



AIMS K-12 College Prep Charter District

Regular Board Meeting

Date and Time

Tuesday May 21, 2019 at 6:30 PM PDT

Location

171 12th Street, Oakland CA, 94607

AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Marisol Magana has been designated to receive requests for disability-related modifications or accommodations in order to enable individuals with disabilities to participate in open and public meetings at AIMS. Please notify Marisol Magana at (510) 220-9985 at least 24 hours in advance of any disability accommodations being needed in order to participate in the meeting.

Agenda

I. Opening Items

Opening Items

A. Call the Meeting to Order

- Board President, Mr. Steven Leung

B. Record Attendance and Guests

- Roll Call for the Directors of the Board, and opportunity for introduction of any guest presenters

C. Adoption of Agenda

- Board President, Mr. Steven Leung

D. Public Comment on Non-Agenda Items

Public Comment on Non-Agenda Items is set aside for members of the Public to address the items not on the Board's agenda. The Board of Directors will not respond or take action in response to Public Comment, except that the board may ask clarifying questions or direct staff. **Comments are limited to two (2) minutes per person, and a total time allotted for all public comment will not exceed thirty (30) minutes (10 minutes per section).**

E. Public Comment on Agenda Items

Public Comment on Agenda Items is set aside for members of the Public to address the items on the Board's agenda prior to each agenda item. The Board of Directors will not respond or take action in response to Public Comment, except that the board may ask clarifying questions or direct staff. **Comments are limited to two (2) minutes per person, and a total time allotted for all public comment will not exceed thirty (30) minutes (10 minutes per section).**

II. Non-Action Items

A. President's Report

B. Superintendent's Report

C. AIMS K-12 Report

Head of School - Mr. Tareyton Russ - Division Heads - Mr. Peter Holmquist, Mr. Maurice Williams, Mr. Christopher Ahmad, Ms. Erin Oh

D. Finance Report

E. Operations Report

- Data, Accountability, and Operations Director, Ms. Marisol Magana
- Data, Accountability, and Operations Manager, Ms. Tiffany Tung

F. Education Coordinator, College Bound Kids Report

III. Action Items

A. Alternative Investments - Approval

Approval of alternative investments not to exceed 1% of cash balance as recommended by the Finance Committee in accordance with advice from legal

B. DDC Carrier Controls System

Discussion and possible action regarding controllers for 2nd floor west wing.

C. Resolutions: Appreciation and Commendation (2)

Board approval needed for resolutions

D. Board Annual Retreat Approval

E. Review \$50,000 Bi-annually for professional services

F. Lease Agreement Approval

G. Recognition of Downtown Charter Academy and Oakland Charter Academy as AIMS' Official Rival

IV. Closed Session

A. Public Comment on Closed Session Items

Public Comment on closed session items is set aside for members of the Public to address items on the Board's agenda for closed session. The Board of Directors will not respond or take action in response to Public Comment, except that the board may ask clarifying questions or direct staff.

Comments are limited to two (2) minutes per person, and a total time allotted for all public comment will not exceed thirty (30) minutes (10 minutes per section).

B. Recess to Closed Session

Closed Session Items:

1. Public Employer Discipline/Dismissal/Release
(Gov. Code Section 54957)
2. Conference with Real Property Negotiators
(Gov. Code Section 54956.9)
3. Conference with Legal Counsel - Anticipated Litigation
(Gov. Code Section 54956.9)
4. Conference with Labor Negotiators
(Government Code § 54957.6)
5. Student Disciplinary Hearing

C. Reconvene from Closed Session

Roll Call

D. Report from Closed Session

- Board President, Mr. Steven Leung

V. Closing Items

A. Items for Next Agenda

-
-
-
-

B. Adjourn Meeting

C. NOTICES

The next regular meeting of the Board of Directors is scheduled to be held November 20, 2018 @ 6:30 pm. AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Marisol Magana has been designated to receive requests for disability-related modifications or accommodations in order to enable individuals with disabilities to participate in open and public meetings at AIMS. Please notify Marisol Magana at (510)220-9985 at least 24 hours in advance of any disability accommodations being needed in order to participate in the meeting.

I, _____ hereby certify that I posted this agenda at the AIMS Campus 171 12th street, Oakland, CA 94607 on, _____, at _____ PM.

Certification of Posting

Coversheet

Superintendent's Report

Section: II. Non-Action Items
Item: B. Superintendent's Report
Purpose: FYI
Submitted by:
Related Material: Supt Board Report May 2019 .pptx

Superintendent's Board Report May 2019

This is not fully inclusive list
of all activities for May



Finance

This month CBO, Heads, and Superintendent are engaged in preliminary budget planning for the 2019-2020 school year. LCAP meetings are taking place

Community Engagement

- Enroll Oakland Meeting
- Oakland Charter Interview
- Letter to California Assembly
- HS Soccer and Volleyball Games
- OUSD/ Charter Steering Committee
- Presented at CCSA Leaders Convening
- Presented at Charter Leader of Color Collective Action Convening
- Attended Chinese Chambers of Commerce Banquet

Site Visit

May 10th and May 11th more than 65 charter from around the country visited our 12th street campus. They were greeted by our Mandarin class, attended a performance by our strings class, and visited our K-8th grade classrooms.

In addition to these visitors, Director Cook, and the Vice President of the Oakland NAACP were in attendance.

The Superintendent ran an additional tour on Saturday morning for those national leaders who were unable to attend on Friday.

Communication

- Letter sent to K-1 families regarding 2019-2020 move
- Letter sent to teachers regarding 2019-2020
- Final self evaluation forms sent to Heads
- Employee dismissal and leave report presented to Board
- Communicated with OUSD regarding potential material revision
- Met with parents regarding discipline concerns

Facilities

- Engaged in search for central office space
- Engaged in securing of funding for renovations
- Met with architects
- Completed renovation walkthrough

Additional Activities

- Lady Eagles Senior Night
- AIPHS Swim Championships
- AIPHS Volleyball Senior Night
- Wine & Charter Leader Gathering
- Schoology Visit
- Completed CSDC CBO Training Program
- Saturday School
- Saturday Restorative Justice

Coversheet

AIMS K-12 Report

Section: II. Non-Action Items
Item: C. AIMS K-12 Report
Purpose: FYI
Submitted by:
Related Material: AIMS K-12 May Board Report 2018-2019.pptx
American Indian Public High School.pdf
WASC American Indian Public HS - VC Report-2019.pdf

AIMS K-12 Board Report

May 21st, 2019

Superintendent Maya Woods-Cadiz

Mrs. Erin Oh (K-1 Division Head)

Mr. Christopher Ahmad (2-5 Division Head)

Mr. Maurice Williams (Head of Middle School)

Mr. Tareyton Russ (AIPHS Head of School)

Mr. Peter Holmquist (AIPHS Head of Academics)

Enrollment Numbers

Month	AIPCS	AIPCS II	AIPHS
Month 1a	158	750	410
Month 1b	162	788	416
Month 2	161	798	412
Month 3	160	801	410
Month 4	160	798	411
Month 5	160	797	411
Month 6	159	796	403
Month 7	159	794	399
Month 8*	159	793	399

*Reporting as of March 29, 2019

AIPCS ADA & ADA %

	ADA	ADA %
Month 1a	150.60	95.31
Month 1b	159.28	97.85
Month 2	158.42	98.40
Month 3	154.61	97.61
Month 4	154.70	96.69
Month 5	157.50	97.83
Month 6	156.83	97.65
Month 7	154.29	97.04
Month 8*	153.86	96.77

*Reporting period March 4, 2019 to March 29, 2019

AIPCS II ADA & ADA %

	ADA	ADA %
Month 1a	737.38	98.37
Month 1b	765.72	97.58
Month 2	775.58	97.84
Month 3	784.78	98.07
Month 4	773.60	96.94
Month 5	769.50	96.55
Month 6	774.22	97.14
Month 7	765.24	96.36
Month 8*	765.24	97.37

*Reporting period March 4, 2019 to March 29, 2019

AIPHS ADA & ADA %

	ADA	ADA %
Month 1a	394.5	96.21
Month 1b	393.22	93.90
Month 2	388.16	94.36
Month 3	390.53	94.91
Month 4	384.30	93.51
Month 5	391.40	95.23
Month 6	386.44	95.20
Month 7	380.76	95.29
Month 8*	380.07	95.26

*Reporting period March 4, 2019 to March 29, 2019

K-1 Satellite Updates: Events

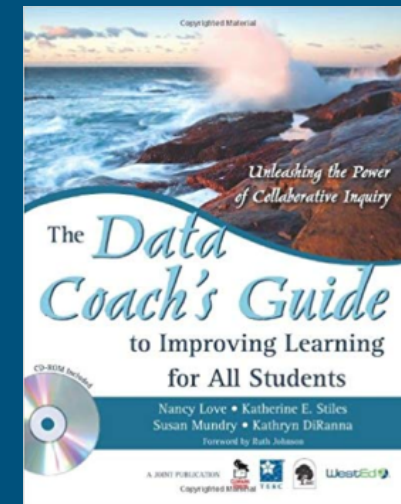
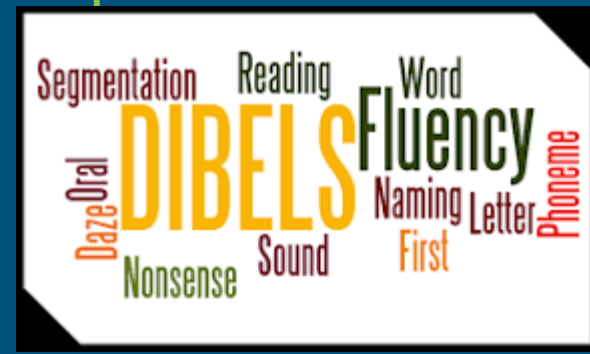


May 24: Family Literacy Tea

May 31: Sing Out Loud Day

June 6: End of the year field trip

K-1 Satellite: May Priority Report



May Updates

1. **Literacy Overview:** strategic literacy plan; disaggregate data

1. **SpEd:** services have been coordinated for all students who might be eligible for SpEd.

1. **Common Assessments:** teachers are building weekly common assessments

1. **Restorative Practices:** we have had zero referrals to the office this week!

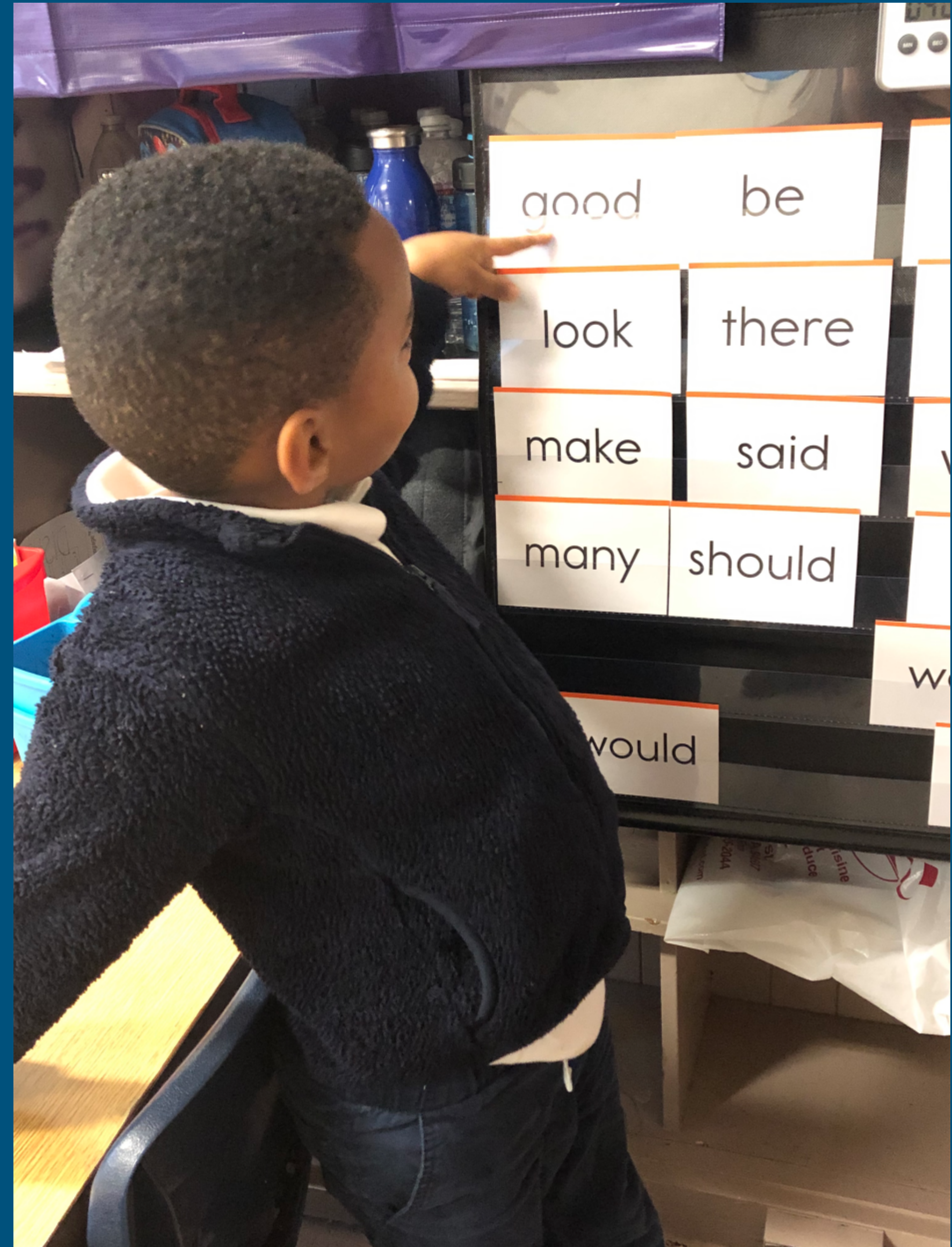
1. Finished **CRP** and **UDL** coaching cycles.

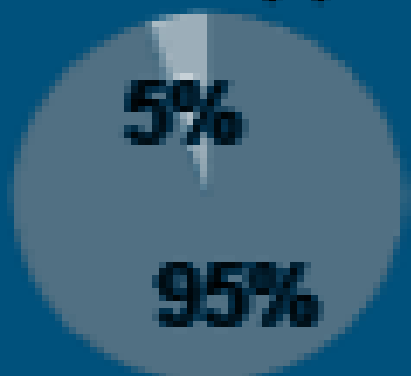
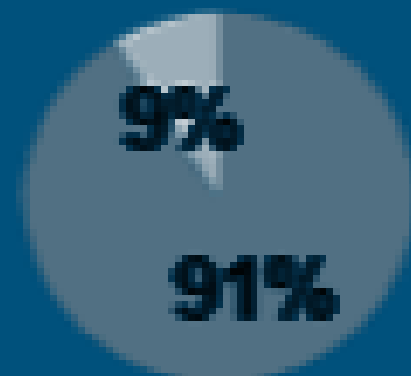
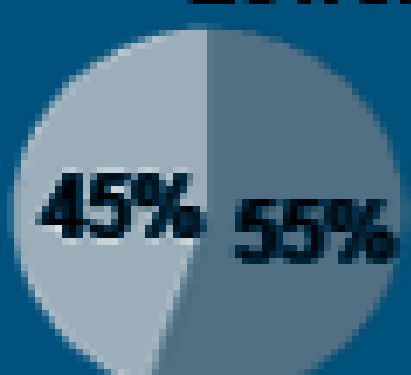
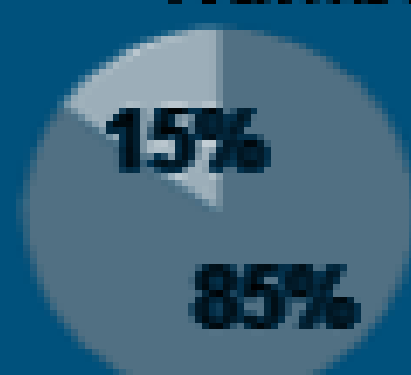
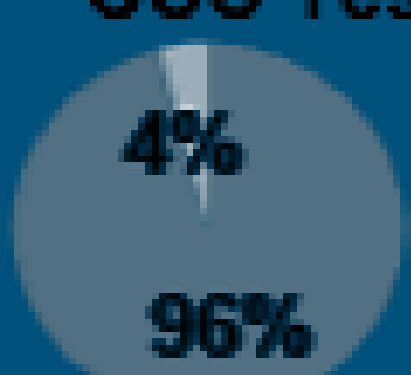
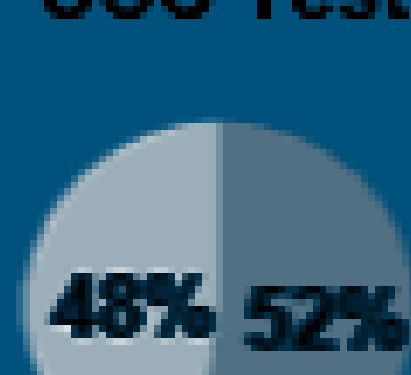
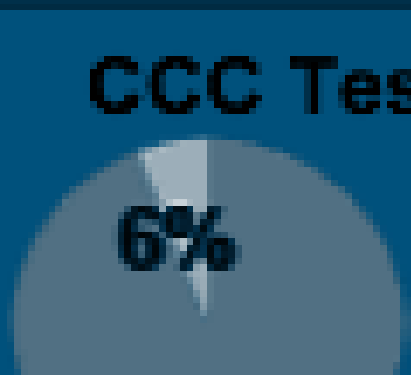
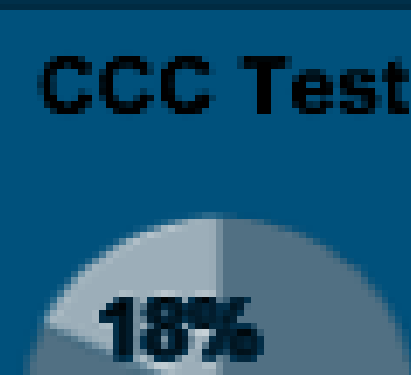
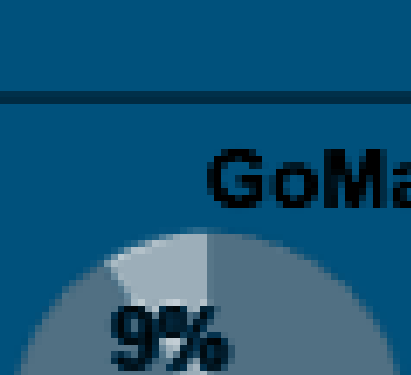



