.

For purposes of calculating overtime, AIMS' standard work week begins on Sunday at 12:01 a.m. and ends on Saturday at 12:00 a.m. (midnight). The standard workday is 12:01 a.m. to 12:00 a.m. (midnight) each day.

Timekeeping and Attendance Policy

Accurate timekeeping is essential to ensure proper compensation and compliance with labor laws. The following policies must be strictly adhered to by all employees:

1. **Accurate Time Reporting:**
   All employees are required to record their working hours accurately in the Paycom system. Recording inaccurate time, whether underreporting or overstating hours worked, is a serious violation of AIMS policy. Employees are also strictly prohibited from reporting time that is not approved by the Board.
2. **Prohibition of Unauthorized Timekeeping:**
   Employees are strictly prohibited from recording time on another employee's timesheet or allowing another employee to record time on their own timesheet. Such actions are considered falsification and will result in disciplinary action, up to and including immediate termination.
3. **No Off-the-Clock Work:**
   Employees are strictly prohibited from working "off the clock." All time worked must be accurately recorded on the timesheet. Failing to record all time worked is a violation of AIMS policy and may lead to disciplinary measures.
4. **Consequences of Falsification:**
   Any form of timecard falsification, whether by inaccurate recording or unauthorized timekeeping, will result in severe disciplinary action, up to and including termination.

Adherence to these policies ensures the integrity of our timekeeping processes and helps maintain a fair and compliant workplace.

Time & Accounting

Time Tracking:

- **Accurate Time Reporting:** AIMS employees working on projects funded by federal grants or contracts must accurately track their time spent on these activities. Time and effort reporting is required to document the distribution of an employee's time across different funding sources. Hiring managers will ensure staff that are funded through federal grants are aware of time and effort reporting along with duty statements that align with work.
- **System for Time Recording:** AIMS has a system in place to accurately record and certify the time spent by employees on federally-funded projects.

Allowable Costs:

- **Cost Principles:** Costs charged to federal awards must be allowable, reasonable, and allocable under the applicable cost principles based on federal and state requirements.
- **Policies and Procedures:** AIMS has Standard Operating Procedures (SOP) and board policies to ensure that costs are properly classified and allocated to the appropriate federal award.
- **Unallowable Costs:** Certain costs, such as entertainment expenses or alcohol, cannot be charged to federal funds.

Documentation and Record Keeping:

- **Detailed Records:** AIMS maintains detailed records and documentation to support all costs charged to federal awards. This includes timesheets, Personnel Activity Reports (PARS), Semi-Annual Reporting, invoices, receipts, and other supporting documentation through our purchase order system.
- **SOP Addition:** Keisha, please add the SOP for time and accounting. Suzen, please note to add this to the appendix.

Audits and Compliance:

- **Audit Requirements:** Federal awards are subject to audits, such as those required by the Single Audit Act, to ensure compliance with applicable laws, regulations, and the terms of the award.
- **Internal Controls:** AIMS has internal controls and procedures in place to ensure compliance with federal requirements.
- **Consequences of Non-Compliance:** Failure to comply with federal requirements can result in disallowed costs, penalties, or even the loss of future federal funding.

It is crucial for AIMS, as a recipient of federal funds, to have all employees adhere to these requirements to maintain a robust system for time and accounting management and ensure compliance with federal regulations.

Meal and Rest Periods

AIMS requires all non-exempt employees to adhere to the following policies regarding meal and rest periods:

Meal Periods: Non-exempt employees must take an uninterrupted meal period of at least 30 minutes each day they work more than 5 hours. The meal period must xxxxx be completed before completing the fifth hour of work. For example, if the workday begins at 8:30 a.m., the meal period must be taken before 1:30 p.m. Employees must record the actual times they start and stop work for each meal period. For shifts exceeding 10 hours, employees must also take a 30-minute meal period before completing the tenth hour of work. Meal periods are unpaid.

Rest Periods: Non-exempt employees are authorized and encouraged to take a 10-minute rest period every 4 hours worked, or a major fraction thereof, totaling two rest periods within an 8-hour workday. The first rest period should be taken approximately midway through the first 4-hour work period before lunch, and the second should occur around the midpoint of the second 4-hour work period after lunch. Rest periods are paid, and employees are not required to record their durations.

Compliance and Notification: During meal and rest periods, employees are excused from all duties and may not perform any work. Combining meal or rest periods to extend breaks or skipping required breaks to alter work schedules is prohibited. In rare circumstances where an employee cannot take a meal or rest period, they must notify their supervisor in advance whenever possible, or as soon as possible. Failure to comply with these policies may result in disciplinary action, up to and including termination.

This policy ensures that employees receive necessary breaks during their workday while adhering to legal and organizational standards.

Benefits Overview (Health, Dental, Vision, Retirement)

All Employees working the appropriate hours are eligible for emotional counseling, medical, vision, and dental benefits. Please contact the AIMS Business Office for further information.

For detailed information, please refer to Benefits & Retirement Section

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7. Benefits & Retirement

All Employees working the appropriate hours are eligible for emotional counseling, medical, vision, and dental benefits. Please contact HRcompliance@aimsk12.org.

Health Benefits

AIMS K-12 College Prep Charter provides access to health, life insurance, dental, and vision benefits for full-time employees and part-time employees who work 30 hours or more per week. The cost of employee benefits will be deducted from payroll, if applicable.

Open Enrollment:
Open enrollment begins on December 1st and ends on December 15th each year. During this period, current employees may enroll in benefits or make changes to existing plans. Changes outside of this period are generally not permitted.

Employee Assistance Program (EAP):
AIMS K-12 College Prep Charter offers an Employee Assistance Program (EAP) to all eligible employees and their family members/dependents after the plan's defined waiting period. Further information about the EAP can be found on the Intranet.

Voluntary Benefits:
AIMS also offers several voluntary benefits, such as Aflac STD, Voluntary Life, and Flexible Spending Accounts (FSA), which employees pay for through payroll deductions. The cost of employee-selected plans will be clear during open enrollment. Changes to voluntary benefits can only be made during open enrollment, so employees are encouraged to confirm the affordability of optional coverages before finalizing their selections.

For questions and enrollment assistance, please contact EmployeeSupport@aimsk12.org.

Cash in Lieu of Medical Coverage

An employee who is eligible for Health and Welfare (H & W) Benefits through AIMS, but is otherwise provided basic group medical coverage, may opt to receive a cash payment of $1,000 annually, paid twice a year at $500 per semester. Payment will be prorated based on the date of hire.

To qualify for this option, the employee must:

1. Enroll in the program and submit an application through the HRIS.
2. Provide proof of alternative insurance coverage within fifteen (15) days of the first date of employment.

The cash payment shall be in lieu of medical coverage provided by AIMS and will only be initiated following the employee's certification of alternative coverage.

Coverage Begins

New employees must enroll in medical, dental, and vision plans within fifteen (15) days of their first date of employment. Insurance coverage will commence on the first day of the month following the receipt of the completed health benefits application.

AIMS will provide new employees with an explanation of these plans in sufficient time to meet the 15-day enrollment deadline.

Duration of Benefits

11-month employees who remain in paid status and have signed their contract for the following school year will continue to receive coverage through the end of July, with no interruption in benefits.

COBRA

Should an employee's employment be terminated (voluntarily/involuntarily), the employee's benefits shall continue through the last day of the month. The employee shall then be entitled to continued coverage under the medical, dental & vision plans in accordance with federal law.

Leaves of Absence (Effects on Benefits)

Dental & vision benefits continue as part of the compensation for the employee on a paid or unpaid leave of absence. Employees on an authorized paid or unpaid leave of absence may continue their medical coverage through an option of self-paying for their benefits premium.

Benefits will automatically continue for the month in which the leave begins. An employee wishing not to continue with benefits during their leave must notify the AIMS Business Office immediately.

An employee returning from an unpaid leave of absence and would like to re-enroll in benefits must contact the AIMS Business Office upon their return to request re-enrollment in benefits.

State Disability Insurance

AIMS participates in the State of California's State Disability Insurance ("SDI") program as required by the California Unemployment Insurance Code. Contributions to SDI are deducted from employees' payrolls. SDI benefits are available in situations where an employee is unable to work due to illness or injury unrelated to their employment with AIMS, or when temporary workers' compensation benefits are less than the daily disability benefit amount.

Paid Family Leave

Under California law, eligible employees can participate in the Paid Family Leave (PFL) program, which is part of the state's unemployment compensation disability insurance program. The PFL program provides partial wage replacement for up to eight weeks within a 12-month period for the following reasons:

- To bond with a new child (by birth, adoption, or foster care placement)
- To care for a seriously ill family member (including child, parent, parent-in-law, grandparent, grandchild, sibling, spouse, or registered domestic partner)
- To address a qualifying exigency related to the covered active duty or call to active duty of a spouse, domestic partner, child, or parent in the U.S. Armed Forces

The 12-month period begins on the day a claim is submitted. Note that the PFL program does not provide job protection or reinstatement rights.

Before receiving benefits under the PFL program, AIMS requires employees to use up to two weeks of accrued but unused vacation time.

Benefits are administered through the California Employment Development Department (EDD). To apply for PFL benefits, contact the EDD directly. For information on eligibility or to obtain a claim form, visit the EDD website. Medical and other documentation may be required.

Unemployment Compensation

AIMS contributes significantly to the California Unemployment Insurance Fund on behalf of its employees. Under certain circumstances, you may be eligible for unemployment insurance benefits.

Workers' Compensation Insurance And Leave

At no cost to employees, AIMS provides protection under its workers' compensation insurance policy while they are employed by AIMS. This policy covers employees in case of occupational injury or illness.

The workers' compensation benefits provided to injured employees may include:

- Medical care
- Cash benefits, tax-free, to replace lost wages
- Vocational rehabilitation to assist qualified injured employees in returning to suitable employment

To ensure that employees receive all workers' compensation benefits to which they may be entitled, they must:

- Immediately report any work-related injury to the Site Administrator
- Seek medical treatment and follow-up care if required
- Complete a written Employee's Claim form and return it to the Site Administrator
- Provide the school with medical certification from their health care provider regarding the need for workers' compensation disability leave and their ability to return to work from the leave

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

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

Social Security, 403(B) And California Public Employees Retirement System

Social Security is an important part of every employee's retirement benefit. Employees are required to pay into Social Security, and AIMS pays a matching contribution to each employee's Social Security taxes.

Employees who have participated in STRS elsewhere do not lose credits previously earned but will not earn added service credit while at AIMS.

AIMS' only retirement option for certificated teachers is the 403(b). AIMS makes a matching contribution to all enrolled certificated teachers' 403(b) contributions equal to 3% of the employee's contribution. The AIMS matching contribution is paid each payroll, relevant to the employee's contribution on that payroll.

In addition, all [200-021-24].

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8. Leave Policies

Staff Attendance Policy

The following outlines the approved reasons for absences for eleven (11) month employees. Twelve (12) month employees may include vacation time to this list.

- **Illness or Medical Appointment:** During school hours.
- **Jury Duty**
- **Funeral Services:** Immediate family members (one day within California, up to three days outside California). Immediate family includes the employee's mother, father, grandmother, grandfather, grandchild, spouse, son, son-in-law, daughter, daughter-in-law, brother, sister, or any relative living in the employee's household.
- **Bereavement Leave:** Up to five days following the death of the employee's spouse, child, parent, sibling, grandparent, grandchild, domestic partner, or parent-in-law. Requires at least 30 days of employment before leave.
- **Illness or Medical Appointment:** Child of the employee, with a doctor's note required.
- **Personal Absences:** For justifiable reasons approved in writing by the Head of School or a designated representative.
- **Precinct Board Service**
- **Family Time:** With an active-duty member of the uniformed services during deployment or return from a combat zone or combat support position.
- **Naturalization Ceremony Attendance:** To become a United States citizen.
- **Family/Medical Leave:** As per state and federal law.

All other absences are considered "unexcused," except for 12-month employees utilizing earned vacation time or those placed on administrative leave. Unexcused absences may result in pay deductions and disciplinary actions, including dismissal.

Absence Reporting

Employees are required to adhere to the following guidelines for reporting absences:

All Absences: Must be entered into Paycom as soon as feasible to allow Supervisor approval.

General Absences: Employees must notify their supervisor and/or designated designee(s) as early as possible before the start of the workday or promptly thereafter, depending on the circumstances. Notification to a co-worker, secretary, or receptionist is insufficient unless specifically designated by the supervisor.

Medical Absences: For absences exceeding three (3) working days due to medical reasons, employees must provide a doctor's statement upon return. This statement should certify the medical basis for the absence and confirm the employee's fitness to resume work.

Planned Absence Procedure:

- Employees must request time off through the Paycom system.
- Await approval from the supervisor via Paycom.
- Notification regarding the approval status will be received from Paycom.
- If the request is denied, employees should contact their supervisor for further instructions.

Unplanned Absence Procedure:

- Employees should notify their supervisor at least 2 hours before the scheduled start time, if possible.
- Submit the absence request through Paycom.
- Await approval notification through Paycom.
- If the absence request is not approved, employees should contact their supervisor promptly.

Adhering to these procedures ensures efficient handling of absences and maintains clear communication between employees and supervisors.

Types of Leave

Vacation and Personal Leave

Vacation time is granted to employees as defined in the current year's school calendar (holidays and school breaks) and in each employee's employment agreement.

Classified Employees:

- **Accrual of Personal/Vacation Time:** In addition to the paid school holidays listed on the school calendar, classified employees (non-teaching staff) will accrue paid personal/vacation time per month beginning immediately upon hire, as defined in their employment agreement. There is a cap on personal/vacation day accrual.

- **Maximum Accrual:** Once the classified employee's personal/vacation time reaches the maximum stated in his or her employment agreement, further accrual is suspended until the employee reduces the balance below this limit. No personal/vacation time will be earned during the period in which the classified employee's personal/vacation time was at the maximum.

- **Carry Over and Payout:** Accrued but unused personal/vacation time will carry over from year to year, subject to the maximum accrual limit. Accrued but unused personal/vacation time will be paid out upon termination.

- **Usage:** Classified employees may use personal/vacation time beginning on the 30th day of employment. Personal/vacation time may be taken in minimum increments of two hours. Employees must provide their supervisor with reasonable advance notification, by entering the requested Time Off in Paycom as well as alerting their Supervisor by email, of the need to use personal/vacation days, if foreseeable. Requests for personal/vacation time may be denied based on the needs of the Charter School or if adequate notice is not provided by the employee.

Qualified Full-Time 12-Month Contract Employees:

- **Accrual of Vacation Time:** For qualified full-time 12-month contract employees, vacation

time accrues each month in the amount equaling the hours of one working day, as per the classification of their position. Accrual begins immediately upon hire, as defined in the employment agreement.

- **Maximum Accrual:** There is a cap of 192 accrued vacation hours. Once the qualified employee's vacation accrual reaches the cap, further accrual is suspended until the employee reduces the balance below this limit. No vacation time will be earned during the period in which the qualified employee's vacation time remains at the maximum.

- **Carry Over and Payout:** Accrued but unused vacation time will carry over from year to year, subject to the cap. Accrued but unused vacation time will be paid out upon termination. An employee qualified to accrue and use vacation may use the time beginning on the 30th day of employment.

Paid Sick Leave (PSL)

In satisfaction of the California Healthy Workplaces, Healthy Families Act, employees will be allotted PSL beginning immediately upon the effective date of employment as specifically provided in each employee's employment agreement. For employees with no employment agreement, PSL will be granted according to law.

PSL days are accrued monthly from date of hire at the amount equaling the hours of one working day as per the classification of their position. Employees must take unpaid time off for days out sick if there is no accrued sick time available. Sick time or Unpaid Time off is to be logged into Paycom within 24 hours of being absent. Employees may use PSL beginning on the 30th day after the effective date of employment. Employees may use their accrued PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventative care for) the employee or the employee's family member. Employees may also use PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault. For purposes of this policy, "family member" means a child, parent, spouse, registered domestic partner, grandparent, grandchild, or sibling of the employee. "Child" means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis. "Parent" means a biological, foster, or adoptive parent, a step-parent, or a legal guardian of the employee or the employee's spouse or registered domestic partner. "Spouse" means a legal spouse, as defined by California law.

Up to 72 hours of accrued PSL may be carried over from year to year. Accrued but unused PSL in excess of 72 hours may not be carried over from year to year and will not be paid out upon termination.

PSL may be taken in minimum increments of two hours. Employees must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, the Employee must provide notice as soon as practicable.

Unpaid Leave Of Absence (Medical)

To comply with its duty to accommodate employees with qualifying disabilities, AIMS provides leaves of absence without pay when an employee is temporarily unable to work due to a mental or physical disability. This leave must be certified in writing by the employee's healthcare provider and submitted to your manager or direct supervisor. The request for leave must be made in the HRIS system for approval and accompanied by the supporting documentation.

Approved absences that are less than two weeks are not treated as medical leaves of absence but rather as excused absences without pay. Employees granted unpaid medical leave have no right to guaranteed reinstatement.

Benefit accruals, such as vacation, paid sick leave, and holiday benefits, will be suspended during an unpaid medical leave period and will resume upon return to active employment. Unless otherwise required by law, AIMS does not continue to pay premiums for health insurance coverage for employees on unpaid medical leave. However, if eligible, you may self-pay the premiums under the provisions of COBRA.

Discretionary Unpaid Leave Of Absence (Non-Medical)

AIMS may grant a discretionary leave of absence to employees in certain unusual circumstances. It is important for employees to request any leave in writing as far in advance as possible, to maintain communication with their supervisor during the leave, and to provide prompt notice if there is any change in the return date. If an employee’s leave expires and there has been no contact with the supervisor or AIMS, it will be assumed that the employee does not plan to return and that they have voluntarily terminated their employment. Employees do not continue to accrue vacation, paid sick leave, or holiday benefits while on unpaid discretionary leaves of absence. Unless otherwise required by law, AIMS does not continue to pay premiums for health insurance coverage for employees on discretionary unpaid leaves of absence. However, if eligible, employees may self-pay the premiums under the provisions of COBRA.

Military Leave

All employees who leave AIMS for active military service or military reserve duty will be placed on an unpaid military leave of absence. Employees are entitled to reinstatement upon completion of such military service or duty, provided that an application for reinstatement is made within 90 days of discharge or as otherwise provided by law.

Employees may use accrued vacation time during military leave. Time spent on military leave counts towards determining "length of service." However, employees will not accrue vacation or paid sick leave, nor receive holiday pay, during military leave.

Jury Duty/Witness Duty

All employees who receive a notice of jury or witness duty must notify their supervisor as soon as possible so that arrangements can be made to cover the absence. Employees must provide a copy of the official jury or witness duty notice to their manager and submit a form from the court for the day or days in attendance to their supervisor.

Employees must report for work whenever the court schedule permits. Either AIMS or the employee may request an excuse from jury or witness duty if, in AIMS' judgment, the employee's absence would create serious operational difficulties.

Non-exempt employees who are called for jury or witness duty will be provided time off without pay. Exempt employees will receive their regular salary unless they do not work any hours during the course of a workweek. Employees may elect to use any accrued vacation during jury or witness duty leave. In the event that the employee must serve as a witness within the course and scope of his or her employment with AIMS, AIMS will provide time off with pay.

An employer cannot make deductions for absences of an exempt employee due to jury duty, serving as a witness, or military leave. The employer may offset any amount received by an exempt employee as jury fees, witness fees, or temporary military pay for a particular week against the salary due for that particular week.

Time Off For Voting

AIMS encourages its employees to fulfill their civic responsibilities by participating in elections. Because polls are open from 7:00 a.m. until 8:00 p.m., employees generally are able to find time to vote either before or after their regular work schedule. If employees are unable to vote in an election during their non-working hours and have not requested an absentee ballot, then AIMS will grant up to two hours of paid time off to vote.

Employees must request time off to vote from their supervisor at least two working days prior to the election day. Advance notice is required so that the necessary time off can be scheduled at the beginning or end of the work shift, whichever provides the least disruption to the normal work schedule.

Employees must submit a voter's receipt on the first working day following the election to qualify for paid time off.

Emergency Duty/Training Leave

In California, employees shall not be disciplined for taking time off to perform emergency duty or training as volunteer firefighters, reserve peace officers, or emergency rescue personnel. Employees participating in this type of emergency duty or training should inform their supervisor so that the supervisor is aware of the need for unpaid time off. Whenever possible, employees should notify their supervisor before taking time off for emergency duty or training. Time off for emergency training may not exceed 14 days per calendar year.

Emergency Duty/Training Leave is unpaid. Employees may choose to use accrued vacation time to receive compensation for this time off, but it is not mandatory.

If employees believe they have been treated unfairly as a result of taking or requesting Emergency Duty/Training Leave, they should contact their supervisor or another appropriate manager.

Suspended Employee/Child Leave

California law requires employers to provide time off for parents required to visit a child's school when the child has served a period of suspension from school. To be eligible for time off to attend a child's school, the employee must be the parent of a child in kindergarten or in grades 1-12 and must present the school's letter, which requests the employee's appearance at the school, to his or her supervisor at least two days before the requested time off. Employees may use accrued vacation while attending a child's school under these circumstances. If not, suspended employee/child leave will be unpaid.

Leave For Crime Victims And Their Family Members

If an employee is the victim of a violent felony or serious felony, as defined by the California Penal Code, or if the employee is an immediate family member (i.e., spouse, registered domestic partner, child, step-child, sibling, step-sibling, parent, stepparent, or the child of a registered domestic partner) of such a victim, they are entitled to take leave to attend judicial proceedings related to the crime.

The employee must provide written notification to their supervisor for each scheduled proceeding, unless advance notice is not possible. This time off is unpaid. Employees may choose to use accrued vacation time if they wish to receive compensation for this time off, but it is not required.

Military Spouse Leave

Qualified employees are eligible for up to 10 days of unpaid leave when their spouse or registered domestic partner is on leave from military deployment. A qualified employee is one who regularly works more than 20 hours per week and whose spouse or registered domestic partner is a member of the Armed Forces, National Guard, or Reserves and is on leave from deployment during a period of military conflict.

Eligible employees should submit a written request for leave to their supervisor within two business days of receiving official notice that their spouse or registered domestic partner will be on leave from deployment. Employees are also required to provide written documentation certifying that their spouse or registered domestic partner will be on leave from deployment.

Non-exempt employees must use accrued vacation time to receive compensation for this leave. If no vacation time is available, the leave may be taken without pay. Exempt employees are required to charge any absence of four or more hours under this policy to their vacation bank, if applicable. Otherwise, exempt employees will be compensated to the extent required by applicable law.

School And Daycare Leave

If an employee is the parent or guardian of a child who is in school up to grade 12 or who attends a licensed daycare facility, they are eligible for up to 40 hours of unpaid leave per year to participate in school or daycare activities. Employees may take no more than eight hours off in any one calendar month for this purpose.

Employees should schedule this time off with their supervisor in advance. They may be asked to provide documentation from the school or daycare facility confirming participation in the activity on the specific date and at the specific time of the leave. This time off is unpaid. Employees may choose to use accrued vacation time if they wish to receive compensation for this leave, but it is not required.

Leave For Domestic Violence, Sexual Assault, And Stalking Victims

Employees who are victims of domestic violence, sexual assault, or stalking may take unpaid time off to ensure their health, safety, or welfare, or that of their child. This leave may be used for the following reasons:

- To obtain a temporary or permanent restraining order or other court assistance;
- To seek medical attention for injuries caused by domestic violence, sexual assault, or stalking;

- To obtain services from a shelter, program, or rape crisis center as a result of domestic violence, sexual assault, or stalking;
- To obtain psychological counseling related to experiences of domestic violence, sexual assault, or stalking; or
- To participate in safety planning and take other actions to increase safety from future domestic violence, sexual assault, or stalking, including temporary or permanent relocation.

Employees should notify their supervisor in advance if possible when taking time off for these reasons. If the absence is unscheduled, employees may be asked to provide documentation, such as a police report, court order, or other evidence of court appearance, or documentation from a counselor or domestic violence advocate. Although this leave is unpaid, employees may use accrued vacation or paid sick leave, as appropriate, to receive compensation for this time off.

Additionally, employees may take unpaid time off to recover from domestic violence, sexual assault, or stalking in accordance with AIMS' family and medical leave policy.

AIMS does not tolerate any acts of discrimination, harassment, or retaliation against employees who are victims of domestic violence, sexual assault, or stalking. Employees who believe they have been subjected to such acts should contact their supervisor. If the complaint involves the supervisor, employees should contact ombudsman@aimsk12.org.

AIMS will maintain the confidentiality of requests for time off due to domestic violence, sexual assault, or stalking to the extent possible and as allowed by law. Requests can be made to ombudsman@aimsk12.org.

Adult Literacy Leave

In accordance with California law, AIMS will make reasonable accommodations for eligible employees who wish to enroll in an adult literacy education program, as long as such accommodations do not impose an undue hardship on AIMS.

While AIMS does not provide paid time off for participation in adult literacy education, employees may use accrued vacation time if they wish to receive compensation for this leave. If accrued vacation time is not available, employees may take the time off without pay.

Alcohol And Drug Rehabilitation Leave

In compliance with California law, AIMS will make reasonable accommodations for eligible employees who wish to voluntarily enter and participate in an alcohol or drug rehabilitation

program, provided that such accommodations do not impose an undue hardship on AIMS.

AIMS does not provide paid time off for participation in alcohol or drug rehabilitation programs. Employees may use accrued vacation time if they wish to receive compensation for this leave. If accrued vacation time is not available, employees may take the time off without pay.

This policy does not affect AIMS' right to discipline employees, up to and including termination, for violations of AIMS' Drug and Alcohol Abuse Policy.

Bereavement Leave

AIMS provides eligible employees with up to five days of bereavement leave in accordance with the California Fair Employment and Housing Act.

Eligibility requires that employees have been employed for at least 30 days before taking bereavement leave. In the event of a death in the immediate family, regular AIMS employees are entitled to up to three (3) workdays of paid bereavement leave upon request. Employees may use up to five days of bereavement leave consecutively or intermittently, but the leave must be completed within three months of the date of death.

To request bereavement leave, employees should submit a request through the Paycom system and send it to their supervisor for approval. Proof of death (such as an obituary notice, funeral notice, death certificate, or other evidence) must be provided. If out-of-state travel is required, proof of travel must also be submitted.

For the purposes of this policy:

- **Family member** includes a child, parent, grandparent, grandchild, sibling, spouse, or domestic partner.
- **Child** refers to a biological, adopted, or foster child; a stepchild; a legal ward; a child of a domestic partner; or a person to whom the employee stands in loco parentis.
- **Parent** includes a biological, foster, or adoptive parent; a parent-in-law; a stepparent; a legal guardian; or another person who stood in loco parentis to the employee when they were a child.
- **Sibling** is a person related by blood, adoption, or affinity through a common legal or biological parent.

Bereavement leave does not accumulate from year to year.

Civil Air Patrol Leave

Pursuant to California law, AIMS will provide unpaid leave to employees who are volunteer members of the California Wing of the Civil Air Patrol and who have been duly directed and

authorized to respond to an emergency operational mission of the California Wing of the Civil Air Patrol. Employees must be employed for at least 90 days immediately preceding the commencement of leave in order to be eligible.

Employees are required to give AIMS as much notice as possible of the intended dates upon which the leave would begin and end. AIMS will restore the employee to the position he or she held when the leave began or to a position with equivalent seniority status, employee benefits, pay, and other terms and conditions of employment, unless the employee is not restored because of conditions unrelated to the exercise of the leave rights by the employee. The time off is unpaid. However, an employee may utilize accrued vacation.

Leave For Bone Marrow And Organ Donors

Pursuant to California law, AIMS will provide up to five business days of paid leave within a one-year period to an employee who donates bone marrow to another person; the AIMS will also provide up to 30 business days of paid leave within a one-year period to an employee who donates an organ to another person. The AIMS requires that bone marrow donors use up to five days of available accrued sick or vacation time during the course of the leave. Organ donors must use up to ten days of available accrued paid sick leave or vacation time during the course of the leave.

To qualify for this leave, an employee must have been employed for at least 90 days prior to the commencement of the leave and must provide the AIMS with written verification of his or her status as an organ or bone marrow donor and the medical necessity for the donation. During such leave, the AIMS will continue coverage under its group medical insurance plan, if applicable. However, employees must continue to pay their portion of the applicable premiums. Employees should give the AIMS as much notice as possible of the intended dates upon which the leave would begin and end.

8.1. Maternity/Parental Leave

Pregnancy Disability Leave

AIMS provides pregnancy disability leaves of absence without pay to eligible employees who are temporarily unable to work due to a disability related to pregnancy, childbirth, or related medical conditions. Employees should make requests for pregnancy disability leave to their supervisor at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events. A request for Pregnancy Disability Leave and the healthcare provider's statement must be submitted and approved by the supervisor through Paycom, verifying the need for such leave and its beginning and expected ending dates. Any changes in this information should be promptly reported to AIMS. Employees returning from pregnancy disability leave must submit a healthcare provider's verification of their fitness one week before returning to work.

AIMS will make a good faith effort to provide reasonable accommodations and/or transfer requests when such a request is medically advisable based on the certification of a healthcare provider. When an employee's healthcare provider finds it medically advisable for an employee to take intermittent leave or leave on a reduced work schedule, and such leave is foreseeable based on planned medical treatment because of pregnancy, AIMS may require the employee to transfer temporarily to an available alternative position. This alternative position will have an equivalent rate of pay and benefits and must better accommodate recurring periods of leave than the employee's regular job.

Eligible employees are normally granted unpaid leave for the period of disability, up to a maximum of four months (or 17 1/3 weeks or 693 hours) per pregnancy. Part-time employee leave hours are based on the average hours worked per week. For example, an employee who works 30 hours per week will have a total of 360 hours of Pregnancy Disability Leave (PDL). Employees will be required to use any accrued paid sick time during any unpaid portion of pregnancy disability leave. Employees may also elect to use any accrued vacation time during any unpaid portion of pregnancy disability leave. If an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program), the employee and AIMS may mutually agree to supplement such benefit payments with available vacation and/or paid sick leave.

Benefit accruals, such as vacation, paid sick leave, and holiday benefits, will be suspended during the approved pregnancy disability leave period and will resume upon return to active employment. Group health benefits will be maintained during the approved pregnancy disability leave as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave. So that an employee's return to work can be properly scheduled, an employee on pregnancy disability leave is requested to provide AIMS with at least one week's advance notice of the date she intends to return to work.

When an approved pregnancy disability leave ends, the employee will be reinstated to the same position unless the job ceases to exist because of legitimate business reasons. An employee has no greater right to reinstatement to the same position or to other benefits and conditions of employment than if she had been continuously employed in this position during the pregnancy disability leave or transfer. If the same position is not available, the employee will be offered a comparable position in terms of pay, location, job content, and promotional opportunities, if one exists. An employee has no greater right to reinstatement to a comparable position or to other benefits or conditions of employment than an employee who has been continuously employed in

another position that is being eliminated.

If you have any questions regarding pregnancy disability leave, please contact HRcompliance@aimsk12.org.

Maternity/Parental Leave

AIMS K-12 College Prep Charter School values the importance of family and aims to provide a supportive environment for both new parents and their growing families. The following outlines our maternity and parental leave policies to support employees during pregnancy, childbirth, adoption, and bonding with a new child.

Parental Leave: Employees are eligible for up to 12 weeks of leave within one year of their child's birth, adoption, or foster care placement. This leave is designed to help parents bond with their children and provide proper care.

Bonding Leave: In addition to pregnancy disability leave, all biological or adoptive parents are eligible for 12 weeks of unpaid bonding leave within the first year of a child's birth or placement. Employees may choose to use accrued paid time off, such as vacation, concurrently with bonding leave. Bonding leave must be completed within one year of the child's birth or placement.

Paid Paternity Leave/ Paid Family Leave: This program offers wage replacement, allowing employees to receive 60% to 70% of their wages while taking up to eight weeks off to care for an ill family member, bond with their new child, or participate in a qualifying event related to a family member's military deployment.

Return to Work: Employees returning from pregnancy disability and bonding leave will be reinstated to their original or an equivalent position, if available. Return to work is contingent upon the receipt of a fitness-for-duty certification from a healthcare provider if the leave was due to the employee's medical condition.

Coordination with FMLA and CFRA: Leave taken for pregnancy disability, childbirth, or bonding will count toward the 12 or 26 weeks allowed by the federal Family and Medical Leave Act (FMLA) and the California Family Rights Act (CFRA). The school will coordinate and designate any eligible leave under these laws concurrently with leave under our pregnancy disability and bonding policies.

For any questions regarding pregnancy disability leave, please contact HRcompliance@aimsk12.org.

Lactation Accommodations

AIMS K12 College Prep Charter School is committed to supporting working mothers who are lactating. The School will provide a reasonable amount of break time to accommodate employees who need to express breast milk. Whenever possible, this break time should be taken during the employee's rest or meal breaks. For non-exempt employees, any additional breaks taken to express milk may be unpaid.

The School will provide a private space for milk expression. Employees requiring such accommodation should contact their supervisor as soon as possible to make the necessary arrangements. Discrimination against employees who choose to express breast milk in the workplace is strictly prohibited.

8.2. Family and Medical Leave Act (FMLA)

Family and Medical Leave Policy

Eligibility: Employees may request a family and medical leave of absence under the following conditions. Eligible employees must have completed at least 12 months of employment with AIMS (not necessarily consecutive) and have worked a minimum of 1250 hours during the 12 months immediately preceding the leave request. Eligibility also requires employment at a worksite where AIMS employs 50 or more employees within a 75-mile radius.

Request Procedures: Employees are required to submit requests for planned family and medical leave at least 30 days in advance whenever possible. For unforeseeable circumstances, employees must request leave as soon as practicable. All leave requests must be officially submitted through the Paycom system, upload supporting documentation and approved before commencement. Failure to obtain approval will result in non-payment of wages for the period of absence. Employees should plan accordingly and consider the use of accrued sick and vacation time during the leave period.

Qualifying Reasons for Leave: Family and medical leave may be taken for the following reasons:

- Birth of an employee's child or placement of a child for foster care or adoption within 12 months of the event.
- Care of the employee's spouse, child, parent, or registered domestic partner with a serious health condition.
- Employee's own serious health condition.
- Care of a covered military member with a serious injury or illness.
- Qualifying exigencies related to the military deployment of the employee's family member.

Definition of Serious Health Condition: A serious health condition includes conditions requiring inpatient care or continuing treatment under the supervision of a healthcare provider.

Duration of Leave: Eligible employees may take up to 12 work weeks of family and medical leave during a rolling 12-month period. Military caregiver leave may extend up to 26 work weeks during a single 12-month period.

Benefits Continuation: During family and medical leave, group health benefits will continue as if the employee were actively employed. Employees are responsible for continuing to pay their share of applicable premiums during the leave period.

Return to Work: Employees returning from family and medical leave will generally be reinstated to their original or an equivalent position. Failure to return to work on the first scheduled workday following the approved leave may result in separation from employment. Certain "key" employees may not be eligible for reinstatement, and such employees will receive written notice from AIMS.

Additional Information: For more information or to initiate a family and medical leave request, employees should contact EmployeeSupport@aimsk12.org.

9. Performance Management

Performance Evaluations

At regular intervals, employees will receive a written evaluation of their work performance from their immediate supervisor. These reviews aim to identify strengths, recognize areas for improvement and skill development, encourage growth, and develop strategies within a supportive team. The evaluation typically includes ratings in the following areas: quantity and quality of work, work habits and attitudes, interpersonal skills, dependability, and attendance. For new employees, there will be an interim performance review after the first ninety (90) days of employment, which will include a self-evaluation. Annual performance evaluations will be conducted for returning employees. Supervisors will discuss the evaluation with the employee and provide a copy of the completed form. If an evaluation is not received, employees should inquire with their supervisor. The performance evaluation form also allows employees to indicate if they believe they are working out of class, meaning they are performing duties different from those listed in their class description. It is important for employees to provide this information to ensure their position is classified and compensated appropriately.

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

Goal-Setting and Performance Review Processes:

AIMS employees and managers should collaborate to set clear, measurable goals aligned with organizational objectives.

AIMS beginning FY25-26 Regular performance reviews, held bi-annually (twice a Year), provide opportunities to assess progress, provide feedback, and make adjustments.

The review process should include self-assessments, manager assessments, and open discussions.

Criteria for Performance Evaluations

Evaluations should be based on pre-defined, objective criteria such as job duties, competencies, and key performance indicators based on job performance.

Criteria should be communicated clearly to employees so they understand expectations.

Evaluations should assess both "what" was accomplished and "how" the work was done.

Opportunities for Professional Development

AIMS will provide annually access to training, mentoring, and other learning opportunities to help employees develop new skills.

Career planning discussions should identify areas for growth and map out development plans.

Promotions, lateral moves, and stretch assignments can also facilitate professional development.

Procedures for Addressing Performance Issues

Clear performance improvement plans should outline areas needing improvement, action steps, and timelines.

Managers should provide regular feedback, coaching, and support to help employees get back on track.

Formal disciplinary procedures (e.g. warnings, suspensions, termination) may be necessary for continued underperformance.

AIMS processes are fair, consistent, and documented.

The overall goal of effective performance management is to align employee efforts with organizational goals, provide meaningful feedback, and support professional growth.

SOP - Employee Performance Review

Employee Disciplinary Action: Causes for Suspension, Demotion, and Dismissal

The following conduct is prohibited and will not be tolerated by AIMS. This list of prohibited conduct is illustrative only; other types of conduct injurious to security, personal safety, employee welfare, and AIMS operations also may be prohibited. Violation of the following standards may result in disciplinary action, up to and including immediate termination.

- Falsification of employment records, employment information, or other AIMS records. This includes making false statements or omitting material information in the application procedure for employment.

- Falsifying any time record.
- Theft, damage, or destruction of any AIMS property or the property of any employee or client. Removing or borrowing AIMS property without prior authorization.
- Unauthorized use of AIMS equipment, time, materials, or facilities.
- Provoking a fight or fighting during working hours or on AIMS property.
- Participating in horseplay on work time or on AIMS premises.
- Carrying firearms or any other dangerous weapons on AIMS premises at any time. Causing, creating, or participating in a disruption of any kind during working hours. Insubordination, including, but not limited to, failure or refusal to obey the legitimate orders
- or instructions of a supervisor or member of administration or the use of abusive or threatening language toward a supervisor or member of administration.
- Using abusive, profane, threatening, indecent, or foul language and/or having inappropriate physical contact with students or other employees at any time on AIMS premises. Unreported absences.
- Failure to observe working schedules, including meal and rest periods.
- Sleeping or malingering on the job.
- Working overtime without authorization or refusing to work assigned overtime. Working "off the clock" or failing to record or report all hours worked.
- Failing to keep confidential information pertaining to students.
- Violation of any safety, health, security, or other AIMS policies, rules, or procedures. Committing a fraudulent act or a breach of trust under any circumstances. Engaging in unlawful harassment, discrimination, or retaliation.
- Making false or malicious statements about any employee or AIMS.
- Gambling of any type on AIMS premises.
- Intentionally supplying false information in order to obtain a leave of absence or other benefits from AIMS.
- Poor attendance, including, but not limited to, habitual tardiness and/or absenteeism, leaving early without permission, absence from work without permission, and abuse of time during work hours, to the extent permitted by law.
- Unsatisfactory work performance.
- Performing unauthorized work on AIMS work time.
- Failure to report incidents of child abuse.
- Willful and persistent violation of provisions of the Education Code or the Board of Education or school charter.

For employees with a written contract of employment that provides for termination "For Cause," "Cause" shall include, but is not limited to: breach of the employment agreement or the employee's failure to perform his/her duties as set forth in the employment agreement, as defined by law, or as specified in the employee's job specification; the employee's failure or refusal to comply with the lawful and reasonable direction of his/her supervisor, or the policies, standards and/or rules of AIMS; if it is determined that employee has conducted him/herself in an unprofessional, unethical, illegal or fraudulent manner, or has acted in a manner detrimental to the reputation, character or standing of AIMS.

Grievance Procedures

The grievance procedures apply to staff, students, parents, and other stakeholders of AIMS K-12 College Prep Charter District. These procedures provide a systematic process for filing complaints and ensuring they are addressed fairly and promptly.

Informal Resolution: The first step is to attempt an informal resolution. This involves addressing the issue directly and informally. If this approach is ineffective, the next step is taken.

Formal Complaint Submission: If the informal resolution is unsuccessful, a written complaint is submitted to a Supervisor or HR Director, initiating a formal investigation.

Investigation: Once a grievance is filed, an investigator is assigned. The investigator will have an initial discussion with the employee about their concerns and may adjourn the meeting to conduct a thorough investigation.

Grievance Hearing: A grievance hearing is arranged to address the grievance and find a resolution.

Decision and Communication: The decision regarding the grievance will be determined and communicated to the complainant in writing.

Right to Appeal: The employee has the right to appeal the decision. However, the outcome of any appeal will be final.

All parties involved in the grievance process must ensure confidentiality is maintained throughout.

10. Workplace Safety and Health

Workplace Safety Policies

Emergency Procedures (Fire, Lockdown, Evacuation)

Comprehensive School Safety Plan for AIPCS II & AIMS MS

Comprehensive School Safety Plan AIMS HS

Health and Safety Policy

The safety of students and staff is among the highest of priorities for AIMS. Injuries and illnesses create personal loss to employees, students, and their families and reduce the AIMS' ability to provide quality education. It is AIMS' position that all accidents are preventable. Each employee is expected to obey safety rules and to exercise caution in work activities. Site administrators have primary responsibility for providing a safe working and learning environment and are accountable for ensuring strict compliance with applicable health and safety requirements. All supervisory employees, from executives to first-line supervisors, share responsibility for ensuring the safety of students and staff. Employees should immediately inform their supervisor about any workplace accidents or security hazards. If this individual is not available, the employee should immediately inform any other supervisor so that appropriate action can be taken.

Employees should not transport students unless it relates to a school function and has been approved by AIMS K-12 College Prep Charter District.

When an accident or injury occurs on school property, it should be reported immediately to the Site Administrator. An Incident Report Form (IRF) should be completed as soon as possible. This form is available at the front office.

Student Safety and Liability

A. Safety is one of our first concerns. Students must NEVER be left unsupervised.
B. Staff members must monitor students during pick-up and drop-off.
C. Injuries during the school day must be reported, and an Incident Report Form (IRF) must be obtained from the office and completed. A copy of the report must be emailed to the Director of Enrollment and Director of Operations (enrollment@aimsk12.org) and placed in the student's file, administrator's, administrative assistant's, and teacher's mailbox.
D. Teachers must ESCORT THEIR OWN CLASS to lunch and physical education (when applicable)
E. Teachers should use caution and professional judgment when interacting with students outside of school. Teachers should never accept or invite employees to join their social media circle (e.g., "Friending of Facebook").

F. Teachers must be alert and cautious at all times when escorting students off campus (including field trips, outings to the park, and running the students around the block during PE).
G. Memos and letters to parents or family members must be approved and initiated by the Head of School or designee before being distributed.
H. Student and staff injuries must be documented on the AIMS Incident Report Form (IRF).

Incident/Accident Reporting Policy

Employees are expected to immediately notify the Site Administrator of any work-related incidents or injuries within 24 hours. When a work-related incident or injury occurs, the following protocol must be followed:

1. **Incident Report Form (IRF):** The supervisor provides the employee with the Incident Report Form (IRF). The employee completes the form and submits it to the supervisor.
2. **Distribution of Forms:**
    - The supervisor or Head of School or their designee provides the employee with a DWC1 Form.
    - Witnesses are provided with a Witness Report Form.
    - The supervisor completes a Supervisor Report Form.
3. **Submission of DWC1 Form:** The employee completes the DWC1 Form and submits it to the ombudsman via email at employeesupport@aimsk12.org.
4. **Submission of Reports:** The supervisor submits the completed Incident Report, Witness Report, and Supervisor Report to the ombudsman via email at employeesupport@aimsk12.org.

Wellness Policy

AIMS Wellness Policy can be viewed here.

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11. Legal and Compliance

Unlawful Harassment and Discrimination

AIMS is committed to providing a work environment free of unlawful harassment and discrimination. AIMS' policy prohibits harassment and discrimination based on race, religious creed (which includes religious dress and grooming practices), color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related conditions), gender, gender identity, gender expression, age, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state or local laws, ordinances, or regulations. All such harassment is unlawful.

All AIMS employees must complete annual sexual harassment training. All newly hired employees complete sexual harassment training.

AIMS' unlawful harassment and discrimination policy applies to all persons involved in the operation of AIMS and prohibits unlawful harassment and discrimination by any employee of AIMS, including supervisors and co-workers. AIMS will take all reasonable steps to prevent or eliminate harassment and discrimination by non-employees, including customers, clients, and suppliers, who have workplace contact with our employees.

Prohibited unlawful discrimination includes, but is not limited to, the following behaviors:

- Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted comments.
- Visual conduct such as derogatory posters, photography, cartoons, drawings, or gestures.
- Physical conduct such as assault, unwanted touching, blocking normal movement, or interfering with work because of sex, race, or any other protected basis.
- Retaliation for having reported or threatened to report harassment or discrimination. California Education Code Section 212.5 defines sexual harassment as any unwelcome sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under the following conditions:
- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.
- Sexual harassment may include, but is not limited to:
- Unwelcome verbal conduct such as suggestive or derogatory comments, sexual innuendos, slurs, unwanted sexual advances, invitations, or comments; pestering for dates; making threats; or spreading rumors about or rating others as to sexual activity or performance.
- Unwelcome visual conduct such as displays of sexually suggestive objects, pictures, posters, written material, cartoons, or drawings; graffiti of a sexual nature; or use of obscene gestures.

- Unwelcome physical conduct such as unwanted touching, pinching, kissing, patting, hugging, blocking of normal movement, or assault; or interference with work or study directed at an individual because of the individual's sex, sexual orientation, or gender.
- Threats, demands, or pressure to submit to sexual requests in order to keep a job or academic standing or to avoid other losses, and offers of benefits in return for sexual favors.

This policy applies to all phases of employment, including, but not limited to, recruiting, testing, hiring, upgrading, promotion, demotion, transfer, layoff, termination, rates of pay, benefits, and selection for training.

If an employee believes they have been subjected to unlawful harassment or discrimination, they should follow the complaint procedure outlined below. Employees are required to report any conduct prohibited by this policy, regardless of their personal involvement.

Unlawful Retaliation

AIMS prohibits retaliation against any employee because of the employee's opposition to a practice or conduct the employee reasonably believes to be unlawful or because of the employee's lawfully protected participation in an investigation or proceeding. Any retaliatory adverse action because of such opposition or participation may be unlawful and will not be tolerated. All such retaliation is unlawful.

If an employee believes they have been subjected to unlawful retaliation, they should follow the complaint procedure outlined below.

Complaint Procedure - Discrimination, Harassment, Retaliation

Employees must report all incidents of suspected unlawful discrimination, harassment, or retaliation. If an employee believes they have been subjected to such conduct, they should submit a complaint, preferably in writing, to their supervisor or to the HR Department if the complaint involves their supervisor. Supervisors are required to report any conduct that violates or may violate policies regarding unlawful discrimination, harassment, or retaliation to Human Resources. . Complaints should be specific and include the names of the individuals involved and any witnesses and outline incidents of complaint. AIMS encourages all employees to report incidents of unlawful discrimination, harassment, and/or retaliation immediately to ensure complaints are addressed swiftly and fairly. If an employee receives a complaint from a colleague, they should report it to their immediate supervisor or Human Resources of AIMS. If these individuals are unavailable, the report should be made to any other supervisor. All complaints will be handled with confidentiality, and information will be disclosed only as necessary to complete the investigation and resolve the matter. For the 2025-26 school school year all complaints for AIPCS II are reviewed by Alameda County Department of Education (AIPCS II) current Charter Authorizers to determine if formal

complaints made at AIPCS II will be handled internally or externally by a third party vendor due to FY25-26 MOU requirements.

Upon receiving a complaint, AIMS will conduct a prompt, thorough, and objective investigation and work to resolve the issue. If AIMS determines that unlawful conduct or a policy violation has occurred, appropriate remedial action will be taken based on the circumstances. Employees found responsible for unlawful discrimination, harassment, or retaliation will face disciplinary action, up to and including termination, and measures will be taken to prevent future occurrences.

Retaliation against any employee who files a complaint in good faith or who cooperates in an investigation is strictly prohibited, even if the investigation does not substantiate the complaint or if the charges cannot be proven.

Where to Report a Complaint

Submit a complaint to your immediate supervisor, Human Resources (hrcompliance@aimsk12.org), any other supervisor within AIMS K-12. There is no requirement to report your complaint to any designated supervisor within AMPS. Select the individual with whom you feel the most comfortable discussing your complaint. Do not report your complaint to any individual who has allegedly engaged in the inappropriate behavior that is the subject of your complaint.

Supervisors must report all conduct of which they are made aware, which violates, or may violate, policies regarding discrimination, unlawful harassment, or retaliation to the Human Resources Director or other administrators, as appropriate. Supervisors who fail to report alleged violations may be subject to disciplinary action, up to and including termination if made aware and determined to unreport a complaint.

Contents of Complaint
All complaints submitted pursuant to this policy can be done in writing or verbally. Your complaint should be specific and should include the names of the individuals involved, the names of any witnesses, and any supporting documentation. Employees may choose to submit their complaints anonymously. However, employees may be required to disclose their identity to AIMS K-12 in order for the School to sufficiently investigate the complaint.

Response to Complaint (Investigation)
Upon notice of conduct requiring an investigation, AIMS will investigate the facts and circumstances of the alleged violation, as appropriate. AIMS will attempt to resolve the complaint by promptly undertaking an effective, thorough, and objective investigation through the use of qualified personnel or third parties and using methods that provide all parties with appropriate due process. AIMS investigation methods will vary depending on the nature of the complaint, the allegations, the witnesses, and other factors. All complaints will be handled as confidentially as possible and information will be disclosed only as it is necessary to complete the investigation and resolve the matter.

During the investigation, AIMS will provide regular progress updates to those directly involved. AIMS will strive to complete its investigation as efficiently as possible and will reach any conclusions based on the evidence collected and credibility of the witnesses. At the completion of its investigation, AIMS will inform the complainant(s) and the accused of its findings and decisions to the extent permitted by applicable law.

No Retaliation

There will be no retaliation against any employee of AIMS who brings a complaint in good faith or who honestly assists in investigating such a complaint, even if the investigation produces insufficient evidence that there has been a violation, or if the charges cannot be proven.

Anti-violence Policy

Senate Bill 553, in California Labor Code section 6401.9, requires California employers to adhere to a comprehensive Workplace Violence Prevention Plan (WVPP), train employees on workplace violence, and log safety incidents.

All school site employees are trained annually on workplace violence, and log safety incidents per requirements of SB 553.

AIMS is committed to providing a workplace that is free from acts of violence or threats of violence. In keeping with this commitment, AIMS has established a strict policy that prohibits any employee from threatening or committing any act of violence in the workplace, while on duty, while on school-related business, or while operating any vehicle or equipment owned or leased by AIMS. This policy applies to all employees.

In order to achieve our goal of providing a workplace that is secure and free from violence, AIMS must enlist the support of all employees. Compliance with this policy and our commitment to a zero-tolerance policy with respect to workplace violence is every employee's responsibility.

Compliance with this anti-violence policy is a condition of employment. Due to the importance of this policy, employees who violate any of its terms, who engage in or contribute to violent behavior, or who threaten others with violence may be subject to disciplinary action, up to and including immediate termination.

Employees are required to report any incident involving a threat of violence or act of violence immediately to their supervisor, Head of School , or Executive Director. If these individuals are not available, report the incident to any other supervisor and report the incident to the Executive Director as soon as he or she is available. All reports will be investigated by AIMS and appropriate corrective action will be taken.

If an employee becomes aware of an imminent act of violence, a threat of imminent violence, or actual violence, emergency assistance must be sought immediately. In such situations, the employee should contact the law enforcement authorities by dialing 911. Immediately after contacting the law enforcement authorities, the employee must report the incident to the Executive Director.

Employees should immediately inform their supervisor or the Head of School about any workplace security hazards. If these individuals are not available, the employee should immediately inform any other supervisor so that appropriate action can be taken.

There will be no retaliation against any employee who brings a complaint in good faith under the Workplace Anti-Violence Policy or who honestly assists in investigating such a complaint, even if

the investigation produces insufficient evidence that there has been a violation or if the charges cannot be proven. However, disciplinary action may be taken against employees who, in bad faith, make false or frivolous accusations.

Drug and Alcohol Abuse Policy

Our employees are our most valuable resource, and their own health and safety are therefore serious concerns. We will not tolerate any drug or alcohol-related conduct that imperils the health and well-being of our employees. Further, the use of illegal drugs and abuse of controlled substances is inconsistent with the law-abiding behavior expected of all citizens. Employees who use illegal drugs or abuse other controlled substances or alcohol tend to be less productive, less reliable, and prone to greater absenteeism resulting in the potential for increased cost and risk.