K-1 Satellite: Upcoming Priorities

June Priorities

- 1. Assessment Master Plans
- 1. Intentional Communities
- 1. Data Celebrations
- 1. Building Summer Learning Continuity



<p>Uppercase Letters</p>  <p>Students Tested 149 / 149</p> <p>Correct Answers 3686 / 3874</p>	<p>Lowercase Letters</p>  <p>Students Tested 149 / 149</p> <p>Correct Answers 3815 / 4172</p>
<p>Lowercase Sounds</p>  <p>Students Tested 74 / 149</p> <p>Correct Answers 1267 / 2294</p>	<p>Number Recognition</p>  <p>Students Tested 148 / 149</p> <p>Correct Answers 3917 / 4588</p>
<p>CCC Test Sounds Part 1</p>  <p>Students Tested 76 / 149</p> <p>Correct Answers 1026 / 1064</p>	<p>CCC Test Sight Words Part 1</p>  <p>Students Tested 142 / 149</p> <p>Correct Answers 1175 / 2272</p>
<p>CCC Test Sounds Part 2</p>  <p>Students Tested 75 / 149</p> <p>Correct Answers 991 / 1050</p>	<p>CCC Test Sight Words Part 2</p>  <p>Students Tested 78 / 149</p> <p>Correct Answers 1151 / 1404</p>
<p>GoMath Chapter 1</p>  <p>Students Tested 74 / 149</p> <p>Correct Answers 671 / 740</p>	<p>Go Math Chapter 1-2 K</p>  <p>Students Tested 74 / 149</p> <p>Correct Answers 1059 / 1110</p>

MAY DATA

Progress Report Growth

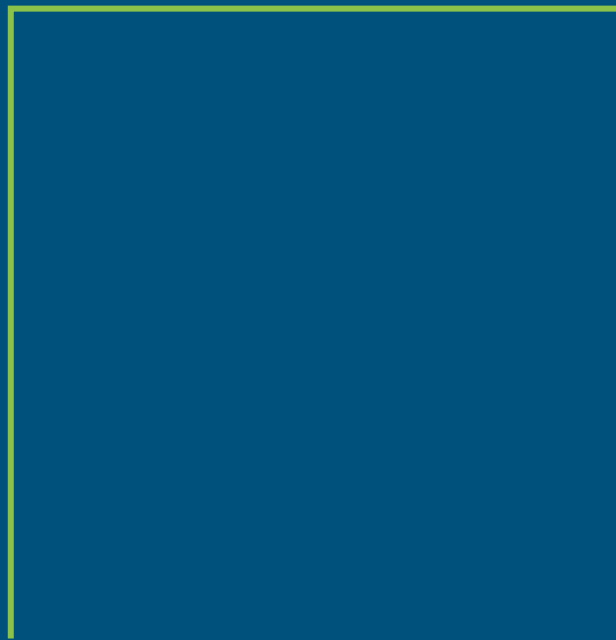
2-5 Updates

AIMS PROJECT TREES

2-5 Updates - Saturday School Review

2-5 Updates - Graduation

2-5 Updates - SBAC



2-5 - Retentions

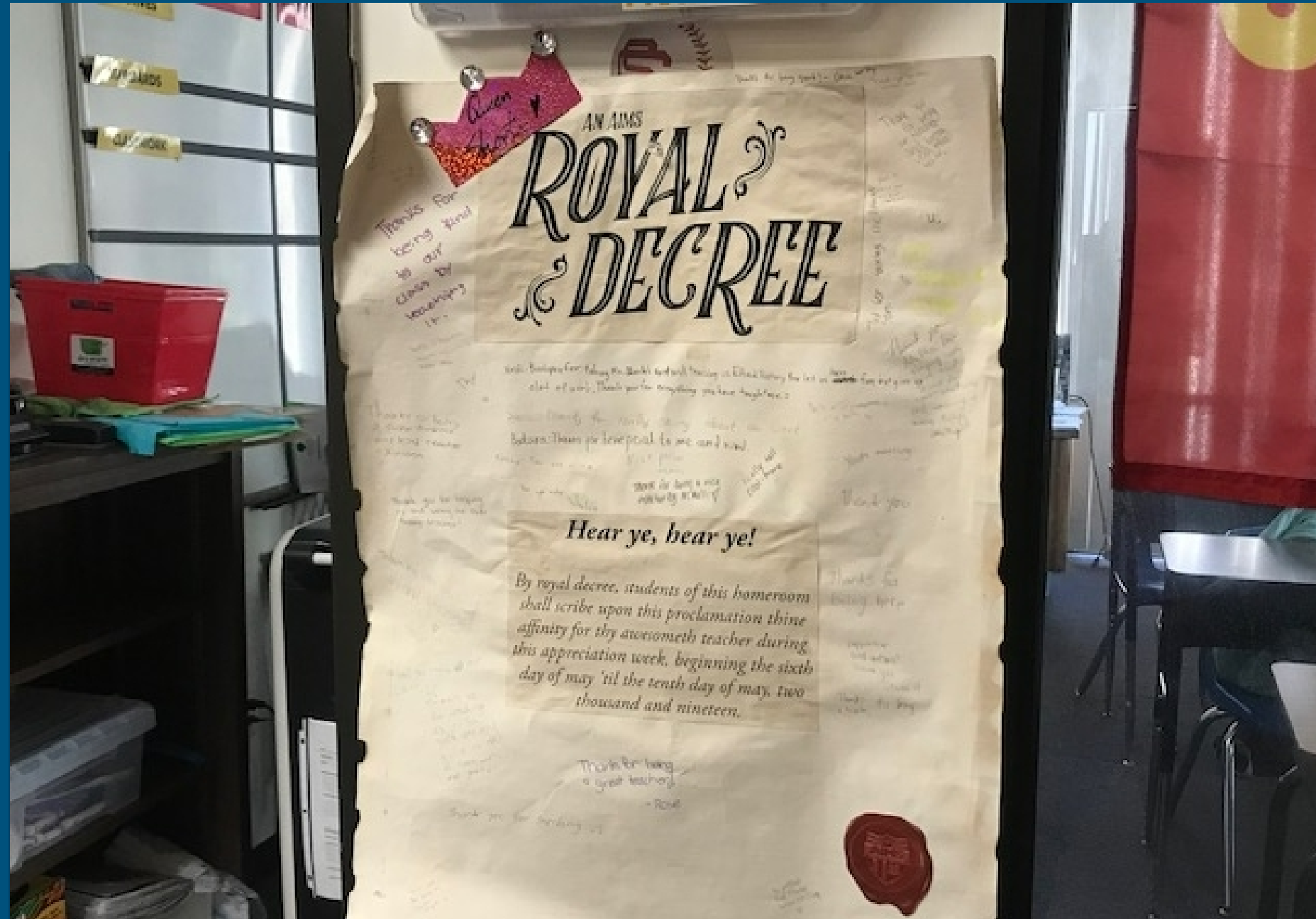


National Charter Collaborative Site Visit

On Friday, May 10, nearly 80 CEO's, Superintendents, Principals, and Charter leaders of color toured the AIMS 12th Street Campus to study our practices.



AIMS 2-8 Celebrates Teacher Appreciation Week



- **Teacher Appreciation Week:** During the week of May 6 - May 10, the 2nd - 8th grades at 12th Street Campus collaborated to form a joint Teacher Appreciation Week. Our theme was Teacher Royalty, and each teacher received a custom made "Royal Decree" where students could write words of appreciation to their teachers.
- Each day featured special food items including such as Coffee and Bagels, Taco Tuesday, Smoothies, Ice Cream Sundaes, and a Staff Potluck.

Middle School Updates



- **OUSD African-American Honor Roll: 22 AIMS Middle School** students were recognized this year as part of the OUSD African-American Honor Roll. Our scholars were featured on KTVU 2 News. Efforts are underway to plan similar honor roll events for the various ethnic groups within our school by the end of the Academic School Year.



- **No Bullying Schools Presentation:** National Youth Motivational Speaker Tom Thelen from No Bullying Schools will give a presentation to AIMS next month, in order to help promote tolerance and anti-bullying initiatives at the middle school level.

Middle School Updates

AIPCS | SBAC - Interim Comprehensive Assessment (ICA)

SBAC ICA Math Scores (Percentage)

Grade Level	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
6th *	N/A	N/A	N/A	N/A
7th	6%	24%	32%	38%
8th	10%	20%	32%	38%

SBAC ICA ELA Scores (Percentage)

Grade Level	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
6th	23%	32%	26%	17%
7th	34%	29%	20%	15%
8th**	10%	23%	40%	26%

- * Missing 6th grade Math data due to long-term teacher vacancy. Test was administered recently and results are forthcoming
- ** Data from one class is missing

Middle School Updates

AIPCS II SBAC - Interim Comprehensive Assessment (ICA)

SBAC ICA Math Scores (Percentage)*

Grade Level	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
6th	7%	10%	35%	46%
7th	23%	36%	23%	17%
8th	3%	22%	24%	50%

SBAC ICA ELA Scores (Percentage)*

Grade Level	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
6th*	18%	22%	38%	20%
7th	10%	29%	43%	16%
8th	13%	19%	37%	29%

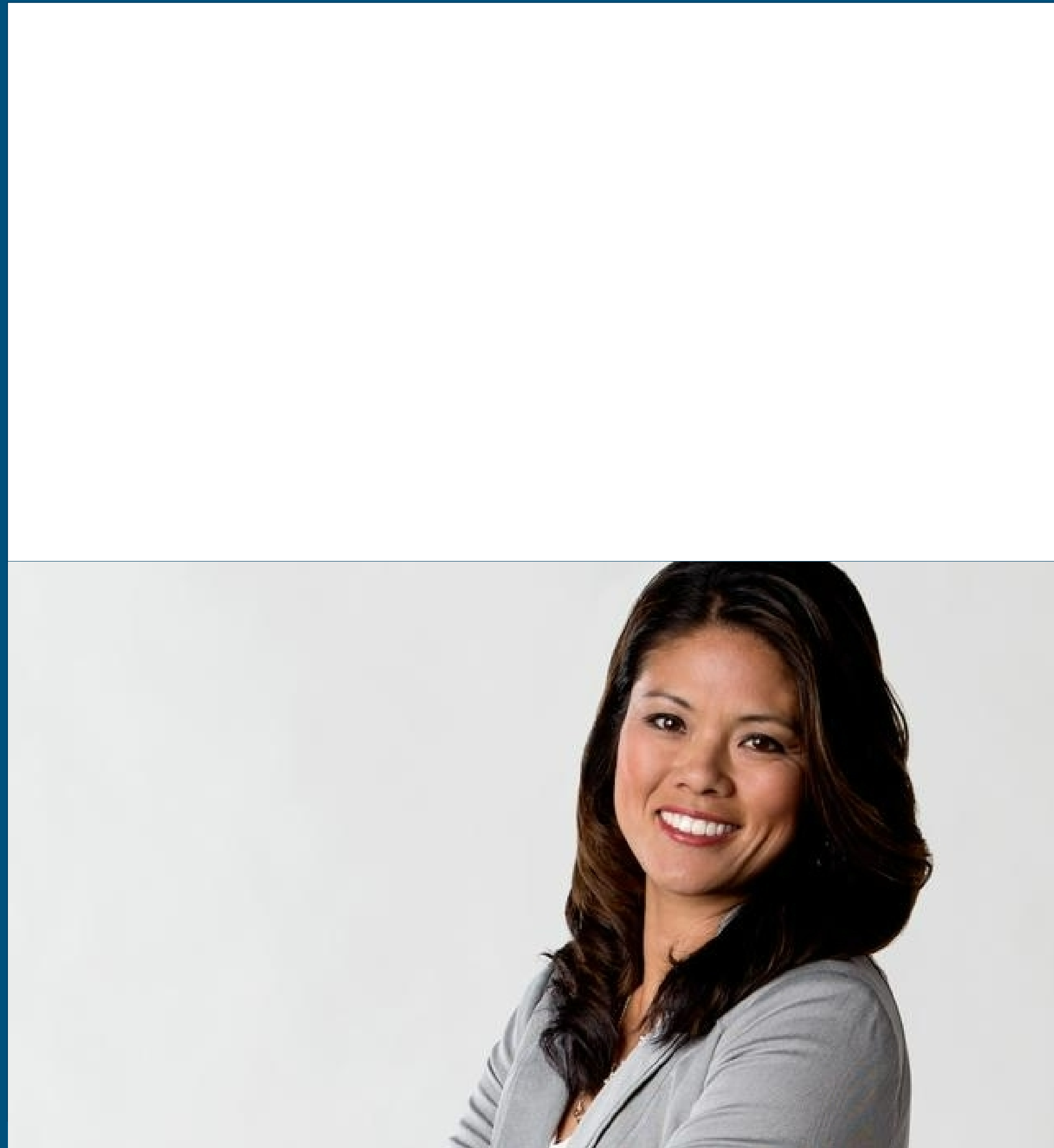
- * Partial data

Middle School Updates

SBAC - ICA (cont.)

- **Added iAs Support**
 - Each ELA & Math class is provided additional 60 - 90 min/week with instructional aids during regular instructions M-F.
- **Two Additional After School SBAC Prep Study Halls**
 - Math & ELA SBAC Prep Study Halls: M-Th
- **Two Additional SAS SBAC Review Sessions**
 - Math & ELA SBAC review & practice sessions: Saturday 8:00AM - 12 Noon.

Middle School Announcements



- **Strength in Kindness:** Kenneth Ung (Grade 6), Dayana Aguilar (Grade 7), and Samiyah George (Grade 8) were rewarded Golden State Warriors tickets for best exemplifying kindness. 7th Grade teacher Ms. Solis accompanied the students. Special thanks to Mr. Logan Wallace (7th Grade) for supplying the tickets to the game.
- **Middle School Promotion Speaker:** KTVU Channel 2 news anchorwoman Claudine Wong has been confirmed as our speaker for the Middle School Promotion Ceremony. The promotion ceremony will take place on June 14 @ 2:30, at Roosevelt Middle School.

Measure G1 Updates



- **iMac Computer Lab:** On Monday, April 8, the 8th Grade Graphic Design classes held its first classes of the semester in the new iMac Computer Lab. The lab currently holds 22 iMacs and is outfitted with the Adobe Creative Suite (Photoshop, Adobe Premiere, Illustrator, etc.) The lab is also painted with green screen paint which can be used for green screen projects within the classroom. Approximately 80 students take the graphic design class during regular instructional hours. Additional iMacs will be purchased for the lab next school year.

Measure G1 Updates (Cont.)

AIMS

VISUAL & PERFORMING ARTS SHOWCASE 2019
MAY 22 - 24

Malonga Center
 1428 Alice St, Oakland, CA 94612

<p>Performing Art 6th-8th Grade String Orchestra Instructed by Ms. Hammer</p> <p>6th-8th Grade Musical Theater Instructed by Ms. Black</p>	<p>May 22 WED 10:00 am & 1:30pm For AIMS Community</p> <p>May 23 THU 6:30pm - For AIMS Families</p>
<p>Visual Art 6th & 7th grade Visual Art Instructed by Ms. Blondeau</p> <p>8th Grade Graphic Design Instructed by Ms. Chu</p>	<p>May 24 FRI 6:30pm - For AIMS Families</p>

Donation will be accepted.
 Silent art auction & light refreshments will be served.