We believe our employees have the right to work in an alcohol and drug-free environment and to work with persons free from the effects of alcohol and drugs. Employees who abuse alcohol or drugs are a danger to themselves, students, and other employees. We are therefore committed to maintaining a safe and healthy workplace free from the influence of alcohol and drugs. We hope all employees will join us in achieving our goal of a safe and productive drug-free workplace.

For purposes of this policy, “illegal drugs” include, but are not limited to, substances that are prohibited by law (such as cocaine, heroin, etc.), controlled substances, marijuana (including medicinal marijuana), and prescription drugs (if they are not prescribed for the person using them and/or not being used as prescribed). “Drug paraphernalia” means any accessory for the use, possession, manufacture, distribution, dispensation, purchase, or sale of illegal drugs. “Under the influence” means that the employee is affected by alcohol and/or illegal drugs in any detectable manner.

Prohibited Use

AIMS prohibits the following:

- The use, possession, manufacture, distribution, dispensation, purchase, or sale of unauthorized alcohol, illegal drugs, or drug paraphernalia on AIMS premises, during AIMS business, or during working hours.
- Storing unauthorized alcohol, illegal drugs, or drug paraphernalia in a locker, desk, automobile, or other repository on AIMS premises.
- Being under the influence of unauthorized alcohol or illegal drugs on AIMS premises, during AIMS business, or during working hours.
- Refusing to submit to an inspection when requested by management.
- Failing to keep all prescribed medicine in its original container, which identifies the drug, date of prescription, and the prescribing doctor.
- Smoking and the use of any tobacco products on AIMS property, including AIMS-owned, leased, or contracted buildings, and in AIMS vehicles at all times, by all persons, including employees, students, and visitors at any school or AIMS site or attending any school-sponsored events.

Employees are required to notify the administration of any criminal drug and alcohol statute conviction for a violation occurring in the workplace no later than five (5) days after such

conviction. Within thirty (30) days of receiving the notice, AIMS shall take appropriate administrative or disciplinary action.

Additionally, if an employee is required to take any kind of prescription or nonprescription medication that will affect job performance, they are required to report this to their supervisor. The supervisor will determine if it is necessary to temporarily place the employee on another assignment or take other appropriate action to protect the safety of the employee, other employees, and students.

Searches

AIMS may, at times, conduct unannounced searches of AIMS property for alcohol, illegal drugs, drug paraphernalia, and/or unauthorized controlled substances or to ensure compliance with this or any other policy. This includes desks, storage areas, and rooms normally used to store employees' personal property. As a result, **employees do not have an expectation of privacy in this regard.**

Additionally, whenever AIMS suspects that an employee has sold, purchased, used, or possessed alcohol, illegal drugs, drug paraphernalia, and/or unauthorized controlled substances on AIMS premises, AIMS may inspect the employee's personal effects (including parcels, purses, bags, and briefcases) or automobile on AIMS property. As a result, employees do not have an expectation of privacy in this regard.

Violations

Compliance with this policy is a condition of employment at AIMS. Failure or refusal of an employee to cooperate fully, sign any required document, or submit to any inspection will result in discipline, up to and including termination. Furthermore, any violations of this policy may result in disciplinary action, up to and including termination, at AIMS' sole discretion.

Participation in a rehabilitation program will not necessarily prevent the imposition of disciplinary action, including termination, for violation of this policy. Employees who undergo voluntary counseling or treatment and who continue to work, if any, must meet all established standards of conduct and job performance.

Because the use, sale, purchase, possession, or furnishing of an illegally obtained substance is a violation of the law, AIMS may report such illegal drug activities to an appropriate law enforcement agency.

Child Abuse Reporting Policy

Child abuse encompasses physical abuse, sexual abuse (including both sexual assault and sexual exploitation), extreme emotional abuse, willful cruelty or unjustified punishment, unlawful corporal punishment or injury that is willfully inflicted, resulting in a traumatic condition, and/or neglect

(including both acts and omissions). Child neglect is defined as negligent treatment that threatens a child's health or welfare.

In accordance with Sections 11164-11174.3 of the California Penal Code, all AIMS employees are considered mandated reporters. Any employee who knows or reasonably suspects that a child has been a victim of child abuse and/or neglect must:

1. **Immediate Reporting:** Report the incident to a child protective agency (e.g., Department of Children and Family Services), the Police (not School Police), the Sheriff's Department, the County Probation Department, or a County Welfare Department immediately by telephone.
2. **Written Report:** Send a written report of the incident to the same agency within 36 hours.

While the Penal Code obligation to report applies specifically to the aforementioned employees, it is the policy of AIMS that all employees shall comply with the law's reporting procedure whenever they have knowledge of or observe a child in the course of their employment whom they know or reasonably suspect to have been the victim of child abuse.

Additionally, teachers and counselors are legally required to immediately inform a parent and/or authority and report the following instances to the Head of School, who will contact law enforcement and/or the student's parent/guardian in accordance with the law:

1. **Self-Harm Threats:** When a student indicates they are going to physically harm themselves or jeopardize their life.
2. **Harm to Others:** When a student indicates they are going to physically harm another person or jeopardize another person's life, or have knowledge that another person's well-being is threatened.
3. **Abuse Indications:** When a student indicates they are being physically and/or emotionally abused.
4. **Felony Admissions:** When a student indicates they have committed a felony.

Child Abuse Mandated Reporting

All AIMS Employees are required to complete Mandated Reporter training at the beginning of each school year.

What Must be Report

Any of the below acts involving anyone under the age of 18:

- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Neglect

The mandated reporter must only have reasonable suspicion that a child has been mistreated; no evidence or proof is required prior to making a report. The case will be further investigated by law enforcement and/or child welfare services.

How To Report

By Phone

Immediately, or as soon as possible, make a telephone report to child welfare services and/or to a Police or Sheriff's department.

1. Alameda County Social Services Child Abuse 27/7 Hotline: 510-259-1088
2. Oakland Police Department Emergency Dispatch: 510-777-321, Non-emergency: 510-777-3333
3. Alameda County Sheriff's Office Emergency Services Dispatch: 510-272-6878

In Writing

Within 36 hours, a written report must be sent, faxed or submitted electronically. The written report should be completed on a state form called the 8572, which can be downloaded at: https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf

Other Information

Safeguards for Mandated Reporters:

The Child Abuse and Neglect Reporting Act (CANRA) states that the name of the mandated reporter is strictly confidential, although it is provided to investigative parties working on the case.

Under state law, mandated reporters cannot be held liable in civil or criminal court when reporting as required; however, under federal law mandated reporters only have immunity for reports made in good faith.

Failure to report:

Failure to report concerns of child abuse or neglect is considered a misdemeanor and is punishable in California by six months in jail and/or up to a $1,000 fine.

For the complete law and a list of mandated reporters, refer to California Penal Codes 11164-11174.3

Statement Acknowledging Requirement to Report Suspected Child Abuse

The California Penal Code prohibits sexual abuse, sexual assault, sexual exploitation, child neglect, the infliction of cruel or inhuman corporal punishment, and unjustifiable physical pain or mental suffering on a child. Additionally, the Penal Code prohibits allowing or causing a child to be placed in a situation that endangers the child's health or person.

Section 11166 of the Penal Code requires any child care custodian, health practitioner, or employee

of a child protective agency who has knowledge of or observes a child in their professional capacity or within the scope of their employment, and knows or reasonably suspects that the child has been the victim of abuse, to report the known or suspected instance of child abuse to a child protective agency. The report must be sent to the child protective agency within 36 hours of receiving the information concerning the incident.

"Child Care Custodian" includes all persons who interact directly on a regular basis with employees, including teachers, administrators, employee service employees, paraprofessionals, and volunteers. "Health Practitioner" includes nurses, physicians, psychologists, and family and child counselors.

As an employee of AIMS K-12 College Prep Charter District, the employment position falls within the definition outlined in Section 11166 of the California Penal Code. Therefore, employees are mandated to comply with the child abuse reporting requirements as stated above.

I, _____, have read and understood the requirements of Section 11166 of the California Penal Code as outlined above and will comply with those provisions.

Signature: _____

Date: _____

A signed copy of this form must be placed in the employee's file

12. Acknowledgment of Receipt

ALL EMPLOYEES MUST READ THIS EMPLOYEE HANDBOOK AND FILL OUT AND RETURN THIS PORTION TO HRCompliance@aimsk12.org WITHIN ONE WEEK OF RECEIPT.

I have received a copy of the AIMS Staff Handbook. I will carefully read and understand its contents, and I agree to follow the policies stated therein. I understand that my continued employment is contingent upon adherence to the policies and procedures outlined herein. I understand that transfers, demotions, suspensions, employee discipline, and changes in the terms and conditions of employment may be administered at the sole and absolute discretion of the Charter School. I understand that the conditions governing my employment status (at-will or fixed term) may not be modified orally and may only be modified in writing, signed by the direct supervisor or Head of School and me.

I understand that the AIMS K12 Charter School reserves the right to depart from and modify the policies stated in the Handbook at its sole discretion, with the exception of my employment status (at-will or fixed term).

Name: _____

Signed: _____

Date: _____

718-4/4742959.1

APPENDIX

XV

WASC Accreditation Letter

October 15, 2024

To Whom It May Concern:

This is to verify that **AIMS College Prep High School (Oakland, CA)** located 746 Grand Avenue Oakland, California 94610 is accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges. The school has been accredited since 2008.

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) has been accrediting schools since 1961. ACS WASC is a world-renowned accrediting association and one of the six regional accrediting agencies in the United States that is recognized by the U.S. Department of State's Office of Overseas Schools.

If you should need further assistance, please do not hesitate to contact us.

Sincerely,

Barry R. Groves, Ed.D.
President
https://www.acswasc.org/contact

BRG:ra

APPENDIX

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SELPA Letter of Good Standing

March 30, 2026

Marco Menendez
Interim Executive Director
AIMS k-12 College Prep Charter District
171 12th St.
Oakland, CA 94607

Sent via Email

Re: AIMS k-12 College Prep Charter District

To whom it may concern,

AIMS k-12 College Prep Charter District, which includes AIMS College Prep High, AIMS College Prep Middle, and American Indian Public Charter School II, has been a member of the El Dorado County Charter SELPA since July 2022. AIMS k-12 College Prep Charter District is an organizational member in good standing and has demonstrated the commitment and capacity to function as LEAs for special education services.

Please contact me if you have any questions.

Sincerely,

Ginese Quann
Assistant Superintendent

GQ:lc

APPENDIX

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Financial Audit FY2025

Financial Statements
June 30, 2025

American Indian Model Schools

American Indian Public Charter School (AIPCS)
(Charter Number 0106)
American Indian Public Charter School II (AIPCS II)
(Charter Number 0882)
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(Charter Number 0765)

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Independent Auditor's Report

Governing Board
American Indian Model Schools
Oakland, California

Report on the Audit of the Financial Statements

Opinion

We have audited the financial statements of American Indian Model Schools (the Organization) (a California Nonprofit Public Benefit Corporation), which comprise the statement of financial position as of June 30, 2025, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements referred to above present fairly, in all material respects, the financial position of American Indian Model Schools as of June 30, 2025, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States *(Government Auditing Standards)*. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Organization and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Organization's ability to continue as a going concern for one year after the date that the financial statements are available to be issued.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Organization's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary information such as the schedule of expenditures of federal awards, as required by Title 2 *U.S. Code of Federal Regulations (CFR)* Part 200*, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* and other supplementary information on pages 20-31 are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance

with auditing standards generally accepted in the United States of America. In our opinion, the Schedule of Expenditures of Federal Awards and other supplementary information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Information

Management is responsible for the other information included in the financial statements. The other information comprises the Local Education Agency Organization Structure but does not include the financial statements and our auditor's report thereon. Our opinion on the financial statements does not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated January 14, 2026 on our consideration of the Organization's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control over financial reporting and compliance.

Ede Bailly LLP

Ontario, California
January 14, 2026

American Indian Model Schools
Statement of Financial Position
June 30, 2025

Assets	
Current assets	
Cash	$ 13,768,515
Receivables	4,041,962
Prepaid expenses	49,784
Total current assets	17,860,261
Non-current assets	
Security deposit	36,792
Property and equipment	7,134,627
Operating lease right-of-use asset	33,079
Derivative asset - interest rate swap	494,219
Total non-current assets	7,698,717
Total assets	$ 25,558,978
Liabilities	
Current liabilities	
Accounts payable	$ 2,063,336
Accrued liabilities	359,034
Accrued compensated absences	205,300
Refundable advance	3,740,233
Current portion of notes payable	256,556
Current portion of operating lease liability	26,609
Total current liabilities	6,651,068
Long-term liabilities	
Notes payable, less current portion	7,806,316
Operating lease liability, less current portion	6,551
Total long-term liabilities	7,812,867
Total liabilities	14,463,935
Net Assets	
Without donor restrictions	9,915,236
Without donor restrictions - board designated	867,582
With donor restrictions	312,225
Total net assets	11,095,043
Total liabilities and net assets	$ 25,558,978

American Indian Model Schools
Statement of Activities
Year Ended June 30, 2025

	Without Donor Restrictions	With Donor Restrictions	Total
Support and Revenues			
Local Control Funding Formula	$ 16,513,873	$ -	$ 16,513,873
Federal revenue	1,731,674	-	1,731,674
Other state revenue	4,647,535	-	4,647,535
Local revenues	543,293	10,459	553,752
Interest income	958	-	958
Rental income	98,492	-	98,492
Fundraising revenue	3,206	-	3,206
Employee retention credit	919,149	-	919,149
Change in value of interest-rate swap	494,219	-	494,219
Net assets released from restrictions	163,176	(163,176)	-
Total support and revenues	25,115,575	(152,717)	24,962,858
Expenses			
Program services	19,964,912	-	19,964,912
Management and general	4,239,150	-	4,239,150
Fundraising and development	4,004	-	4,004
Total expenses	24,208,066	-	24,208,066
Change in Net Assets	907,509	(152,717)	754,792
Net Assets, Beginning of Year	9,875,309	464,942	10,340,251
Net Assets, End of Year	$ 10,782,818	$ 312,225	$ 11,095,043

See Notes to Financial Statements

American Indian Model Schools

Statement of Functional Expenses

Year Ended June 30, 2025

	Program Services	Management and General	Fundraising and Development	Total Expenses
Salaries	$ 8,248,786	$ 2,565,282	$ -	$ 10,814,068
Employee benefits	2,246,735	504,160	-	2,750,895
Payroll taxes	741,033	164,532	-	905,565
Fees for services	3,269,079	694,951	-	3,964,030
Advertising and promotions	69,196	8,725	-	77,921
Office expenses	875,306	92,327	-	967,633
Information technology	331,047	15,421	-	346,468
Occupancy	262,133	20,827	-	282,960
Conferences and meeting	235,898	71,887	-	307,785
Interest	381,394	21,410	-	402,804
Depreciation	335,062	17,599	-	352,661
Insurance	178,031	8,448	-	186,479
Other expenses	298,892	9,274	4,004	312,170
Instructional materials	1,781,080	35,699	-	1,816,779
Nutrition	555,930	150	-	556,080
District oversight fees	155,310	8,458	-	163,768
Total functional expenses	$ 19,964,912	$ 4,239,150	$ 4,004	$ 24,208,066

See Notes to Financial Statements

Operating Activities	
Change in net assets	$ 754,792
Adjustments to reconcile change in net assets to net cash from (used for) operating activities	
Depreciation expense	352,661
Changes in operating assets and liabilities	
Receivables	883,846
Prepaid expenses	85,375
Accounts payable	(1,506,567)
Accrued liabilities	(560,029)
Accrued compensated absences	(115,765)
Refundable advance	(637,459)
Operating lease assets and liabilities	27
Net Cash from (used for) Operating Activities	(743,119)
Investing Activities	
Purchases of property and equipment	(144,565)
Financing Activities	
Principal payments on notes payable	(244,268)
Net Change in Cash	(1,131,952)
Cash, Beginning of Year	15,394,686
Cash, End of Year	$ 14,262,734
Supplemental Cash Flow Disclosure	
Cash paid during the year in interest	$ 652,876

Note 1 - Principal Activity and Significant Accounting Policies

Organization

American Indian Model Schools (the Organization) was incorporated in the State of California in 1996 as a nonprofit public benefit corporation that is organized under the Nonprofit Public Benefit Corporation Law exclusively for charitable and educational purposes within the meaning of 501(c)(3) of the Internal Revenue Code of 1954. The Organization operates two non-profit charter schools, under a charter granted by the Oakland Unified School District (OUSD) and one non-profit charter school, under a charter memorandum of understanding with Alameda County Board of Education (ACOE). The following authorized charters are operated by the Organization:

American Indian Public Charter School (AIPCS)
Charter school number authorized by the State: 0106
Currently serves 212 students in grades sixth through eighth
Charter school was renewed by OUSD through June 30, 2026

American Indian Public Charter School II (AIPCS II)
Charter school number authorized by the State: 0882
Currently serves 639 students in grades kindergarten through eighth
Charter school was renewed by ACOE through 2030

American Indian Public High School (AIPHS)
Charter school number authorized by the State: 0765
Currently serves 371 students in grades ninth through twelfth
Charter school was renewed by OUSD through June 30, 2026

About AIMS

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

Basis of Accounting

The accompanying financial statements were prepared using the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America as applicable to nonprofit organizations. Revenues are recognized as discussed below, and expenditures are recognized in the accounting period in which the liability is incurred.

Interest-Rate Swap

An interest-rate swap is used to mitigate interest-rate risk on notes payable (Note 5). The related asset is reported at fair value in the statements of financial position and unrealized gains or losses are included in the statements of activities.

Net Assets

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor or grantor restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor restrictions.

Net Assets with Donor Restrictions – Net assets subject to donor (or certain grantor) restrictions. Some donor imposed (or grantor) restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity.

Concentration of Credit Risk

The Organization maintains its cash in bank deposit accounts which exceed federally insured limits. Accounts are guaranteed by the Federal Deposit Insurance Corporation (FDIC) up to $250,000 per depositor, per insured bank, for each account ownership category. At June 30, 2025, the Organization had approximately $16,216,576, in excess of FDIC-insured limits.

Receivables and Credit Policies

Receivables consist primarily of noninterest-bearing amounts due for educational programs. Management determines the allowance for uncollectable accounts receivable based on historical experience, an assessment of economic conditions, and a review of subsequent collections. Receivables are written off when deemed uncollectable. No allowance for doubtful accounts has been established, as the Organization deems all amounts to be fully collectible. Substantially all outstanding receivables as of June 30, 2025 are due from state and/or federal sources related to grant contributions and are expected to be collected within a period of less than one year.

Intra-Entity Transactions

Intra-entity transactions results from a net cumulative difference between resources provided by the central office account to each charter school and reimbursement for those resources from each charter school to the home office account. Intra-entity transfers include certain costs of shared liabilities and shared assets between the Organization.

Property and Equipment

Property and equipment additions over $5,000 are recorded at cost, or if donated, at fair value on the date of donation. Depreciation is computed using the straight-line method over the estimated useful lives of the assets ranging from 3 to 30 years, or in the case of capitalized leased assets or leasehold improvements, the lesser of the useful life of the asset or the lease term. When assets are sold or otherwise disposed of, the cost and related depreciation is removed from the accounts, and any remaining gain or loss is included in the statement of activities. Cost of maintenance and repairs that do not improve or extend the useful lives of the respective assets are expensed currently.

The Organization reviews the carrying values of property and equipment for impairment whenever events or circumstances indicate that the carrying value of an asset may not be recoverable from the estimated future cash flows expected to result from its use and eventual disposition. When considered impaired, an impairment loss is recognized to the extent carrying value exceeds the fair value of the asset. There were no indicators of asset impairment during the year ended June 30, 2025.

Right-of-Use Leased Assets and Liabilities

Right-of-use leased assets, and the related liabilities are recognized at the lease commencement date and represent the Organization's right-of-use an underlying asset and lease obligations for the lease term. Right-of-use leased assets are measured at the initial value of the lease liability plus any payments made to the lessor before the commencement of the lease term, less any lease incentives received from the lessor at or before the commencement of the lease term, plus any initial direct costs necessary to place the lease asset into service. Right-of-use leased assets are amortized over the shorter of the lease term or the useful life of the underlying asset using the straight-line method. The amortization period varies among the leases.

Revenue and Revenue Recognition

Operating funds for the Organization are derived principally from state and federal sources. The Organization receives state funding based on each of the enrolled student's average daily attendance (ADA) in its school. Contributions are recognized when cash or notification of an entitlement is received.

A portion of the Organization's revenue is derived from cost-reimbursable federal and state contracts and grants, which are conditioned upon certain performance requirements and/or the incurrence of allowable qualifying expenses. Amounts received are recognized as revenue when the Organization has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as refundable advances in the statement of financial position. At June 30, 2025, conditional contributions approximating $113,341, for which no amounts had been received in advance, have not been recognized in the accompanying financial statements.

Donated Services and In-Kind Contributions

Volunteers contribute significant amounts of time to program services, administration, and fundraising and development activities; however, the financial statements do not reflect the value of these contributed services because they do not meet recognition criteria prescribed by generally accepted accounting principles. Contributed goods are recorded at fair value at the date of donation. Donated professional services are recorded at the respective fair values of the services received. No significant contributions of such goods or services were received during the year ended June 30, 2025.

Functional Allocation of Expenses

The financial statements report categories of expenses that are attributed to program service activities or supporting services activities such as management and general activities and fundraising and development activities. The costs of program and supporting services activities have been summarized on a functional basis in the statement of activities. The statement of functional expenses presents the natural classification detail of expenses by function. Accordingly, certain costs have been allocated among the programs and supporting services benefited based on management's estimates.

The expenses that are allocated include occupancy and depreciation, salaries and wages, benefits, payroll taxes, professional services, office expenses, information technology, interest, insurance, other expenses, instructional materials, and district oversight fees, which are allocated on the basis of estimates of time and effort**.**

Income Taxes

The Organization is organized as a California nonprofit corporation and has been recognized by the Internal Revenue Service (IRS) as exempt from federal income taxes under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3), and qualifies for the charitable contribution deduction. It is also exempt from State franchise and income taxes under Section 23701(d) of the California Revenue and Taxation Code. The Organization is annually required to file a Return of Organization Exempt from Income Tax (Form 990) with the IRS. In addition, the Organization is subject to income tax on net income that is derived from business activities that are unrelated to its exempt purpose. The Organization determined that it is not subject to unrelated business income tax and has not filed an Exempt Organization Business Income Tax Return (Form 990-T) with the IRS.

Management believes that the Organization has appropriate support for any tax positions taken affecting its annual filing requirements, and as such, does not have any uncertain tax positions that are material to the financial statements. The Organization would recognize future accrued interest and penalties related to unrecognized tax benefits and liabilities in income tax expense if such interest and penalties are incurred.

Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

Financial Instruments and Credit Risk

Deposit concentration risk is managed by placing cash, money market accounts, and certificates of deposit with financial institutions believed by management to be creditworthy. At times, amounts on deposit may exceed insured limits or include uninsured investments in money market mutual funds. To date, no losses have been experienced in any of these accounts. Credit risk associated with accounts receivable and promises to give is considered to be limited due to high historical collection rates and because substantial portions of the outstanding amounts are due from governmental agencies and foundations supportive of the Organization's mission.

Note 2 - Liquidity and Availability

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date, comprise the following:

Financial assets	
Cash	$ 13,768,515
Receivables	4,041,962
Financial assets at year end	17,810,477
Less those available for general expense within one year due to restrictions by donor with purpose restrictions	(312,225)
Financial assets available to meet cash needs for general expense within one year	$ 17,498,252

As part of the Organization's liquidity management, it has a policy to structure its financial assets to be available as its general expenditures, liabilities, and other obligations become due.

Note 3 - Fair Value Measurements and Disclosures

Certain assets are reported at fair value in the consolidated financial statements. Fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction in the principal, or most advantageous, market at the measurement date under current market conditions regardless of whether that price is directly observable or estimated using another valuation technique. Inputs used to determine fair value refer broadly to the assumptions that market participants would use in pricing the asset or liability, including assumptions about risk. Inputs may be observable or unobservable. Observable inputs are inputs that reflect the assumptions market participants would use in pricing the asset or liability based on market data obtained from sources independent of the reporting entity. Unobservable inputs are inputs that reflect the reporting entity's own assumptions about the assumptions market participants would use in pricing the asset or liability based on the best information available. A three-tier hierarchy categorizes the inputs as follows:

Level 1 – Quoted prices (unadjusted) in active markets for identical assets or liabilities that can be accessed at the measurement date.

Level 2 – Inputs other than quoted prices included within Level 1 that are observable for the asset or liability, either directly or indirectly. These include quoted prices for similar assets or liabilities in active markets, quoted prices for identical or similar assets or liabilities in markets that are not active, inputs other than quoted prices that are observable for the asset or liability, and market-corroborated inputs.

Level 3 – Unobservable inputs for the asset or liability. In these situations, inputs are developed using the best information available in the circumstances.

In some cases, the inputs used to measure the fair value of an asset, or a liability might be categorized within different levels of the fair value hierarchy. In those cases, the fair value measurement is categorized in its entirety in the same level of the fair value hierarchy as the lowest level input that is significant to the entire measurement. Assessing the significance of a particular input to entire measurement requires judgment, considering factors specific to the asset or liability. The categorization of an asset within the hierarchy is based upon the pricing transparency of the asset and does not necessarily correspond to the Organization's assessment of the quality, risk, or liquidity profile of the asset or liability.

A significant portion of investment assets are classified within Level 1 because they comprise open-end mutual funds with readily determinable fair values based on daily redemption values. The Organization invests in CDs traded in the financial markets. Those CDs and U.S. government obligations are valued by the custodians of the securities using pricing models based on credit quality, time to maturity, stated interest rates, and market-rate assumptions and are classified within Level 2. The fair values of beneficial interests in charitable and perpetual trusts are determined using present value techniques and risk-adjusted discount rates designed to reflect the assumptions market participants would use in pricing the underlying assets and are based on the fair values of trust investments as reported by the trustees. The fair value of beneficial interest in assets held by the community foundation is based on the fair value of fund investments as reported by the community foundation. These are considered Level 3 measurements.

The Organization uses net asset value (NAV) per share, or its equivalent, such as member units or an ownership interest in partners' capital, as a practical expedient to estimate the fair values of certain hedge funds, private equity funds, funds of funds, and limited partnerships, which do not have readily determinable fair values. Investments that are measured at fair value using NAV per share as a practical expedient are not classified in the fair value hierarchy.