AIMSTRONG
 WWW.AIMSCHOOLS.ORG

- VPA Showcase Performances:** In May, the AIMS 6-8 VPA Department will hold its first annual showcase at the Molonga Center in Oakland, CA (350 seat capacity.) The performance will feature musical performances from our Violin classes; a Musical Theater Performance of “Boxes;” and Art and Graphic Art Displays / and silent auctions of student work.
- Performance Dates and Prices: Wednesday, May 22 @ 11:00AM & 2:00PM: (School Only). Thursday, May 23 and Friday, May 24, @ 6:30PM:** Open to parents, family, and general community. Tickets are free to students and community member admittance is with donation.

Measure G1 Updates (Cont.)



- **2019-2020 Grant Proposal:** Next academic school year, AIPCS I and AIPCS II is slated to receive nearly \$150,000 in Measure G1 grant funds.
- Allocations for grant funding include:
 - \$60K in Music Instruments for the creation of an advanced Orchestra class for 8th grade Middle School Students
 - \$18K in purchasing Rosetta Stone Accounts for all Middle School students for World Languages. Each account includes 25 World Languages.
 - \$5K to purchase GoGuardian, an internet monitoring and suicide prevention software for student laptops
 - Nearly \$10K in Culturally Responsive PD's, trainings, and awareness events

High School

- 1) **WASC HS visit was more successful!**
- 2) **Recruitment efforts**
- 3) **160 lunches / day**
- 4) **14 different AP tests have been given over the past two weeks**
- 5) **This week, 11th grade is taking the SBAC in English and Math.**
- 6) **This week, 10th and 12th grade is taking the CAST.**
- 7) **Next week, 9th and 10th grade is taking the blue benchmark.**
- 8) **All grades will be taking the SRI beginning May 24th.**

"The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) announces the action taken at the Spring 2019 Commission Meeting. The ACS WASC Commissioners have determined American Indian Public High School (9 - 12) meets the ACS WASC criteria for accreditation.

This accreditation status is based on all of the information provided by the school, including the school's probationary progress report, and the satisfactory completion of the on-site accreditation visit.

"It is the decision of the Commission to remove Probation and restore accreditation status. The accreditation status continues through June 30, 2023."

High School

The school has had many significant changes and developments since the last WASC visit in 2017. The third change in school site leadership over the past six years occurred in 2017 when Mr. Tareyton Russ was named Head of Schools and a new administrative position, Division Head of Academics, was filled by Mr. Peter Holmquist. Self-described “thinking-partners”, the two have overseen the implementation of new programs, rolled out professional development, and hired staff to meet the needs of students.

Adding personnel has had a positive impact on the school. The school credits the full-time college advisor with an increased number of students being awarded scholarships and accepted into UCs, CSUs, and Ivy League schools. Surveys of staff and students show progress in overall school climate and overall well being of students after adding counseling groups with a social-emotional counselor.

The expansion of the role of the Dean of Students has led to a decrease in the number of detentions and suspensions. Adding a full-time Resource Specialist and Instructional Aide has led to 80% of SPED students increasing their GPA by at least 1.00 point from last year to this.

In interviews, teachers, students, and parents report: changes over the past two years have substantially improved school climate.

Staff, administration, and parents report: school lunch program has had a positive impact on student attitudes and preparation for the rest of the day.

Teachers report: 1) having students rotate from class to class has increased the amount of student projects and group work, 2) makes it easier for faculty to provide a blackboard configuration in the classroom and start class on time; 3) being able to personalize the space with student work, and 4) having their own space makes it easier to have consistent classroom procedures like spots for students to turn in work.

Students enjoy: benefits of a small school and access the traditional high school experiences like sports, clubs, and dances.

Parents say their students are less stressed and are more well-rounded and better prepared for college because of the choices available to students now such as sports, an additional foreign language option, and more electives.

High School

Secondly, in order to fill the pool of potential teachers, high school staff & administrators have been:

- **Sending out emails from the platform (EdJoin, Indeed)**
- **Screening applicants**
- **Scheduling appointments for interviews**
- **Conducting interviews**
- **Conducting reference checks**

Three candidates (ELA, Social Science, Science) were offered positions and chose to take a job elsewhere.

High School

TESTING Season...

14 AP tests have been given. Test takers ranged in number from 4 in French to 120 taking World History.

This week:

- **11th grade is taking the SBAC in English and Math; and**
- **10th and 12th grade is taking the California Science Test (CAST).**

In addition, multiple teachers are giving final projects or final exams.

Next week:

- **9th and 10th grade is taking the blue ELA and Math benchmarks, and**
- **All grades will be taking the SRI beginning May 24th.**

High School



18-19 AIPHS TITLE IX REPORT



AIPHS Athletics Updates

- Annual Title IX Athletic Participation Survey was submitted in April. The Athletic Department is in the process of creating its own comprehensive Title IX Report which would include various statistics about the athletic program. Among the highlights:
- 129 Athletes (64 Boys and 65 Girls) participated in sports this year, over 31 percent of the AIPHS student Body.
- Overall Sports GPA is 3.58
- 2 Championship and 5 Runner-Up Banners; 8 State Qualifying Athletes; 3 Max Prep Players of the Week (Overall)

AIPHS Athletics Updates

- The AIPHS S.E.A. Eagles Varsity Boys Team placed 2nd in the CIF-Oakland Section Championships, while the Girls Varsity team placed third. The S.E.A. Eagles JV Boys won 1st place and our JV girls placed 2nd.
- Additionally, five AIMS Athletes participated in the [CIF State](#) Championships in Corvis, CA: Freshman Josephina Martinez became the first AIMS Female and Freshman State Qualifying Athlete; Emerson Velasquez became the first American Indian Model Schools student to qualify for state in two different sports; Freshman Yufei Ma became the first AIMS Freshman male state qualifying athlete; and Sophomores Felix Tran and Alvin Peng also qualified for state.





AIPHS Athletics Updates

- The AIPHS Volleyball Team finished team finished 7-6 overall, 2nd overall in our charter school conference, and went 4-2 against traditional Oakland Public Schools - including wins over Oakland Tech and Oakland High.
- The Boys team advanced as the #3 seed in the CIF-Oakland Section Playoffs before losing to Skyline High School.
- Congrats to Coach Cassandra Choi, on being selected as the CIF Oakland Section Boys Volleyball Coach of the Year, and Eric Huang (1st Team) and Weston Cao (2nd Team) on being selected on the All League Teams.



AIPHS Athletics Updates



- The AIPHS Soccer team season ended with a 2-7 record overall. Sophomore Gia Shine was recognized as the MaxPreps / United Soccer Coaches player of the week for the state of California, the third AIPHS Soccer Team Athlete to receive the reward in two years of AIPHS Sports. Gia Shine finished 6th in the state of California for goals scored during the Spring Soccer Season (15), and the second highest goal per game average.



AIPHS Athletics Updates

- AIMS District Athletic Director, Maurice Williams was appointed by BACSAC to represent on the OUSD / CIF Oakland Section Policy Committee for Sports.
- The AIMS Athletic Department will be creating a Sports Handbook over the summer

Upcoming Events:

- **Gatorade G-Day Experience:** Tuesday, May 21 - Wednesday, May 23.
- **Winter / Spring Sports Banquet:** Tuesday, June 11, at 6PM.





Accrediting Commission for Schools Western Association of Schools and Colleges

COMMISSION MEMBERS

- STEPHEN CATHERS**
Chairperson
East Asia Regional Council of Schools
- GREGORY FRANKLIN**
Vice Chairperson
Association of California School Administrators
- THOMAS ADAMS**
California Department of Education
- MICHAEL ALVAREZ**
Western Catholic Educational Association
- SAMANTHA BENISH**
California Federation of Teachers
- GRANT BENNETT**
Association of California School Administrators
- DANNY BLAS**
California Teachers Association
- RON CARRUTH**
Association of California School Administrators
- NANCY COONIS**
Western Catholic Educational Association
- MITCHELL D'OLIER**
Public Member, Hawaii
- ODIE DOUGLAS**
Association of California School Administrators
- LEE DUNCAN**
Association of Christian Schools International
- JON FERNANDEZ**
Pacific Islands
- JUAN A. FLECHA**
Association of California School Administrators
- KRISTIE FLOHRA**
National Lutheran School Accreditation
- ANDREA FUKUMOTO**
Hawaii State Department of Education
- DAVID GAUDI**
Hawaii Association of Independent Schools
- MELISSA HANDY**
Hawaii Association of Independent Schools
- LAURA HERMAN**
Charter Schools
- RODNEY LUKE**
Hawaii State Department of Education
- DEREK MINAKAMI**
Hawaii Government Employees' Association
- JOE MITCHNER**
Public Member, California
- LINDA NORMAN**
Western Catholic Educational Association
- DOREEN OLESON**
California Association of Independent Schools
- MATTHEW RUSSO**
Postsecondary Education
- MARSHA SERAFIN**
California Association of Private School Organizations
- KIMBERLY SHIELDS**
Western Catholic Educational Association
- KATHERINE THOROSSIAN**
Association of California School Administrators
- BERIT VON POHLE**
Pacific Union Conference of Seventh-day Adventists
- DIANA WALSH-REUSS**
Association of California School Administrators
- SOPHIA WAUGH**
California Congress of Parents and Teachers,

BARRY R. GROVES, Ed.D.
President

MARILYN S. GEORGE, Ed.D.
Executive Vice President

May 2, 2019

Mr. Tareyton Russ
Academic Dean
American Indian Public High School
746 Grand Avenue
Oakland, CA 94607

Dear Mr. Russ:

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) announces the action taken at the Spring 2019 Commission Meeting. The ACS WASC Commissioners have determined American Indian Public High School (9 - 12) meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the school's probationary progress report, and the satisfactory completion of the on-site accreditation visit.

It is the decision of the Commission to remove Probation and restore accreditation status. The accreditation status continues through June 30, 2023 with a Two-day Mid-cycle Visit in Spring 2020.

American Indian Public High School is required to prepare an in-depth Progress Report for the Mid-cycle Visit. The report and visit should demonstrate that the school has:

- Addressed the critical areas for follow-up through the schoolwide action plan;
- Made appropriate progress on the implementation of the schoolwide action plan; and
- Improved student achievement relative to the schoolwide learner outcomes and the academic standards.

Accreditation status is conditioned upon American Indian Public High School's continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. This includes a requirement that an accredited school annually contribute members from the school staff or district to participate on visiting committees. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of the accreditation.

May 2, 2019
American Indian Public High School
Page 2

The Commission looks forward to American Indian Public High School's anticipated success and continuing improvement in keeping with ACS WASC's pursuit of excellence in elementary, secondary, and adult education.

Sincerely,

A handwritten signature in black ink, appearing to read "Stephen Cathers". The signature is fluid and cursive, with a large initial "S" and "C".

Stephen Cathers
Commission Chairperson

cc: Visiting Committee Chairperson
Superintendent

**PROBATIONARY VISIT
VISITING COMMITTEE REPORT**

**ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

FOR

AMERICAN INDIAN PUBLIC HIGH SCHOOL

746 GRAND AVENUE

OAKLAND, CA 94607

MARCH 4 AND MARCH 5, 2019

Visiting Committee Members

Patti Wilczek, PhD., Chairperson
Head of School, Helios School

Elisa McCutcheon, Member
Co-administrator, Antioch Charter Academy II

ACS WASC Probationary Visit Visiting Committee Report

I. Introduction (1/2–1 page)**Include the following:**

- **General comments about the school, its setting, and the school's analysis of student achievement data.**

American Indian Public High School (AIPHS) is an urban charter school of 420 students in the Oakland Unified School District (OUSD), serving a predominantly Asian student population (57%), along with African/African American (21%), Hispanic (16%), and a smattering of white, Filipino, and multiracial students. Staff report a growing number of refugee students from Yemen are enrolling at AIPHS, with current enrollment of this subpopulation at approximately 25. Ironically, there are currently no American Indian students enrolled. It is a Title I school located in the Grand Lake District of Oakland, CA and is part of the American Indian Model Schools charter (AIMS). 70% of students qualify for free and reduced lunch. 14% of students are designated English Learners. 3.65% of students are identified as students with disabilities. The facility is an older converted elementary school that is shared with OUSD offices and a food bank.

The school did not include an analysis of student achievement data in the Probationary Report. Data was subsequently collected and analyzed during the site visit.

The school's AP Five-Year score summary report for 2018 shows an increase in both the number of students taking AP tests and the number of tests taken. The percentage of students with scores 3+ increased from 26% in 2017 to 36% in 2018.

The 2017-2018 LCAP states that all freshmen, sophomores, and juniors take the PSAT. For the 2017-2018 PSAT, 31.85% of students scored above state average in PSAT 9, 65.38% of students scored above-state average in PSAT 10, and 61% of students scored above state average in PSAT/NMSQT. 69.19% of students scored above state average in SAT.

The 2018 California School Dashboard shows a decrease in both CAASPP ELA and Math proficiency over the prior two years. ELA has dropped from 80% in 2016, to 64% in 2017 and to 54% in 2018. Math proficiency dropped from to 72% in 2016, to 64% in 2017, and to 43% in 2018. Although the percentage of students above standard is higher in ELA than the state, it is now lower than the state in math. The school reports that they have received a large influx of students from outside their system, some of whom had never had Algebra before coming to AIPHS, and that this has impacted the CAASPP scores. The Dashboard does show a positive trend in the number of students "prepared" on the College/Career indicator for the past two years, increasing from 59.4% in 2016, to 68.6 % in 2017, to 76.8% in 2018. There is also a large increase in the number of students graduating, from 77.1% in 2017 to 94.2% in 2018.

- **Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.**

The school has had many significant changes and developments since the last WASC visit in 2017. The third change in school site leadership over the past six years occurred in 2017 when Mr. Tareyton Russ was named Head of Schools and a new administrative position, Division Head of Academics, was filled by Mr. Peter Holmquist. Self-described "thinking-partners", the two have overseen the implementation of new programs, rolled out professional development, and hired staff to meet the needs of students.

Total enrollment of the school has more than doubled over the past two years, increasing from 160 students in 2016-2017 to 420 in 2018-2019. School site leaders anticipate reaching the charter's cap

ACS WASC Probationary Visit Visiting Committee Report

of 450 students next school year with a current enrollment of 180 students in the district 8th grade program. As the school has grown, it has been able to use more of the shared building space at the campus. However, OUSD maintains two offices open to the public on the same floor of the building as the main office of the school. Some parents and staff shared concerns about the security of students since the school does not have full control over who enters and exits the premises. Parents and students expressed a desire for a space like a gym for the new sports teams to practice and for PE.

As the numbers of enrollment of the school has increased, AIPHS has been able to add several new staff positions which address the recommendations of the previous WASC visiting committee. In 2017-2018 a full-time college advisor was added who works, in part, with seniors to provide support for writing college application essays and applying for scholarships. A part-time social-emotional counselor was added which has increased the number of students participating in individual therapy sessions as well as small group sessions for stress management, conflict-mediation, grief counselling, and self-harm expression therapy. In 2018-2019 an agreement was reached with OUSD which allowed AIMS to remain under the umbrella of OUSD's SELPA while giving AIPHS the ability to hire their own Special Education staff and receive a discount in encroachment fees. The school now has a SPED Coordinator who provides consistent Resource services to students and a full-time SPED Instructional Aide. Also in 2018-2019, an ELD teacher and aide were hired, and a Dean of Students was made full-time to implement a new PBIS (Positive Behavior Intervention and Support) program. A full-time Physical Education teacher was hired to develop a PE curriculum and provide district-wide professional development in PE.

As well as creating new staff positions, the school has made many program additions since the last full visit in 2017. In the academic arena, new AP classes including Art, Environmental Science and Human Geography were added to bring the total AP offerings to 18 courses. The school increased the number of college campus tours and is adding a College Signing Day to create more awareness for underclass students. In 2017-2018, an ELD initiative was rolled out including new ELD curriculum, tutoring support, and the creation of an ELAC committee. English Learner newcomers to the country now have two periods of ELD per week to help them rapidly improve English proficiency. Some teachers were trained in AVID college preparatory strategies. A new blended online learning program, Acellus Educational System was purchased in 2017 for credit recovery, and this year 330 more devices and a sitewide license expanded the program to all classrooms. It is one of the primary supports for differentiated learning for students with IEPs and English Learners. Guitar classes have also been added to the schedule, offering students a music elective for the first time, although some parents and students would like to see additional music options.

On the school climate and culture side, several significant changes have been introduced in the past few years. The school began offering school lunch through the National School Lunch Program, and added a Wellness Committee which meets four times per year to discuss health related issues like nutrition and sleep, and to offer free eye exams and eyeglasses to students. Using the PBIS program this school year, a software-based rewards system was introduced for students and a new procedure for office discipline referrals has been implemented. Extra-curricular clubs like Interact, Badminton, Rock-climbing, and TechBridge have been added, as well as intra mural sports including basketball, volleyball, soccer, swimming, cross-country, and soccer for both boys and girls. A Student Government Association began three years ago which has expanded the number of school events to include spirit weeks, homecoming and prom dances, and cultural celebrations.

Several changes to the day-to-day routines were made after the last WASC visit, as well. One was to give teachers their own classrooms and have students rotate from room to room, rather than having teachers rotate each period. Another was to move to a block schedule in which students have two-hour classes Monday through Thursday and 50-minute classes on Friday.

ACS WASC Probationary Visit Visiting Committee Report

The school has hired many teachers over the past few years. Five of the 17 teachers are new staff members this year, and about half of the teachers were hired within the past two years. One reason for so many new hires is to fill the positions needed as enrollment has increased. However, over the past few years five teachers have left or have been asked to leave mid-year, and there are still several unfilled positions leaving a long-term sub in one of the math positions and a vacant AP Physics position.

- **Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.**

Adding personnel has had a positive impact on the school. The school credits the full-time college advisor with an increased number of students being awarded scholarships and accepted into UCs, CSUs, and Ivy League schools. Surveys of staff and students show progress in overall school climate and overall well being of students after adding counseling groups with a social-emotional counselor. The expansion of the role of the Dean of Students has led to a decrease in the number of detentions and suspensions. Adding a full-time Resource Specialist and Instructional Aide has led to 80% of SPED students increasing their GPA by at least 1.00 point from last year to this.

Purchasing science lab tables, stools, and equipment gives students access to more labs across all of the science classes. According to the report, these purchases helped boost academic interest and school spirit and created a better learning and working environment. The purchase of additional Acellus equipment is giving more students access to credit recovery, differentiated academic support, self-paced learning and blended classroom learning.

In interviews, teachers, students, and parents report the many changes implemented over the past two years have substantially improved school climate. Staff, administration, and parents report that the addition of the school lunch program has had a positive impact on student attitudes and preparation for the rest of the day. Having students rotate from class to class rather of teachers has increased the amount of student projects and group work, and makes it easier for faculty to provide a blackboard configuration in the classroom and start class on time. Teachers like being able to personalize the space with student work, and they report that having their own space makes it easier to have consistent classroom procedures like spots for students to turn in work. Students like the benefits of being in a small school while still being able to access the traditional high school experiences like sports, clubs, and dances. Parents say their students are less stressed and are more well-rounded and better prepared for college because of the choices available to students now such as sports, an additional foreign language option, and more electives.

The inability to hire a Physics teacher meant that AP Physics was not offered for seniors this year. Teachers and parents mention the detrimental impact some students have experienced in their learning because of having multiple teachers throughout the year. Parents expressed concern that the school may lose good teachers if their compensation packages are not similar to the surrounding districts. The frequency of hiring new teachers impacts the teachers who have been here for longer because they help support the new teachers understanding of curriculum, technology use, and school policies.

- **Briefly comment on the school's follow-up process. Include a description of the committee that has been responsible for overseeing the progress of the school's action plan and the preparation for the visit.**

Following the last WASC visit, the responsibility for following up on the action plan was spread informally between the superintendent/central office and the school site leaders, depending on the item. For example, the central office codified the AIMS model in the form of the field guide, the Head of Schools worked with the operations department to bring in the school lunch program, and the Division Head of Academics fleshed out a plan for professional development. While a formal

ACS WASC Probationary Visit Visiting Committee Report

leadership team wasn't created to oversee and track progress toward WASC goals/critical areas for follow up, upon review of evidence provided during the visit, it became clear to the visiting committee that there was an evolving plan which was well executed, even though it was not captured in the school's report. The school would greatly benefit, therefore, from formalizing written WASC action plans on a regular basis, tracking and documenting progress toward meeting goals, and updating the plans as goals are met or exceeded.

- **Describe the process used to prepare the progress report.**

The report was a mostly a collaborative effort between the administration team and department chairs/lead teachers. Staff and school family members helped translate the parent survey into four non-English languages spoken within the community to help increase parent involvement in data gathering. Department chairs, office staff, and the college coordinator brainstormed all of the new and improved programs. Each department worked together to complete portions of the report, especially related to the Instruction and Assessment sections. Some sections were written by the Division Head for High School Academics. Some data was prepared by district office staff, operations, and administrative assistants. After school meetings were held to share information and to delegate tasks to teams for gathering information. Neither teachers, parents, students, nor the school board were given the final report to review for input.

II. Progress on Critical Areas for Follow-up/Schoolwide Action Plan

- **Provide an analytical summary about the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section.**
- **Note the evidence supporting the progress made and the impact made on student achievement.**
- **If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address these issue(s) and include supporting evidence.**
- **Note: The school's schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last self-study visiting committee report.**

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff and Resources

- AIMS model is not clearly stated in any document available to staff, parents or students. There is confusion about the degree of flexibility in the implementation of this model.

Having created a detailed Field Guide, which explains the AIMS model of education, and includes expectations, rules and processes, the school annually circulates this information to staff and families. Aligned information can also be found in parent, staff and student handbooks. In addition, the Field Guide is reviewed with staff during the opening of school professional development meetings.

- Annual performance appraisals need to take place to provide feedback to teachers.

Performance reviews for teachers have been more regular and consistently implemented for the past two years. These include classroom observations and feedback. Assessment instruments

ACS WASC Probationary Visit Visiting Committee Report

are being piloted for immediate feedback. The goal is to provide two formal observations per year for each teacher.

- Student social and emotional needs and college planning needs are not being adequately met due to lack of a qualified guidance counselor.

AIMS hired a created and filled a new position, Health and Wellness Counselor in 2017-18, to provide social and emotional support for students. The counselor provides resources and services based upon severity of crisis and needs of students. Peer-based counseling groups are also provided weekly. These are generally theme-based (e.g., stress management, conflict resolution). Survey results reflect that these services have had an overall positive impact on school climate and well being among students. Teachers and administrators consistently report that the impact of this change has been positive, supporting students who historically would have fallen through the cracks.

Category B: Standards-Based Student Learning - Curriculum

- AIPHS recognizes the need for more professional development time to be allocated for curriculum development and collaboration.

There is abundant evidence that PD and department discussion time is spent in collaboration for planning, goal setting and curriculum development. By year's end they will have spent two full days in PD with STEM for Life, an organization that emphasizes STEM and NGSS. The school's goal is to use this vehicle as a means of introducing the importance of integrating curriculum across the disciplines. There is a commitment to continued collaboration, both within departments and grade bands, as well as across the school.

- Professional development for teachers and clarification for the entire community is needed on the model, LCAP, and AIPHS policies/procedures.

There are ten full day professional development (PD) scheduled annually, and regular PD meetings on Friday afternoons. This year, providing time for teacher reflection around maintaining rigor has been prioritized - specifically, how to do so with an increasingly diverse student population. Policies and procedures are reviewed with the full staff annually via an examination of the Field Guide. The LCAP is also reviewed during PD, with input from staff that is gathered largely during department meetings.

- There is inadequate science lab space to meet the University of California and AP course requirements.

Lab tables and substantial materials have been purchased for all science classes. New AP Biology and Chemistry textbooks and prep books were purchased, and new textbooks that satisfy AP Physics requirements have also been onboarded. In addition, lab kits for AP Physics and Conceptual Physics were purchased. While lab tables haven't yet been plumbed due to uncertainty regarding their tenure on the current site, bottled water is brought in to provide wet lab experiences. To date, while the school hasn't been tracking whether 20% of class time is spent engaged in hands-on activities (as required for UC a-g approved courses), there is a commitment to do so moving forward.

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Category C: Standards-Based Student Learning - Instruction

- There is a lack of opportunities for students to explore careers and apply learning to real-world experiences.

TechBridge, an exciting and innovative after school club focusing on STEM for young women, was started at the beginning of this school year. The program is fully subscribed at TechBridge's twenty student cap, with a wait list. If interest remains consistent and at its current level, the school is committed to expanding this offering for subsequent years. The school has also exposes students to the field of Chemistry through labs, exposure to kinesiology during PE, and discussions of other careers during class. In addition, students participate in Career Day, are offered volunteer opportunities in the local Oakland community, and have conversations about personal interests and strengths through the college application process.

- There is a need for a broader range of differentiated instructional strategies that will more effectively engage all learners in higher order thinking skills and problem solving.

Newly purchased Acellus Academia is used to incorporate blended learning for independent study, team teaching and/or credit recovery for students earning a C- grade or lower in any course. The program is used in all subject areas to both differentiate instruction and to allow students to self-pace through the material. Teacher received some training at the start of the year with Acellus, but they largely report collaborating with peers to learn the system, as well as self-teaching over time. Students enrolled in pre-AP classes are provided AP-level problems for extra challenge, as well as for exposure to AP-level material.

- There is a lack of opportunities for hands-on laboratory investigation (i.e., wet lab) experience in natural sciences per UC and AP course requirements and NGSS standards.

As indicated above, the school now offers labs across the sciences including

- The student demographic is changing to include an increasingly diverse range of abilities. Teachers are in need of professional development for a broader array of instructional strategies to meet those needs.

Technology is being incorporated across subject areas to help students access curriculum at their level. Accellus and other online tools are being used to access instruction, get help from instructors in real time, and virtual means of storing information such as assignments have been implemented. Mini-whiteboard have been onboarded in math to increase student participation, and group work is a part of Geometry lessons to provide more interactive instruction.

Professional development has included a session about culturally responsive pedagogy, and the school has on-boarded AVID college preparatory strategies to initially favorable outcomes. For the 2018-19 school year, goals are 1) to identify what's being done that promotes higher order thinking and problem solving, and 2) using AVID as a system to add two strategies in teaching students relevant skills. Teachers are acquiring skills, applying multiple strategies to increase student engagement.

- Instructional time and quality is sacrificed by having teachers rotate from room to room.

In response to this concern, teachers are now assigned to their own classrooms, allowing for more effective use of time between and during class. Science rooms are located proximal to one another, allowing for greater collaboration between staff and students.

ACS WASC Probationary Visit Visiting Committee Report

- Teachers are not provided adequate and timely information about the specific needs of their students with IEPs (e.g., required accommodations, specific learning disabilities, IEP goals, etc.).
- The OUSD provided resource teacher is not providing adequate services to SPED students.

For 2018-19, the school hired a dedicated Resource Specialist, who is full-time AIMS staff. At the start of the year, this person met individually with teachers during which they were provided IEP information for each student for whom they are responsible for teaching, and guidance about how to meet students' needs. Accommodations were discussed as well as IEP goals. The aide, who provides push-in support, as well as the Resource Specialist provide teacher training in how to appropriately and successfully implement accommodations. Staff consistently made resoundingly positive comments about the impact of this intervention on the classroom and student success.

In addition, the school reports having developed and implemented a physical education (PE) curriculum and pacing guide, with quarterly assessment based upon the State Physical Fitness Test. An accredited PE teacher has been hired for this purpose. Students use an app on their phone which tracks distance ran/walked, calories burned and overall pace.

For foreign language, Duolingo has been onboarded, new textbooks were purchased for 2018-19, and AP Spanish is a new offering this year. Accellus is being used to provide a blended learning environment.

Category D: Standards-Based Student Learning - Assessment

- Faculty members, many of them are very new to the profession, need coaching and professional development to support effective feedback on student learning and improve strategies to adjust instruction based on assessment results.

There is substantial PD time allocated for teacher training and development, with materials provided that offer a variety of approaches and strategies for instruction. The Division Head for High School Academics is charged with coaching new teachers, and the Head of School supports teachers with longer tenures. Each teachers has annual goals which include areas of improvement. This year, time has been allocated during PD for teacher reflection, particularly in regards to how to maintain rigor while supporting the needs of their increasing ELD population. Their new ELD teacher has been instrumental in supporting 'newcomer' students, providing instruction as well as student access to online tools to foster English acquisition.

- There is no systematic method to monitor student progress towards the SLOs.

While staff acknowledge little progress in this area to date, there is an informal but fairly cohesive plan at the administrative level. Piloting PBIS this year, with the support of their new Dean of Students, they are tracking substantial and positive impact of PBIS on detentions and suspensions. As such, a full-campus roll-out is planned for 2019-20, moving toward positive and proactive support rather than historical punitive and reactive disciplinary approaches. Once PBIS is implemented, the school plans to examine SLOs through their new lens, creating traditions and celebrations that reflect acknowledgement of positive accomplishments and deeds.

ACS WASC Probationary Visit Visiting Committee Report

- There is no curriculum review procedures for non-AP courses.

Evidence was provided that reflects that the pre-AP and non-AP classes are examined for effectiveness, and for their ability to prepare students for the rigors of AP classes. The Division Head for High School Academics gathers and organizes assessment data, which is then shared with departments and individual teachers for reflection, and to help inform instruction. This information is also used to identify improvement areas for future goal setting.

- Lack of collaboration time and professional development impedes progress on assessment and data analysis goals as does lack of oversight by departments and administration.

Throughout the current school year, there is evidence that substantial collaboration and reflection time have been built into PD, allowing for staff to examine assessment results and their practice with an eye toward continuous improvement. Data has gathered and shared with departments and individual teachers, with progress tracked and areas of improvement identified.

Category E: School Culture and Support for Student Growth

- There is a strong need for more timely communication and/or advanced planning between AIPHS leadership and teachers (e.g., scheduling assemblies, memos sent home, etc).

The HoS creates a ‘daily reminder’, which is displayed in a binder by staff mailboxes each morning. This provides a brief list of upcoming events and/or reminders of to-dos. Staff are asked to initial that they have read the reminder daily upon checking in for work each morning. In addition, the Division Head for High School Academics puts out a weekly ‘Thursday Note’ as a means of providing additional communication to staff. Overall staff remarks reflect that these have been important tools, allowing for greater predictability and consistency. In conversation with parents and students, however, concerns regarding communication arose during this visit. Students indicated that notices out from the school are, at times either late or lacking, and parents shared that they sometimes feel that communication among staff isn’t what it ought to be. One parent indicated, “It can sometimes seem like the right hand doesn’t know what the left hand is doing. Teachers and/or administrative staff don’t all have the same information about my child.”

- There are inadequate resources for consistent translation of parent communication materials. Students often have to fill out forms and communications intended for parents because parents do not speak English.

Currently, three staff speak Arabic, and another speaks Mandarin and Spanish. With their support, the recently distributed parent survey was able to be translated into four languages.

- Explicit documentation about the school’s model and history would help establish clear expectations for students and staff.

An AIMS Field Guide has been created which explicitly explains the school’s model of education and outlines various community-wide processes, expectations and procedures. This document is accessible via the school’s website, is distributed to teachers and families at the start of the year, and reviewed periodically to help create consistency across the community of students and adults.

- Few extracurricular activities are offered.

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The school is in its second year of offering team sports. The following options are available to all students across the high school grades.

- Girls and Boys Cross Country (Boys won 2018 Area Charter Championships)
- Girls and Boys Soccer (2018 Girls won Bay Area Charter School MVP)
- Girls and Boys Volleyball (First offered in 2018-19)
- Girls and Boys Track and Field (First offered in 2018-19)
- Girls and Boys Swimming

In addition, Techbridge and Brain Games Clubs are offered as after school clubs. These provide exposure for girls to STEM, and math and science enrichment, respectively. Other enrichment and extracurricular offerings include intramural sports, mental health week, career day, community outreach volunteering, prom and homecoming dances, spirit week and a class-wide senior trip. The school's efforts over the past two years in this regard have been strong and successful.

- Some policies and expectations for student behavior are not enforced consistently.

The new Dean of Students, in partnership with administrative team, had identified that using punitive disciplinary means was not effective with their students. As such, a decision was made to pilot PBIS this year, moving away from a detention system that was inconsistently being used by teachers and caused confusion and frustration by all parties. The Dean is taking time to get to know students when issues arise, listening deeply to children and involved staff to understand concerns and mitigate situations. Using conversation and appropriate consequences, rather than the one-size-fits-all approach previously in place, suspension and detention numbers are substantially down from previous years. Staff report a greater sense of responsibility taking and ownership of one's actions on the part of students, and notice the positive impact of these changes in the classroom. To date, there have been ten suspensions this year, with no student receiving more than one such infraction. Last year there were approximately 15 to 20 suspensions, the exact number of which cannot be identified due to cumbersome tracking processes that had been in place. Detentions to date for 2018-19 are 111, with more than 300 last year, August to June. The Dean of Students has also implemented an Office Discipline Referral Form, that offers suggested actions for teachers to try for minor infractions. This helps place ownership for intervening on low-level behaviors on educators, rather than encouraging immediate detention and/or referral to the Dean's office for further action. In addition, the form addresses possible motivations for student behavior, providing opportunities for teachers to take another's perspective as a means of avoiding the assumption that the action is directed at the teacher or a peer. In addition, the Field Guide is a main way by which the school communicates to the community about rules and expectations. With that document in place, teachers, administration and students report that accountability is higher, and generally everyone knows what's expected of them.