The interest rate swap agreement is valued using a third party's proprietary discounted cash flow model, which considers past, present, and future assumptions regarding interest rates and market conditions to estimate the fair value of the agreement. This is classified within Level 2.

The following table presents assets measured at fair value on a recurring basis, as identified in the following, at June 30, 2025:

	Fair Value Measurements at Report Date Using Significant Other Observable Inputs (Level 2)
Investments	
Interest-rate swap	$ 494,219

There were no transfers into and out of Level 2 of the fair value hierarchy, and no purchases or issues of Level 2 assets for the years ending June 30, 2025.

Note 4 - Property and Equipment

Property and equipment consist of the following at June 30, 2025:

Land	$ 2,451,271
Building improvements	2,813,731
Building	5,719,632
Computer and equipment	243,581
	11,228,215
Less accumulated depreciation	(4,093,588)
Total	$ 7,134,627

Note 5 - Notes Payable

Notes payable consist of the following at June 30, 2025:

Note payable, due in variable monthly installments principal and interest at 5.250% collateralized by (a) a deed of trust for the real property located in Alameda County, CA; (b) an assignment of all rents to lender on real property located in Alameda County, CA; and (c) all financial contracts and all proceeds thereof, including all accounts and general intangibles, described in the Commercial Security Agreement, with a carrying value of $9,300,000; maturing in October 2029.	$ 8,062,872

Future maturities of notes payable are as follows:

Year Ending June 30,	Principal
2026	$ 256,556
2027	267,452
2028	282,680
2029	272,940
2030	6,983,244
Total	$ 8,062,872

To hedge against interest rate risk on floating-rate note payable, the Organization entered into an interest rate swap (the Swap) with a major U.S. bank as the counterparty. The Swap has a declining notional value matching the outstanding note payable over time. The Organization pays interest on the notional value at 7.50% and receives interest on the notional value at the floating PRIME Swap Index Rate plus 4.85% at June 30, 2025. The Swap matures on October 9, 2029. The effect of the Swap is to convert floating-rate note payable debt to fixed-rate debt.

During the years ended June 30, 2025, the fair value of the asset under the Swap increased $494,219, which has been reflected in the accompanying consolidated statements of activities. At June 30, 2025, the fair value of the Swap asset was $494,219.

Note 6 - Leases

The Organization leases certain real property for the operations of the charter school and equipment at various terms under long-term non-cancelable operating lease agreements. The leases expire at various dates through 2028. The Organization includes in the determination of the right-of-use assets and lease liabilities any renewal options reasonably certain to be exercised. The Organization's operating lease provides for increases in future minimum annual rental payments. Additionally, the operating lease agreement requires the Organization to pay real estate taxes, insurance, and repairs.

The weighted-average discount rate is based on the discount rate implicit in the lease. If the implicit rate is not readily determinable from the lease, the Organization estimates an applicable incremental borrowing rate. The incremental borrowing rate is estimated using the Organization's applicable borrowing rates and the contractual lease term.

The Organization has elected the short-term lease exemption for all leases with a term of 12 months or less for both existing and ongoing operating leases to not recognize the asset and liability for these leases. Lease payments for short-term leases are recognized on straight-line basis.

The Organization elected the practical expedient to not separate lease and non-lease components for real property and equipment leases.

Total lease costs for the year ended June 30, 2025 were as follows:

Operating lease cost	$	29,255
Short-term lease cost		135,914

The following table summarizes the supplemental cash flow information for the year ended June 30, 2025:

Cash paid for amounts included in the measurement of lease liabilities		
Operating cash flows from operating leases	$	28,753

The following summarizes the weighted-average remaining lease term and weighted-average discount rate:

Weighted-average remaining lease term	
Operating leases	1.27 Years
Weighted-average discount rate	
Operating leases	4.00%

The future minimum lease payments under noncancelable operating leases with terms greater than one year are listed below as of June 30, 2025:

	June 30, 2025 Operating	
2026	$	27,679
2027		5,367
2028		1,342
Total lease payments		34,388
Less interest		(1,228)
Present value of lease liabilities	$	33,160

Note 7 - Operating Lease Revenue

The Organization leases certain property under a short-term operating lease agreement with a term of 12 months or less. Lease income from this agreement is recognized on a straight-line basis over the lease term and totaled $98,492 for the year ended June 30, 2025. The Organization has elected the short-term lease exemption under ASC 842 and does not recognize lease assets or liabilities for this lease.

Total lease income for the year ended June 30, 2025, was as follows:

Operating lease income	$ 98,492

Note 8 - Net Assets

Net assets consist of the following at June 30, 2025:

Net Assets Without Donor Restrictions	
Designated for College Readiness	$ 6,553
Designated for Scholarship Funds	659,666
Designated for Oakland Education Fund Grant	4,328
Designated for San Francisco 49ers Grant	5,000
Designated for State Programs	192,035
Undesignated net assets	9,915,236
Total net assets without donor restrictions	$ 10,782,818
Net Assets with Donor Restrictions	
Subject to expenditure for specified purpose	
Measure G1	$ 106,054
After School Education and Safety	83,241
Classified Employee Teacher Credential	111,381
Kitchen Infrastructure Grant	11,418
SB 117 COVID-19 LEA Response Funds	131
Total net assets with donor restrictions	$ 312,225

Net assets were released from donor restrictions by incurring expenses satisfying the restricted purpose or by occurrence of the passage of time or other events specified by the donors for the year ended June 30, 2025.

Net assets released from donor restrictions	
After School Education and Safety	$ 14,090
Kitchen Infrastructure Grant	149,086
Total net assets released from donor restrictions	$ 163,176

Note 9 - Employee Retirement Systems

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Academic employees are members of the California Public Employees' Retirement System (CalPERS).

California Public Employees Retirement System (CalPERS)

Plan Description

Qualified employees are eligible to participate in the School Employer Pool (SEP) under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law. If a participating employer stops contribution to the plan, the unfunded obligations of the plan may be borne by the remaining participating employers as all plan assets are held by the plan and all benefit obligations are borne by the STRP.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2023, annual actuarial valuation report, Schools Pool Actuarial Valuation. This report and CalPERS audited financial information are publicly available reports that can be found on the CalPERS website under Forms and Publications at: https://www.calpers.ca.gov/page/forms-publications.

Benefits Provided

CalPERS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of service credit, a benefit factor and the member's final compensation. Members hired on or before December 31, 2012, with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. Members hired on or after January 1, 2013, with five years of total service are eligible to retire at age 52 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after five years of service. The Basic Death Benefit is paid to any member's beneficiary if the member dies while actively employed. An employee's eligible survivor may receive the 1957 Survivor Benefit if the member dies while actively employed, is at least age 50 (or 52 for members hired on or after January 1, 2013), and has at least five years of credited service. The cost of living adjustments for each plan are applied as specified by the Public Employees' Retirement Law.

The CalPERS provisions and benefits in effect at June 30, 2025, are summarized as follows:

	School Employer Pool (CalPERS)	
Hire date	On or before December 31, 2012	On or after January 1, 2013
Benefit formula	2% at 55	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	55	62
Monthly benefits as a percentage of eligible compensation	1.1% - 2.5%	1.0% - 2.5%
Required employee contribution rate	7.00%	8.00%
Required employer contribution rate	27.05%	27.05%

Contributions

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on July 1 following notice of a change in the rate. Total plan contributions are calculated through the CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The Organization is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. The contributions rates are expressed as percentage of annual payroll. The contribution rates for each plan for the year ended June 30, 2025, are presented above and the total Organization's contributions were $1,558,188.

Note 10 - Contingencies, Risks, and Uncertainties

The Organization has received State and Federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

The Organization's credit filings remain open for potential examination by the Internal Revenue Service through the statute of limitations, which has varying expiration dates extending through 2028. Any disallowed claims resulting from such examinations could be subject to repayment to the federal government.

Note 11 - Subsequent Events

The Organization's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements through January 14, 2026, which is the date the financial statements were available to be issued. Management has determined that there were no subsequent events or transactions that would have a material impact on the current year financial statements.

Supplementary Information
June 30, 2025

American Indian Model Schools

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal Financial Assistance Listing	Pass-Through Entity Identifying Number	Federal Expenditures
U.S. Department of Education			
Passed through California Department of Education (CDE)			
Special Education Cluster (IDEA)			
Basic Local Assistance Entitlement, Part B, Sec 611	84.027	13379	197,113
Mental Health Average Daily Attendance (ADA) Allocation, Part B, Sec 611	84.027A	15197	14,541
Total Special Education Cluster (IDEA)			211,654
Passed through California Department of Education (CDE)			
COVID-19 - Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Learning Loss	84.425U	10155	313,250
COVID-19 - Expanded Learning Opportunities (ELO) (ESSER III) State Reserve Emergency Needs	84.425U	15620	56,592
COVID-19 - Expanded Learning Opportunities (ELO) (ESSER III) ESSER III State Reserve Learning Loss	84.425U	15621	68,066
Subtotal			437,908
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329	388,083
Title II, Part A, Supporting Effective Instruction	84.367	14341	57,584
Title III, English Learner Student Program	84.365	14346	33,046
Title IV, Part A, Student Support and Academic Enrichment	84.424	15396	32,039
Total U.S. Department of Education			1,160,314
U.S. Department of Agriculture			
Passed through CDE			
Child Nutrition Cluster			
School Lunch Section 4	10.555	13523	433,168
School Lunch Section 11	10.555	13524	9,101
After School Meal Supplements	10.555	13755	40,345
Subtotal			482,614
School Breakfast Program Severe Needy	10.553	13526	88,746
Total Child Nutrition Cluster			571,360
Total U.S. Department of Agriculture			571,360
Total Federal Financial Assistance			$ 1,731,674

See Note to Supplementary Information

AIPCS

	Second Period Report	Annual Report
Regular ADA		
Sixth	52.32	51.88
Seventh and eighth	130.17	129.37
Total regular ADA	182.49	181.25
Classroom based ADA		
Sixth	52.32	51.88
Seventh and eighth	130.17	129.37
Total classroom based ADA	182.49	181.25

AIPCS II

	Second Period Report	Annual Report
Regular ADA		
Kindergarten through third	234.76	231.81
Fourth through sixth	254.23	253.60
Seventh and eighth	88.48	87.15
Total Regular ADA	577.47	572.56
Special Education, Nonpublic, Nonsectarian Schools		
Transitional kindergarten through third	0.18	0.29
Total Regular ADA	577.65	572.85
Classroom based ADA		
Kindergarten through third	234.76	231.81
Fourth through sixth	254.23	253.60
Seventh and eighth	88.48	87.15
Total classroom based ADA	577.47	572.56
Special Education, Nonpublic, Nonsectarian Schools		
Transitional kindergarten through third	0.18	0.29
Total Classroom based ADA	577.65	572.85

See Note to Supplementary Information

AIPHS

	Second Period Report	Annual Report
Regular ADA		
Ninth through twelfth	362.02	357.92
Special Education, Nonpublic, Nonsectarian Schools		
Ninth through twelfth	0.89	1.08
Total Regular ADA	362.91	359.00
Classroom based ADA		
Ninth through twelfth	362.02	357.21
Special Education, Nonpublic, Nonsectarian Schools		
Ninth through twelfth	0.89	1.08
Total Classroom Based ADA	362.91	358.29

See Note to Supplementary Information

AIPCS

Grade Level	1986-1987 Minutes Requirement	2024-2025 Actual Minutes	Number of Minutes Credited Form J-13A	Total Minutes Offered	Traditional Calendar			Multitrack Calendar			Status
					Number of Actual Days	Number of Days Credited Form J-13A	Total Days Offered	Number of Actual Days	Number of Days Credited Form J-13A	Total Days Offered	
Grades 6 - 8	54,000										
Grade 6		68,250	-	68,250	187	-	187	-	-	-	Complied
Grade 7		68,250	-	68,250	187	-	187	-	-	-	Complied
Grade 8		68,250	-	68,250	187	-	187	-	-	-	Complied

AIPCS II

Grade Level	1986-1987 Minutes Requirement	2024-2025 Actual Minutes	Number of Minutes Credited Form J-13A	Total Minutes Offered	Traditional Calendar			Multitrack Calendar			Status
					Number of Actual Days	Number of Days Credited Form J-13A	Total Days Offered	Number of Actual Days	Number of Days Credited Form J-13A	Total Days Offered	
Kindergarten	36,000	57,030	-	57,030	187	-	187	-	-	-	Complied
Grades 1 - 3	50,400										
Grade 1		57,030	-	57,030	187	-	187	-	-	-	Complied
Grade 2		57,030	-	57,030	187	-	187	-	-	-	Complied
Grade 3		59,250	-	59,250	187	-	187	-	-	-	Complied
Grades 4 - 8	54,000										
Grade 4		59,250	-	59,250	187	-	187	-	-	-	Complied
Grade 5		59,250	-	59,250	187	-	187	-	-	-	Complied
Grade 6		68,250	-	68,250	187	-	187	-	-	-	Complied
Grade 7		68,250	-	68,250	187	-	187	-	-	-	Complied
Grade 8		68,250	-	68,250	187	-	187	-	-	-	Complied

See Note to Supplementary Information

AIPHS

Grade Level	1986-1987 Minutes Requirement	2024-2025 Actual Minutes	Number of Minutes Credited Form J-13A	Total Minutes Offered	Traditional Calendar			Multitrack Calendar			Status
					Number of Actual Days	Number of Days Credited Form J-13A	Total Days Offered	Number of Actual Days	Number of Days Credited Form J-13A	Total Days Offered	
Grades 9 - 12	64,800										
Grade 9		66,500	-	66,500	187	-	187	-	-	-	Complied
Grade 10		66,500	-	66,500	187	-	187	-	-	-	Complied
Grade 11		66,500	-	66,500	187	-	187	-	-	-	Complied
Grade 12		66,500	-	66,500	187	-	187	-	-	-	Complied

See Note to Supplementary Information

Summarized below are the net asset reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

	AIPCS II
Net Assets	
Balance, June 30, 2025, Unaudited Actuals	$ 5,921,581
Increase in	
Derivative asset - interest rate swap	494,217
Balance, June 30, 2025, Audited Financial Statements	$ 6,415,798

American Indian Model Schools
Combining Statement of Financial Position
June 30, 2025

	Central Office	AIPCS	AIPCS II
Assets			
Current assets			
Cash	$ 562,928	$ 1,276,329	$ 8,237,879
Receivables	2,124	818,574	1,890,348
Prepaid expenses	35,414	1,884	5,473
Total current assets	600,466	2,096,787	10,133,700
Noncurrent assets			
Security deposit	-	2,500	27,250
Property and equipment	-	87,189	6,966,759
Operating lease right-of-use asset	-	4,185	11,316
Derivative asset - interest rate swap	-	-	494,219
Total noncurrent assets	-	93,874	7,499,544
Total assets	$ 600,466	$ 2,190,661	$ 17,633,244
Liabilities			
Current liabilities			
Accounts payable	$ 134,654	$ 251,796	$ 1,146,359
Accrued liabilities	343,772	-	15,262
Accrued compensated absences	122,677	4,837	36,514
Refundable advance	-	388,557	1,945,108
Current portion of notes payable	-	-	256,556
Current portion of operating lease liability	-	2,422	6,549
Total current liabilities	601,103	647,612	3,406,348
Long-term liabilities			
Notes payable, less current portion	-	-	7,806,316
Operating lease liability, less current portion	-	1,769	4,782
Total long-term liabilities	-	1,769	7,811,098
Total liabilities	601,103	649,381	11,217,446
Net Assets			
Without donor restrictions	(637)	777,990	6,023,692
Without donor restrictions - board designation	-	660,772	198,666
With donor restrictions	-	102,518	193,440
Total net assets	(637)	1,541,280	6,415,798
Total liabilities and net assets	$ 600,466	$ 2,190,661	$ 17,633,244

See Note to Supplementary Information

American Indian Model Schools
Combining Statement of Financial Position
June 30, 2025

	AIPHS	Elimination	Total
Assets			
Current assets			
Cash	$ 3,691,379	$ -	$ 13,768,515
Receivables	1,330,916	-	4,041,962
Prepaid expenses	7,013	-	49,784
Total current assets	5,029,308	-	17,860,261
Noncurrent assets			
Security deposit	7,042	-	36,792
Property and equipment, net	80,679	-	7,134,627
Operating lease right-of-use asset	17,578	-	33,079
Derivative asset - interest rate swap	-	-	494,219
Total noncurrent assets	105,299	-	7,698,717
Total assets	$ 5,134,607	$ -	$ 25,558,978
Liabilities			
Current liabilities			
Accounts payable	$ 530,527	$ -	$ 2,063,336
Accrued liabilities	-	-	359,034
Accrued compensated absences	41,272	-	205,300
Refundable advance	1,406,568	-	3,740,233
Current portion of notes payable	-	-	256,556
Current portion of operating lease liability	17,638	-	26,609
Total current liabilities	1,996,005	-	6,651,068
Long-term liabilities			
Notes payable, less current portion	-	-	7,806,316
Operating lease liability, less current portion	-	-	6,551
Total long-term liabilities	-	-	7,812,867
Total liabilities	1,996,005	-	14,463,935
Net Assets			
Without donor restrictions	3,114,191	-	9,915,236
Without donor restrictions - board designation	8,144		867,582
With donor restrictions	16,267	-	312,225
Total net assets	3,138,602	-	11,095,043
Total liabilities and net assets	$ 5,134,607	$ -	$ 25,558,978

See Note to Supplementary Information

American Indian Model Schools
Combining Statement of Activities
Year Ended June 30, 2025

	Central Office	AIPCS	AIPCS II
Net Assets Without Donor Restriction			
Support and Revenues			
Local Control Funding Formula	$ -	$ 2,499,042	$ 8,092,636
Federal revenue	-	205,890	1,095,292
Other state revenue	-	875,505	2,987,148
Local revenues	6,121,248	145,062	229,734
Interest income	-	-	958
Rental income	-	26,411	72,081
Fundraising revenue	-	855	2,351
Employee retention credit	-	164,624	452,715
Change in value of interest-rate swap	-	-	494,219
Net assets released from restrictions	-	14,090	149,086
Total support and revenues	6,121,248	3,931,479	13,576,220
Expenses			
Program services	2,467,135	3,996,996	12,054,741
Management and general	3,654,114	196,873	422,686
Fundraising and development	-	427	3,577
Total expenses	6,121,249	4,194,296	12,481,004
Change in Net Assets Without Donor Restriction	(1)	(262,817)	1,095,216
Net Assets With Donor Restriction			
Contributions and grants	-	-	-
Net assets released from restrictions	-	(14,090)	(149,086)
Change in Net Assets With Donor Restriction	-	(14,090)	(149,086)
Change in Net Assets	(1)	(276,907)	946,130
Net Assets, Beginning of Year	(636)	1,818,187	5,469,668
Net Assets, End of Year	$ (637)	$ 1,541,280	$ 6,415,798

See Note to Supplementary Information

American Indian Model Schools
Combining Statement of Activities
Year Ended June 30, 2025

	AIPHS	Elimination	Total
Net Assets Without Donor Restriction			
Support and Revenues			
Local Control Funding Formula	$ 5,922,195	$ -	$ 16,513,873
Federal revenue	430,492	-	1,731,674
Other state revenue	784,882	-	4,647,535
Local revenues	66,965	(6,019,716)	543,293
Interest income	-	-	958
Rental income	-	-	98,492
Fundraising revenue	-	-	3,206
Employee retention credit	301,810	-	919,149
Change in value of interest-rate swap	-	-	494,219
Net assets released from restrictions	-	-	163,176
Total support and revenues	7,506,344	(6,019,716)	25,115,575
Expenses			
Program services	7,157,451	(5,711,411)	19,964,912
Management and general	273,782	(308,305)	4,239,150
Fundraising and development	-	-	4,004
Total expenses	7,431,233	(6,019,716)	24,208,066
Change in Net Assets Without Donor Restriction	75,111	-	907,509
Net Assets With Donor Restriction			
Contributions and grants	10,459	-	10,459
Net assets released from restrictions	-	-	(163,176)
Change in Net Assets With Donor Restriction	10,459	-	(152,717)
Change in Net Assets	85,570	-	754,792
Net Assets, Beginning of Year	3,053,032	-	10,340,251
Net Assets, End of Year	$ 3,138,602	$ -	$ 11,095,043

See Note to Supplementary Information

Note 1 - Purpose of Supplementary Schedules

Schedule of Expenditures of Federal Awards

Basis of Presentation

The accompanying schedule of expenditures of federal awards (the schedule) includes the federal award activity of the Organization under programs of the federal government for the year ended June 30, 2025. The information is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the schedule presents only a selected portion of the operations of the Organization, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the Organization.

Summary of Significant Accounting Policies

Expenditures reported in the schedule are reported on the accrual basis of accounting. When applicable, such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. No federal financial assistance has been provided to a subrecipient.

Indirect Cost Rate

The Organization has not elected to use the ten percent de minimus cost rate.

Food Donation

Nonmonetary assistance is reported in this schedule at the fair market value of the commodities received and disbursed. At June 30, 2025, the Organization had no food commodities in inventory.

Schedule of Average Daily Attendance

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of the Organization's. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made to local education agencies. This schedule provides information regarding the attendance of students at the Organization.

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the Organization and whether the Organization complied with the provisions of *Education Code* Sections 47612 and 47612.5, if applicable.

The Organization must maintain their instructional minutes at the 1986-87 requirements, as required by *California Education Code* Section 47612.5.

Reconciliation of Annual Financial Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the net assets reported on the unaudited actual financial report to the audited financial statements.

Combining Statement of Financial Position and Combining Statement of Activities

The combining statement of financial position and combining statement of activities are included to provide information regarding the individual programs of the charter schools within the Organization and are presented on the accrual basis of accounting. Eliminating entries in the combining statement of financial position and combining statement of activities are for activities between each charter school.

Other Information
June 30, 2025

American Indian Model Schools

ORGANIZATION

American Indian Model Schools operate three nonprofit charter schools: American Indian Public Charter School (Charter Number 0106), American Indian Public Charter School II (Charter Number 0882), and American Indian Public High School (Charter Number 0765). The Schools are operating under a charter granted by the Oakland Unified School District and Alameda County Board of Education and offer classroom-based instruction for grades K-12.

GOVERNING BOARD

MEMBER	OFFICE	TERM EXPIRES
Jaime Colly	President	October 2025
Kimi Kean	Vice President	March 2029
Steven Leung	Treasurer	August 2026
Jumoke Hinton-Hodge	Member	August 2029
Megan Sweet	Member	June 2028

ADMINISTRATION

NAME	TITLE
Maya Woods Cadiz	Superintendent
Katema Ballentine	Chief Business Officer (Finance)
Christina Jordan	Director of Business Operation (Finance)
Suzan Chu	Director of Communications
Tiffany Tung	Director of Compliance/ HR
Julia Li	Director of Schools

Independent Auditor's Reports
June 30, 2025

American Indian Model Schools

Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

Governing Board
American Indian Model Schools
Oakland, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards)*, the financial statements of American Indian Model Schools (the Organization), which comprise the statement of financial position as of June 30, 2025, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated January 14, 2026.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Organization's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the Organization's financial statements will not be prevented or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit, we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Organization's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Ontario, California
January 14, 2026

Independent Auditor's Report on Compliance for Each Major Federal Program; Report on Internal Control over Compliance Required by the Uniform Guidance

Governing Board
American Indian Model Schools
Oakland, California

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited American Indian Model Schools's (the Organization) compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of Organization's major federal programs for the year ended June 30, 2025. The Organization's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, the Organization complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2025.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*); and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the Organization and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the Organization's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the Organization's federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the Organization's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the Organization's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the Organization's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the Organization's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Eide Bailly LLP

Ontario, California
January 14, 2026

Independent Auditor's Report on State Compliance and on Internal Control Over Compliance

Governing Board
American Indian Model Schools
Oakland, California

Report on Compliance

Opinion on State Compliance

We have audited American Indian Model Schools's (the Organization) compliance with the requirements specified in the *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, applicable to the Organization's state program requirements identified below for the year ended June 30, 2025.

In our opinion, the Organization complied, in all material respects, with the compliance requirements referred to above that are applicable to the laws and regulations of the state programs noted in the table below for the year ended June 30, 2025.

Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS), the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States (*Government Auditing Standards)*, and the *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the Organization and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of the Organization's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the Organization's state programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the Organization's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* will always detect a material noncompliance when it exists. The risk of not detecting a material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the Organization's compliance with the requirements of the state programs as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the Organization's compliance with the compliance requirements referred to above and performing such other procedures as we consider necessary in the circumstances.
- Obtain an understanding of the Organization's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal controls over compliance. Accordingly, we express no such opinion; and
- Select and test transactions and records to determine the Organization's compliance with the state laws and regulations applicable to the following items:

2024-2025 K-12 Audit Guide Procedures	Procedures Performed
Local Education Agencies Other Than Charter Schools	
Attendance	Not Applicable
Teacher Certification and Misassignments	Not Applicable
Independent Study	Not Applicable
Continuation Education	Not Applicable
Instructional Time	Not Applicable
Instructional Materials	Not Applicable
Ratio of Administrative Employees to Teachers	Not Applicable
Classroom Teacher Salaries	Not Applicable
Early Retirement Incentive	Not Applicable

2024-2025 K-12 Audit Guide Procedures	Procedures Performed
GANN Limit Calculation	Not Applicable
School Accountability Report Card	Not Applicable
Juvenile Court Schools	Not Applicable
Middle or Early College High Schools or Programs	Not Applicable
K-3 Grade Span Adjustment	Not Applicable
Apprenticeship: Related and Supplemental Instruction	Not Applicable
Comprehensive School Safety Plan	Not Applicable
District of Choice	Not Applicable
Home to School Transportation Reimbursement	Not Applicable
School Districts, County Offices of Education, and Charter Schools	
Proposition 28 Arts and Music in Schools	Yes
After/Before School Education and Safety Program	Yes
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not Applicable
Immunizations	Yes
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Not Applicable
Career Technical Education Incentive Grant	Not Applicable
Expanded Learning Opportunities Program	Yes
Transitional Kindergarten	Not Applicable
Kindergarten Continuance	Yes
Charter Schools	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-Based Instruction/Independent Study	Not Applicable
Determination of Funding for Nonclassroom-Based Instruction	Not Applicable
Annual Instructional Minutes – Classroom Based	Yes
Charter School Facility Grant Program	Not Applicable

The term “Not applicable” is used above to mean either the Organization did not offer the program during the current fiscal year, the Organization did not participate in the program during the current fiscal year, the program did not exceed the threshold required for testing, or the program applies to a different type of local education agency.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that a material noncompliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention from those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

Ede Bailly LLP

Ontario, California
January 14, 2026

Schedule of Findings and Questioned Costs
June 30, 2025

American Indian Model Schools

Financial Statements

Type of auditor's report issued	Unmodified
Internal control over financial reporting	
Material weaknesses identified	No
Significant deficiencies identified not considered to be material weaknesses	None Reported
Noncompliance material to financial statements noted?	No

Federal Awards

Internal control over major program	
Material weaknesses identified	No
Significant deficiencies identified not considered to be material weaknesses	None Reported
Type of auditor's report issued on compliance for major programs	Unmodified
Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance 2 CFR 200.516(a)	No

Identification of major programs:

Name of Federal Program or Cluster	Federal Financial Assistance Listing
COVID-19 - Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Learning Loss	84.425U
COVID-19 - Expanded Learning Opportunities (ELO) (ESSER III) State Reserve Emergency Needs	84.425U
COVID-19 - Expanded Learning Opportunities (ELO) (ESSER III) ESSER III State Reserve Learning Loss	84.425U
Child Nutrition Cluster	10.553, 10.555

Dollar threshold used to distinguish between type A and type B programs	$750,000
Auditee qualified as low-risk auditee?	No

State Compliance

Internal control over state compliance for programs	
Material weaknesses identified	No
Significant deficiencies identified not considered to be material weaknesses	None Reported
Other matters to be reported	No
Type of auditor's report issued on compliance for programs	Unmodified

None reported.