- Students and teachers express a desire for more balance between academic and liberal arts activities/courses for students during the school day.

School staff, Student Government Association leaders and members of the leadership class are very enthusiastic about recent improvements and new programs offered which have resulted a more enjoyable and balanced school experience. With expanded offerings in music and the arts, sports, foreign languages and computer science, students have choices that now allows them to

ACS WASC Probationary Visit Visiting Committee Report

feel like they are having a ‘normal’ high school experience, while preserving their small school environment, which they also value highly.

Additional concern areas that arose during this visit

Janitorial Services:

Staff and teachers consistently complained about the quality of OUSD provided janitorial services. Teachers and administrative staff regularly stay late or come in early in order to clean up classrooms, making them ready for students. Surfaces aren’t regularly cleaned, trash not picked up from the floors, etc.

Transparency with the District Office and Staff Retention:

Staff expressed concern about a lack of transparency with district office regarding budgeting, the means by determining allocation of funds for departments and classroom expenditures, and compensation relative to salaries and retirement benefits for teaching and support staff. Based upon the relatively high rate of teacher turnover outlined above, as well as the importance for charter schools to provide transparency in all business practices, including budgeting, creating greater translucency from the district office to school staff will be an important step. In addition, given turnover rates for teachers, and the resultant impact of this on student learning, examining compensation and retirement benefits to determine the extent to which the organization is competitive with area district and charter schools will be critical. Staff indicated that teaching and nonteaching staff have recently departed the organization citing salary and benefits as their primary reason for leaving. And parents expressed similar concerns about compensation at AIMS being outpaced by competitor schools. Increasing competitiveness in these areas, therefore, should go far in attracting and retaining quality teachers and staff.

Culturally Responsive Instructional Materials:

With inclusion and equity as best practices within education, teachers expressed their hopes that instructional materials and books can better align with the school’s diversity over time.

Student Accountability and the College Process:

Teachers have a desire to discuss and examine how to increase student accountability in the completion of college required documents (e.g., FAFSA), as a means of fostering greater success in the college selection process for students, as well as to reduce student and staff anxiety surrounding the application process. It is believed that building accountability into the process may increase effectiveness of outcomes for the seniors.

Breakfast Program:

Staff and parents consistently expressed great pleasure at how positive offering lunch for students on a daily basis has been. While hard data is not available given the newness of the program, anecdotally, focus has increased in the classroom, moods are more positive throughout

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the day, and students are consistently more engaged. That said, with more than 50% of students being provided lunch daily, staff is aware that a sizable number of students are arriving hungry to school in the mornings. Given the obstacle to learning that hunger represents, there is a sense of urgency that a breakfast program be provided for students, as well.

Memorialize Data Analyses and Resulting Decisions and Goals:

Given the challenges found by the visiting committee in receiving data that reflected program effectiveness, and the resulting days of scrambling of staff to gather this information, the school will benefit tremendously in storing data for easier future access. The process of regularly reviewing, analyzing and setting goals around data is occurring - and that became clear to the visiting committee over the course of our time at the school. Memorializing the process, findings and outcomes, assembling documents in a readily accessible repository will certainly help the administrative and teaching staff moving forward, including during such times as charter and WASC renewals.

III. Commendations and Recommendations

– **Commendations:**

- **Comment on significant progress the school has made in responding to the critical areas for follow-up and in carrying out the related action plan.**

The visiting committee was indeed impressed with the hard work, dedication and passion of the AIPHS staff and leadership. The level of improvement attained and programmatic changes implemented within two short years has been remarkable. More specifically, the committee wishes to commend...

- The school's strong and visionary leadership embodied in the Head of School and Division Head for High School Academics. Their ability to tirelessly drive improvement, providing a supportive professional environment for all staff has had a strong positive impact on the school climate and culture.
- The charter's Superintendent for her support in developing program enrichments (e.g., sports and the arts) and providing needed materials and furniture.
- The strength of the entire American Indian team. The admin, teachers and staff provide a united front to the school community, fostering a climate of consistency and reliability.
- Mr. Russ, the Head of School, for the caring felt by his staff and students. Employees know he cares deeply for and advocates for them as needed. Parents say Mr. Russ knows every student and personally has reached out to help their children.
- The passionate staff and teachers who are committed to students and their success. The students know and feel that everyone at AIPHS is behind them.
- The vision of onboarding several new positions and/or staff into key positions (e.g., SPED, ELD, Dean of Students, social-emotional counselor) to help ensure all students have access to the AIPHS education.

ACS WASC Probationary Visit Visiting Committee Report

- The administration and staff for the significant financial and human resources spent over the past two years on improving academics (e.g., science labs, Acellus for credit recovery and blended learning, new AP aligned textbooks). The impact of this work has clearly and substantially improved students' experience and engagement.
 - The work of the staff in ensuring the school culture is fostered and maintained even through time of substantial growth.
 - The implementation of a school lunch program, ensuring each child at AIPHS has his/her basic needs met in working toward success.
 - The onboarding of new online tools to support students learning in credit recovery, blended learning and self-pacing.
 - The SPED resource specialist and aide whose work with students yielded a full one-point increase in average GPA for IEP students.
 - The Dean of Students for partnering with students and staff in mitigating problematic situations such that detention and suspension rates are decreasing.
 - The ELD teacher for providing daily EL support for each newcomer student and creating a program of support for English language learners.
 - The increase in number of students taking AP tests and the percentage of students receiving scores of 3 or higher.
- **Recommendations:**
- **Comment on any critical areas for follow-up/action plan sections that have not yet been completely addressed, if applicable.**
 - **Identify any new areas of concerns, if applicable.**

Throughout the visiting committee's time at AIPHS, it became clear that the school's capacity to continue to drive improvement will hinge on the extent to which stability and reliability in school site leadership can be maintained. Having transitioned from a time of great upheaval and crisis, this school has tenuously moved toward strong leadership, behind which staff, students and parents have gotten with enthusiasm and confidence. The visiting committee is confident that these partnerships and strong alliances will continue, given the strong relational qualities of the Head of School and Division Head.

The visiting committee has identified the following areas for ongoing improvement and/or new areas of concern:

- Determine a means for tracking progress toward SLOs.
- Create and implement a campus-wide plan for onboarding of PBIS (or some equivalent social-emotional curriculum), with faculty training for consistent execution.
- Work with OUSD staff to identify more and contiguous classroom and office space to ensure school safety and security, and so teachers and students have an environment appropriate for learning.
- Provide a breakfast program to ensure students are set up for success at school daily.
- Increase transparency within the community and to the community-at-large regarding the school's successes and improvement areas.
- Increase transparency between school staff and the district offices regarding resources allocation, PD opportunities, compensation and budgeting.

ACS WASC Probationary Visit Visiting Committee Report

- Improve the quality of janitorial services to ensure a clean and healthy environment for students and staff.
- Ensure that 20% of class time in all UC a-g science courses is spent engaged in hands-on activities and/or labs.
- Examine teacher and staff retention to ensure appropriate strategies, support and compensation are in place, making AIPHS competitive with area schools for teachers and staff.
- Retain data analysis findings and decisions that arise from these processes in a shared repository for ready future access by appropriate stakeholder groups.

Coversheet

Operations Report

Section: II. Non-Action Items
Item: E. Operations Report
Purpose: FYI
Submitted by:
Related Material: Operations Board Report 5.21.19.pptx



AIMS OPERATIONS Report

By

Ms. Magaña Operations Director
Ms. Tung Operations Manager

Reporting & Compliance

Report & Compliance

- Starting EOY CALPADS report for AIPCS, AIPCS II and AIPHS
- Completed and submitted Civil Rights Data Collection Report (CRDC) for AIPCS, AIPCS II & AIPHS.
- Submitted

District Lunch Program Update

Roosevelt Campus K-1st - 110

FRL Eligibility: Free-53 Reduced-32 Paid-25

12th Street Campus 2nd-8th - 492

FRL Eligibility: Free-309 Reduced-92 Paid-91

High School Campus - 178

FRL Eligibility: Free-119 Reduced-28 Paid-31

Registration & Enrollment

Operations Registration staff has begun setting appointments for registration for the 2019-2020 school year.

Staff is meeting individually with families to ensure that we have all the documents ready for the new school year.

Prop 39 - Energy savings

American Indian Model School Prop. 39				
Project Summary To Date				
		AIM 1	AIM 2	Total
	Prop. 39 Share	\$234,396.60	\$254,113.40	\$488,510.00
	FNF Fees	\$26,054.40	\$28,225.60	\$54,280.00
	Total	\$260,451.00	\$282,339.00	\$542,790.00
Finished Projects		AIM 1	AIM 2	Total
HVAC		\$188,279.20	\$57,395.00	\$245,674.20
Lighting			\$43,913.78	\$43,913.78
Cool Roof			\$123,510.00	\$123,510.00
Plug Load		\$1,575.00		\$1,575.00
DHW		\$6,950.00		\$6,950.00

Prop 39 - Energy Savings Proposed work

Projects Remaining	AIM 1	AIM 2	Total	\$ Remaining
HVAC				
	\$196,804.20	\$224,818.78	\$421,622.98	\$66,887.02
HVAC Options (Including permit)	AIM 1	AIM 2	Total	\$ per zone
West Wing (9 zones)	\$43,698.24	\$36,389.76	\$80,088.00	\$8,898.67
Entire building (52 zones)	\$153,518.86	\$129,311.14	\$282,830.00	\$5,439.04
Outcomes/Options	AIM 1	AIM 2	Total	\$ Out of Pocket
West Wing (9 zones)	\$45,695.24	\$38,489.76	\$84,185.00	(\$13,200.98)
Entire building (52 zones)	\$153,518.86	\$129,311.14	\$282,830.00	(\$215,942.98)

Prop 39 - Energy Savings Summary

Remaining Balance

AIPCS - \$37,592.40

AIPCS II - \$29,294.62

Total - \$66,887.02

We have until June 30, 2019, to execute a contract that falls under the energy savings plan. Prop-39 Funding that is not encumbered by June 30, 2019, will have to be returned to the California Department of Education.

Wellness Committee

Held our April Wellness Meeting.

March - Review of Wellness Policy and potential changes within policy that can be adopted and implemented for betterment of students wellbeing.

April - Discussion of mandated health and wellness programs within public schools and what that looks like.

May 30th- Overview of school lunch program and review of survey results and current wellness practices K-12th.

Coversheet

Education Coordinator, College Bound Kids Report

Section: II. Non-Action Items
Item: F. Education Coordinator, College Bound Kids Report
Purpose: FYI
Submitted by:
Related Material: CBK May Update.pptx

CBK May Update

CSU	2018	2019
East Bay	10	14
San Diego	19	8
Fullerton	4	5
Long Beach	13	8
Monterey Bay	8	3
Pomona	17	16
Sacramento	1	6
San Francisco	23	31
San Jose	20	29
San Luis Obispo	14	8
Sonoma	6	5

Student Acceptances at CSUs

CSU	2018	2019
UC Berkeley	10/48	4/42
UCLA	2/50	2/44
UC San Diego	27/52	6/34
UC Santa Barbara	17/40	3/30
UC Irvine	25/53	8/47
UC Davis	32/54	13/45
UC Santa Cruz	39/42	20/39
UC Riverside	15/20	5/9
UC Merced	14/15	12/9

Student Acceptances at UCs

Miscellaneous Notable Private School Comparison

School	2018	2019
USC	3	1
Brown	2	0
Yale	0	1
Princeton	1	0
Puget Sound	2	1
Northwestern	0	1

MISC...

*Wrapped up two weeks of AP testing...

*5 Juniors received full-ride scholarships to attend Stanford's summer medical program.

*1 Senior received East Bay College Fund scholarship, plus a mentor in their desired field.

*College Signing Day is still on for May 29th at 10:30 AM.

*Took students on tour of Laney and BCC, where they asked questions about pathways to UCs.

Coversheet

DDC Carrier Controls System

Section: III. Action Items
Item: B. DDC Carrier Controls System
Purpose: Discuss
Submitted by:
Related Material: Carrier - West Zones.pdf
Prop 39 - Energy Savings Grant (1).pdf



Carrier Commercial Service
May 17, 2019

Ms. Marisol Magana
Data, Accountability and Operations Director
American Indian Model Schools
171 12th St.
Oakland, CA 94607

Subject: Carrier will install a new DDC Carrier Controls System for the 2nd Floor West Zones at the American Indian Model Schools located at 171 12th St., Oakland, CA 94607.
Quotation No: 1871Q684828-1

Dear Marisol,

We are pleased to provide you a price for the above work. Please find the following scope of work which will be performed.

Our experience and long-term industry standings will guarantee the service is done correctly, professionally, and with your satisfaction first and foremost.

Scope of Work

- Provide and install new control panel in the 2nd floor Telecom room with Carrier XT Router for all 2nd floor controls.
- Remove existing VAV controllers for (9) each dual duct terminal boxes.
- Remove existing Room Temperature Sensors for (9) each dual duct terminal boxes.
- Provide and install (9) each Carrier Open Dual Duct controllers for the existing VAV terminals.
- Provide and install (9) each Carrier ZS Communicating Room Sensors to serve the new Carrier dual duct controllers.
- Provide and install all BACnet communication wiring to connect the new dual duct controllers to each other and to the new XT Router to form a complete communicating network.
- Provide and install all wiring to connect the ZS Plus communicating room sensors to the dual duct controllers.
- Provide labor to configure the new controllers and commission the new controls.
- Provide labor to set up the new XT Router and initialize with the existing i-Vu Web Server.
- Provide labor to update and configure the existing i-Vu Web Server.
- Provide and install floor plan graphics for the 2nd floor West Zones.
- Provide engineering and drawings for the project.
- Provide component submittals.
- Provide customer training
- Repair one section of collapsed ductwork.

Notes:

Owner to provide broadband internet connection with 2 each Static IP addresses, default gateway address, subnet address, and DNS address prior to i-Vu installation.

- *The cost to perform the above work on (9) VAVs will be.....\$77,588.00
- *The cost to perform the above work on (2) VAVs will be.....\$65,352.00
- *The additional budget cost to provide a permit for this work will be \$2,500.00. This cost includes the permit costs, the time to apply and pick up the permit and the cost to meet the inspector.
- *This cost only includes what is in the above scope of work.
- *Carrier highly recommends doing all 9 zones at once since this will ensure that all areas are being controlled at the proper temperature.

Exclusions:

- Assumes all VAVs are operational and functional.
- Assumes use of existing 120vac power for new system.
- Excludes Air Balance on VAVs.

Carrier Commercial Service Terms and Conditions Apply
Carrier Commercial Service 600 McCormick St., Suite B, San Leandro CA 94577, CCL #499642, Fax-860-998-9995

- All electrical wiring is 24 volts. Existing 120vac circuit to be used for new system.
- Permit-Additional permit costs above the \$2,500 budget cost will be billed on a T&M basis.

Carrier will provide its standard industry warranty of 90 days labor and one-year parts.
 All work will be performed during normal Carrier business hours.
 The above prices do include sales tax, and freight and this quotation is valid for thirty (30) days.

Thank you for choosing Carrier as your HVAC Service Provider. Should you have any questions regarding the above, please feel free to call me at (510) 347-2037.

Sincerely,

Bruce S. August
 Senior Sales Engineer/Project Manager
 CARRIER CORPORATION

Accepted by: _____

Purchase Order #: _____

Date: _____



Prop 39 - Energy Savings Grant

Up to date expenditures

American Indian Model School Prop. 39				
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Proposed expenditure

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Summary



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Coversheet

Resolutions: Appreciation and Commendation (2)

Section: III. Action Items
Item: C. Resolutions: Appreciation and Commendation (2)
Purpose: Vote
Submitted by:
Related Material: Resolution of Commendation.docx
ResolutionofAppreciation.docx



American Indian Model Schools

A School At Work!

AIMS BOARD OF DIRECTORS RESOLUTION OF COMMENDATION

As we near the end of 2018-2019 Academic Year, the American Indian Board of Directors wishes to award this Resolution of Commendation to American Indian Model Schools Superintendent, Maya Woods-Cadiz.