None reported.

None reported.

State Compliance Findings

2024-001 40000 – Expanded Learning Opportunities Program (Significant Deficiency, Noncompliance)

Criteria

As required by *Education Code* section 46120(b)(1)(A), American Indian Model Schools is required to offer to all pupils in classroom-based instructional programs in kindergarten and grades 1 to 6 access to expanded learning opportunity programs on days which school is taught for the purpose of meeting the 175 instructional days offering and the 30 non-school day offering.

Condition

American Indian Model Schools did not offer to all pupils in classroom-based instructional programs in kindergarten and grades 1 to 6 access to expanded learning opportunity programs on days which school is taught for the purpose of meeting the 175 instructional days offering and the 30 non-school day offering.

Cause

American Indian Model Schools was deficient by 118 instructional days due to American Indian Model School beginning the expanded learning opportunity program on March 28, 2024.

Effect

As a result of our testing, American Indian Model Schools is not in compliance with *Education Code* section 46120(b)(1)(A). The penalty is calculated as follows:

$1,025,648 (2023-2024 Expanded Learning Opportunities Program Entitlement) multiplied by 0.0049 (Charter School Penalty Factor per Education Code 46120(c)(3)(B)) and 118 deficient instructional days for a penalty of $593,030.

Questioned Costs

American Indian Model Schools was deficient by 118 instructional days which resulted in a penalty of $593,030.

Recommendation

It is recommended that the Organization implement procedures to ensure that expanded learning opportunity programs are offered to all pupils in kindergarten and 1 to 6 on all instructional days.

Current Status

Implemented.

APPENDIX

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Fiscal Policies and Procedures

2025-2026

AIMS K-12 COLLEGE PREP FISCAL POLICIES

EFFECTIVE
JULY 1,2025
THRU
JUNE 30th, 2026

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200 ORGANIZATIONAL CONFLICT of INTEREST or SELF-DEALING (Related Parties)

201 Organizational Conflict of Interest or Self-Dealing (Related Parties)

AIMS K-12 College Prep Charter District feel that it is important for AIMS board members and key employees to understand the conflict of interest laws and rules that apply to the schools, to identify and avoid conflicts of interest. AIMS K-12 College Prep Charter District board and key employees shall receive annual conflict of interest training. Such training shall be provided at the time the board receives the mandatory Ralph M. Brown Act training required by the schools' charters and shall be provided by the school's legal counsel or another qualified provider. The conflicts of interest training shall cover specific topics including procedures for hiring, contractual arrangements, purchasing, bidding and expenditure approvals that help to prevent conflicts of interest.

AIMS will not be operated for the benefit of an affiliated or unaffiliated organization or an individual in his or her own private capacity or individuals related to AIMS or members of its management, unless the private benefit is considered merely incidental. This private benefit preclusion will extend to:

A. Sale or exchange, or leasing, of property between the agencies and an affiliated or unaffiliated organization or a private or related individual.

B. Lending of money or other extension of credit between an agency and an affiliated or unaffiliated organization or a private or related individual.

C. Furnishing of goods, services or facilities between the agencies and an affiliated or unaffiliated organization or a private or related individual.

D. Payment of compensation, unless authorized by the Board of Trustees or its governing body, by the Schools to an affiliated or unaffiliated organization or a private or related individual.

E. Transfer to, use by, or for the benefit of a private or related individual of the income or assets of the Schools.

Thus, AIMS K-12 College Prep Charter District will be guided by the principle of arms-length standards with all affiliated or unaffiliated organizations or with a private or related individual(s).

Related party transactions shall include transactions between a school and members of the board, management, contracted management organization, employees, related individuals and affiliated companies. Related individuals within the scope of this definition include spouses, parents, children, spouses of children, grandchildren, siblings, father in law, mother in law, sister in law and brother in law of a board member or school employee.

202 Board of Trustees Authorities

The Board of Trustees shall have the ~~sole~~ authority to approve and will incorporate into its own minutes such matters as (i) change of the Schools' name, with Authorizer pre-approval (ii) adoption of the annual operating and capital budgets, (iii) selection or termination of key employees (iv) key employees salary and salary changes, (v) incurrence of debt, mortgages or other encumbrances and their covenants and restrictions, within the terms of the charter (vi) investment policies, (vii) depository and investment

banks, (viii) purchase or sale of property (ix) opening up or closing checking or savings accounts, and (x) selection of the Charter Schools' certified public accountants and (xi) other activities associated with the operations of the Charter Schools.

The Board of Trustees will meet at least three (3) times per (Adoption, Interims and Closing) year to ensure that its fiduciary duty is maintained. The Board will review the following: prior meeting minutes, business items, educational items, and subcommittee reports.

203 Signature Authorities

To properly segregate duties within the Charter Schools, the Board of Trustees, Superintendent and Chief Business Officer are the only individuals with signatory authority and are responsible for authorizing all cash transactions. All checks require two signatures and Individual checks greater than $8,000 will require Board Approval and signature prior to check issuance. AIMS will not print AP checks on site

In response to the recent legislative action, American Indian Model Schools has identified Essential Service in accordance with the guidelines in **Section 10, Item (g)** by California Department of Health.

> ***g.)*** *For the purposes of this Order, "Minimum Basic Operations" include the following, provided that employees comply with Social Distancing Requirements as defined this Section, to the extent possible, while carrying out such operations: i. The minimum necessary activities to maintain the value of the business's inventory, ensure security, process payroll and employee benefits, or for related functions. ii. The minimum necessary activities to facilitate employees of the business being able to continue to work remotely from their residences.*

To comply with the "Stay in Place" ordinance, as of March 31, 2020, AIMS back office will obtain signatures from the individuals with signatory authority, create signature stamps to utilize for check issuance on behalf of AIMS. The initial definition of authority and method will remain in place. Checks will not be issued on behalf of AIMS without AIMS review and approval.

204 Government Access to Records

The appropriate reporting director or contracted business back office services provider will provide access to the organization's records to the Superintendent, CBO, or ~~his~~ designee and provide supporting records, as requested, in a timely manner.

205 Security of Financial Data

A. The system's accounting data must be backed up daily by the business back office services provider to ensure the recoverability of financial information in case of hardware failure. The backup will be stored in a fire safe area and properly secured.

B. All other financial data, unused checks and unclaimed checks will be secured by the Chief Business Officer or designee or the business back office services provider from unauthorized access.

206 Security of School Documents

Originals of the following corporate documents are maintained, and their presence is verified on a periodic basis:

A. Charters and all related amendments

B. Minutes of the Board of Trustees and subcommittees

C. Banking agreements

D. Leases

E. Insurance policies

F. Vendor invoices

G. Grant and contract agreements

H. Fixed Asset inventory list

207 Use of School Assets

A. No employee may use any of the Schools property, equipment, material or supplies for personal use without the prior approval of the ~~Director of Operations or~~ Superintendent or designee.
B. Personal Property intended for school-use must be pre-approved prior to use on campus by the CBO or designee. Without pre-approval, personal items for school use will not be covered by AIMS liability coverage.

208 Use of School Credit Cards

1. PURPOSE: The Board of Trustees of AIMS K-12 College Prep Charter District recognizes the efficiency and convenience afforded the day-to-day operation of AIMS charter school, for payments and recordkeeping for certain expenses, through the use of school credit cards. However, the Board recognizes the need to establish control measures for the use of these cards. The Board agrees that it has a responsibility to ensure that credit card expenses incurred by AIMS K-12 College Prep Charter District must clearly be linked to the business of AIMS schools. This policy addresses and establishes the proper use and assignment of school credit cards. The Board has agreed on the fundamental principles of this policy and has delegated responsibility for the implementation and monitoring of the policy to the Chief Business Officer (CBO).

2. DEFINITIONS:

2.01 Cardholder/User: The person for which the school credit card has been issued.

2.02 School credit card: The physical card and number associated with the card issued to the cardholder.

2.03 Administrator: The accounts payable staff member assigned to perform the online accounting process, follow up as required and file completed statement reconciliations.

3. SCHOOL CREDIT CARD USERS:

3.01 The following positions are authorized credit Cardholders/Users: The Superintendent of Schools, Chief Business Officer, Sports Program, Director of School Support Services, Director of Academics and Data, Director of Program Compliance Heads of Schools (with prior authorization). No other employee may use an AIMS school credit card without express written approval by the Superintendent or designee.

3.02 A list of those individuals issued a school credit card will be maintained by the Superintendent, CBO and the back-office services provider and reported to the Board of Directors annually.

3.03 A Cardholder/User employee who is no longer employed by AIMS charter schools shall return his or her AIMS school credit card upon termination or resignation to the CBO or CBO's designee.

3.04 Credit cards will be disabled immediately upon the termination or resignation or misuse of a Cardholder/User employee by the card administrator. Accounting for credit cards and settlement of credit card billings shall be part of employee separation checklists.

4. USER RESPONSIBILITIES:

4.01 Credit Cardholders/Users must take proper care of their school credit card(s) and take all reasonable precautions against damage, loss or theft by adherence to the following provisions:

4.01.1 All Cardholders/Users must keep secure and confidential all school credit card numbers and information.

4.01.2 Cardholders/Users shall not store sensitive school credit card data, including full account number, type, expiration and track data, in any method on computers or networks.

4.01.3 Cardholders/Users shall not transmit in an insecure manner, such as by email, unsecured fax or via mail, school credit card information.

4.01.4 Cardholders/Users shall restrict access to credit card data and processing to the Administrator or other authorized individuals.

4.01.5 Cardholders/Users shall maintain card information in a secure environment accessed only by the issued Cardholder/User.

4.02 Except for the Superintendent, Cardholders/Users shall not be allowed to authorize payment of their own travel expenses. Travel expenses for any Cardholder/ User other than the Superintendent must be pre-approved by the Superintendent and the CBO.

4.03 Cardholders/Users are responsible for retaining detailed receipts and/or supplier documentation for all purchases made with their school credit card, without which the Cardholder/User is responsible for the purchase.

4.04 Cardholders/Users shall submit detailed documentation, such as itemized detailed receipts and/or supplier documentation for services, travel and/or other actual and necessary expenses which have been incurred in connection with school-related business for which the school credit card has been used.

4.05 Failure to take proper care of school credit card(s) or failure to report damage, loss or theft may subject to the Cardholder/User to financial liability and discipline.

5. USAGE: School credit cards may only be used for legitimate AIMS charter school's business expenses and in accordance with AIMS K-12 College Prep Charter District policies, as defined below.

5.01 Credit cards shall only be used for transactions for which payment of check disbursement is not accepted or is not practicable, such as if the transaction would cause undue hardship to AIMS schools or the Cardholder/User.

5.02 School credit card usage is limited to the following types of expenses. Any deviations from this usage policy must have prior written approval from the Superintendent or CBO. The Superintendent may also approve expenses.

5.02.1 Business services, including nutrition, catering or advertising.

5.02.2 Business supplies, including office supplies, educational supplies, operation and maintenance supplies.

5.02.3 Travel, including transportation services, airfare, car rental expenses, or payments to a travel agency.

5.02.4 Payments to educational and charitable organizations, including schools, colleges, vocational schools and membership organizations.

5.03 ***EXCLUSIONS:*** **School credit cards shall not be used for cash advances, ATM, money orders, gift cards, alcohol, jewelry or clothing, medical expenses, or payment of fines or penalties unless prior written approval is received from the CBO. In no event shall a school credit card be used for a Cardholder/User's personal expenses.**

5.04 This policy and the schools' use of the school credit cards shall not circumvent AIMS purchasing policies and procedures. A school credit card shall be used as a method of payment only after all required purchasing forms have been completed, including but not limited to check request, purchase orders, travel vouchers and purchase requisitions.

5.05 School credit card transactions are hereby authorized using the following methods:

5.05.1 Card present (Point-of-sale) transactions: The Cardholder/User shall present the school credit card for purchase of goods and services. The Cardholder/User shall obtain a receipt for all purchases and credits, note the transaction with a purchase order number and check request number as required, and attach those approved documents for submission to the Administrator. If the vendor is unable to

produce a receipt, the cardholder is to inform the Accounts Payable department so that proper documentation(a detailed invoice or any other supporting detailed documentation) can be obtained.

5.05.2 Via telephone or mail order: The Cardholder/User shall provide the vendor or merchant the school credit card number, expiration date and other pertinent data necessary to complete the transaction. The Cardholder/User shall take reasonable precautions to ensure that the transaction is valid prior to providing school credit card data. The Cardholder/User shall note and record confirmation data or other supplier documentation, as available, shall note the transaction with a purchase order number and check request number as required, and shall attach those approved documents for submission to the Administrator.

5.05.3 Via internet: The Cardholder/User shall provide the vendor or merchant with the school credit card number, expiration date and other pertinent data necessary to complete the transaction. The Cardholder/User shall take reasonable precautions to ensure that the transaction is valid, and the website is secure prior to providing pertinent school credit card data. The Cardholder/User shall obtain a screen printout of the receipt, confirmation data or other supplier documentation, as available, shall note the transaction with a purchase order number and check request number as required, and shall attach those approved documents for submission to the Administrator.

5.06 Purchases shall not exceed the card limits per billing cycle set for school credit card use, or the overall financial credit limit of AIMS K-12 College Prep Charter District. The CBO shall monitor and may recommend changes to these limits. The Superintendent limit may be changed only by the Board of Directors. The list of limits by class of Cardholder/User will be maintained by the CBO and reviewed annually to ensure adherence to procurement policy thresholds.

5.07 Any benefits of the school credit card such as membership awards programs are only to be used for the benefit of AIMS K-12 College Prep Charter District and shall not be redeemed for personal use.

5.08 Purchases that are unauthorized, illegal, representative of a conflict of interest, are personal in nature or otherwise violate the intent of this policy may result in credit card revocation and discipline of the Cardholder/User.

6. DOCUMENTATION:

6.01 The Administrator shall ensure AIMS maintains detailed documentation that all expenses charged to school credit cards are supported by: a credit card slip; a detailed invoice or receipt, and any other supporting detailed documentation, from the Cardholder/User as evidence of the validity of expenses; and a check request and any other necessary detailed documentation as outlined by AIMS schools' purchasing policies and procedures.

6.02 The Administrator is responsible for accounting for all purchases within five (5) working days of receiving a credit card statement.

6.03 The Accounts Payable Division shall ensure that all school credit card statements are reconciled prior to AIMS payment and recording of expenses in the general ledger.

6.04 The Finance department will retain detailed receipts and documentation for no less than five (5) years following the purchase date.

7. PAYMENTS: School credit card statements will be paid in their entirety monthly or otherwise in accordance with the cardholder agreement with issuing financial institution.

To assist employees in the conduct AIMS K-12 College Prep Charter District business and recording of business-related transactions, AIMS has established a Credit Card Program. Your signature below acknowledges you have read and agree to comply with the provisions of the credit card program and its future modifications.

You (Cardholder/Employee) are being entrusted with a company credit card. The credit card is being provided to assist you in paying for those materials and supplies necessary for the performance of your job. This Card may be cancelled at any time at the sole discretion of the AIMS K-12 College Prep Charter District. Each card has an account number to allow the tracking of transactions.

The following highlights key provisions of the program.

1. **CARD RESTRICTED TO BUSINESS USED ONLY.** The credit card issued to you must be used for the purchase of those materials and supplies necessary for the performance of your job. Materials and supplies may include but are not limited to classroom and instructional supplies, pre-approved travel, field trips, etc. You must sign the back of the card upon receipt. Use of the card is limited to you and you are prohibited from authorizing its use to any other individual for any purpose. The card shall not be used for personal purchases.

2. **COMPLETION OF MONTHLY PURCHASE REPORTS.** If transactions are not loaded into the Purchasing system by the receipt of statement, then the Administrator will be required to reconcile the expenses listed. Once a month you will receive a statement listing all purchases charged to the "Account". Within 5 working days of receipt of the statement you will need to (a)verify the amount of the charges with the original receipt and attach the receipt. (b) write the appropriate expenditure account number and brief description on statement. (c) If there is any discrepancy related to a charge you will initiate follow-up with AIMS Business Operations Services at Finance@aimsk12.org, sign the statement; and forward to your Approving Manager or Supervisor.

3. **FAILURE TO FOLLOW THE REQUIREMENTS.** Inappropriate use of the card includes but is not limited to: Use of the Card without authorization. Misuse of the Card in any way. Providing false or misleading information; and loss or theft of the Card due to employee gross negligence. In accordance with AIMS policies and procedures, failure by an employee to follow program requirements may result in disciplinary actions, up to and including employment termination.

4. **LOSS OR STOLEN CARD.** If your Card is loss or stolen, or if you think your Account was used without your permission, you should notify ELAN VISA (Name and contact information) immediately. Additionally, you must notify the AIMS Business Department at (510)893-8701 ext. 17.

5. **SURRENDER CARD UPON TERMINATION OF EMPLOYMENT.** Upon termination of employment, you must immediately surrender the assigned card to your immediate supervisor.

6. **ACKNOWLEDGMENT.** I acknowledge receipt of the Card ad was provided an opportunity to ask questions of a knowledgeable designate regarding the appropriate use of this card. I confirm that I have read and understand the above requirements and agree to comply with the procedures.

C. FINANCIAL MANAGEMENT POLICIES

300 BASIS OF ACCOUNTING

AIMS K-12 College Prep Charter District will maintain their accounting records and related financial reports on the accrual basis of accounting.

301 Accounting Policies

The accounting policies and financial reporting adopted are consistent with the non-profit requirements of the Financial Accounting Standards Board (FASB), FASB is the recognized standard setting body for establishing non-profit accounting and financial reporting principles.

302 Basis of Presentation

The accounts of the AIMS K-12 College Prep Charter District are organized on a basis of the charter school required elements of the Standardized Account Code Structure or SACS. The operations of the fund are accounted for by providing a separate set of self-balancing accounts, which comprise its assets, liabilities, net assets, revenues and expenditures. The Charter Schools use the following fund:

General Fund - This fund of AIMS K-12 College Prep Charter District is used to account for all financial resources associated with the operation of the schools. In addition, all activities relating to Student Activities should be separately identified and recorded within this fund.

Federal Funds – Title I, II, III, IV, Food Services and other funds identified as federally defined.

303 Revenues

Under the accrual basis of accounting, revenues recognized when earned.

304 Expenditures

Under the accrual basis of accounting, expenses are recognized when services are incurred or goods are received.

The Board of Trustees recognizes its fiduciary responsibility to oversee the prudent expenditure of district funds. In order to best serve district interests, the Superintendent or designee shall develop and maintain effective purchasing procedures that are consistent with sound financial controls and that ensure the district receives maximum value for items purchased. He/she shall ensure that records of expenditures and purchases are maintained in accordance with law.

(BP 309 - Budget)

(BP 302 – Employee Mileage Reimbursement)

(cf. 3400 - Management of District Assets/Accounts)

(cf. 3460 - Financial Reports and Accountability)

(cf. 9270 - Conflict of Interest)

Expending Authority

The Superintendent or designee may purchase supplies, materials, apparatus, equipment, and services up to the amounts specified in Public Contract Code 20111, beyond which a competitive bidding process is required or other allowable legal means. The Board shall not recognize obligations incurred contrary to Board policy and administrative regulations.

The Board shall review all transactions entered into by the Superintendent or designee on behalf of the Board every 60 days. (Education Code 17605)

District funds shall not be expended for the purchase of alcoholic beverages. (Education Code 32435)

Purchasing Procedures

Insofar as possible, goods and services purchased shall meet the needs of the person or department ordering them at the lowest price consistent with standard purchasing practices. Maintenance costs, replacement costs, and trade-in values shall be considered when determining the most economical purchase price

Legal Reference:

EDUCATION CODE

17604 Delegation of powers to agents; approval or ratification of contracts by governing board
17605 Delegation of authority to purchase supplies and equipment
32370-32376 Recycling paper
32435 Prohibited use of public funds, alcoholic beverages
35010 Control of district; prescription and enforcement of rules
35035 Powers and duties of superintendent
35160 Authority of governing boards
35250 Duty to keep certain records and reports
38083 Purchase of perishable foodstuffs and seasonal commodities
41010 Accounting system
41014 Requirement of budgetary accounting
GOVERNMENT CODE

4330-4334 California made materials

305 Incurred Costs

For the purpose of invoicing funding sources for allowable costs under cost reimbursement contracts, the term "costs incurred" is defined as follows:

A. Costs related to items or services incurred directly for the contract and received at the time of the request for reimbursement and is not specifically disallowed by the funding source.

306 Cash Management

A. The School maintains cash accounts at the following banks:

1. Operating – EASTWEST Bank

2. Investment - EASTWEST Bank/Community Bank (Non Public Fund)

B. A schedule of aged accounts and grants receivable is prepared monthly by CSMC and reviewed by the Chief Business Officer for collection. Appropriate collection procedures are initiated, if necessary.

307 Grants Receivable Aging Criteria

Accounts receivables outstanding are aged on a thirty, sixty, ninety, and over-ninety-day basis.

308 Grant/Contract Invoicing

A. All invoices are submitted to the funding sources by dates specified in the grant or contract agreement.

B. The invoicing format is that specified by the funding source.

AR 308(a) Grants

AIMS Governing Board may accept any gift, grant, or bequest of money, property, or service to our schools from any individual, organization, foundation, or public or private agency that desires to support AIMS educational program. While greatly appreciating suitable donations, the Board shall reject any gift which may directly or indirectly impair its authority to make decisions in the best interest of district students or its ability or commitment to provide equitable educational opportunities.

A gift or donation, on the other hand, is defined as any item of value given to AIMS by a donor who expects nothing significant of value in return, other than recognition and disposition of the gift in accordance with the donor's wishes.

In general, the following characteristics describe a gift:

1. No contractual requirements are imposed and there are no "deliverables" to the donor. However, the gift may be accompanied by an agreement that restricts the use of the funds to a particular purpose.
2. A gift is typically irrevocable. While the gift may be intended for use within a certain timeframe, there is no specified "period of performance" or "start"/ "stop" dates as associated with sponsored projects.
3. There is no formal fiscal accountability to the donor beyond periodic progress reports and summary reports of expenditures. These reports may be thought of as requirements of good stewardship, and, as such, may be required by the terms of a gift. They are not characterized as contractual obligations or "deliverables."

Grants, contracts, and cooperative agreements (collectively called sponsored projects) are externally-funded activities in which a formal written agreement, i.e., a grant, contract, or cooperative agreement, is entered into by AIMS and by the sponsor. A sponsored project may be thought of as a transaction in which there is a specified statement of work with a related, reciprocal transfer of something of value.

The following conditions characterize a sponsored project agreement, and help to distinguish such agreements from gifts:

- ✔ Statement of Work
- ✔ Details Financial Accountability
- ✔ Definition of Deliverables

AR 308(b) Technology Donations

When new computers are donated to AIMS schools, they must match AIMS' district standards for new computers. This means that the computer is approved by Technology Services

If the donated computer is the same as one on the website, but it does not have professional licenses for Windows or Microsoft Office, they must be purchased

Donated computers, meeting the requirements above, should provide the best overall experience for everyone involved. These guidelines are meant to be firm in order to protect schools from accepting donations that may not be helpful to them.

Non-standard & Older Computer Donations

Non-standard and older computers are much more expensive to configure, maintain and troubleshoot. It is not a good use of AIMS' resources to accept something that seems "free", but actually costs quite a bit in extra time and money throughout its lifespan. These donations often require significantly more staff resources to support and AIMS's provides limited support for them. In order for the district to provide any support for the computers, they must receive advance permission from Technology Services, and meet AIMS' computer standards for donated computers

AR 308(c) Fundraising

Fundraising can only happen with the approval of the site leader.

No site shall have more than three fundraisers happening at one time.

No GoFundMe or other social media fundraiser can be posted without prior approval of the site leader.

All funds without exception must be turned into the business office and placed in the NPF Funds will be earmarked for the purposes raised.

All Donors Choose items must be logged in with the site leader.

A copy of the log must be given to the finance department.

309 Budgets

A. AIMS K-12 College Prep Charter District prepares an annual operating budget of revenues and expenses, a cash flow projection, and a capital budget. These budgets and projections are reviewed and approved by the Board of Trustees, prior to June 30 each year and modified, as necessary.

B. Financial statements displaying budget vs. actual results are prepared by the back-office services provider and reviewed by the Superintendent and the Chief Business Officer and presented to the Board of Trustees at each regularly scheduled board meeting.

310 Insurance and Bonding

A. The Schools maintain minimum levels of coverage, as deemed appropriate by the Superintendent and Chief Business Officer, for the following policies:

1. General liability
2. Business & personal property (including auto/bus)
3. Cyber Coverage
4. Workers' Compensation
5. Student Accident Coverage
6. Personal injury liability

D. The Schools require proof of adequate insurance coverage from all prospective contractors, as deemed applicable by the Superintendent and Chief Business Officer.