WHEREAS, Maya Woods-Cadiz began her sojourn as Superintendent, American Indian Public Schools (hereafter referred to as AIMS) in 2014;

WHEREAS, as AIMS Superintendent, Maya Woods-Cadiz, provided the kind of administrative leadership that weathered and overcame all attempts to revoke AIMS charter;

WHEREAS, under the administrative and educational leadership of Superintendent Maya Woods-Cadiz, AIMS continue to be named as one of California's and America's outstanding and/or distinguished charter schools;

WHEREAS, Superintendent Woods-Cadiz, revamped and restructured the AIMS administrative structure; ensured that AIPS I, II and III operated within the Board approved budget; strengthened the organization's fiscal health; as well as secured several prominent competitive grants

WHEREAS, the AIMS Board of Directors wishes to acknowledge and commend Superintendent Woods-Cadiz's leadership and accomplishments during the 2018--2019 in the following areas:

A. Board Relations

- Maintains open and regular communication with Board President and Committee Chairpersons to ensure that essential information is transmitted in a timely manner and in accordance with the Brown Act;
- Continues to meet with board directors and community/business/non-profit/ and governmental leaders who have expressed an interest in joining the AIMS Board of Directors;
- Keeps the Board informed and updated on all procedural matters pertaining to the faculty challenge of the union's authority to act as their bargaining representative;

B. Academic & Instructional Leadership

- Ensured that AIMS student enrollment remained stable and positive during OUSD strike and picketing;
- Ensured that school leaders were immersed in cultural competence training at the "boot camp" held before the beginning of the 2018-2019 school year;
- Provided the kind of professional leadership that insured that AIMS students were able to attend the 2018 HBCU Fair;
- Provided the educational leadership that insured that all of the 2019 AIMS graduating seniors were accepted by an accredited college/university;

C. Business and Finance

- Provided much needed growth to the organization's fiscal reserves;
- Insured that AIPS I, II & III operated within the Board Approved 2018-2019 budget;
- Met regularly with the Board Finance Committee;

D. Faculty and Staff Relations

- Secured Board and Faculty support of the faculty retirement plan Insured high faculty and staff retention;
- Increased academic growth across AIPS I, AIPS II and AIPS III;
- Actively promoted the importance of faculty and staff diversity;
- Initiated, promoted and shepherded the acceptance of the faculty retirement plan;

E. Public and Community Relations

- Met with State and Federal legislative elected and executive leaders to advocate support for AIMS;
- Requested Presenter, National Charter Collaborative Conference;
- Met with and secured the support of Congressmember Barbara Lee for AIMS;
- Met with California Senator Skinner to secure her support for AIMS;
- Met with and secured the support of the Vice President of the Oakland NAACP;

F. Facilities Management

- Successfully lead the repair of both campuses after the flood at 12th street and at Lakeview campuses;
- Provided the managerial oversight needed to ensure that all repairs were completed within budget

G. Fund Development

- Secured \$164,000 ASES Competitive Grant;
- Awarded \$150,000 Measure G1 Grant Funds;
- Awarded \$80,000 underperforming students grant;

BE IT THEREFORE RESOLVED, THAT ON THIS DAY, MAY 21, 2018, the AIMS Board of Directors wishes to enter into the public record this Resolution of Commendation of Superintendent' Woods-Cadiz's professional and personal commitment to the educational achievement of the more than the 1200 students that AIPS I, II and III serve; as well as her administrative and academic support of 133 persons comprised of 70 faculty members, 70 teaches/ aides, 16 department heads/managers, 7 student workers and 28 other persons who provide much needed part-time and/or contractual support to the furtherance of the AIMS mission and goals.

Signed,

Steven Leung, President

Toni Cook

Christopher Edington

Benson Wan

Dr. Clifford Thompson



American Indian Model Schools

A School At Work!

AIMS BOARD OF DIRECTORS RESOLUTION OF APPRECIATION

As we near the end of the 2018-2019 Academic Year, the American Indian Board of Directors (hereafter referred to as AIMS) and Superintendent wishes to award the the following Resolution of Appreciation for approval:

WHEREAS, Steven Leung began his sojourn as a member of the American Indian Board of Directors more than ten (10) years ago;

WHEREAS, during Steven Leung’s service as a member of the AIMS Board of Directors, he provided the kind of leadership that neutralized the kind of internal discord and public distrust that led to an FBI investigation, public embarrassment, as well as Oakland Unified School District’s 2014 attempt to revoke the AIMS charter;

WHEREAS, during Steven Leung’s service as a member of the AIMS Board of Directors, he devoted an enormous amount of time that resulted in the restoration of public and parental trust in the AIMS organization’s educational mission and goals;

WHEREAS, during Steven Leung’s service as a member of the Board of Directors, he provided the kind of leadership that resulted in the AIMS organization becoming the owner of its main campus located at 171 12th Street;

WHEREAS, during Steven Leung’s service as a member of the Board of Directors, he continues to provide the kind of leadership that has as its goal, the development of a student exchange program with select schools in China;

WHEREAS, during Steven Leung’s service on the AIMS Board of Directors, he represented the Board at several statewide and national Charter School Conventions, served as a member and/or chairperson of every AIMS “standing committees,” as well as Board President 2015-Present.

BE IT THEREFORE RESOLVED, on this day, May 21, 2019, the AIMS Board of Directors, wishes to enter this Resolution of Appreciation into the public record as an acknowledgement of Steven Leung’s leadership and more than 10-years of service to the furtherance of the AIMS mission and goals.

Signed,

AIMS Board Member, Toni Cook,

AIMS Board Member, Christopher Edington

AIMS Board Member, Benson Wan

AIMS Board Member, Dr. Clifford Thompson

AIMS Superintendent, Maya Woods-Cadiz

Coversheet

Recess to Closed Session

Section: IV. Closed Session
Item: B. Recess to Closed Session
Purpose: Discuss
Submitted by:
Related Material: student disciplinary hearing.pdf



Christopher Ahmad <christopher.ahmad@aimschools.org>

incident report 04/19 11am

1 message

tracy welsh <itracywelsh@gmail.com>

Fri, Apr 19, 2019 at 2:32 PM

To: Christopher Ahmad <christopher.ahmad@aimschools.org>

On Friday, April 19 at approximately 11:15 am the incident occurred between Dawit Lulseged and Steve Stevenson, also know as Sainbayar Khuchitbaatar.

The culminating incident occurred when Dawit left his seat in the front right 1/3 of the classroom and traveled all the back to the back center of the classroom to physically attack Steve. Dawit punched Steve hard on the right side of the head/face, with such force that Steve was knocked to the ground on the left side.

Prior to the event, Dawit, after repeated warnings, to; stay in his seat, stop talking, not to hold on to and/or enter his backpack during class time, to put his backpack away, among other warnings. As a result, Dawit was moved to a designated seat, right next to my teachers' desk. The test was given and the class took about an hour to finish the test. At the completion of the test, I collected the test papers and the students were directed to clear their desks of everything, including pencils. I then proceeded to pass out a random students tests' to another random student, as well a red pen to each student, for a peer review of the test. We then went through the test, question by question. At one point, Dawit grew incredibly upset that Steve was "erasing" on his test. He claimed he saw this even though there was a considerable distance between them. I assured Dawit this was not the case and regardless, I would be re-checking all the tests. Steve assured me as well that he was not marking or erasing his peer review test, which was Dawits'. None the less, Dawit was very upset, even close to tears. Several times I asked him if he needed to get some water or go to the bathroom to get himself together. He declined. After we finished the 21st and final question and I began to re-collect the test papers from the front left side of the room. About 60 seconds into my collection process, I looked up from interacting with a student near the front of the classroom, to see Steve crying on the ground and many students standing up and looking frightened and Dawit looking very angry and confused. Steve's desk was between Dawit and Steve at the time. I immediately went to separate Dawit entirely from the scene, which I did with my physical body. I was then able to see to Steve and make sure he was at least alright in that moment. Seeing that Steve was coherent and responsive, though crying and upset, I was able to direct Dawit out of the classroom and have a student accompany him to Mr.Amad's office.

It was at this time that a student brought to my attention the fact that Dawit had threatened him with death earlier in the day and that he, Dawit, had a knife in his backpack. That student was Agar Bayasgalan

- Tracy Welsh 4/19/19

Incident List

Luiseged, Dawit 5 11860

AIPC2

Search Filter

Filter by: Date Range Incident Title Incident ID Incident Type

Search

Incidents - Total Found: 1

Create New Incident

ID	Title	Incident Date	School
2001	Knife	04/27/2019 11:47 AM	American Indian Public Charter School II

<< First < Previous 1 Next > Last >>

Show all

11:32 AM 4/29/2019

img-429112532-0007.tif img-429112532-0005.tif img-429112532-0002.tif img-429112532-0001.tif

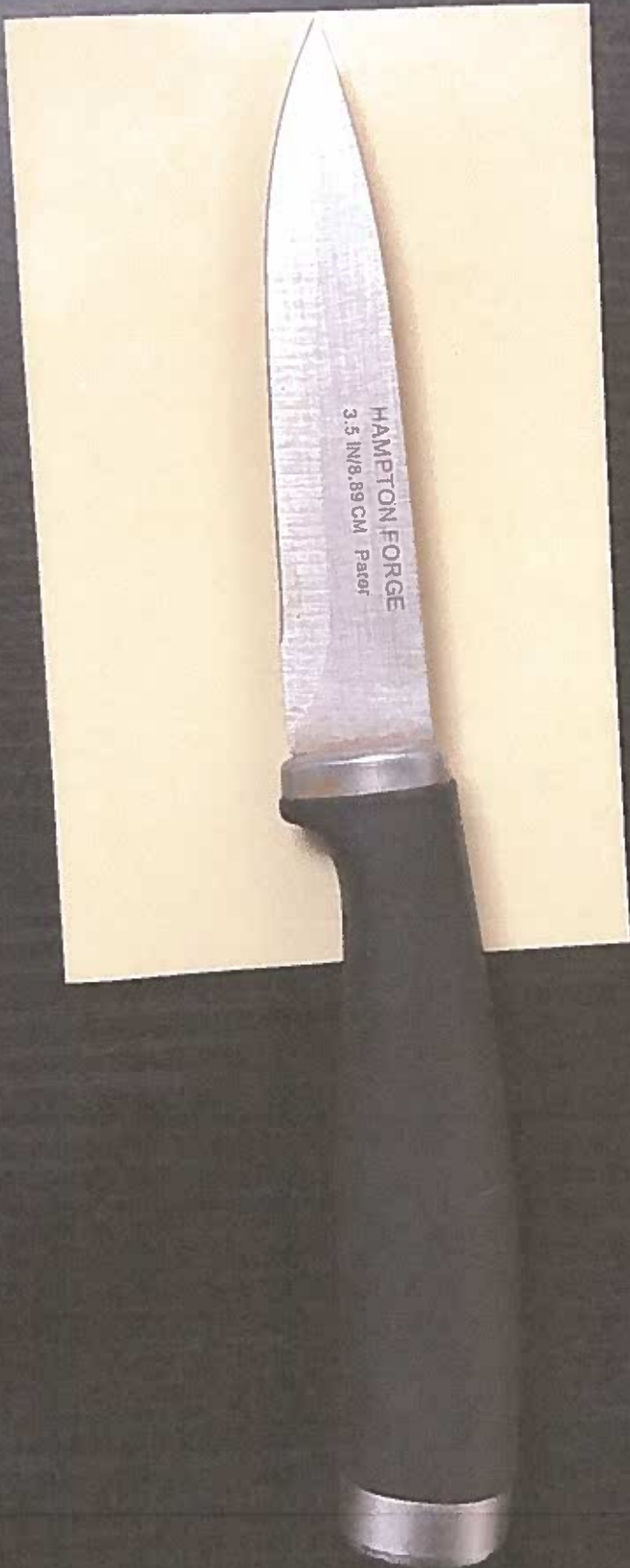
ENG 4x

Incident Details

Lulseged, Dawit 5 11880 AIPC2

Incident Description			
Incident ID: 2001			
School	American Indian Public Charter School II		
Incident Type	CA State Reporting^		
Incident Date	04/27/2019	Time:	11:47 AM
Time Frame	No codes have been configured. 512 characters left		
Title	Knife		
Description	A student brought a knife to school to use it to scare students who were threatening to bully him. He also punched a student in the face.		
Location	No codes have been configured. 512 characters left		
Location Description	Room 10, Mr. Cabrera's class		
Prepared by	Christopher Ahmad	Financial Impact (\$)	
Created By	Christopher Ahmad (cahmad)	Created On	04/27/2019 11:47:12 AM
Last Modified By	Christopher Ahmad (cahmad)	Last Modified On	04/27/2019 11:47:12 AM

Incident Builder																													
<table border="1"> <thead> <tr> <th colspan="2">Participants</th> </tr> </thead> <tbody> <tr> <td colspan="2">Reporters</td> </tr> <tr> <td colspan="2">Christopher Ahmad</td> </tr> <tr> <td colspan="2">Victims</td> </tr> <tr> <td colspan="2">Steve Stevenson Subhan Rabbi Barakzal Angel Andres Andres De La Cruz</td> </tr> <tr> <td colspan="2">Offenders</td> </tr> <tr> <td colspan="2">Dawit Lulseged</td> </tr> <tr> <td colspan="2">Witnesses</td> </tr> <tr> <td colspan="2">Larry Caldwell III Meribel Esperanza Quinteros</td> </tr> </tbody> </table>	Participants		Reporters		Christopher Ahmad		Victims		Steve Stevenson Subhan Rabbi Barakzal Angel Andres Andres De La Cruz		Offenders		Dawit Lulseged		Witnesses		Larry Caldwell III Meribel Esperanza Quinteros		<table border="1"> <thead> <tr> <th colspan="2">Incident Elements</th> </tr> </thead> <tbody> <tr> <th>Type</th> <th>Description</th> </tr> <tr> <td>Action</td> <td>(100) Suspension^</td> </tr> <tr> <td>Behavior</td> <td>[1] (101) Possession/Sale/Furnishing a Firearm/Knife^</td> </tr> <tr> <td>Behavior</td> <td>[2] (500) Caused Physical Injury^</td> </tr> </tbody> </table>	Incident Elements		Type	Description	Action	(100) Suspension^	Behavior	[1] (101) Possession/Sale/Furnishing a Firearm/Knife^	Behavior	[2] (500) Caused Physical Injury^
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<input type="button" value="Cancel"/> <input type="button" value="E"/>																													
<p>Change Reason</p>																													





1 kndus *

2 arif

3 stephen

4 niherc

5 matias

6 dawit

7 agar

On Friday, April 19th, Dawit Lulseged was brought to my office for causing a disturbance in class. Dawit told me that he was sent out because he pushed a student named Steve Stevenson. Dawit claimed that Steve was erasing his correct test answers and putting wrong answers. The students were self correcting their tests. Dawit got upset at this and claims to have pushed Steven out of his seat. The Dean of Students, Mr. Dizon went to investigate the matter further. He talked to the class and Steve. Steve had a red mark on his face. It was later to be revealed that Dawit punched Steve in the face. Mr. Welsh, their long-term substitute teacher had been saying something was wrong with Dawit this week. He wasn't acting as his normal self. He was moody and anxious and every new seat he was placed in made him more agitated and moody. Another student, Larry Caldwell came to my office to tell me more about the situation. He told me that Dawit had a knife in his backpack. I went to get Dawit's backpack and had him empty out the contents of his bag. He was opening the zippers and emptying the contents carefully. He then opened up his top pocket zipper in the bag and a sharp kitchen/steak knife fell out.

I asked him why it was there. He told me that he was using it for breakfast and then it fell. I talked to another student, Maribel Quinteros, who said that Dawit showed her the knife in the morning. After talking to Dawit some more, he admitted that he brought the knife in for self defense. He has been bullied in the past, with an incident involving students taking his lunch bag and throwing it in the girl's restroom. Dawit told me that two students named Subhan and Angel told him there was a "Beat List." This was a list of students that they created along with fellow student Krishawn McGee. The students on this list were going to get beaten up any time from that week until the end of the year. They told Dawit that he can expect to get beaten up soon. Dawit told me that he did not tell a teacher, parent, adult, staff member, or anyone else. He was extremely terrified and didn't know what to do. He was on edge and scared and couldn't stand the fact that at any moment, he would be the victim of a beating. He started crying and told me that he brought it to scare them. He didn't want to stab them, only scare them, so they would leave him alone.