311 Record Retention and Disposal

A. Records are maintained for the following indicated minimum periods:

Books, records, documents and other supporting evidence including paid, cancelled or voided checks, accounts payable records, vendors' invoices, payroll sheets and registers of salaries and wages, tax withholding statements, employees' timesheets and other public documents are retained for seven years after the original entry date.

B. All records not supporting government grants or otherwise covered by rules of the Internal Revenue Service are retained for three years from the end of the fiscal year in which the records were originally prepared.

C. All financial records are maintained in chronological order, organized by fiscal year.

D. In connection with the disposal of any records, a memorandum of record disposal is prepared by the Head of Schools and Facility Coordinator, listing the record or the class of records disposed of. The Board of Trustees certifies this memorandum of records disposal.

AR 311(a) Access to District Records

Public records include any writing containing information relating to the conduct of the district's business prepared, owned, used, or retained by the district regardless of physical form or characteristics. (Government Code 6252)

(BP 311- Record Retention)

Writing means any handwriting, typewriting, printing, Photostatting, photographing, photocopying, transmitting by electronic mail or facsimile, and every other means of recording upon any tangible thing any form of communication or representation, including letters, words, pictures, sounds, or symbols or combinations thereof, and any record thereby created, regardless of the manner in which the record has been stored. (Government Code 6252)

Member of the public means any person, except a member, agent, officer, or employee of the district or a federal, state, or other local agency acting within the scope of such membership, agency, office, or employment. (Government Code 6252)

Public Records

Public records to which members of the public shall have access include, but are not limited to:

1. Proposed and approved district budgets and annual audits (Education Code 41020, 42103)

(BP 309 - Budget)

(BP 312 - Financial Reporting)

2. Statistical compilations

3. Reports and memoranda

4. Notices and bulletins

5. Minutes of public meetings (Education Code 35145)

6. Meeting agendas (Government Code 54957.5)

7. Official communications between the district and other government agencies

8. District and school plans, and the information and data relevant to the development and evaluation of such plans, unless otherwise prohibited by law

(BP 126 - Comprehensive Plans)

(BP 125 - School Plans/Site Councils)

(cf. 0440 - District Technology Plan)

(Staff Handbook - Comprehensive Safety Plan)

(Staff Handbook - Emergencies and Disaster Preparedness Plan)

9. Records pertaining to claims and litigation against the district which have been adjudicated or settled (Government Code 6254, 6254.25)

10. Statements of economic interests required by the Conflict of Interest Code (Government Code 81008)

(BP 201- Organizational Conflict of Interest or Self-Dealing)

11. Documents containing names, salaries, and pension benefits of district employees

12. Employment contracts and settlement agreements (Government Code 53262)

13. Instructional materials including, but not limited to, textbooks (Education Code 49091.10)

Access to public records of the district shall be granted to Board of Trustees members on the same basis as any other member of the public. When Board members are authorized to access public records in the administration of their duties, the Superintendent or designee shall not discriminate among any of the Board members as to which record, or portion of the record, will be made available, or when it will be made available. (Government Code 6252.5, 6252.7)

When disclosing to a member of the public any record that contains personal information, including, but not limited to, an employee's home address, home telephone number, social security number, personal cell phone number, or birth date, the Superintendent or designee shall ensure that such personal information is redacted from that record. (Government Code 6254.29, 6254.3)

Confidential Public Records

Unless otherwise authorized or required by law, information regarding an individual's citizenship or immigration status or religious beliefs, practices, or affiliation shall not be disclosed to federal government authorities. (Education Code 234.7; Government Code 8310.3)

Records to which the members of the public shall not have access include, but are not limited to:

1. Preliminary drafts, notes, and interagency or intra-district memoranda that are not retained by the district in the ordinary course of business, provided that the public interest in withholding these records clearly outweighs the public interest in disclosure (Government Code 6254)

2. Records specifically generated in connection with or prepared for use in litigation to which the district is a party or to respond to claims made against the district pursuant to the Tort Claims Act, until the litigation or claim has been finally adjudicated or otherwise settled, or beyond, if the records are protected by some other provision of law (Government Code 6254, 6254.25)

3. Personnel records, medical records, or similar materials, the disclosure of which would constitute an unwarranted invasion of personal privacy (Government Code 6254)

(AR 103 - Criminal Record Check)

The home addresses, home telephone numbers, personal cell phone numbers, or birth date of employees may only be disclosed as follows: (Government Code 6254.3)

a. To an agent or a family member of the employee

b. To an officer or employee of a state agency or another school district or county office of education when necessary for the performance of official duties

Upon written request of any employee, the district shall not disclose the employee's home address, home telephone number, personal cell phone number, or birth date, and the district shall remove this information from any mailing list of the district except a list used exclusively to contact the employee.

d. To an agent or employee of a health benefit plan providing health services or administering claims for health services to district employees and their enrolled dependents, for the purpose of providing the health services or administering claims for employees and their enrolled dependents

(BP 119 - Health and Welfare Benefits)

4. Student records, except directory information and other records to the extent permitted under the law, when disclosure is authorized by law

5. Test questions, scoring keys, and other examination data except as provided by law (Government Code 6254)

6. Without affecting the law of eminent domain, the contents of real estate appraisals or engineering or feasibility estimates and evaluations made for or by the district relative to the acquisition of property, or to prospective public supply and construction contracts, until all of the property has been acquired or all of the contract agreement obtained (Government Code 6254)

7. Information required from any taxpayer in connection with the collection of local taxes that is received in confidence and the disclosure of the information to other persons would result in an unfair competitive disadvantage to the person supplying the information (Government Code 6254)

9. Records for which the disclosure is exempted or prohibited pursuant to state or federal law, including, but not limited to, provisions of the Evidence Code relating to privilege (Government Code 6254)

10. Documents prepared by or for the district to assess its vulnerability to terrorist attack or other criminal acts intended to disrupt district operations and that are for distribution or consideration in closed session (Government Code 6254)

11. Recall petitions, petitions for special elections to fill Board vacancies, or petitions for the reorganization of the school district (Government Code 6253.5)

12. Minutes of Board meetings held in closed session (Government Code 54957.2)

13. Computer software developed by the district (Government Code 6254.9)

14. Information security records, the disclosure of which would reveal vulnerabilities to, or otherwise increase potential for an attack on, the district's information technology system (Government Code 6254.19)

15. Records that contain individually identifiable health information, including records that may be exempt pursuant to physician-patient privilege, the Confidentiality of Medical Information Act, and the Health Insurance Portability and Accountability Act (Government Code 6254, 6255)

16. Any other records listed as exempt from public disclosure in the California Public Records Act or other statutes

17. Any other records for which the district can demonstrate that, based on the particular facts of the case, the public interest served by not disclosing the record clearly outweighs the public interest served by disclosure of the record (Government Code 6255)

Inspection of Records and Requests for Copies

Any person may request a copy or inspection of any district record that is open to the public and not exempt from disclosure. (Government Code 6253)

Within 10 days of receiving any request to inspect or copy a district record, the ~~Superintendent~~ Ombudsperson or designee shall determine whether the request seeks release of a disclosable public record in the district's possession. The ~~Superintendent~~ Ombudsperson or designee shall promptly inform the person making the request of the determination and the reasons for the decision. (Government Code 6253)

In unusual circumstances, the ~~Superintendent~~ Ombudsperson or designee may extend the 10-day limit for up to 14 days by providing written notice to the requester and setting forth the reasons for the extension and the date on which a determination is expected to be made. Unusual circumstances include the following, but only to the extent reasonably necessary to properly process the request: (Government Code 6253)

1. The need to search for and collect the requested records from field facilities or other establishments that are separate from the office processing the request

2. The need to search for, collect, and appropriately examine a voluminous amount of separate and distinct records which are demanded in a single request

3. The need for consultation, which shall be conducted with all practicable speed, with another agency (e.g., a state agency or city) having a substantial interest in the determination of the request or among two or more components of the district (e.g., two different school sites) with substantial interest in the request

4. In the case of electronic records, the need to compile data, write programming language or a computer program, or construct a computer report to extract data

If the Ombudsperson or designee determines that the request seeks disclosable public records, the determination shall state the estimated date and time when the records will be made available. (Government Code 6253)

Public records shall be open to inspection at all times during district office hours. Any reasonably segregable portion of a record shall be made available for inspection by any person requesting the record after deletion of the portions that are exempted by law. (Government Code 6253)

Upon request for a copy that reasonably describes an identifiable record, an exact copy shall be promptly provided unless it is impracticable to do so. (Government Code 6253)

The Ombudsperson or designee shall charge an amount for copies that reflects the direct costs of duplication. Written requests to waive the fee shall be submitted to the Ombudsperson or designee.

In addition to maintaining public records for public inspection during district office hours, the district may comply with public records requests by posting any public record on the district's web site and, in response to a public records request, directing the member of the public to the location on the web site where the record can be found. However, if the member of the public is unable to access or reproduce the record from the web site, the district shall promptly provide an exact copy of the public record upon payment of duplication fees, if applicable, unless it is impracticable to provide an exact copy. (Government Code 6253)

If any person requests that a public record be provided in an electronic format, the district shall make that record available in any electronic format in which it holds the information. The district shall provide a copy of the electronic record in the format requested as long as the requested format is one that has been used by the district to create copies for its own use or for use by other agencies. (Government Code 6253.9)

The cost of duplicating an electronic record shall be limited to the direct cost of producing a copy of the record in electronic format. However, the requester shall bear the cost of producing the copy of the electronic record, including the cost to construct the record and the cost of programming and computer services necessary to produce the copy, under the following circumstances: (Government Code 6253.9)

1. The electronic record is one that is produced only at otherwise regularly scheduled intervals.

2. The request would require data compilation, extraction, or programming to produce the record.

Assistance in Identifying Requested Records

If the Ombudsperson or designee denies a request for disclosable records, the requester shall be assisted in making a focused and effective request that reasonably describes an identifiable record. To the extent reasonable under the circumstances, the Ombudsperson or designee shall do all of the following: (Government Code 6253.1)

1. Assist in identifying records and information responsive to the request or the purpose of the request, if specified

If, after making a reasonable effort to elicit additional clarifying information from the requester to help identify the record, the Ombudsperson or designee is still unable to identify the information, this requirement shall be deemed satisfied.

2. Describe the information technology and physical location in which the records exist

3. Provide suggestions for overcoming any practical basis for denying access to the records or information sought

Provisions of the Public Records Act shall not be construed so as to delay or obstruct the inspection or copying of public records. Any notification denying a request for public records shall state the name and title of each person responsible for the denial. (Government Code 6253)

312 Financial Reporting

The back-office services provider maintains supporting records in sufficient detail to prepare the Schools' financial reports, including:

A. Annually:

1. Financial statements for audit

2. Annual budget

B. Monthly:

1. Trial balance

2. Internally generated budget vs. actual financial statements

3. Billing invoices to funding sources

4. Updating the cash flow projection

C. Periodically:

1. IRS Forms 941 and payroll tax returns and comparable state taxing authority returns

2. Other reports upon request

313 Audit

The Board of Trustees arranges annually for a qualified certified public accounting firm to conduct an audit of the Celerity Charter Schools' financial statements in accordance with Government Auditing Standards and the Governmental Accounting Standards Board.

The audit reports will be submitted to the granting agency, (starting 2002) California Department of Education, (starting 2003) County Superintendent of Schools, and State Controller's Office by December 15 of each year. (Education Code 47605(m))

314 Audit/Finance Committee

A maximum of two and a minimum of one member(s) of the Board of directors will act as an audit/finance subcommittee. Staff will review and present an analysis of independent auditor proposals to the committee and make a recommendation for selection of independent auditor. The committee will recommend and the Board will select the independent auditor and review the scope and results of the audit. The Board also receives notice of any consequential irregularities and management letter comments that the auditor noted during the engagement. Additionally, the committee will develop a corrective action plan to address all relevant weaknesses noted by the auditor. The Board of Directors will also review all financial information of the AIMS K-12 College Prep Charter District.

315 Federal Fund Management

The Board of Trustees recognizes the district's responsibility to maintain fiscal integrity and transparency in the use of all funds awarded through federal grants. The district shall comply with all requirements detailed in any grant agreement with an awarding agency and with the federal Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards specified in 7 CFR 200.0-200.521 and any stricter state laws and district policy.

Any goods or services purchased with federal funds shall be reasonable in cost and necessary for the proper and efficient performance or administration of the program.

The Superintendent, Chief Business Officer or designee shall ensure that the district's financial management systems and procedures provide for the following: (2 CFR 200.302)

1. Identification in district accounts of each federal award received and expended and the federal program under which it was received

(BP - 309 Budgets)

2. Accurate, current, and complete disclosure of the financial and performance results of each federal award or program in accordance with the reporting requirements of 2 CFR 200.327 and 200.328

(BP – 312 Financial Reporting)

3. Records and supporting documentation that adequately identify the source and application of funds for federally funded activities, including information pertaining to federal awards, authorizations, obligations, unobligated balances, assets, expenditures, income, and interest

(BP - 311 Record Retention and Disposal)

4. Effective controls and accountability for all funds, property, and other assets and assurance that all assets are used solely for authorized purposes

5. Comparison of actual expenditures with budgeted amounts for each federal award

6. Written procedures to implement provisions governing payments as specified in 2 CFR 200.305

7. Written procedures for determining the allow ability of costs in accordance with 2 CFR 200.400-200.475 and the terms and conditions of the federal grant award

The Superintendent, Chief Business Officer or designee shall develop and implement appropriate internal control processes to reasonably assure that transactions are properly executed, recorded, and accounted for so that the district can prepare reliable financial statements and federal reports, maintain accountability over assets, and demonstrate compliance with federal laws, regulations, and conditions of the federal award. (2 CFR 200.61, 200.62, 200.303)

Equipment purchased with federal funds shall be properly inventoried and adequately maintained to safeguard against loss, damage, or theft of the property.

(BP -601 Disposal of Property and Equipment)

(AR – 315 Federal Funding Management Inventory)

All staff involved in the administration or implementation of programs and activities supported by federal funds shall receive information and training on the allowable use of federal funds, purchasing procedures, and reporting processes commensurate with their duties.

(AR-315(c) Federal Fund Time Management)

The district shall submit performance reports to the awarding agency in accordance with the schedule and indicators required for that federal grant by law and the awarding agency. As required, such reports may include a comparison of actual accomplishments to the objectives of the federal award, the relationship between financial data and performance accomplishments, the reasons that established goals were not met if applicable, cost information to demonstrate cost effective practices, analysis and explanation of any cost overruns or high unit costs, and other relevant information. The final performance report shall be submitted within 90 days after the ending date of the grant. (2 CFR 200.301, 200.328)

(BP-1500 Management and Reporting Procedures)

Legal Reference:

EDUCATION CODE
42122-42129 Budget requirements
CODE OF FEDERAL REGULATIONS, TITLE 2
180.220 Amount of contract subject to suspension and debarment rules
200.0-200.521 Federal uniform grant guidance, especially:
200.1-200.99 Definitions
200.100-200.113 General provisions
200.317-200.326 Procurement standards
200.327-200.329 Monitoring and reporting
200.333-200.337 Record retention
200.400-200.475 Cost principles
200.500-200.521 Audit requirements

CODE OF FEDERAL REGULATIONS, TITLE 34
76.730-76.731 Records related to federal grant programs
CODE OF FEDERAL REGULATIONS, TITLE 48
2.101 Federal acquisition regulation; definitions

AR 315(a) Federal Fund Management

To ensure the lawful expenditure of any federal formula or discretionary grant funds awarded to the district, the Superintendent or designee shall comply with the requirements of the Office of Management and Budget's Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (the "Uniform Guidance"), as contained in 2 CFR 200.0-200.521 and Appendices I-XII.

Allowable Costs

Prior to obligating or spending any federal grant funds, the Director of Compliance, Superintendent or designee shall determine whether a proposed purchase is an allowable expenditure in accordance with 2 CFR 200.400-200.475 and the terms and conditions of the award. He/she shall also determine whether the expense is a direct or indirect cost as defined in 2 CFR 200.413 and 200.414 and, if the purchase will benefit other programs not included in the grant award, the appropriate share to be allocated to the federal grant.

The Director of Compliance, Superintendent or designee shall review and approve all transactions involving federal grant funds and shall ensure the proper coding of expenditures consistent with the California School Accounting Manual.

(AR. 315(d) Federal Fund Management: Compliancy Review)

(BP. 302 – Basis of Presentation)

Period of Performance

All obligations of federal funds shall occur on or between the beginning and ending dates of the grant project and shall be paid no later than 90 days after the end of the funding period, unless specifically authorized by the grant award to be carried over beyond the initial term of the grant. (2 CFR 200.77, 200.308, 200.309, 200.343)

Procurement

When procuring goods and services with a federal grant, the Director of Compliance, Superintendent or designee shall comply with the standards contained in 2 CFR 200.317-200.326 and Appendix II of Part 200, or with any applicable state law or district policy that is more restrictive.

As appropriate to encourage greater economy and efficiency, the Director of Compliance, Superintendent or designee shall avoid acquisition of unnecessary or duplicative items consider

consolidating or breaking out procurements, analyze lease versus purchase alternatives, consider entering into an interagency agreement for procurement of common or shared goods and services, and/or use federal excess or surplus property. (2 CFR 200.318)

The procurement of goods or services with federal funds shall be conducted in a manner that provides full and open competition in accordance with state laws and district regulations and the following requirements:

1. Any purchase of supplies or services that does not exceed the "micro-purchase" threshold specified in 48 CFR 2.101 may be awarded without soliciting competitive quotes, provided that the district considers the price to be reasonable and maintains written evidence of this reasonableness in the record of all micro-purchases. (2 CFR 200.67, 200.320)

2. For any purchase that exceeds the micro-purchase threshold but is less than the bid limit required by Public Contract Code 20111, the Superintendent or designee shall utilize "small-purchase" procedures that include obtaining price or rate quotes from an adequate number of qualified sources. (2 CFR 200.320). The micro threshold has been defined as $10,000.

3. Contracts for goods or services over the bid limits required by Public Contract Code 20111 shall be awarded pursuant to California law - Bids, unless exempt from bidding under the law.

4. If a purchase is exempt from bidding and the district's solicitation is by a request for proposals, the award may be made by either a fixed-price or cost-reimbursement type contract awarded to the entity whose proposal is most advantageous to the program, with price and other factors considered. (2 CFR 200.320)

5. Procurement by noncompetitive proposals (sole sourcing) may be used only when the item is available exclusively from a single source, the need or emergency will not permit a delay resulting from competitive solicitation, the awarding agency expressly authorizes sole sourcing in response to the district's request, and/or competition is determined inadequate after solicitation of a number of sources. (2 CFR 200.320)

6. Time and materials type contracts may be used only after a determination that no other contract is suitable and if the contract includes a ceiling price that the contractor exceeds at its own risk. Time and materials type contract means a contract for which the cost is the sum of the actual cost of materials and direct labor hours charged at fixed hourly rates that reflect wages, general administrative expenses, and profit. (200.328)

For any purchase of $35,000 or more, the Chief Business Officer, Superintendent or designee shall verify that any vendor which is used to procure goods or services is not excluded or disqualified by the federal government. Verify through the US Department of Labor (2 CFR 180.220, 200.213)

All solicitations shall incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description shall not, in competitive procurements, contain features which unduly restrict competition. The description shall avoid detailed product specifications to the extent possible, but may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, shall set forth those minimum

essential characteristics and standards to which it must conform if it is to satisfy its intended use. When it is impractical or not economical to make a clear and accurate description of the technical requirements, a brand name or equivalent description may be used to define the performance or other salient requirements of procurement, clearly stating the specific features of the named brand which must be met by offers. In addition, every solicitation shall identify all requirements which the offer must fulfill and any other factors to be used in evaluating bids or proposals. (2 CFR 200.319)

The Chief Business Officer, Superintendent or designee shall maintain sufficient records to document the procurement, including, but not limited to, the rationale for the method of procurement, selection of the contract type, contractor selection or rejection, and the basis for the contract price. (2 CFR 200.318)

The Compliance Director, Superintendent or designee shall ensure that all contracts for purchases using federal grant funds contain the applicable contract provisions described in Appendix II to Part 200 - Contract Provisions for Non-Federal Entity Contracts Under Federal Awards. (2 CFR 200.326)

Capital Expenditures

The Chief Business Officer, Superintendent or designee shall obtain prior written approval from the awarding agency before using federal funds to make capital expenditures, including the acquisition of land, facilities, equipment, and intellectual property and expenditures to make additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations, or alterations to capital assets that materially increase their value or useful life. (2 CFR 200.12, 200.13, 200.20, 200.33, 200.48, 200.58, 200.89, 200.313, 200.439)

Conflict of Interest

No Board of Trustees member, district employee, or district representative shall participate in the selection, award, or administration of a contract supported by federal funds if he/she has a real or apparent conflict of interest, such as when he/she or a member of his/her immediate family, his/her partner, or an organization which employs or is about to employ any of them has a financial interest in or a tangible personal benefit from a firm considered for a contract. Such persons are prohibited from soliciting or accepting gratuities, favors, or anything of monetary value from contractors or subcontractors unless the gift is an unsolicited item of nominal value. (2 CFR 200.318)

Employees engaged in contract selection, award, and administration shall also comply with Board policy Conflict of Interest.

Cash Management

The Director of Compliance, Superintendent or designee shall ensure the district's compliance with 2 CFR 200.305 pertaining to payments and cash management, including compliance with applicable methods and procedures that minimize the time elapsing between the transfer of funds to the district and the district's disbursement of funds. (2 CFR 200.305)

(BP- 1100 Cash Management Procedures)

When authorized by law, the district may receive advance payments of federal grant funds, limited to the minimum amounts needed and timed in accordance with the actual immediate cash requirements of the district for carrying out the purpose of the program or project. Except under specified conditions, the district shall maintain the advance payments in an interest-bearing account. The district shall remit interest earned on the advanced payment to the awarding agency on an annual basis, but may retain interest amounts specified in 2 CFR 200.305 for administrative expenses. (2 CFR 200.305)

When required by the awarding agency, the district shall instead submit a request for reimbursement of actual expenses incurred. The district may also request reimbursement as an alternative to receiving advance payments. (2 CFR 200.305)

The Director of Compliance, Superintendent or designee shall maintain source documentation supporting the expenditure of federal funds, such as invoices, time sheets, payroll stubs, or other appropriate documentation.

Personnel

All district employees who are paid in full or in part with federal funds, including employees whose salary is paid with state or local funds but is used to meet a required match or in-kind contribution to a federal program, shall document the amount of time they spend on grant activities. (2 CFR 200.430)

(AR- 315(c) Time Accounting)

Records

Except as otherwise provided in 2 CFR 200.333, or where state law or district policy requires a longer retention period, financial records, supporting documents, statistical records, and all other district records related to a federal award shall be retained for a period of three years from the date of submission of the final expenditure report or, for a federal award that is renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report. (2 CFR 200.333)

(BP- 311 Record Retention and Disposal)

Micro-purchase means an acquisition of supplies or services using simplified acquisition procedures, the aggregate amount of which does not exceed the micro-purchase threshold.

Micro-purchase threshold means $10,000

AR 315(b) Federal Fund Management Inventory

Inventories

In order to provide for the proper tracking and control of district property, the Superintendent or designee shall maintain an inventory of equipment in accordance with law for the following:

1. All equipment items currently valued in excess of $500 (Education Code 35168)

2. All equipment items purchased with state and/or federal categorical funds that have a useful life of more than one year with an acquisition cost of $500 or more per unit.

In addition, the Superintendent or designee may maintain a list of specific items which shall be inventoried for internal control purposes regardless of their initial cost or current value.

The inventory shall contain a record of the following information: (Education Code 35168; 5 CCR 3946)

1. Name and description of the property

2. Identification number

3. Original cost of the item of equipment or a reasonable estimate if the original cost is unknown

4. Date of acquisition

5. Location of use

6. The date and method of disposal

(BP-601 Disposal OF Property and Equipment)

In addition to the information specified in items #1-6 above, the following information shall be recorded for equipment acquired with state and/or federal categorical funds unless otherwise specified in law: (5 CCR 3946; 2 CFR 200.313)

1. Source of the property (funding source)

2. Titleholder

3. Percentage of federal participation in the cost of the property

4. Use and condition of property

5. Sale price of the property upon disposition and method used to determine current fair market value

(BP-314 Federal Fund Management)

At the time of purchase, the Superintendent or designee shall affix a label to the equipment containing the identification number and the district name. Equipment items purchased with categorical program funds shall also be labeled with the name of the project in accordance with 5 CCR 3946.

Whenever an equipment item is moved to a new location or the equipment is used for a new purpose, the new location or purpose shall be recorded in the inventory.

A copy of the inventory shall be kept at the district office and at the appropriate school site.

(BP-311 Record Retention and Disposal)

The Superintendent or designee shall annually submit an inventory listing of federally owned property in its custody to the federal agency that granted the award. (2 CFR 200.312)

Physical Inventory
At least once every two years, a physical inventory of equipment shall be conducted and the results reconciled with the property records. (2 CFR 200.313)

The Director of Health and School support , Superintendent or designee shall establish procedures for conducting the physical inventory which shall include, but not be limited to, designation of person(s) responsible for coordinating and conducting the inventory, preparation and distribution of count sheets, procedures for implementing the inventory, and procedures for conducting a recount to substantiate the validity of the inventory.

The Director of Health and School support and Health, Superintendent or designee shall investigate any differences between the quantities determined by the physical inspection and those in the accounting records.

EQUIPMENT INVENTORY- Federal Program Monitoring

AIMS K-12 Equipment Inventory-4400 Object Code

The LEA spending Title I, Part A funding on equipment must maintain a historical inventory record for each piece of equipment with an acquisition cost of $500-$4999 per unit. The record describes the acquisition by:

(a) BCSD Asset Tag #

(b) Type/description

(c) Model/name

(d) Serial number

(e) Funding source

(f) Acquisition date

(g) Initial Cost (Financial)

(h) Location

(i) Current condition

(j) Transfer, replacement or disposition of obsolete or unusable equipment

AIMS Operations Department must conduct a physical check of the inventory of equipment within the past two years and reconcile the result with inventory records.

A. ORDERING:

Title I Equipment (costing more than $500) is for supplemental purposes and must be for student use. This expenditure must be included in the SPSA and or an SPSA Addendum. The LCAP Advisory Committee must approve Title I equipment as documented on the Equipment Justification Form.

B. DISTRICT INVENTORY FOR ITEMS OVER $500

Any piece of equipment costing $500 (not including tax and delivery charges) or more (not to exceed $4999) must be labeled and inventoried. Inventories must be completed and maintained and a working file kept on file at all times.

C. SCHOOL TECHNOLOGY INVENTORY FOR ITEMS PURCHASED FOR LESS THAN $500

Items purchased less than $500 must reflected in the Purchase Order System and also be kept track of on electronic inventory form.

D. MAINTENANCE AGREEMENTS

Schools must check with the Director of Health and School support and Health to ensure that accurate contracted maintenance costs are budgeted.

EQUIPMENT INVENTORY PROCEDURES

Inventory Printouts

Our Back-office provider (CSMC) will email an electronic equipment inventory printout to the schools, Director of Operations and Chief Business Officer. Equipment purchased for $500 or more will be on the inventory printout. (Other resource codes that may exist: 3010-Title I, 4035-Title II, 4203-Title III and/or 010-ASES). The designee in charge of equipment inventory must use the printout as their working copy. Please check the printout for accuracy and update any items that have been relocated to different locations.

Discard Instructions

To discard furniture or a large quantity (more than 5 items):

- ✔ Find a location on campus to store items. The location should be a non-accessible area to students and safe from weather.
- ✔ Email operations@aimsk12.org the description, quantity, and the location where the items are stored forms.

Stolen Items

A “Incident Report” form must be completed for items which are stolen from your site. You need to attach any backup you have (i.e. requisitions, inventory list, PO’s) so the correct item can be removed from your inventory.

(If stolen items are over $10,000 in value, immediately contact Finance Department at finance@aimsk12.org)

Legal Reference:

EDUCATION CODE
35168 Inventory of equipment
CODE OF REGULATIONS, TITLE 5
3946 Control, safeguards, disposal of equipment purchased with consolidated application funds
16022-16023 Classification of records
16035 Historical inventories of equipment
UNITED STATES CODE, TITLE 20
2301-2414 Carl D. Perkins Career and Technical Education Act
CODE OF FEDERAL REGULATIONS, TITLE 2
200.0-200.521 Federal uniform grant guidance

AR 315(c) Federal Fund Management Time Accounting

Head of School Responsibilities

Each Head of Schools or designated site manager must ensure that all federally funded employees are familiar with the time documentation guidelines and are complying with these requirements. Please review the Employee Guidelines outlined below.

FEDERALLY FUNDED EMPLOYEE TIME DOCUMENTATION

Documentation is required to ensure that the district is properly charging salaries and wages that are reasonable, necessary and allowable in accordance with applicable federal program requirements. The resource codes involved with federal programs reviewed by CDE and that require time accounting forms are Title I Part A & D (Resource 3010 Restrictor 01); Title II Part A Resource 4035 Restrictor 02), Title III EL (Resource 4203 Restrictor 03), and Title IV (if allocated)

ESEA
Title I Part A (3010)
• Must be used to supplement the basic program

• Site employees cannot participate in administrative or clerical duties

• Intent is to provide support for low income students to become academically proficient in State Standards

Title II Part A (4035)

- to increase the academic achievement of all students by helping schools and district= improve teacher and principal quality through professional development and other activities

Title III EL (4203)

- support to ensure English learners in California, attain English proficiency,
- support so that English learners develop high levels of academic attainment in English
- support so that English learners meet the same challenging state academic standards as all other students

Local Control Funding Formula (LCFF)

- **Considered State "general" funds – not categorical**
- **Employees funded with only LCFF do not participate in time accounting.**
- **Time Accounting is ONLY required if LCFF is combined with Title I, II, III, IV)**

Federal Time Accounting

A requirement for the use of federal funds for salaries, time accounting certification records must be maintained and collected.

If an employee is paid with federal funds, documentation must be completed to reflect that the employee worked on that specific federal program and cost objective.

The following three components must be met for acceptable use of federal funds:

1. Necessary
2. Reasonable
3. Allocable (Time spent on compliant duties, proves ability to be allocated)

Types of Time Accounting:

1. Semi-Annual Fully Funded
2. Semi-Annual / Single Cost Objective
3. Personnel Activity Report (PAR) Multi-funded

TIME ACCOUNTING FORMS: SEMI-ANNUAL CERTIFICATION AND PERSONNEL ACTIVITY REPORT
SEMI-ANNUAL CERTIFICATION for EMPLOYEES FUNDED WITH 100%, ONE RESOURCE.

Title I, Part A&D	**3010- Resource**	**ELO 7425 Resource**
Title II, Part A	**4035- Resource**	**Other Federal Resource**
Title III ELD	**4203- Resource**	

If an employee works 100% on one activity and is paid through one federal funding source only, they will sign this form twice a year, which is submitted after each six-month work period. Some

examples of these employees may be instructional aides or resource teachers at one school site working on one goal area on a set schedule.

1.) January (July-December) 2.) June/July (January-June)

All duties must be supplemental and allowable under a Federal Title program.

If position is 100% Title I a Semi-Annual Time Accounting certification is completed twice a year.

- ✔ The Job description is embedded in the form.
- ✔ Originals are kept at the school site.
- ✔ Head of School or Administrative designee submits signed copies to Operations Department after work is completed.

SEMI-ANNUAL CERTIFICATION with SCHEDULE FOR MULTI-FUNDED SITE BASED EMPLOYEES

(Substitute System of Time Accounting)

If a multi-funded employee works on one goal (or cost objective), their schedule does not change, and they stay in one location, they may complete the SEMI-ANNUAL CERTIFICATION twice a year. In order to use this form, the employee MUST submit one accurate work schedule with each Semi-Annual Certification form. The schedule must include information such as time periods, grades, and subjects.

PERSONNEL ACTIVITY REPORT (PAR)– Calendar for Multiple Funding and Multiple Cost Objectives

If the employee's work schedule varies daily or throughout the month, and/or the employee works at multiple sites, the employee should document daily activities, identify each program for which work was performed, and the daily time dedicated to each program. The total documented time for the day should equal to the actual hours worked.

All multi-funded, multiple cost objective employees must complete PARs on a monthly basis.

1. PARS must be submitted after the work month by the 10th of following month.
2. Cannot be submitted or signed after the last day of the following month

Personnel Activity Report (PAR) Procedures

All multi-funded personnel responsible for completing a PAR will:

· Complete & submit one description of duties annually to Compliance.

· Document their activities, per program, during their contracted hours on the Excel PAR Activity

Report
· Employee Print and sign completed Excel PAR Activity Report after the last working day of each month
· Submit Excel PAR Activity Report monthly to site designee for Head of Schools to review and sign.
· Site designee will submit copies all signed Excel PAR Activity Reports to Compliance Department (Timeaccounting@aimsk12.org) and compliance@aimsk12.org by the 10th of the following month. (i.e. August PAR forms will be due September 10, 2020).

All personnel sign time accounting certifications AFTER work is performed.
All original Time Accounting forms, with original signatures must be kept at school site for five years.

Procedures to Review Federal Positions:

A review of each federal funded position will occur annually.

Each Head of School will:

1. Provide evidence of the identified need, alignment to LCAP/SPSA goals, and intent of funding for each position.
2. Submit an annual job description (Duty Statement) for each multi-funded position.
3. Submit monthly Personnel Activity Records (PAR) for each multi-funded position.

District (Compliance Committee) will:

1. Review and confirm school steps 1-3.
2. Conduct a semi-annual fiscal review to determine if funds are allocated appropriately/aligned to work performed.
3. Make fiscal reconciliations if review results in misalignment.

*If school is retaining the multi-funded position for the next school year, funding must be adjusted and reflected on the Position Action Form (PAF).

REVIEW AND APPROVAL CYCLE:

Personnel Activity Report (PAR): After the last day of each month, the employee signs and submits their PAR completed, to their supervisor for review. The supervisor must date and sign the PAR after the end of the month and submit by the 10th of the following month. PARS cannot be signed or submitted after the last day of the following month.

Semi-Annual Certification: This form must be submitted in January (covering the July-December work period) and June (covering the January – June work period). In June, Semi-annuals can be signed on the last day of work for the employees' school year.

FORM SUBMISSION:

All forms must be sent either hard copy to:

AIMS K-12 College Prep
171 12th Street
Oakland 94607
Attn: Program Compliance

OR Scanned and emailed to: Timeaccounting@aimsk12.org and compliance@aimsk12.org

EMPLOYEE TRAINING:

Time Accounting training materials and forms can be found at www.aimsK12.org. Time Accounting presentations are given in August of each year and updated throughout the year during Staff Professional Development days.

A PAR Technical Assistance workshop is given each fall. Supervisors and staff that are funded by Federal Programs will be notified prior to training and provided funding percentages.

If you have any questions on compliance or form completion, please contact Program Compliance at Compliance@aimsk12.org.

RECONCILIATION PROCESS

Personnel Activity Report (PAR):

1. Head of Schools or designated assignee collects the PAR form from all employees that are required to complete it. The Pars is reviewed by the Head and signed before submission to the Operations Department. The department ensures that all forms are received, are complete, and provides copies to the Accounting Fiscal Services Executive Assistant.

2. Business Operations reviews each PAR and compares it to the actual payroll expenditure ledger to confirm reported time activity agrees to the budgeted funding distribution. Managers are notified of discrepancies between resource allocation and time on calendars.

3. Compliance, Business Operations, Heads of Schools and/or Program Coordinator meet to review any variance in excess of 10% and provide recommendations to the Superintendent

4. Compliance, Business Operations, Heads of Schools and Superintendent (Cabinet) meet to review, discuss, and provide course of action for discrepancies. Budget Services moves

expenditures and/or updates the budget to align with the PAR per Cabinets authorization and direction.

5. Reconciliation occurs quarterly in July, October, January and April, to coincide with each budget or actuals reporting period.

Semi Annual Certification:

1. Head of Schools or designated assignee collects the Semi-Annual form from all employees that are required to complete it. The Pars is reviewed by the Head and signed before submission to the Compliance Department. The Compliance department ensures that all forms are received, are complete, verifies the single cost objective, and provides copies to the Accounting Fiscal Services Executive Assistant.

2. Business Operations reviews each semi-annual and compares it to the actual payroll expenditure ledger to confirm semi-annual agrees to the budgeted funding distribution. Managers are notified of discrepancies between resource allocation and time on semi-annual forms.

3. Compliance, Business Operations, Heads of Schools and/or Program Coordinator meet to review any variance in excess of 10% and provide recommendations to the Superintendent

4. Compliance, Business Operations, Heads of Schools and Superintendent (Cabinet) meet to review, discuss, and provide course of action for discrepancies

AR 315(d) Federal Fund: Compliancy Review Process

Compliant Use of Funds:

In order to ensure the compliant use of federal Funds, the Superintendent and designee shall follow the protocols for the compliancy review process:

The Superintendent, in partnership with the Business Office, Program Compliance, Ombudsman, and Academic Data and Performance compose the Compliance Review Committee to review the compliant use of designated funds and all required documentation in accordance with the Federal Guidelines.

400 POLICIES RELATED TO ASSETS, LIABILITIES AND FUND EQUITY

401 Bank Accounts

A. Bank accounts for the indicated purpose and limitation(s) have been authorized by the Board of Trustees of AIMS K-12 College Prep Charter District at the indicated Federal Deposit Insurance Corporation (FDIC)-insured banks:

EASTWEST BANK **COMMUNITY BANK**

402 Petty Cash Checks Payments

A. Account has been closed.

403 Accounts Payable

Only valid accounts payable transactions based on documented vendor invoices, receiving report or other approved documentation are recorded as accounts payable.

404 Accounts Payable Payment Policy

Vendors and suppliers are paid as their payment terms require, taking advantage of any discounts offered. If cash flow problems exist, payments are made on a greatest dependency/greatest need basis.

405 Accrued Liabilities

Salaries, wages earned, and payroll taxes, together with professional fees, rent, and insurance costs incurred, but unpaid, are reflected as a liability when entitlement to payment occurs.

406 Liability for Compensated Absences

A. Compensated absences arise from employees' absences from employment due to vacation leave. When the AIMS K12 College Prep (aka American Indian Model Schools) expect to pay an employee for such compensated absences, a liability for the estimated probable future payments is accrued if all of the following conditions are met:

1. The employee's right to receive compensation for the future absences is attributable to services already performed by the employee.

2. The employee's right to receive the compensation for the future absences is vested or accumulates.

3. It is probable that the compensation will be paid.

4. The amount of compensation is reasonably estimable.

B. Compensated absences not required to be paid upon employee termination is only recorded when paid.

407 Debt

A. When applicable, short-term debt consists of financing expected to be paid within one year of the date of the annual audited financial statements. Long-term debt consists of financing that is not expected to be repaid within one year and is recorded in the Enterprise Fund.

B. Loan agreements approved by the Board of Trustees should be in writing and should specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule.

AR 407(a) LOAN CONVENANT

AIMS K-12 recognizes the obligation based on debt incurred for the 12th Street property required to remain within the limits defined by the Loan Officers (Bank: East West Bank) that states:

Debt Coverage Ratio: Maintain a debt coverage ratio (defined as net erating income divided by current portion of long term debt plus interest expense) of not less 1.35 to 1 for the fiscal years ended June 30th, 2020 and June 30th 2021 and 1.50 to 1 thereafter.

Except as provided above, all computations made to determine compliance with the requirements contained in this paragraph shall be made in accordance with generally accepted accounting principles, applied on a consistence basis, and certified by Borrower as being true and correct.

AIMS staff in Verification of loan requirement is reviewed at each fiscal quarter to ensure compliance. The calculation for the requirement is provided to the Board of trustees and the public at each fiscal reporting cycle (Adopting, 1st Interim, 2nd Interim and Unaudited Actuals/Closing.

500 REVENUE

501 Revenue Recognition

The AIMS K-12 College Prep Charter District record revenue on the accrual basis of accounting, consistent with generally accepted accounting principles applicable to special purpose governmental units.

600 FACILITIES

601 Disposal of Property and Equipment

A. No item of property or equipment shall be removed from the premises without prior approval from the Director of Health and School support, Superintendent or designee.

B. AIMS K-12 College Prep Charter District have adopted standard disposition procedures for AIMS' staff to follow, which include a Resolution of Surplus/Obsolete, Asset Disposal Form, which identifies the asset, the reason for disposition, and signature of the requester. The form also allows for an identification of the asset's book value, condition of the asset, and supervisory approval or denial.

C. When property is retired, the appropriate asset in the fixed asset subsidiary will be adjusted and properly reflected in the Enterprise Fund.

700 PROCUREMENT POLICIES

701 AIMS K-12 College Prep Charter District adhere to the following objectives:

1. Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, etc.

2. Make all purchases in the best interests of AIMS and their funding sources.

3. Obtain quality supplies/services needed for delivery at the time and place required.

4. Buy from responsible sources of supply.

5. Obtain maximum value for all expenditures.

6. Deal fairly and impartially with all vendors.

7. Maintain dependable sources of supply.

8. Be above suspicion of unethical behavior at all times; avoid any conflict of interest, related parties or even the appearance of a conflict of interest in AIMS K-12 College Prep Charter Districts' supplier relationships.

A. AIMS K-12 College Prep Charter District will execute a Purchase Order for all purchases except when it is in the best interest of the company to obtain maximum value for its expenditures. When staff receives a lower price from companies that do not accept purchase orders, the decision will be made to utilize either a check or a credit card to make the purchase. Purchases shall be approved by the Superintendent for amounts less than $8,000 per school and by the Board of Trustees if greater than $8,000 per school.

B. All lease agreements will be evidenced by a lease or sublease agreement approved by the Board of Trustees and signed by the Superintendent. The agreement will identify all the terms and conditions of the lease.

Procurement Procedure

Accounts Payable

Accounts payable is a critical portion of your financial records and can be subject to fraud without careful reconciliation and oversight. Strong accounts payable audit procedures can ensure the accuracy and timeliness of your bill payments. The best accounts payable audit procedures allow a mixture of daily checks, routine internal controls and external audit procedures.

Routine Procedures

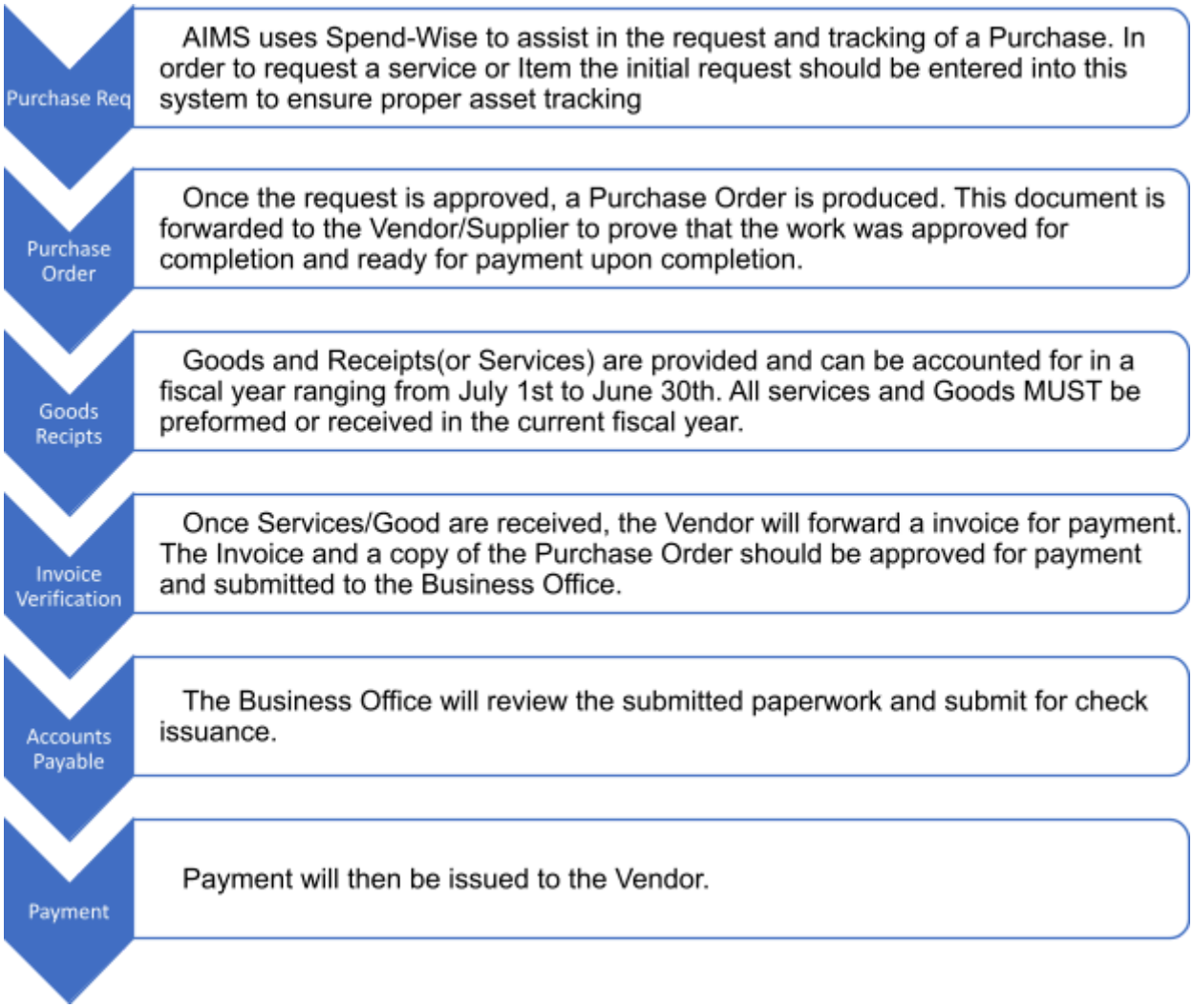
Accounts payable should be balanced daily to reconcile payments to recorded entries. Any discrepancy between the total amount paid and the total recorded should be examined and reconciled immediately. Management oversight of every individual involved in accounts payable should be stringent and should include routine monitoring of activities.

Sign-off procedures that help establish an audit trail should be enacted. These sign-offs include management review of goods and service requests, regular reconciliations, monthly discrepancy reports and individual sign-offs for large transactions to ensure that all information is correct.

Internal Controls

Internal controls for accounts payable include signature requirements according to payment amounts. AIMS requires two signatures for all checks submitted for payment as well as Board Approval and signature for all checks over the $8000 threshold.

During book closing procedures at the end of a month or financial period, AIMS requires sign-off for all account payable work including summary totals and account reconciliations. Additionally, Spendwise provides a running report that monitors payment levels from accounts payable processing



702 Check Issuance

1. All checks require two signatures
2. Checks written for $8,000 and above require board approval, except for the following Vendors: Pre approved Operation Vendors such as, PG&E (Electricity and Gas), AT&T (Office Telecommunications), EBMUD (Water Utilities), Waste Management, Mortgage and/or Rent payments. (These contracts are approved as Pre-Approved Vendors at the first board meeting of the fiscal year. Vendors may be amended depending on Services)
3. A list of Pre-Vendors will be submitted to the Board of Trustees (Semi-Annually) for pre-approval to allow for invoice and remittance workflow.

4. All other Vendors (not on the Pre-Approved Vendor List) must be submitted to the Board of Trustees for approval. Any vendor receiving payments from AIMS K12 College Prep District totaling over the amount of 8,000 within the fiscal year must be approved PRIOR to rendering services.
5. Checks shall be Computer generated by the back office
6. Checks are sent to Vendor from back-office and the copy of the check is provided and filed.
7. Voided Checks must be labeled as "VOID" in large letters. A Copy must be filed accordingly
8. NO CHECKS SHALL BE MADE OUT TO CASH or WRITTEN IN ADVANCE

800 TRAVEL POLICIES

801 Pre-Approval for Travel

A. All employees must request approval prior to attendance for off-site conference. An authorization to attend must be approved by the Superintendent and reviewed by the Chief Business officer, if funded by restricted monies.

802 Employee Mileage Reimbursement

A. All employees are reimbursed either at the standard mileage rate per mile as determined by the Internal Revenue Service for use of their own vehicle for business related travel or at a flat monthly rate which is taxable under IRS rules. In addition, parking fees and tolls paid are reimbursable if supported by invoices.

B. All employees requesting such mileage reimbursement are required to furnish a Travel Report containing the destination of each trip, its purpose and the miles driven, parking fees and tolls, within one month after the travel date, supported by invoices, if applicable.

C. If employees request to be reimbursed at a monthly flat fee, the payment will be done through payroll unless specified by contract and will be subject to all applicable taxes under IRS regulations.

900 CONSULTANTS AND CONTRACTORS

901 Consultant Utilization

The utilization of all consultants and contract personnel are sufficiently evidenced by:

A. Details of all agreements (e.g., work requirements, rate of compensation, and nature and amount of other expenses, if any) with the individuals or organizations providing the services and details of actual services performed.

B. Invoices or billings submitted by consultants, including sufficient detail as to the time expended and nature of the actual services performed.

C. The use of a management contract for educational and administrative services will clearly identify the contractor's performance requirements, including students' academic achievement, contractor's compensation and AIMS K-12 College Prep Charter Districts' rights to educational curricula and intellectual property developed.

Vendor Contacts

The District urges vendors to deal directly with the District Leadership on all purchasing related matters, including sales calls, sales presentations, promotions, catalog distributions, returns, exchanges and substitutions. Vendors may not make sales calls directly at school sites. The District must adhere to bidding and competitive selection procedures. Vendors must first contact the Director of Health and School support and the Superintendent of Schools direction prior to making any sales presentations.

Basis for Award

The District seeks to develop maximum competition for all purchases and to award contracts based on the lowest cost to the District by a responsible vendor presenting the most advantageous proposal to the District.

Formal bidding procedures are required for the purchase of materials and/or services exceeding amounts specified by law. Bid limits are subject to change on a yearly basis.

Informal quotes, bids or proposals for goods and/or services may be requested and received in writing by mail, e-mail and facsimile. Informal bids apply to purchases below the formal bid limits required by law.

Gifts and Gratuities

The District maintains a strict policy prohibiting the acceptance by its employees of gifts and/or gratuities from any vendor or potential vendor. However, this policy does not preclude employees from accepting promotional or advertising items such as calendars, desk pads, notebooks and other office supplies which are offered free to all as part of a public relations program.

DEFINITIONS

- AIMS K-12 College Prep shall be hereinafter referred to as the "District" and the vendor/supplier shall be hereinafter referred to as "Vendor."

- The purchase order approved by the District's Governing Board and issued by an authorized representative of the District's Purchasing Department and these Terms and Conditions are hereinafter

referred to as the “Agreement.”

HOLD HARMLESS AND INDEMNIFICATION LANGUAGE

- Vendor agrees to indemnify and hold harmless District, its officers, agents, employees and volunteers from any and all loss, costs and expense including legal fees, or other obligations or claims, arising directly or indirectly out of any liability or claim of loss or liability for personal injury, bodily injury to persons, contractual liability and damage to property, or any other loss, damage, injury or other claim of any kind or nature, arising out of the activities, omissions to act or negligence of Vendor and/or Vendor's officers, agents, independent contractors, subcontractors or affiliated entities and/or their employees, agents and representatives, whether such activities, omissions to act, negligence or intentional conduct is or was authorized by this Agreement or not.

- Vendor further agrees to pay or cause to be paid for any and all damage, or loss or theft to the property of the District arising out of the performance of services, omissions to act, or negligence of Vendor. District assumes no responsibility whatsoever for any property placed on the District premises. Vendor agrees to waive all rights of subrogation against District. Notwithstanding the foregoing, Vendor shall not be responsible for indemnification for claims or losses caused solely by the negligence of the District.

INSURANCE

- Vendor covenants and agrees to provide general liability, automobile liability (if driving on District sites), products and completed operations, property damage and errors and omissions insurance in an amount of not less than $1 million per claim or occurrence. Proof of Workers' compensation coverage evidencing statutory limits and Employers' Liability limits evidencing not less than $1 million. Vendor further agrees to provide all insurance coverage as required to conduct business with the District. Vendor agrees to provide the District with proof of insurance evidencing required insurance coverage at least 30 days prior to commencement of services under this Agreement and name the District as an additional insured on the general liability and automobile liability (if driving on District premises) coverage. Each insurance policy required by this Agreement shall be endorsed to state that coverage shall not be suspended, voided, canceled, reduced in coverage or in limits except after thirty (30) days prior written notice to the District.

INSPECTION AND ACCEPTANCE

- Inspection and acceptance will be at destination, unless otherwise provided. Regardless of the F.O.B. point, the Vendor agrees to bear all risk of loss, injury, or destruction of goods and materials ordered herein which occur prior to delivery; and such loss, injury, or destruction shall not release the Vendor from an obligation hereunder.