I called the two boys, Subhan and Angel into my office. At first they did not want to tell me about the list. I then told them I talked to Dawit and found out everything. The two boys admitted to me that they were telling Dawit they were going to beat him up and he was on the "beat list." They told him this verbally, and didn't have an actual list. They told me that Krishawn was the ring leader of this list. It was his idea to create the list and he actually had a real list in his desk. Mr. Dizon went to Krishawn's desk to get the list. Subhan and Angel saw the 7 names on there and confirmed that was the list. Once again, they said it was just a joke, they weren't really going to do anything. By talking with the students some more, they explained that they put people on the list who annoyed them, and told them about the list as a joke. It was even revealed by the boys that they would ask for money or junk food in exchange to be taken off the list. They collected money from another student named Stephen Weeks in order to be taken off the list. According to witness statements, Dawit showed the knife to students in the morning. He didn't threaten anyone with it, he was just showing a few of his friends that he had it. He

never pulled it out on the boys that were bullying him. Krishawn, the ring leader of this, was absent on that day.

-Christopher Ahmad

4/19/19

Dawit
Luisangel

So I brought a knife, because 3 kids in my class named subnan, angel, and stephen said I was on their beating list a beating list means at the end of the year or any day they said they were going to push me or hit me and run away so that is the reason why I brought a knife. But with the knife I wasn't going to hit them with it I was just going to scare them away with a knife. They been treating me ~~bad~~ this year. They were saying bad stuff to me but sometimes their nice to me once in a while. We were

doing a test then after we were cheating it then I thought that he was changing my answer but I was just making a mistake.

Then I punched him. Then after I got in trouble I did some thing wrong and I should of not done it. Also sorry Steve for punching your face I hope you accept it apogly. They are not bullying me that much anymore. I just bringed a knife because I was on their beating list. Also people are paying them money to not be

on their beating list. It was just stephen that paid angel \$3 not to be on his beating list. I am sorry for bringing a knife and doing bad stuff. I should of just made these right disigons.

4/19/19

Krishawn made something called a beating list, and some others were on the list. Angel took money from Stephen so he can get off the list. Krishawn told Dawit that he was on the list. Then Dawit didn't care at first. The Krishawn told me and Angel that he was going to make Dawit bleed and make his knee caps pop. Then I went to Dawit and told him what Krishawn said. He told me that he will bring a knife to school to protect himself from Krishawn. Then I told Dawit that I was going to beat him up as a joke he laughed at the joke. Then I went to Krishawn and asked him why he was doing this. Then he told me that he was annoying and he may not come to this school next year. After school I asked Dawit if he really was going to bring a knife and he said maybe, maybe not. Then during class Dawit wouldn't go near Krishawn. Then the next day Dawit told me who else was on the list. I told him Steve, Agar, Edris, and Arif. He asked me who created the list and who put the name on the list's. I told him that Krishawn made the list and put the names on the list. The day Dawit brought the knife he showed me, Angel, Larry, Edris, and Matias. He told us that it was for Krishawn.

Name: Subhan,

Stephen

During P.E. Krishshawn said you have to give me \$10 or snacks. Then Angel and Subhan said you owe me \$5. I thought they were joking but they said I was on there owing list.

When I got nachos from Idris they said I owe them. I just gave Angel \$3 and they didn't ask again. Dawit made a joke about it. They started to put more people on there because they thought they were annoying. I thought it was a joke to get money.

Maribel, Maha

Dawit told me he had a knife. Then went to his backpack. Then showed me and Naheem the knife. So what happened about the fight was we were checking are test and after we finished Dawit got out of his seat and went to steve's desk and punched steve and steve fall in the floor then Dawit took his test back.

Dawit did this because he thought that Steve changed his answers on the test. So Dawit got mad and hit Steve.

Amy

When we were done with correcting our test Dawit got up and trying to take the test from Steve. When Steve did not give him the paper Dawit punched Steve. After Steve fell on the floor Dawit fell on purpose so he could tell other people that Steve pushed him when he did not.

Krishna

The story of the beating list is that I thought about the beating list. Then I told my friends that I wrote the list of the people who was being annoying and bothering me, I put them on a list to beat them up but I actually was not going to beat them up. What some people was talking about me behind my back bumping into me on purpose and also talking about and it made me mad. And that's what made the list. Also what made me make it was that it came from anger. And I was not thinking about what could happen to me or anybody else. Now I realize what I did was not good because those bad things could happen or maybe even more.

School: American Indian Public Charter School II Term: 18-19 Quarter 4

General Demographics

Lulseged, Dawit 5 11860 AIPC2

Name (Last, First Middle)	Lulseged	*	Dawit
		Does Not Apply	
Legal Name (Last, First Middle Suffix)	Does Not Apply		
	Legal Name is only required to be populated if different than the (preferred) name above.		
Home Address			
Street, Apt/Suite	3700 Lincoln Avenue		#4
City, State, Zip	Oakland	CA	94602
Geocode			
Mailing Address - Copy From Home Address			
Street, Apt/Suite	P.O. Box 72273		#4
City, State, Zip	Oakland	CA	94612
Geocode			
Home phone	510-290-9307		
Parent/Guardian Address if different from student address			
Street			
City, State, Zip			
Guardian Address Verification method			
Age	10 years 7 months		
Aggregate days of membership (YTD)	149		
Area/neighborhood			
DOB	09/04/2008		
DOB Verification Method			
Federal Ethnicity and Race			
Ethnicity	<input type="radio"/> Yes <input checked="" type="radio"/> No Is the student Hispanic or Latino?		
Race	What is the student's race?		

4/29/2019

General Demographics

<input type="checkbox"/> (100) American Indian or Alaska Native	<input checked="" type="checkbox"/> (600) Black or African American
<input type="checkbox"/> (700) White	
(200) Asian	
<input type="checkbox"/> (201) Chinese	<input type="checkbox"/> (202) Japanese
<input type="checkbox"/> (205) Asian Indian	<input type="checkbox"/> (208) Hmong
<input type="checkbox"/> (299) Other Asian	<input type="checkbox"/> (203) Korean
<input type="checkbox"/> (400) Filipino	<input type="checkbox"/> (204) Vietnamese
	<input type="checkbox"/> (206) Laotian
	<input type="checkbox"/> (207) Cambodian
(300) Native Hawaiian/Other Pac Island	
<input type="checkbox"/> (304) Tahitian	<input type="checkbox"/> (301) Hawaiian
<input type="checkbox"/> (303) Samoan	<input type="checkbox"/> (399) Other Pac Islander
	<input type="checkbox"/> (302) Guamanian

Scheduling/Reporting Ethnicity	Black or African American (600)
Father (last, first)	Girma, Lulseged
Father's Day Phone	510-593-9337
Father's Employer	
Father's Home Phone	510-772-7841
Father's Email	lulsegedg@yahoo.com
Gender	Male *
Legal Gender	Legal Gender is only required to be populated if different than the (preferred) gender above.
Grade Level	5
Graduation Year	
Guardianship	Father/Mother
Guardian Email	
Mother (last, first)	Ayalkibet, Meskerem
Mother's Day Phone	510-290-9307
Mother's Employer	
Mother's Home Phone	
Mother's Email	
Home Language	
Previous Student ID	
SSN	
Student Number	11860



TRANSCRIPT OF STUDENT PROGRESS 2015-2016

District Office
171 12th Street, Oakland, CA 94607
510-893-8701
<http://www.aimschools.org/>

Dawit Lulseged	Course Name	Grade	S1	Credit	S2	Credit
Student Number: 11860	15-16 American Indian Public Charter School II					
Birth Date: 09/04/2008	History	2	D	0	A	5
Gender: M	Language Arts	2	D	0	C	5
Address: P.O. Box 72273, #4	Mandarin	2	A	5	A	5
City: Oakland	Math	2	C-	0	C-	0
Zip: 94612	Physical Education	2	A	5	A-	5
Home Phone: 510-290-9307	Science	2	C	5	B+	5
Mother: Ayalkibet, Meskerem	16-17 American Indian Public Charter School II					
Father: Girma, Lulseged	History	3	B-	5	C-	0
Guardian:	Language Arts	3	B-	5	C-	0
Current Teacher: Dizon, Eric	Mandarin	3			B	2.5
Grade: 5	Math	3	B	5	B-	5
	Physical Education	3	A-	5	A	5
	Science	3	A	5	D+	0
Current Yr Attendance	17-18 American Indian Public Charter School II					
Days Enrolled: 831	History	4	C-	0	C+	5
Absences: 0	Language Arts	4	C	5	C	5
Tardies: 0	Mandarin	4	A-	5	A-	5
	Math	4	C	5	C	5
	Physical Education	4	A	5	A	5
	Science	4	C-	0	C	5
	18-19 American Indian Public Charter School II					
	History	5	B	5		
	Language Arts	5	B+	5		
	Mandarin	5	A-	5		
	Math	5	A-	5		
	Physical Education	5	A-	5		
	Science	5	C-	0		
Test Scores						

 School Official



TRANSCRIPT OF STUDENT PROGRESS 2016-2017

District Office
171 12th Street, Oakland, CA 94607
510-893-8701
<http://www.aimschools.org/>

Dawit Lulseged	Course Name	Grade	S1	Credit	S2	Credit
Student Number: 11860	15-16 American Indian Public Charter School II					
Birth Date: 09/04/2008	History	2	D	0	A	5
Gender: M	Language Arts	2	D	0	C	5
Address: P.O. Box 72273, #4	Mandarin	2	A	5	A	5
City: Oakland	Math	2	C-	0	C-	0
Zip: 94612	Physical Education	2	A	5	A-	5
Home Phone: 510-290-9307	Science	2	C	5	B+	5
Mother: Ayalkibet, Meskerem	16-17 American Indian Public Charter School II					
Father: Girma, Lulseged	History	3	B-	5	C-	0
Guardian:	Language Arts	3	B-	5	C-	0
Current Teacher:	Mandarin	3			B	2.5
Grade: 5	Math	3	B	5	B-	5
	Physical Education	3	A-	5	A	5
	Science	3	A	5	D+	0
Current Yr Attendance	17-18 American Indian Public Charter School II					
Days Enrolled: 609	History	4	C-	0	C+	5
Absences: 0	Language Arts	4	C	5	C	5
Tardies: 9	Mandarin	4	A-	5	A-	5
	Math	4	C	5	C	5
	Physical Education	4	A	5	A	5
	Science	4	C-	0	C	5
Test Scores	18-19 American Indian Public Charter School II					
	History	5	B	5		
	Language Arts	5	B+	5		
	Mandarin	5	A-	5		
	Math	5	A-	5		
	Physical Education	5	A-	5		
	Science	5	C-	0		

 School Official



TRANSCRIPT OF STUDENT PROGRESS 2017-2018

District Office
171 12th Street, Oakland, CA 94607
510-893-8701
<http://www.aimschools.org/>

Dawit Lulseged	Course Name	Grade	S1	Credit	S2	Credit
Student Number: 11860	15-16 American Indian Public Charter School II					
Birth Date: 09/04/2008	History	2	D	0	A	5
Gender: M	Language Arts	2	D	0	C	5
Address: P.O. Box 72273, #4	Mandarin	2	A	5	A	5
City: Oakland	Math	2	C-	0	C-	0
Zip: 94612	Physical Education	2	A	5	A-	5
Home Phone: 510-290-9307	Science	2	C	5	B+	5
Mother: Ayalkibet, Meskerem	16-17 American Indian Public Charter School II					
Father: Girma, Lulseged	History	3	B-	5	C-	0
Guardian:	Language Arts	3	B-	5	C-	0
Current Teacher:	Mandarin	3			B	2.5
Grade: 5	Math	3	B	5	B-	5
	Physical Education	3	A-	5	A	5
	Science	3	A	5	D+	0
Current Yr Attendance	17-18 American Indian Public Charter School II					
Days Enrolled: 400	History	4	C-	0	C+	5
Absences: 2	Language Arts	4	C	5	C	5
Tardies: 18	Mandarin	4	A-	5	A-	5
	Math	4	C	5	C	5
	Physical Education	4	A	5	A	5
	Science	4	C-	0	C	5
	18-19 American Indian Public Charter School II					
	History	5	B	5		
	Language Arts	5	B+	5		
	Mandarin	5	A-	5		
	Math	5	A-	5		
	Physical Education	5	A-	5		
	Science	5	C-	0		
Test Scores						

School Official



TRANSCRIPT OF STUDENT PROGRESS 2018-2019

District Office
171 12th Street, Oakland, CA 94607
510-893-8701
<http://www.aimschools.org/>

Dawit Lulseged	Course Name	Grade	S1	Credit	S2	Credit
Student Number: 11860	15-16 American Indian Public Charter School II					
Birth Date: 09/04/2008	History	2	D	0	A	5
Gender: M	Language Arts	2	D	0	C	5
Address: P.O. Box 72273, #4	Mandarin	2	A	5	A	5
City: Oakland	Math	2	C-	0	C-	0
Zip: 94612	Physical Education	2	A	5	A-	5
Home Phone: 510-290-9307	Science	2	C	5	B+	5
Mother: Ayalkibet, Meskerem	16-17 American Indian Public Charter School II					
Father: Girma, Lulseged	History	3	B-	5	C-	0
Guardian:	Language Arts	3	B-	5	C-	0
Current Teacher:	Mandarin	3			B	2.5
Grade: 5	Math	3	B	5	B-	5
	Physical Education	3	A-	5	A	5
	Science	3	A	5	D+	0
Current Yr Attendance	17-18 American Indian Public Charter School II					
Days Enrolled: 186	History	4	C-	0	C+	5
Absences: 1	Language Arts	4	C	5	C	5
Tardies: 11	Mandarin	4	A-	5	A-	5
	Math	4	C	5	C	5
	Physical Education	4	A	5	A	5
	Science	4	C-	0	C	5
Test Scores	18-19 American Indian Public Charter School II					
	History	5	B	5		
	Language Arts	5	B+	5		
	Mandarin	5	A-	5		
	Math	5	A-	5		
	Physical Education	5	A-	5		
	Science	5	C-	0		

School Official

Powerschools Attendance Record:

Dawit Lulseged

2018-2019 Absences: 1 Tardies: 11

2017-2018 Absences: 2 Tardies: 18

2016-2017 Absences: 0 Tardies: 9

2015-2016 Absences: 0 Tardies: 0

Date Enrolled 6/18/2015

American Indian Public Charter School II
 171 12th Street, Oakland CA 94607
 Phone: 510.893.8701, Fax: 510.893.0345

Q3 Report Card

Teacher Name: Cabrera, Brian

January 14, 2019 - March 22, 2019

Student Name: Luiseged, Dawit
 Grade Level: 5

Course	Teacher	GR	%	A	T	TT
Home Room 5	Cabrera, Brian	--	0	4	11	0
Language Arts	Cabrera, Brian	B+	88	0	0	0
Math	Cabrera, Brian	B-	80	0	0	0
Science	Cabrera, Brian	A	98	0	0	0
History	Cabrera, Brian	A	98	0	0	0
Physical Education	Gaston, Stephanie	A-	93	0	0	0
Mandarin	Guying, Bevans	A-	90	0	0	0

Current Term GPA: 3.00

Comment:

I've really missed working with Dawit this semester. I'll be coming back into the classroom for at least a week in May.

Parent Signature _____



**AMERICAN INDIAN MODEL SCHOOLS
NOTICE OF SUSPENSION**

THE FOLLOWING STUDENT HAS BEEN SUSPENDED FOR VIOLATION OF SCHOOL RULES:

First Name	Dawit	Last Name	Luleged
Date of Birth	09/10/08	Grade	5
Special Education	Yes No	Sex	Male <input checked="" type="checkbox"/> Female
Parent / Guardian	Luleged Gitna	Phone Number	510-593-9337
Street Address	3700 Lincoln Ave	City, State, Zip	Oakland CA 94602
Parent Notified By Phone ____	Parent Requested to Call School ____	Parent Conference ____	
Statement of Facts:	During puncher, another student the force he used to punch a knife to school and planned to use it to threaten students.		

AS A RESULT, YOUR CHILD HAS BEEN SUSPENDED FOR THE FOLLOWING REASONS:

(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.

Any of these above offenses may be grounds for expulsion.

Date(s) of suspension:	April 22-29	Number of Days:	5
Student may return to school on date:	April 30 th , 2019		
Recommending Administrator:	Christopher Ahmad	Date:	
Dean's Signature		Date:	4/19/2019



American Indian
Model Schools
A School at Work!

Christopher Ahmad
Elementary School Dean

American Indian Model Schools
171 12th Street
Oakland, CA 94607

W. 510.893.8701 Ext. 20
C. 925.325.6523
E. christopher.ahmad@aimschools.org

Parents of Dawit Lulseged:

Dawit will be conditionally allowed to return back into the classroom on 4/30/2019. Pending an expulsion hearing with the AIMS Board of Directors, Dawit will be able to continue his education in another grade-appropriate classroom setting starting April 30th. He is not to have any contact with the students in Mr. Cabrera's class. Dawit will eat lunch and go to PE on the opposite wing (east) to avoid any contact with the involved students. He will also have his lunch brought down to him if he purchases the school lunch. Dawit will have to remain on the east wing during study hall in the morning and after school to avoid contact with the involved students. Dawit will also have to empty out the contents of his backpack every morning to confirm that any weapons or dangerous objects are not present. This will all continue until the expulsion hearing is held.



Administrator



Parent/Guardian



Date



American Indian Public Charter School II
 171 12th St, Oakland, CA 94607
 April 27, 2019

1. GENERAL INFORMATION

Pupil's Name:	Dawit		Lulseged
Parents:	Lulseged Girma(Father)		Ayalkibet Meskeren (Mother)
Address:	3700 Lincoln Ave #4, Oakland, CA 94602		
Home Phone:	510-593-9337	Work Phone:	
Grade:	5th	Date of Birth:	09/04/2008
Special Ed:	Y__ N_x		
Date Enrolled:	06/18/2015		

2. FACTS SUPPORTING RECOMMENDATION:

On Friday, April 19th, Dawit Lulseged was brought to my office for causing a disturbance in class. Dawit told me that he was sent out because he pushed a student named Steve Stevenson. Dawit claimed that Steve was erasing his correct test answers and putting wrong answers. The students were self correcting their tests. Dawit got upset at this and claims to have pushed Steven out of his seat. The Dean of Students, Mr. Dizon went to investigate the matter further. He talked to the class and Steve. Steve had a red mark on his face. It was later to be revealed that Dawit punched Steve in the face. Mr. Welsh, their long-term substitute teacher had been saying something was wrong with Dawit this week. He wasn't acting as his normal self. He was moody and anxious and every new seat he was placed in made him more agitated and moody. Another student, Larry Caldwell came to my office to tell me more about the situation. He told me that Dawit had a knife in his backpack. I went to get Dawit's backpack and had him empty out the contents of his bag. He was opening the zippers and emptying the contents carefully. He then opened up his top pocket zipper in the bag and a sharp kitchen/steak knife fell out.

I asked him why it was there. He told me that he was using it for breakfast and then it fell. I talked to another student, Maribel Quinteros, who said that Dawit showed her the knife in the morning. After talking to Dawit some more, he admitted that he brought the knife in for self defense. He has been bullied in the past, with an incident involving students taking his lunch bag and throwing it in the girl's restroom. Dawit told me that two students named Subhan and Angel told him there was a "Beat List." This was a list of students that they created along with fellow student Krishawn McGee. The students on this list were going to get beaten up any time from that week until the end of the year. They told Dawit that he can expect to get beaten up soon. Dawit told me that he did not tell a teacher, parent, adult, staff member, or anyone else. He was extremely terrified and didn't know what to do. He was on edge and scared and couldn't stand the fact that at any moment, he would be the victim of a beating. He started crying and told me that he brought it to scare them. He didn't want to stab them, only scare them, so they would leave him alone.

I called the two boys, Subhan and Angel into my office. At first they did not want to tell me about the list. I then told them I talked to Dawit and found out everything. The two boys admitted to me that they were telling Dawit they were going to beat him up and he was on the "beat list." They told him this verbally, and didn't have an actual list. They told me that Krishawn was the ring leader of this list. It was his idea to create the list and he actually had a real list in his desk. Mr. Dizon went to Krishawn's desk to get the list. Subhan and Angel saw the 7 names on there and confirmed that was the list. Once again, they said it was just a joke, they weren't really going to do anything. By talking with the students some more, they explained that they put people on the list who annoyed them, and told them about the list as a joke. It was even revealed by the boys that they would ask for money or junk food in exchange to be taken off the list. They collected money from another student named Stephen Weeks in order to be taken off the list. According to witness statements, Dawit showed the knife to students in the morning. He didn't threaten anyone with it, he was just showing a few of his friends that he had it. He never pulled it out on the boys that were bullying him. Krishawn, the ring leader of this, was absent on that day.

3. **WITNESSES:**

Amy Sanchez - Witness Statement A
Dawit Lulseged - Admittance Statement B
Krishawn McGee - Witness Statement C
Maribel Quinteros - Witness Statement D
Stephen Weeks - Witness Statement E
Subhan Barakzai - Witness Statement F
Tracy Welsh - Witness Statement G
Christopher Ahmad - Witness Statement H

4. **DISSEMINATION OF SCHOOL POLICY REGARDING STUDENT BEHAVIOR:**

Students were made aware of the school policy regarding student behavior at the beginning of the school year, as all parents are required to sign the AIMS Family Handbook.

5. Dawit Lulseged violated the following provisions of the Student Discipline Policy as Set Forth in the School Charter or Student/Parent Handbook:

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.

6. **DISCIPLINARY RECORD:**

Dawit has no prior record of disciplinary incidents at American Indian Public Charter School II. His first reported incident was this one.

7. **ATTENDANCE RECORD:**

During the 2018-2019 academic school year, Dawit was absent 1 time and tardy 11 times. (Attendance Record C.d).

8. **ACADEMIC RECORD:**

Dawit currently has a GPA of 3.00.

9. **RECOMMENDATIONS:**

1. Based on the evidence and no prior history of serious disciplinary issues, I do not recommend Dawit Lulseged to be expelled from American Indian Public Charter School II.

2. I recommend that he be placed in another 5th grade class for the rest of the year and a separate class from the students involved for his remaining years at American Indian Public Charter School II.

I hereby declare under penalty, upon information and belief, that the foregoing is true and correct.

DocuSigned by:
Maya WoodsCadiz
EB1E2BDB649C4E8

4/29/2019

Maya Woods-Cadiz, Superintendent

Date

Attachments:

- a) Witness Statements
- b) Disciplinary Record
- c) Attendance Record
- d) Academic Record
- e) Suspension and Expulsion Policy
- f) Evidence



WEDNESDAY, MAY 1st, 2019

In the Matter of the Possible Expulsion of)	NOTICE OF EXPULSION HEARING
)	
Dawit Lulseged)	
)	
a 5 th grade pupil enrolled at American Indian Public)	<u>SENT VIA: REGULAR AND</u>
Charter School II], administered by American Indian)	<u>CERTIFIED MAIL, RETURN-</u>
Model Schools ("AIMS"))	<u>RECEIPT REQUESTED</u>
)	
)	

To: Pupil: **Dawit Lulseged**
 Parent/Guardian: **Lulseged Girma and Meskerem Ayalkibet**
 Address: **3700 Lincoln Ave, Oakland, CA 94602**

PLEASE TAKE NOTICE that the Governing Board ("Board") of the Charter School intends to convene a hearing closed to the public on [Thursday May 9th, 2017] at [6:00PM] in **The AIMS Board of Trustees Conference Room** located at **171 12th Street, Oakland, CA 94607** for the purpose of considering the expulsion of the above-named pupil, [Dawit Lulseged], (hereinafter "Pupil"). The recommendation for expulsion is based upon the pupil's violation of the suspension/expulsion rules as set forth in the Charter School's suspension/expulsion rules contained with the Charter and Student/Parent Handbook.

The facts supporting the recommendation are as follows:

The pupil was found in possession of a knife.

Based upon the foregoing facts, the above constitute violations of the Charter School's suspension/expulsion rules contained with the Charter and Student/Parent Handbook, specifically:

- 1. 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.

If you desire the hearing to be open to the public, you or any of you may, within five (5) days of the scheduled date for the hearing, serve upon the Superintendent or Designee, a request, in writing, that the hearing of the Board be open to the public. The person representing the Pupil may request one continuance and reset the hearing date for not more than thirty (30) calendar days from the date of the original hearing. Immediately after the granting of a continuance, the Executive Director or Designee shall confirm the new hearing date in writing to the pupil and his parent or guardian, or his attorney, or other representative, if any.



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YOU AND EACH OF YOU ARE INVITED TO BE PRESENT at the hearing, whether it be conducted as a closed or a public meeting. You will be given a full opportunity to question any witness who gives oral testimony against the Pupil, and may present witnesses and/or written evidence on behalf of the Pupil. The Pupil may, but need not be, represented by an attorney at the hearing. If an attorney is to represent the Pupil you shall notify the Executive Director or Designee at least seventy-two (72) hours before the hearing.

You have the right to inspect and obtain copies of all documents to be used at the hearing. For your convenience, a copy of these documents is enclosed with this Notice as Exhibit A. The person(s) who made the written declaration(s), or who orally gave information contained in the reports, or who gave the information contained in the other documents may not necessarily be present at the hearing to testify orally. You will not be able to question them unless, within four (4) days after the receipt of this notice, you file with the Executive Director or Designee a written request that the Charter School issue an invitation to these persons to be present at the hearing to testify orally. You must set forth the name, and if possible, the address of each person to be invited. However, under no circumstances can a witness be made to testify.

Where the hearing is conducted in closed or open session, a record of the oral proceedings, but not the deliberations of the Board, shall be preserved. Preservation may be by means of a tape recorder. If a tape recorder is used, those present shall be required to give their names. The minutes of the meeting shall contain a record of all persons present at the hearing.

Whether the hearing is conducted in closed or public session, a final action to expel shall be taken by the Governing Board of the Charter School at a public meeting.

The Charter School will serve the Pupil and his parent or guardian with a notice of the action taken by the Board. Such notice will be sent by certified mail, return-receipt requested, addressed to them at the latest address on file with the Charter School.

If at any time you opt to enroll Pupil in a different school, please be advised that you have an obligation to provide information about Pupil's status at Charter School to any other school district or school in which Pupil seeks enrollment, including that Pupil has been recommended for expulsion.

Attached and incorporated herein as "Exhibit A, Documentary Evidence," you will find copies of all relevant documentary evidence to be introduced at the hearing by the School.

Dated: May 1, 2019

Signed: 

Maya Woods-Cadiz, Superintendent



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Attachments:

- 1) Documentary Evidence
 - a) Written Statement(s)
 - b) Principal's Recommendation for Expulsion
 - c) Suspension and Extension of Suspension forms
- 2) Disciplinary Record
- 3) Attendance Record
- 4) Academic Record
- 5) Charter School Disciplinary Policy as set forth in the Charter
- 6) Charter School Student/Parent Policy as set forth in the Student/Parent Handbook
- 7) INSERT ANY OTHER DOCUMENTARY EVIDENCE OBTAINED DURING THE INVESTIGATION/DISCIPLINE PROCESS THAT THE SCHOOL INTENDS TO USE, INCLUDING PHOTOGRAPHS OF CONFISCATED ITEMS



American Indian Model Schools Oakland, CA

Suspension & Expulsion Policy

SUSPENSION & EXPULSION POLICY

All schools within the American Indian Model (AIM) school family (AIPCS, AIPCS II, and AIPHS) adhere to the following procedures with regard to student suspension and expulsion. Though the schools' administration is permitted 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 Section 48900 and 48915 of the California Education Code.

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.

Suspension/Discretionary Expulsion Conduct

- I. The Head of School 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, sold, or otherwise furnished, or been under the influence of a controlled substance, an alcoholic beverage, or an intoxicant of any kind.

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.

(R) **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 a 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 a reasonable pupil or school personnel in fear of harm to that pupil’s or school personnel’s person or property.
 - b. Causing a 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 and 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, or image.
 - b. A post on a social network Internet Web site, including, but not limited to:
 - i. Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of bullying.
 - ii. 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.

- iii. 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.
 - 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.
 - S. 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.
 - T. 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.
 - U. 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 class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.
 - V. 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.
- II. Parent/Guardian will be notified in all cases of violations.
 - III. Administration will determine punishment based upon the following criteria:
 - A. Seriousness of offense
 - B. Circumstances of situation

- C. Student's prior discipline records
- D. Any other extenuating circumstances

Suspension Procedures

1. The Heads of Schools are afforded a great deal of discretion by the AIM Schools Governance Board in determining appropriate punishments, unless a mandatory expulsion offense is identified. Even if suspension is deemed appropriate, the Director or Site Administrator may opt for supervised in-school suspension.
2. If the Head of Schools 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.
3. The Head of Schools or designee shall report the suspension of the pupil, including the cause therefore, to the Superintendent and AIMS governing board.
4. A parent conference will be scheduled to discuss the matter with the Head of Schools 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.

Recommended Expulsion

The Head of Schools will recommend the expulsion of any pupil who commits any of the following acts at school or at a school activity off school grounds, unless he or she determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife or other dangerous object of no reasonable use to the pupil.
3. Unlawful possession of any controlled substance, except for either of the following:
 - a. The first offense for the possession of not more than one ounce of marijuana.

- b. The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
- 4. Robbery or extortion.
- 5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

Mandatory Expulsion

The Heads of School must immediately suspend and recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

- 1. Possessing, selling, or otherwise furnishing a firearm. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of the school. The act of possessing an imitation firearm is not an offense for which suspension or expulsion is mandatory but it is an offense for which suspension, or expulsion may be imposed.
- 2. Brandishing a knife at another person.
- 3. Unlawfully selling a controlled substance.
- 4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- 5. Possession of an explosive.

The governing board shall order a pupil expelled upon finding that the pupil committed an act requiring mandatory expulsion.

Recommended vs. Mandatory Expulsion

<i>Recommendation for expulsion</i>	<i>Mandatory Expulsion</i>
Causing serious physical injury to another person, except in self-defense.	Possessing, selling, or otherwise furnishing a firearm.
Possession of any knife or other dangerous object of no reasonable use to the pupil.	Brandishing a knife at another person.
Unlawful possession of a controlled substance.	Unlawfully selling a controlled substance.
Robbery or extortion.	Committing or attempting to commit a sexual Assault.
Assault or battery upon any school employee.	Possession of an explosive.

Administrative Procedures and Investigation of Pupil Offenses

1. 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 Head of Schools 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.
2. To determine whether or not an offense meets the guidelines for suspension or expulsion, the Director or Site Administrator 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 Director 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.
3. Unless an offense results in a recommendation for expulsion or mandatory expulsion, as a matter of policy, American Indian Public Charter 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.
4. If a pupil has committed a suspension-eligible offense, then the Head of Schools 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.
5. In addition to any school action, suspected criminal activity will be reported to the police and appropriate legal consequences may result.
6. For purposes of notification to parents, and for the reporting of expulsion or suspension offenses to the CDE, American Indian Public Schools will identify, by offense committed, in all appropriate records of a pupil each suspension or expulsion of that pupil.
7. American Indian Schools 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

1. The Head of Schools decides whether or not to recommend expulsion to the Board.
2. Within 30 school days of a recommendation for expulsion, 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.
3. Within 10 school days after the conclusion of the hearing, the Board shall decide whether to expel the pupil.
4. 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.
5. Written notice of the hearing shall be forwarded to the pupil at least 10 calendar days prior to the date of the hearing and shall 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.
6. 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.

7. A record of the hearing shall be made. The record may be maintained by any means, including electronic recording, so long as a reasonably accurate and complete written transcription of the proceedings can be made.
8. Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect 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.
9. The final action to expel a pupil shall be taken only by the Board in a public session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation must be sent by the superintendent or his or her designee to the pupil or the pupil's parent or guardian.
10. The Board shall maintain a record of each expulsion, including the cause therefore. Records of expulsions shall be a non-privileged, disclosable public record. The expulsion order and the causes therefore shall be recorded in the pupil's mandatory interim record and shall be forwarded to any school in which the pupil subsequently enrolls upon receipt of a request from the admitting school for the pupil's school records.

Suspending an Expulsion Order

- 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 Superintendent 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 readmittance into the school.



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EDUCATION CODE - EDC

TITLE 2. ELEMENTARY AND SECONDARY EDUCATION [33000 - 64100] (*Title 2 enacted by Stats. 1976, Ch. 1010.*)

DIVISION 4. INSTRUCTION AND SERVICES [46000 - 65001] (*Division 4 enacted by Stats. 1976, Ch. 1010.*)

PART 27. PUPILS [48000 - 49703] (*Part 27 enacted by Stats. 1976, Ch. 1010.*)

CHAPTER 6. Pupil Rights and Responsibilities [48900 - 49051] (*Chapter 6 enacted by Stats. 1976, Ch. 1010.*)

ARTICLE 1. Suspension or Expulsion [48900 - 48927] (*Article 1 repealed and added by Stats. 1983, Ch. 498, Sec. 91.*)

48900. A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.

(2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished 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 a certificated school employee, which is concurred in by the principal or the designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stole or attempted to steal school property or private property.

(h) 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, and betel. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that 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.

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(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 as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil 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.

(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) (A) "Electronic act" means the creation or transmission originated on or off the schoolsite, 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:

(i) A message, text, sound, video, or image.

(ii) A post on a social network Internet Web site, including, but not limited to:

(I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

(II) 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.

(III) 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.

(iii) (I) An act of cyber sexual bullying.

(II) 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 (A) to (D), 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.

(III) 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.

(B) Notwithstanding paragraph (1) and subparagraph (A), 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.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to 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.

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.

(w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

(Amended by Stats. 2018, Ch. 32, Sec. 49. (AB 1808) Effective June 27, 2018.)