COMPLIANCE WITH LAWS

- The Vendor shall observe and comply with all rules and regulations of the Governing Board of the District and all federal, state, and local laws, ordinances and regulations.

CERTIFICATES/PERMITS/LICENSES

- The Vendor and all Vendor's employees or agents shall secure and maintain in force such certificates, permits and licenses as are required by law in connection with the furnishing of goods or services pursuant to this Agreement.

NO RIGHTS IN THIRD PARTIES

- This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.

LIMITATION OF DISTRICT LIABILITY

- Other than as provided in this Agreement, District’s financial obligations under this Agreement shall be

limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.

CALIFORNIA LAW

- This Agreement shall be governed by and the rights, duties and obligations of the parties shall be determined and enforced in accordance with the laws of the State of California. The parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Alameda County, California.

WAIVER

- The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

SEVERABILITY

- If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

902 Independent Contractors

The use of consultants is closely monitored so as not to vary from the rules of the Internal Revenue Code.

In particular, consultants will:

A. Not be controlled as to what services will be performed and how these services will be performed. Consultants will not have set hours of work.

B. Adhere to a precise contract scope of services, recomputed or at least adjusted annually. This consultant agreement will specify the obligation of the consultant to pay his or her own self-employment taxes, if applicable.

C. Not receive any fringe benefits as such, although their fee may include provision for fringe benefits. D. Not be assigned a permanent workstation.

E. Make their services available or work for a number of firms or persons at the same time.

F. Will use his or her own stationery or invoice in billing for services.

INDEPENDENT CONTRACTOR

- While providing the supplies or services ordered herein, the Vendor shall be and act as an independent contractor. Vendor understands and agrees that he/she and all of his/her employees shall not be considered officers, employees, agents, partner, or joint venture of the District, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation.

1000 - GENERAL ACCOUNTING PROCEDURES

In this section, procedures are described for the overall accounting system design, General Ledger activity and General Ledger closeout for AIMS K-12 Schools.

GENERAL LEDGER ACTIVITY

Control Objective

To ensure that all General Ledger entries are current, accurate and complete.

Major Controls

A. Timeliness of Entries

All entries are made soon after the underlying accounting event to ensure the financial records and reporting is current.

B. Support Documentation

All entries are supported by adequate documentation that clearly shows the justification and authorization for the transaction.

C. Audit Trail

A complete audit trail is maintained by the use of reference codes from source documentation through the books of original entry and General Ledger, to periodic reporting statements.

Procedures

1. Financial data on source documentation is verified against original documents (e.g., invoice, purchase order, etc.) by the Director of Operations before entering into the accounting system.

2. Each entry in the accounting system is reviewed and approved by the Chief Business Officer.

3. Provision is made for using recurring General Journal entries for certain transactions, such as recording the monthly portion of prepaid insurance.

4. Non-recurring entries, such as for correcting entries, recording accruals and recording non-cash transactions, are prepared as circumstances warrant and on a monthly basis.

5. All entries in the books of original entry (e.g., cash receipts journal and checkbook) are made soon after the accounting event from authorized forms and are prepared and reviewed by qualified accounting personnel.

6. All General Journal entries are supported by General Journal Vouchers that have supporting documentation attached and are approved by the Chief Business Officer.

GENERAL LEDGER CLOSE-OUT

Control Objective

To ensure the accuracy of financial records and reports.

Major Controls

A. Trial Balance

Monthly, a trial balance is prepared to ensure the accuracy of the General Ledger account balances.

B. Reconciliation of General Ledger Control Accounts with Subsidiary Ledgers

Reconciliations are prepared on a monthly basis.

Procedures

1. At the end of each month, a trial balance of all General Ledger accounts is prepared by the back office business services provider to the Chief Business

Officer.

2. Reconciliation between the General Ledger control accounts and the subsidiary ledgers are completed by the back-office business services provider.

3. At fiscal yearend and after the annual audit, all income and expense accounts are closed out, and the general ledger balances are agreed to the audited financial statements.

1100 - CASH MANAGEMENT PROCEDURES

In this section, procedures are described for cash receipts, cash disbursements and prepaid items.

CASH RECEIPTS

Control Objective

To record cash receipts completely and accurately and to prevent the diversion of cash assets.

Major Controls

A. Cash Flow Projection

AIMS K-12 College Prep Charter District annually prepare and update monthly a cash flow projection for operations and capital cash needs to monitor and ensure adequate cash flow.

B. Cash Receipts Policies

AIMS K-12 College Prep Charter District has internal control systems in place to monitor cash receipts and ensure that deposits are made in a timely manner. AIMS also use electronic fund transfers to accelerate deposits.

C. Internal Accounting Controls

(i) Opening of mail assigned to an employee with responsibilities independent of access to files or documents pertaining to accounts receivable or cash accounts.

(ii) Listed receipts and credits compared to accounts receivable and bank deposits.

(iii) General Ledger control accounts reconciled with Accounts Receivable Subsidiary Ledger

Procedures

A. General

1. Mail is received by the Receptionist who sorts the checks and forwards them to the Finance department or the appropriate recipient.

2. All checks are restrictively endorsed by the Finance department.

3. The finance department prepares deposit slips and forwards them to the back office provider for the preparation of journal entries.

4. A copy of each check to be deposited is made and attached to copy of the deposit slip and filed to provide support for all deposits.

5. The back office business services provider reviews and signs off on journal entries.

6. The back office business services provider inputs journal entries.

7. The finance department makes deposits on weekly or as checks are received. All deposits are maintained in a secure area with limited access.

8. Reconciliation of cash receipts to deposit slips and bank statements are performed by the Chief Business Officer or designated finance staff and the back-office business services provider on a monthly basis.

Cash Handling Procedure (Internal)

Standard Operating Procedures AIMS K-12 - Food Service Cash Handling Procedure

California introduced the California Universal Meal Program, an initiative that ensures all students in public schools have access to free breakfast and lunch, regardless of their family's income level.The primary goal of this program is to eliminate lunch balances and ensure that every student receives nutritious meals without the stress of financial constraints. By providing free meals, the program aims to support students' health, well-being, and academic performance.

Purpose: The purpose of this cash handling policy is to establish standardized procedures for the collection, reconciliation, and security of funds associated with the school meal program. This policy aims to ensure accurate accounting, prevent misuse of funds, and provide

transparency and accountability in financial transactions. By adhering to these procedures, the school ensures that all financial activities are conducted in a secure and efficient manner, thereby supporting the integrity and sustainability of the school meal program.

Procedures:

1. **Purpose of Collected Funds:** Schools are strictly prohibited from using collected funds for any purpose other than deposit.
2. **Daily Cash Counting:** Cash must be counted at the end of each day.
3. **Balancing Cash to Receipts**: Cash must be balanced against receipts daily prior to deposit. A copy of this reconciliation must be maintained in a spreadsheet and a physical copy of the receipt must be filed.
4. **Reconciliation Log:** Maintain a reconciliation log in an Excel spreadsheet, specifically noting school meal transactions and the year.
5. **Receipt Book Logging:** All received payments must be logged in a receipt book.
6. **No Cash in School Mail:** Cash should never be sent through school mail.

Front Desk Cash Handling

1. **Payment Acceptance Hours**: Cash or Check is accepted at the front desk from 8:00 a.m. to 4:00 p.m which will be taken by the front desk clerk or Nutritional Service Coordinator.
2. **Immediate Safe Storage**: Any cash/check deposited at the front desk must be stored in a safe immediately.
3. **MealTime Deposits**: Payments for the nutritional service program must be deposited into the student's profile in the MealTime system.
4. **Issuing Receipts for Cash/Check:** A receipt must be logged and provided to the parent/guardian after the deposit is completed.
5. **Daily Reconciliation:** By 2:00 p.m., the Head of School or a designated person must reconcile the cash and receipt book. This involves a double count of the cash. All checks and receipts must be photocopied.
6. **Weekly Cash Storage:** After reconciliation, the cash will be stored in a safe on-site until the weekly delivery to the Finance Department.
7. **Notification to Finance Department:** An email must be sent to the Finance Department stating the amount of money that has been accounted for, along with copies of the receipts and copies of the checks, informing them that it is ready to be picked up.

Tracking:

Check Handling Procedures

1. **Copying Checks**: Make a copy of each check received.

2. **Recording Check Details**: Write down the three digit number on the upper right-hand corner of the check number on the receipt.
3. **Issuing Receipts for Checks:** Provide the receipt with the check details to the parent/guardian.

Approval Process:

Reconciliation of Cash Handling

1. **Daily Balancing:** Cash collected must be balanced by comparing the total cash to the pre-numbered receipt totals and the money received.
2. **Dual Review:** The Front Desk Clerk and Nutritional Service Coordinator will review the total cash amount received to ensure accuracy.
3. **Daily Reconciliation:** Deposit tickets must be reconciled to the cash received, along with the daily deposit printout from the MealTime system or the donation log.
4. **Proof of Reconciliation**: Evidence of reconciliation must be stored in the finance office and locked in a secure file.

Security of Cash Handling

1. **Secure Storage:** Cash and other deposits must always be kept secured in a locked safe location. Deposits or cash should not be left unlocked in desks, drawers, or file cabinets.
2. **Offsite Delivery:** Delivering cash offsite requires the presence of two people.
3. **Nutritional Service Coordinator Responsibility:** The front desk clerk is responsible for ensuring all cash deposits brought to the finance office are reviewed and signed off by finance staff.
4. **Securing Deposit Bags**: Deposit bags and any other deposits must be secured until they are delivered to the finance department.

Refund Process

1. **Request Processing**: Parents will need to complete the MealTime reimbursement form and email it to the Nutritional Service Coordinator.
2. **Verification:** The Nutritional Service Coordinator will review the form and verify the amount of the refund in the MealTime system.
3. **Purchase Order:** The Nutritional Service Coordinator will place a purchase order on Spendwise as a reimbursement and seek approvals from the Program Compliance Manager, Program Compliance Director, Chief Business Officer, and Superintendent.
4. **Approval and Refund:** Once fully approved, the finance department will issue a refund check to the address listed on the form. Processing can take 3-4 weeks.

Collections

1. **Negative Balance Report**: Print out the MealTime negative balance report.

2. **Family Notification:** Call families with negative balances and inform them to pay the balance immediately. Set a due date for payment.
3. **Payment Options:** Inform families that they can pay at the front desk with cash or check.

Review: The Nutritional Service Coordinator is responsible for overseeing the communication process between the receptionist and the finance department regarding funds at the front desk. Additionally, the Coordinator will ensure accurate documentation of all financial transactions. This includes verifying that the receptionist sends an email to the finance department regarding money at the front desk and confirming that all relevant information is correctly documented for record-keeping purposes.

CASH DISBURSEMENTS

Control Objective

To disburse cash for authorized purposes and record cash disbursements completely and accurately.

Major Controls

A. Cash Disbursement Policies

Check preparation and signatures are delayed until the due date, consistent with available discounts if available.

B. Internal Accounting Controls

(i) Pre-numbered checks and special check protective paper.

(ii) Match disbursement records against accounts payable/open invoice files.

(iii) Bank statements reconciled to cash accounts and any outstanding checks verified by either the back office business services provider, if applicable.

(iv) Supporting documentation canceled to prevent resubmission for payment.

(v) Detailed comparison of actual vs. budget disbursements on a periodic basis. (vi) Separation of duties to the extent possible for an organization the size of the Celerity Schools.

Procedures

1. When the transaction is complete, and payment is due, a pre-numbered check is prepared by the back office business services provider who attaches all supporting documentation: (e.g. vendor invoice, purchase order, purchase requisition, etc.) and submits the package to the Chief Executive Officer or Director of Health and School support for approval.

2. All invoices submitted for signature will include approvals for payment, expense account charged, check number and date of payment.

3. The Superintendent and Chief Financial Officer approves checks, after examining the supporting documentation.

4. After having been approved and/or signed, the checks are mailed directly to the payee by back office provider.

5. All supporting documents are uploaded into the A/P system by back office business services provider as back-up for each check.

6. All payment requests are researched in the A/P system by vendor and by invoice number to prevent double payments.

7. On a periodic basis, cash disbursement records are matched against accounts payable/open invoice files for any discrepancies. 8. Bank statements are reconciled soon after receipt by either the back offices business services provider and reviewed by the Chief Business Officer.

8. All checks are printed by our back office

PETTY CASH FUNDS

THIS ACCOUNT IS CLOSED

Control Objective

To control the use of petty cash funds for valid transactions.

Major Controls

A. Internal Accounting Controls

(i) AIMS K-12 College Prep Charter District do not use Petty Cash Funds. All local emergency school expenditures are done via credit card transactions.

1200 - PAYROLL PROCEDURES

Payroll procedures are organized under six categories: personnel requirements, personnel data, timekeeping, preparation of payroll, payroll payment, and payroll withholdings.

PERSONNEL REQUIREMENTS

Control Objective

To ensure that the AIMS K-12 College Prep Charter District hire only those employees, full or part-time, it absolutely needs and exerts tight control over hiring new employees.

Major Controls

Payroll Policies Procedures New Employees

1. Requests for new employees are initiated by the Principal and compared with the approved annual personnel budget.

2. New employees complete an Application for Employment.

3. New employees complete all necessary paperwork for payroll.

4. Employee is fingerprinted. Fingerprint clearance must be received by the AIMS before any employee may start work.

Vacation and Sick Pay

1. Employees accrue vacation time based on personnel policy of the AIMS Schools.

2. Employee is required to provide advanced notice to supervisors for a vacation request.

3. Regular part-time employees do not earn vacation time on a pro-rated bases based on personnel policy of the AIMS K-12 College Prep Charter District.

4. Employees' earned vacation balances are adjusted monthly to reflect vacation time earned and taken and reviewed by the Principal.

5. Sick leave taken is monitored against each employee's available sick time on an electronic spreadsheet and reviewed by the Principal.

6. AIMS sick time is unpaid at release of employment. Any unused sick leave can be credited to PERS retirement system.

7. A General Journal entry is prepared at year-end to record the accrued vacation liability.

8. Unused vacation time is based on personnel policy of the Celerity Schools.

PERSONNEL DATA

TIMEKEEPING

Control Objective

To ensure that payment for salaries and wages is made in accordance with documented time records.

Major Controls

A. Timekeeping Policies

Employees are instructed on the proper punching in and out utilizing a biometric clock to assure the accuracy of recorded time to cost objectives.

B. Punches

Labor hours are accurately recorded by the use of biometric clocks and any corrections to timekeeping records, including the appropriate authorizations and approvals, are documented.

C. Internal Accounting Controls

(i) Reconciliation of hours charged to attendance records.

Procedures

Time and Attendance

1. Hourly and salary employees' clock in and out using biometric time clocks daily. Hourly employees submit paper timesheets that are reconciled at each pay period with the time clock records.

Approval and Collection of Time and Attendance

1. Each employee's punches are reviewed daily by School Heads and exceptions are reported to HR.

2. Authorized time clock punches are processed by the back office business services provider for payment.

Reconciliation of Payroll to Punches

1. Hours shown on time and attendance system are reconciled to the hours recorded on the Payroll Register by the Payroll department for each payroll period.

PREPARATION OF PAYROLL

Control Objective

To ensure that payment of salaries and wages is accurately calculated.

Major Controls

A. Internal Accounting Controls

(i) Time records are periodically reconciled with payroll records.

Procedures

1. Employee time sheets are approved by School Heads. All deviations from pre-programmed parameters are approved by HR.

2. The total time recorded on time and attendance system and the number of employees is calculated by the payroll system and reviewed by HR and the back-office business services provider.

3. Recorded hours from the time clock punches are communicated to the Payroll Service electronically.

4. The payroll documents received from payroll software (e.g., calculations, payrolls and payroll summaries) are compared with employee punches, pay rates, payroll deductions, compensated absences etc. by the HR department and the back-office business services provider.

5. The back-office business services provider verifies gross pay and payroll deductions.

6. The total hours and number of employees are compared with the totals in the Payroll Register by the back-office business services provider.

7. The Payroll Register is reviewed and approved by AIMS appropriate personnel.

PAYROLL PAYMENT

Control Objective

To ensure payment for salaries and wages by check, direct deposit, cash or other means is made only to employees entitled to receive payment.

PAYROLL WITHHOLDINGS

Control Objective

To ensure that payment withholdings are correctly reflected and paid to the appropriate third parties.

Major Controls

A. Reconciliation of Payment and Payroll Withholdings

Payroll withholdings are recorded in the appropriate General Ledger control accounts and reconciled with payments made to third parties.

B. Internal Accounting Controls

Procedures

1. The web-based payroll software calculates payroll withholdings for each employee. These are summarized by pay period and recorded in General Ledger.

2. Payments for payroll withholdings are reconciled with the amounts recorded in the General Ledger control accounts by the back-office business services provider.

3. The back-office business services provider reviews the accuracy and timeliness of

payments made to third parties for payroll withholdings.

4. Original withholding and benefit election forms, maintained in the employee file, are prepared by employee and reviewed and approved on a periodic basis by the back-office business services provider.

1300 DEPRECIATION

Procedures

1. AIMS K-12 College Prep Charter District capitalize all fixed assets when acquired and records the historical cost of these items in the Enterprise Fund. In accordance with generally accepted accounting principles, as they relate to special purpose business-type activity, government units, under GASB 34 depreciation expense must be recorded in the statement of revenue, expenditures and changes in net assets. The AIMS will use the straight-line method of depreciation over the assets useful life as determined as follow:

Computers 3 years, Office Equipment 5 years, Vehicles 5 years, Office Furniture 7 years, Leasehold Improvements, Life of lease or 5 years, whichever is greater, Building Improvements 20 years, and Building 30 years.

1400 EXPENSE REIMBURSEMENT

Control Objective

To ensure the AIMS K-12 College Prep Charter District pays for only authorized business expenses.

Major Controls

A. Travel Policies

AIMS K-12 College Prep Charter District has adopted policies on travel reimbursement.

B. Business Expense Reimbursement

In extremely rare circumstances, and with prior approval and/or a purchase order as may be required by the schools' purchasing policies and procedures, AIMS employees may purchase school supplies or services and seek reimbursement from AIMS. Reimbursements shall be made only for actual and necessary business expenses. Reimbursements shall not be used as an alternative to the purchase requisition system; all purchases for which employees seek reimbursement shall comply with the schools' purchasing policies and procedures.

No purchases of any school supplies or services shall be made without prior approval and/or a purchase order, as may be required by the schools' purchasing policies and procedures. In the event an employee seeks reimbursement for a purchase made without following these procedures, the school may refuse the services and deny payment or return the supplies to the vendor and deny payment, and the purchasing party may be held personally financially liable for payment of the supplies or services.

Reimbursement requests shall contain a receipt, invoice and/or record of sale, and all other relevant documentation, such as prior approval and/or a purchase order, as may be required by the schools' purchasing policies and procedures. Reimbursement requests shall be submitted via the purchase requisition system.

Purchases of the following items are not eligible for reimbursement by AIMS K-12 College Prep Charter District. Any purchases of such items, if appropriate, shall be made through the schools' purchase requisition system.

o Deposits or advances for services that have not been rendered;

o Donations or sponsorships;

o Flowers, gifts or gift cards;

o Personal cell phone purchases or monthly plans (these are handled by purchase orders, with minor accessory items allowed)

o Alcoholic beverages; and

o Individual items costing more than $2,000, excluding travel.

C. Internal Accounting Controls

(i) Justification for travel approved by Superintendent.

(ii) Documentation for incurred employee expenses.

(iii) Documentation for company credit card purchase.

Expense Advance or Reimbursement

Expense Reimbursement:

1. Soon after traveling, but not exceeding 30 days, an employee who seeks reimbursement for authorized expenses completes a Travel Report detailing the expenses incurred, attaching originals of supporting documentation.

2. All credit card purchases are supported by invoices in order to be reimbursed.

2. The employee's Travel Report and credit card purchases invoices are reviewed and approved by their management.

1500 - MANAGEMENT REPORTING PROCEDURES

In this section, procedures are covered for supporting the annual budget, financial reporting and tax compliance.

ANNUAL BUDGET

Control Objective

To effectively support the preparation of the annual budget and its periodic review.

Major Controls

A. Budget Process

The Chief Business Officer works with the back-office business services provider and prepares the annual operating and capital budgets and cash flow projection, with input from the AIMS' community. The budgets and projection are submitted to the Board of Trustees for approval.

B. Internal Accounting Controls

Accuracy and completeness of the budget and projections

Procedures

1. In preparation of the annual operating and capital budget and cash flow projection, the back-office business services provider prepares a preliminary budgets and projection for review by the Chief Business Officer in consultation with the AIMS' staff.

2. To support budgets and projection estimates, the back-office business services provider prepares current year-to-date financial data with projections of year-end totals.

3. The back-office business services provider and the Chief Business Officer review the budgets and projection submitted for completeness and reasonableness.

4. The Board of Trustees approves and adopts the final budgets and projection.

5. The adopted budgets totals are entered in the General Ledger by the back-office business services provider for the new fiscal year, in order to prepare budget to actual reports.

FINANCIAL REPORTING

Control Objective

To ensure the accuracy, completeness and timeliness of financial reporting to support decision- making.

Major Controls

A. Schedule

Monthly managerial reports are prepared based on a schedule.

B. Review and Approval Financial reports are reviewed for accuracy and completeness.

C. Audit

The annual financial statements of the AIMS' are audited by a certified public accounting firm.

Procedures

1. The back-office business services provider prepares monthly budget vs. actual financial reports and cash flow projection for the Board of Trustees meetings.

2. AIMS K-12 College Prep Charter District submit to an audit of their financial statements by a qualified certified public accounting firm, in accordance with Governmental Auditing Standards

3. AIMS K-12 College Prep Charter District shall automatically submit all financial reports required under Education Code Section 47604.33 and 47605(m).

PAYROLL TAX COMPLIANCE

Control Objective

To accurately prepare and file required tax documents on a timely basis.

Procedures

1. AIMS K-12 College Prep Charter District maintains a schedule of required filing due dates for:

(i) IRS Form W-2 - Wage and Tax Statement.

(ii) IRS Form W-3 - Transmittal of Income and Tax Statements.

(iii) IRS Form 940 - Employer's Federal Unemployment (FUTA) Tax Return.

(iv) IRS Form 941 - Employer's Quarterly Federal Tax Return for Federal Income Tax Withheld from Wages and FICA Taxes.

(v) IRS Form 1099 MISC (also 1099-DIV, 1099-INT, 1099-OID) - U.S. Annual Information Return for Recipients of Miscellaneous Income.

(i) Quarterly and annual state(s) unemployment tax return(s).

2. Before submission, all payroll tax documents and the supporting schedules are reviewed and approved by the back-office business services provider for accuracy and completeness.

APPENDIX

xix

501(c)(3) Determination Letter

IRS Department of the Treasury
Internal Revenue Service
P.O. Box 2508
Cincinnati OH 45201

In reply refer to: 0248162350
Mar. 30, 2016 LTR 4168C 0
94-3309981 000000 00
00023803
BODC: TE

AMERICAN INDIAN MODEL SCHOOLS
171 12TH ST
OAKLAND CA 94607

040366

Employer ID Number: 94-3309981
Form 990 required: Yes

Dear Taxpayer:

This is in response to your request dated Mar. 21, 2016, regarding your tax-exempt status.

We issued you a determination letter in March 1999, recognizing you as tax-exempt under Internal Revenue Code (IRC) Section 501(c)(03).

Our records also indicate you're not a private foundation as defined under IRC Section 509(a) because you're described in IRC Sections Sections 509(a)(1) and 170(b)(1)(A)(ii).

Donors can deduct contributions they make to you as provided in IRC Section 170. You're also qualified to receive tax deductible bequests, legacies, devises, transfers, or gifts under IRC Sections 2055, 2106, and 2522.

In the heading of this letter, we indicated whether you must file an annual information return. If a return is required, you must file Form 990, 990-EZ, 990-N, or 990-PF by the 15th day of the fifth month after the end of your annual accounting period. IRC Section 6033(j) provides that, if you don't file a required annual information return or notice for three consecutive years, your exempt status will be automatically revoked on the filing due date of the third required return or notice.

For tax forms, instructions, and publications, visit www.irs.gov or call 1-800-TAX-FORM (1-800-829-3676).

If you have questions, call 1-877-829-5500 between 8 a.m. and 5 p.m., local time, Monday through Friday (Alaska and Hawaii follow Pacific Time).

Department of the Treasury
Internal Revenue Service
Ogden, UT 84201

In reply refer to: 0457698025
Mar 11, 2016 LTR 147C
94-3309981

AMERICAN INDIAN MODEL SCHOOLS
171 12TH ST
OAKLAND CA 94607

Taxpayer Identification Number: 94-3309981

Form(s):

Dear Taxpayer:

Thank you for your telephone inquiry of February 17th, 2016.

Your Employer Identification Number (EIN) is 94-3309981. Please keep this letter in your permanent records. Enter your name and your EIN on all business federal tax forms and on related correspondence.

If you have any questions regarding this letter, please call our Customer Service Department at 1-800-829-0115 between the hours of 7:00 AM and 7:00 PM. If you prefer, you may write to us at the address shown at the top of the first page of this letter. When you write, please include a telephone number where you may be reached and the best time to call.

Sincerely,

Ms. Thomas
1002962518
Customer Service Representative

STATE OF CALIFORNIA
FRANCHISE TAX BOARD
PO BOX 1286
RANCHO CORDOVA CA 95741-1286

In reply refer to
755:G :MEJ

July 28, 2011

AMERICAN INDIAN MODEL SCHOOLS
3637 MAGEE AVE
OAKLAND CA 94619-1427

Purpose	:	SCHOOL
Code Section	:	23701d
Form of Organization	:	Corporation
Accounting Period Ending	:	June 30
Organization Number	:	1968441

EXEMPT DETERMINATION LETTER

This letter confirms the organization's previous tax-exempt status from California franchise or income tax as stated in the above Revenue and Taxation Code (R&TC) section. In confirming the organization's tax-exempt status, we made no examination of the organization's current activities. You must immediately report to us any changes in the organization's operation, character, or purpose since the original tax-exempt status.

The tax-exempt status is effective as of 05/10/1996.

To retain tax-exempt status, the organization must be organized and operating for nonprofit purposes within the provisions of the above R&TC section. An inactive organization is not entitled to tax-exempt status.

For filing requirements, get Pub. 1068, Exempt Organizations - Filing Requirements and Filing Fees. Go to ftb.ca.gov and search for 1068.

EXEMPT UNIT
EXEMPT ORGANIZATIONS
BUSINESS ENTITIES SECTION
TELEPHONE 916.845.4171

RTF: