



## AIMS K-12 College Prep Charter District

### Special Board Meeting/AIMS Annual Board Retreat

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#### Date and Time

Saturday July 20, 2019 at 10:25 AM PDT

#### Location

171 12th Street, Oakland Ca 94607 (east wing)

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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.

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#### Agenda

|   | Purpose            | Presenter | Time            |
|---|--------------------|-----------|-----------------|
| <b>I. Opening Items</b>   |                    |           | <b>10:25 AM</b> |
| Opening Items   |                    |           |                 |
| <b>A.</b> Record Attendance and Guests                                    |                    |           |                 |
| <b>B.</b> Call the Meeting to Order                                       |                    |           |                 |
| <b>C.</b> Approve Minutes   | Approve<br>Minutes |           |                 |
| Approve all minutes for the following regular and special board meetings: |                    |           |                 |
| 02/27/2019  |                    |           |                 |
| 03/11/2019  |                    |           |                 |

|            | Purpose | Presenter | Time |
|------------|---------|-----------|------|
| 03/19/2019 |         |           |      |
| 04/16/2019 |         |           |      |
| 05/16/2019 |         |           |      |
| 05/21/2019 |         |           |      |
| 06/05/2019 |         |           |      |
| 06/13/2019 |         |           |      |
| 06/18/2019 |         |           |      |
| 06/26/2019 |         |           |      |

Approve minutes for Special Board Meeting on February 27, 2019

**II. Non-Action Items 10:25 AM**

Academic Excellence

- |           |  |         |  |      |
|-----------|--|---------|--|------|
| <b>A.</b> | Superintendent 2019-2020 Evaluation Timeline | Discuss | Toni Cook, Chair,<br>Governance<br>Committee | 10 m |
|-----------|--|---------|--|------|

Source : Superintendent's contract

**August 20, 2019 – Board Meeting** - No later than August 2019, the Board shall establish, in consultation with the Superintendent. the Superintendent's Work Plan and the performance goals for the 2019-20 school year and the Board and Superintendent shall agree on the evaluation form for the 2018-19 school year. **The Work Plan and performance goals shall be reduced to writing.**

**\*\*Note: The Board and the Superintendent shall agree upon a written evaluation format which shall be used during the Term.\*\***

**December 17, 2019 or (Special Meeting to be held on or before Thursday, January 31, 2020)** - No later than January 31 of each year of this Agreement. the Board and the Superintendent shall meet to discuss and review the Superintendent's progress in meeting the agreed-upon goals.

**April 21, 2020 Board Meeting (Special Board Meeting to be held on, before Friday, May 1, 2020)** - the Superintendent, prior to her evaluation, shall provide the Board a written self: Evaluation of her accomplishments and progress toward meeting the agreed-upon goals. After the Board receives the Superintendent's self-evaluation, the Board and the Superintendent shall meet no later than May 15 of each year of this Agreement to discuss the Superintendent's self-evaluation.

Purpose                      Presenter                      Time

**May 19, 2020 – Board Meeting (or Special Board Meeting no later than Saturday, May 30, 2020) - The Board shall complete the Superintendent’s 2019-20 evaluation no later than May 30, 2018.**

An evaluation shall be deemed to be "satisfactory" if a majority of Board members have rated the Superintendent's performance as satisfactory in individual evaluations prepared by such Board members.

If the Board concludes that the Superintendent's performance is unsatisfactory, the Board shall identify in writing specific areas where improvement is required, provide written recommendations for improvement, and notify the Superintendent that another evaluation will be conducted within six months. **(Board Meeting - November 17, 2020)** Such written recommendations and specifications for improvement shall be provided within 30 days of the days of the evaluation. **(Board Meeting, December 15, 2020)**

**\*\*Note: The Board, unless otherwise agreed to in writing with the Superintendent, shall maintain confidentiality concerning the contents of any evaluation.\*\***

|           |  |         |  |      |
|-----------|--|---------|--|------|
| <b>B.</b> | Preparation for Charter Renewal  | FYI     | Maya Woods-Cadiz   | 30 m |
| <b>C.</b> | Legislative Update   | FYI     | Toni Cook  | 10 m |
| <b>D.</b> | Governor's Budget & Its Impact on Charter Schools                                  | FYI     | Katema Ballentine  | 15 m |
| <b>E.</b> | Board Meeting Calendar for 2019-2020   | Discuss | Toni Cook  | 5 m  |
| <b>F.</b> | Fund Development : Media & Branding  | Discuss | Chris Edington,<br>Steven Leung,<br>Superintendent<br>Woods-Cadiz,<br>Maurice Williams | 30 m |
| <b>G.</b> | Setting the AIMS Board 2019/2020 Goals<br>Board discussion lead by President Leung | Discuss | Steven Leung   | 60 m |
| <b>H.</b> | Possible new campus discussion   | Discuss | Steven Leung   | 30 m |

**III. Action Items 1:35 PM**

CEO Support And Eval

|           |                                       |         |                  |     |
|-----------|---------------------------------------|---------|------------------|-----|
| <b>A.</b> | Adhoc committee for construction      | Discuss | Chris Edington   | 5 m |
| <b>B.</b> | Power School Training Travel Approval | Vote    | Maya Woods-Cadiz | 5 m |

|   | Purpose | Presenter   | Time           |
|---|---------|---|----------------|
| <b>C.</b> PBIS Travel Approval                      | Vote    | Maya Woods-Cadiz  | 5 m            |
| <b>D.</b> CMO setup for 171 12th Street Campus      | Vote    | Steven Leung  | 30 m           |
| <b>E.</b> Ratification of approval of past minutes  | Vote    |   | 5 m            |
| <b>IV. Closed Session</b>                           |         |   | <b>2:25 PM</b> |
| <b>A.</b> Potential New Board Member                | Discuss | Adrien Abuyen   | 5 m            |
| <b>B.</b> Presentation by prospective board members | Discuss | Adrien Abuyen,<br>Dana Lang                               | 10 m           |
|   |         | Regarding how they may help the board/school raise money. |                |
| <b>C.</b> Legal                                     | Discuss | Chris Edington  | 20 m           |
| <b>V. Closing Items</b>                             |         |   | <b>3:00 PM</b> |
| <b>A.</b> Adjourn Meeting                           | Vote    |   |                |

# Coversheet

## Approve Minutes

**Section:** I. Opening Items  
**Item:** C. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Special Board Meeting on February 27, 2019  
2019\_02\_27\_board\_meeting\_minutes.pdf  
2019\_03\_11\_board\_meeting\_minutes (1).pdf  
2019\_03\_19\_board\_meeting\_minutes.pdf  
2019\_04\_16\_board\_meeting\_minutes.pdf  
2019\_05\_16\_board\_meeting\_minutes (1).pdf  
2019\_06\_05\_board\_meeting\_minutes.pdf  
2019\_06\_13\_board\_meeting\_minutes.pdf  
2019\_06\_18\_board\_meeting\_minutes.pdf  
2019\_05\_21\_board\_meeting\_packet (1).pdf  
2019\_06\_26\_board\_meeting\_minutes.pdf

APPROVED



# AIMS K-12 College Prep Charter District

## Minutes

### Special Board Meeting

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#### **Date and Time**

Wednesday February 27, 2019 at 6:30 PM

#### **Location**

171 12th Street Oakland, CA

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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.

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#### **Directors Present**

C. Edington, C. Thompson, S. Leung, T. Cook

#### **Directors Absent**

B. Wan

#### **Directors who arrived after the meeting opened**

S. Leung

#### **Guests Present**

K. Ballentine, M. Woods-Cadiz

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## I. Opening Items

### A. Call the Meeting to Order

T. Cook called a meeting of the board of directors of AIMS K-12 College Prep Charter District to order on Wednesday Feb 27, 2019 at 6:38 PM.

### B. Record Attendance and Guests

President Leung Arrive 6:39

### C. Adoption of Agenda

C. Edington made a motion to Agenda adopted as presented.

C. Thompson seconded the motion.

The motion did not carry.

#### Roll Call

B. Wan        Absent

C. Edington   Aye

S. Leung       Absent

C. Thompson   Aye

T. Cook        Aye

C. Edington made a motion to Adoption of agenda.

C. Thompson seconded the motion.

The board **VOTED** unanimously to approve the motion.

#### Roll Call

C. Thompson   Aye

C. Edington   Aye

S. Leung       Absent

T. Cook        Aye

B. Wan        Absent

### D. Public Comment on Non-Agenda Items

No comments

### E. Public Comment on Agenda Items

No Comments

## II. Non-Action Items

### A. Board President Report

S. Leung arrived.

### B.

## **Superintendent's Report**

### **C. AIMS K-12 Report**

### **D. Operation's Department Report**

### **E. President's Report**

### **F. Superintendent's Report**

### **G. AIMS K-12 Report**

### **H. Operation's Report**

## **III. Action Items**

### **A. Consent Calendar**

T. Cook made a motion to Motion to accept.

S. Leung seconded the motion.

The board **VOTED** unanimously to approve the motion.

#### **Roll Call**

S. Leung Aye

C. Edington Aye

B. Wan Absent

C. Thompson Aye

### **B. 18 - 19 Second Interim Report Approval for Submission**

C. Edington made a motion to Moved To Accept.

C. Thompson seconded the motion.

The board **VOTED** unanimously to approve the motion.

#### **Roll Call**

T. Cook Aye

B. Wan Absent

C. Thompson Aye

C. Edington Aye

S. Leung Aye

### **C. Auditor Selection**

S. Leung made a motion to Motion to accept.

T. Cook seconded the motion.

The board **VOTED** unanimously to approve the motion.

#### **Roll Call**

B. Wan Absent



**Roll Call**

S. Leung Aye  
C. Thompson Aye  
T. Cook Aye  
C. Edington Aye

**D. 2017-2018 Taxes Acceptance**

C. Edington made a motion to Motion To Accept.  
C. Thompson seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**Roll Call**

S. Leung Aye  
C. Edington Aye  
B. Wan Absent  
T. Cook Aye  
C. Thompson Aye

**IV. Closed Session**

**A. Public Comment on Closed Session Items**

No Comment

**B. Recess to Closed Session**

No Comment

**C. Reconvene from Closed Session**

S. Leung made a motion to Reconvene.  
T. Cook seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**Roll Call**

T. Cook Aye  
S. Leung Aye  
C. Edington Aye  
C. Thompson Aye  
B. Wan Absent

**D. Report from Closed Session**

Nothing to Report

**V. Closing Items**

**A. Items for Next Agenda**

**B. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:28 PM.

Respectfully Submitted,  
S. Leung

**C. NOTICES**

DRAFT



## American Indian Model Schools

### Minutes

#### Special Board Meeting

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**Date and Time**

Wednesday February 27, 2019 at 6:30 PM

**Location**

171 12th Street Oakland, CA

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**Directors Present**

C. Edington, C. Thompson, S. Leung, T. Cook

**Directors Absent**

B. Wan

**Directors Arrived Late**

S. Leung

**Guests Present**

K. Ballentine, M. Woods-Cadiz

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**I. Opening Items****A. Call the Meeting to Order**

T. Cook called a meeting of the board of directors of American Indian Model Schools to order on Wednesday Feb 27, 2019 @ 6:38 PM at 171 12th Street Oakland, CA.

**B. Record Attendance and Guests**

President Leung Arrive 6:39

**C. Adoption of Agenda**

C. Edington made a motion to Agenda adopted as presented.

C. Thompson seconded the motion.

The motion did not carry.

**Roll Call**

C. Thompson Aye

B. Wan Absent

S. Leung Absent

C. Edington Aye

T. Cook Aye

C. Edington made a motion to Adoption of agenda.

C. Thompson seconded the motion.

The board **VOTED** unanimously to approve the motion.

**Roll Call**

B. Wan Absent

S. Leung Absent

T. Cook Aye

C. Edington Aye

C. Thompson Aye

**D. Public Comment on Non-Agenda Items**

No comments

**E. Public Comment on Agenda Items**

No Comments

**II. Non-Action Items**

**A. Board President Report**

S. Leung arrived late.

**B. Superintendent's Report**

**C. AIMS K-12 Report**

**D. Operation's Department Report**

**E. President's Report**

**F. Superintendent's Report**

**G. AIMS K-12 Report**

**H. Operation's Report**

**III. Action Items**

**A. Consent Calendar**

T. Cook made a motion to Motion to accept.

S. Leung seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**Roll Call**

B. Wan Absent  
S. Leung Aye  
C. Thompson Aye  
C. Edington Aye

**B. 18 - 19 Second Interim Report Approval for Submission**

C. Edington made a motion to Moved To Accept.  
C. Thompson seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**Roll Call**

C. Edington Aye  
T. Cook Aye  
S. Leung Aye  
B. Wan Absent  
C. Thompson Aye

**C. Auditor Selection**

S. Leung made a motion to Motion to accept.  
T. Cook seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**Roll Call**

C. Thompson Aye  
C. Edington Aye  
S. Leung Aye  
B. Wan Absent  
T. Cook Aye

**D. 2017-2018 Taxes Acceptance**

C. Edington made a motion to Motion To Accept.  
C. Thompson seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**Roll Call**

S. Leung Aye  
T. Cook Aye  
C. Edington Aye  
C. Thompson Aye  
B. Wan Absent

**IV. Closed Session**

**A. Public Comment on Closed Session Items**

No Comment

**B. Recess to Closed Session**

No Comment

**C. Reconvene from Closed Session**

S. Leung made a motion to Reconvene.  
T. Cook seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**Roll Call**

S. Leung Aye

T. Cook     Aye  
C. Thompson Aye  
C. Edington Aye  
B. Wan     Absent

**D. Report from Closed Session**

Nothing to Report

**V. Closing Items**

**A. Items for Next Agenda**

**B. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:28 PM.

Respectfully Submitted,  
S. Leung

**C. NOTICES**

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## American Indian Model Schools

### Minutes

#### AIMS Board Meeting

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**Date and Time**

Monday March 11, 2019 at 6:00 PM

**Location**

171 12th Street Oakland, CA

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**Directors Present**

C. Edington, C. Thompson, T. Cook

**Directors Absent**

B. Wan, S. Leung

**Ex-Officio Members Present**

K. Minor

**Non Voting Members Present**

K. Minor

**Guests Present**

K. Ballentine, M. Woods-Cadiz

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**I. Opening Items**

**A. Call the Meeting to Order**

K. Minor called a meeting of the board of directors of American Indian Model Schools to order on Monday Mar 11, 2019 @ 6:30 PM at 171 12th Street Oakland, CA.

**B. Record Attendance and Guests**

**C. Adoption of Agenda**

Moved by Director Cook, second by Director Thompson. Approved by Director Cook.

**D. Public Comment on Non-Agenda Items**

**E. Public Comment on Agenda Items**

**II. Action Items**

**A. Low Performing Students Block Grant**

T. Cook made a motion to Approve the Low Performing Student's Block Grant.

C. Thompson seconded the motion.

The board **VOTED** unanimously to approve the motion.

**Roll Call**

C. Edington Aye

T. Cook Aye

C. Thompson Aye

**B. AIMS Board Bylaw Revision**

T. Cook made a motion to Adopt AIMS Board Bylaw Revision.

C. Thompson seconded the motion.

The board **VOTED** unanimously to approve the motion.

**Roll Call**

C. Edington Aye

T. Cook Aye

C. Thompson Aye

**III. Closing Items**

**A. Items for Next Agenda**

**B. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:01 PM.

Respectfully Submitted,

T. Cook

**C. NOTICES**



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## American Indian Model Schools

### Minutes

#### Regular Board Meeting

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**Date and Time**

Tuesday March 19, 2019 at 6:30 PM

**Location**

171 12th Street, Oakland CA, 94607

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**Directors Present**

C. Edington, C. Thompson, T. Cook

**Directors Absent**

B. Wan, S. Leung

**Ex-Officio Members Present**

K. Minor

**Non Voting Members Present**

K. Minor

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**I. Opening Items****A. Call the Meeting to Order**

T. Cook called a meeting of the board of directors of American Indian Model Schools to order on Tuesday Mar 19, 2019 @ 6:30 PM at 171 12th Street, Oakland CA, 94607.

**B. Record Attendance and Guests**

**C. Adoption of Agenda**

T. Cook made a motion to Adopt the Agenda.

C. Thompson seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

C. Edington Aye

B. Wan Absent

C. Thompson Aye

T. Cook Aye

S. Leung Absent

**D. Public Comment on Non-Agenda Items**

**E. Public Comment on Agenda Items**

**II. Non-Action Items**

**A. President's Report**

President absent/No report

**B. Superintendent's Report**

Superintendent absent/No report

**C. AIMS K-12 Report**

**D. Human Resources Report**

**E. Finance Report**

**F. Operations Report**

**G. ELD Report**

**H. Education Coordinator, College Bound Kids Report**

**III. Action Items**

**A. AIMS Handbook**

T. Cook made a motion to Approve the AIMS Handbook.

C. Edington seconded the motion.

The board **VOTED** unanimously to approve the motion.

**Roll Call**

T. Cook Aye

C. Thompson Aye

C. Edington Aye

S. Leung Absent

B. Wan Absent

**IV. Closed Session**

**A. Public Comment on Closed Session Items**

**B. Recess to Closed Session**

Recess began at 7:53 pm

**C. Reconvene from Closed Session**

**D. Report from Closed Session**

**V. Closing Items**

**A. Items for Next Agenda**

Items were emailed to the Secretary from Director Edington for next agenda.

**B. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:50 PM.

Respectfully Submitted,  
K. Minor

**C. NOTICES**

DRAFT



## American Indian Model Schools

### Minutes

#### Regular Board Meeting

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**Date and Time**

Tuesday April 16, 2019 at 6:30 PM

**Location**

171 12th Street, Oakland CA, 94607

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**Directors Present**

C. Thompson, S. Leung, T. Cook

**Directors Absent**

B. Wan, C. Edington

**Ex-Officio Members Present**

K. Minor

**Non Voting Members Present**

K. Minor

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**I. Opening Items****A. Call the Meeting to Order**

S. Leung called a meeting of the board of directors of American Indian Model Schools to order on Tuesday Apr 16, 2019 @ 6:30 PM at 171 12th Street, Oakland CA, 94607.

**B. Record Attendance and Guests**

**C. Adoption of Agenda**

S. Leung made a motion to Adopt the agenda.

T. Cook seconded the motion.

The board **VOTED** unanimously to approve the motion.

**Roll Call**

T. Cook Aye

S. Leung Aye

C. Thompson Aye

C. Edington Absent

B. Wan Absent

**D. Public Comment on Non-Agenda Items**

6 comment cards

**E. Public Comment on Agenda Items**

No comment cards

**II. Action Items**

**A. AIMS Handbook**

S. Leung made a motion to Approve handbook.

T. Cook seconded the motion.

The board **VOTED** to approve the motion.

**III. Closed Session**

**A. Public Comment on Closed Session Items**

**B. Recess to Closed Session**

7:45 pm

**C. Reconvene from Closed Session**

9:40 pm

**D. Report from Closed Session**

No report

**IV. Closing Items**

**A. Items for Next Agenda**

- 3rd-floor renovations and Prop 39 grant.
- D&O renewal for consent calendar
- Board retreat and agenda approval

**B. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:40 PM.

Respectfully Submitted,

S. Leung

**C. NOTICES**

DRAFT



## American Indian Model Schools

### Minutes

#### Special Board Meeting

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**Date and Time**

Thursday May 16, 2019 at 7:00 PM

**Location**

171 12th Street, Oakland Ca. 94607

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**Directors Present**

B. Wan, C. Edington, C. Thompson, S. Leung, T. Cook

**Directors Absent**

*None*

**Ex-Officio Members Present**

K. Minor

**Non Voting Members Present**

K. Minor

**Guests Present**

K. Ballentine, M. Woods-Cadiz

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**I. Opening Items**

**A. Call the Meeting to Order**

K. Minor called a meeting of the board of directors of American Indian Model Schools to order on Thursday May 16, 2019 @ 7:00 PM at 171 12th Street, Oakland Ca. 94607.

**B. Record Attendance and Guests**

**C. Adoption of Agenda**

**D. Public Comment on Non-Agenda Items**

**E. Public Comment on Agenda Items**

**II. Action Items**

**A. Architect - Authority is given to Director Wan to work with Architect**

T. Cook made a motion to Give Authority to Director Wan to approve architectural professional services contract.

S. Leung seconded the motion.

The board **VOTED** to approve the motion.

**B. BoardOnTrack Renewal**

T. Cook made a motion to Approve renewal for BoardOnTrack contract.

C. Edington seconded the motion.

The board **VOTED** to approve the motion.

**III. Closed Session**

**A. Public Comment on Closed Session Items**

**B. Recess to Closed Session**

**C. Reconvene from Closed Session**

**D. Report from Closed Session**

No report

**IV. Closing Items**

**A. Items for Next Agenda**

**B. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:20 PM.

Respectfully Submitted,

S. Leung

**C. NOTICES**



DRAFT



## American Indian Model Schools

### Minutes

#### Special Board Meeting

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**Date and Time**

Wednesday June 5, 2019 at 6:00 PM

**Location**

171 12th Street, Oakland Ca. 94607

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**Directors Present**

B. Wan, C. Edington, C. Thompson, S. Leung, T. Cook

**Directors Absent**

*None*

**Ex-Officio Members Present**

K. Minor

**Non Voting Members Present**

K. Minor

**Guests Present**

M. Woods-Cadiz

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**I. Opening Items**

**A. Call the Meeting to Order**

K. Minor called a meeting of the board of directors of American Indian Model Schools to order on Wednesday Jun 5, 2019 @ 6:00 PM at 171 12th Street, Oakland Ca. 94607.

**B. Record Attendance and Guests**

**C. Adoption of Agenda**

S. Leung made a motion to Adopt Agenda.

C. Edington seconded the motion.

The board **VOTED** to approve the motion.

**II. Closed Session**

**A. Public Comment on Closed Session Items**

**B. Recess to Closed Session**

**C. Reconvene from Closed Session**

**D. Report from Closed Session**

No Report

**III. Closing Items**

**A. Items for Next Agenda**

**B. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:43 PM.

Respectfully Submitted,

S. Leung

**C. NOTICES**

DRAFT



## American Indian Model Schools

### Minutes

#### Special Board Meeting

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**Date and Time**

Thursday June 13, 2019 at 5:45 PM

**Location**

171 12th Street, Oakland Ca. 94607

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**Directors Present**

B. Wan, C. Edington, C. Thompson, S. Leung, T. Cook

**Directors Absent**

*None*

**Ex-Officio Members Present**

K. Minor

**Non Voting Members Present**

K. Minor

**Guests Present**

M. Woods-Cadiz

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**I. Opening Items**

**A. Call the Meeting to Order**

T. Cook called a meeting of the board of directors of American Indian Model Schools to order on Thursday Jun 13, 2019 @ 5:45 PM at 171 12th Street, Oakland Ca. 94607.

**B. Record Attendance and Guests**

**C. Adoption of Agenda**

S. Leung made a motion to Adopt the agenda.

C. Edington seconded the motion.

The motion did not carry.

**II. Closed Session**

**A. Public Comment on Closed Session Items**

**B. Recess to Closed Session**

**C. Reconvene from Closed Session**

**D. Report from Closed Session**

Director Leung made a motion to accept recommendations on the 2 student disciplinary matters.

Moved - Director Cook

Seconded - Director Thompson

abstained - Director Edington, Director Wan

Motion Passed

**III. Closing Items**

**A. Items for Next Agenda**

**B. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:05 PM.

Respectfully Submitted,

T. Cook

**C. NOTICES**

DRAFT



## American Indian Model Schools

### Minutes

#### Regular Board Meeting

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**Date and Time**

Tuesday June 18, 2019 at 6:30 PM

**Location**

171 12th Street, Oakland CA, 94607

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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.

---

**Directors Present**

B. Wan, C. Edington, C. Thompson, S. Leung, T. Cook

**Directors Absent**

*None*

**Ex-Officio Members Present**

K. Minor

**Non Voting Members Present**

K. Minor

**Guests Present**

M. Woods-Cadiz

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**I. Opening Items**

**A. Call the Meeting to Order**

S. Leung called a meeting of the board of directors of American Indian Model Schools to order on Tuesday Jun 18, 2019 @ 6:30 PM at 171 12th Street, Oakland CA, 94607.

**B. Record Attendance and Guests**

**C. Adoption of Agenda**

Motion to move Dana Lang from consent calendar to the closed session by Director Edington. Moved by Director Leung, seconded by Director Cook.

**D. Public Comment on Non-Agenda Items**

**E. Public Comment on Agenda Items**

**II. Non-Action Items**

**A. President's Report**

**B. Superintendent's Report**

**C. AIMS K-12 Report**

**D. Finance Report**

**E. Operations Report**

**F. Education Coordinator, College Bound Kids Report**

Mr. Gordan is to send the list of College acceptances to the board secretary.

**G. ELD Report**

**H. HR Report**

**III. Action Items**

**A. Consent Calendar**

S. Leung made a motion to Approve the consent calendar.

T. Cook seconded the motion.

The board **VOTED** to approve the motion.

**B. 2019 -2020 Employee Contracts**

T. Cook made a motion to Approve the 2019/2020 Employee contracts.

C. Thompson seconded the motion.

The board **VOTED** to approve the motion.

**C. 3% Raise Administrators and Managers**

T. Cook made a motion to Approve the 3% admin/management raise.

C. Thompson seconded the motion.

The board **VOTED** to approve the motion.

**D. 2019-2020 LCAPS**

T. Cook made a motion to Approve 2019/2020 LCAPs.  
C. Thompson seconded the motion.  
The board **VOTED** to approve the motion.

**E. 2019-2020 Budgets**

T. Cook made a motion to Approve the 2019/2020 budget.  
C. Thompson seconded the motion.  
The board **VOTED** to approve the motion.

**F. 2019-2020 Consolidated Applications**

T. Cook made a motion to Approve the 2019/2020 consolidated applications.  
C. Thompson seconded the motion.  
The board **VOTED** to approve the motion.

**G. 2019-2020 Education Protection Account Board Resolution**

T. Cook made a motion to Approve 2019/2020 Education Protection Account Board resolution.  
C. Thompson seconded the motion.  
The board **VOTED** to approve the motion.

**H. 2019-2020 Protected Prayer Board Resolution**

T. Cook made a motion to Approve 2019/2020 Protected Prayer Board Resolution.  
C. Thompson seconded the motion.  
The board **VOTED** to approve the motion.

**IV. Closed Session**

**A. Public Comment on Closed Session Items**

**B. Recess to Closed Session**

Recessed at 8:25 PM

**C. Reconvene from Closed Session**

Reconvened at 9:59 PM

**D. Report from Closed Session**

No Report

**V. Closing Items**

**A. Items for Next Agenda**

**B. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 10:05 PM.

Respectfully Submitted,  
S. Leung

**C. NOTICES**



# American Indian Model Schools

## Regular Board Meeting

**Date and Time**

Tuesday May 21, 2019 at 6:30 PM PDT

**Location**

171 12th Street, Oakland CA, 94607

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**Agenda**

|   | Purpose | Presenter | Time            |
|---|---------|-----------|-----------------|
| <b>I. Opening Items</b>   |         |           | <b>06:30 PM</b> |
| <b>A. Call the Meeting to Order</b>   |         |           | 1 m             |
| - Board President, Mr. Steven Leung   |         |           |                 |
| <b>B. Record Attendance and Guests</b>  | Vote    |           | 2 m             |
| - Roll Call for the Directors of the Board, and opportunity for introduction of any guest presenters  |         |           |                 |
| <b>C. Adoption of Agenda</b>  | Vote    |           | 2 m             |
| - Board President, Mr. Steven Leung   |         |           |                 |
| <b>D. Public Comment on Non-Agenda Items</b>  |         |           | 10 m            |
| 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. <b>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> |         |           |                 |
| <b>E. Public Comment on Agenda Items</b>  |         |           | 10 m            |
| 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. <b>Comments are limited to two (2) minutes per person.</b>  |         |           |                 |



**and a total time allotted for all public comment will not exceed thirty (30) minutes (10 minutes per section).**

|  |         |  |                     |
|--|---------|--|---------------------|
| <b>II. Non-Action Items</b>  |         |  | <b>06:55<br/>PM</b> |
| <b>A. President's Report</b>   | FYI     | Board<br>President. Mr.<br>Leung   | 5 m                 |
| <b>B. Superintendent's Report</b>  | FYI     | Superintendent<br>Woods-Cadiz  | 5 m                 |
| <b>C. AIMS K-12 Report</b>   | FYI     | Head of<br>School and<br>Division Heads                                      | 5 m                 |
| Head of School - Mr. Tareyton Russ - Division Heads - Mr. Peter Holmquist, Mr. Maurice Williams, Mr. Christopher Ahmad, Ms. Erin Oh  |         |  |                     |
| <b>D. Finance Report</b>   | FYI     | Chief Business<br>Officer, Ms.<br>Katema<br>Ballentine                       | 5 m                 |
| <b>E. Operations Report</b>  | FYI     | Operations   | 5 m                 |
| - Data, Accountability, and Operations Director, Ms. Marisol Magana  |         |  |                     |
| - Data, Accountability, and Operations Manager, Ms. Tiffany Tung   |         |  |                     |
| <b>F. Education Coordinator, College Bound Kids Report</b>   | FYI     | Education<br>Coordinator/<br>College Bound<br>Kids, Mr.<br>Matthew<br>Gordan | 5 m                 |
| <b>III. Action Items</b>   |         |  | <b>07:25<br/>PM</b> |
| <b>A. Alternative Investments - Approval</b>   | Vote    | Chris Edington   | 5 m                 |
| Approval of alternative investments not to exceed 1% of cash balance as recommended by the Finance Committee in accordance with advice from legal  |         |  |                     |
| <b>B. DDC Carrier Controls System</b>  | Discuss | Marisol<br>Magana  | 5 m                 |
| Discussion and possible action regarding controllers for 2nd floor west wing.  |         |  |                     |
| <b>C. Resolutions: Appreciation and Commendation (2)</b>   | Vote    | Toni Cook  | 5 m                 |
| Board approval needed for resolutions  |         |  |                     |
| <b>D. Board Annual Retreat Approval</b>  | Vote    | Toni Cook  | 5 m                 |
| <b>E. Review \$50,000 Bi-annually for professional services</b>  | Vote    | Benson Wan   | 5 m                 |
| <b>F. Lease Agreement Approval</b>   | Vote    | Marisol<br>Magana  | 5 m                 |
| <b>G. Recognition of Downtown Charter Academy and Oakland Charter Academy as AIMS' Official Rival</b>  | Vote    | Maurice<br>Williams  | 5 m                 |
| <b>IV. Closed Session</b>  |         |  | <b>08:00<br/>PM</b> |
| <b>A. Public Comment on Closed Session Items</b>   | FYI     |  | 10 m                |
| 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** Discuss 10 m

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** Vote 2 m

Roll Call

**D. Report from Closed Session** FYI 3 m

- Board President, Mr. Steven Leung

**V. Closing Items** 08:25 PM

**A. Items for Next Agenda** Discuss 5 m

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**B. Adjourn Meeting** FYI

**C. NOTICES** FYI

**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

# Cover Sheet

## 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

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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

# Cover Sheet

## 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



# 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 long horizontal stroke at the end.

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.

## ACS WASC Probationary Visit Visiting Committee Report

**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. Acellus 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

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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.

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- 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.

# Cover Sheet

## 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        |
|                                       | <b>Prop. 39 Share</b> | \$234,396.60 | \$254,113.40 | \$488,510.00 |
|                                       | <b>FNF Fees</b>       | \$26,054.40  | \$28,225.60  | \$54,280.00  |
|                                       | <b>Total</b>          | \$260,451.00 | \$282,339.00 | \$542,790.00 |
|                                       |                       |              |              |              |
| <b>Finished Projects</b>              |                       | 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

| <b>Projects Remaining</b>              | <b>AIM 1</b> | <b>AIM 2</b> | <b>Total</b> | <b>\$ Remaining</b>     |
|--|--------------|--------------|--------------|-------------------------|
| HVAC                                   |              |              |              |                         |
|  | \$196,804.20 | \$224,818.78 | \$421,622.98 | \$66,887.02             |
|  |              |              |              |                         |
| <b>HVAC Options (Including permit)</b> | <b>AIM 1</b> | <b>AIM 2</b> | <b>Total</b> | <b>\$ per zone</b>      |
| 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              |
|  |              |              |              |                         |
|  |              |              |              |                         |
| <b>Outcomes/Options</b>                | <b>AIM 1</b> | <b>AIM 2</b> | <b>Total</b> | <b>\$ Out of Pocket</b> |
| 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.

# Cover Sheet

## 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.

# Cover Sheet

## 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 12<sup>th</sup> 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 12<sup>th</sup> 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 |                       |              |              |              |
|---------------------------------------|-----------------------|--------------|--------------|--------------|
| Project Summary To Date               |                       |              |              |              |
|                                       |                       | AIM 1        | AIM 2        | Total        |
|                                       | <b>Prop. 39 Share</b> | \$234,396.60 | \$254,113.40 | \$488,510.00 |
|                                       | <b>FNF Fees</b>       | \$26,054.40  | \$28,225.60  | \$54,280.00  |
|                                       | <b>Total</b>          | \$260,451.00 | \$282,339.00 | \$542,790.00 |
|                                       |                       |              |              |              |
| <b>Finished Projects</b>              |                       | 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   |

# Proposed expenditure

| <b>Projects Remaining</b>              | AIM 1        | AIM 2        | Total        | \$ Remaining     |
|--|--------------|--------------|--------------|------------------|
| HVAC                                   |              |              |              |                  |
|  | \$196,804.20 | \$224,818.78 | \$421,622.98 | \$66,887.02      |
|  |              |              |              |                  |
| <b>HVAC Options (Including permit)</b> | 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       |
|  |              |              |              |                  |
|  |              |              |              |                  |
| <b>Outcomes/Options</b>                | AIM 1        | AIM 2        | Total        | \$ Out of Pocket |
| West Wing (9 zones)                    | \$43,698.24  | \$36,389.76  | \$80,088.00  | (\$13,200.98)    |
| Entire building (52 zones)             | \$153,518.86 | \$129,311.14 | \$282,830.00 | (\$215,942.98)   |



# 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.

# Cover Sheet

## 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

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*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 12<sup>th</sup> 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 12<sup>th</sup> 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

# Cover Sheet

## 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 >>

25

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

11:32 AM 4/29/2019

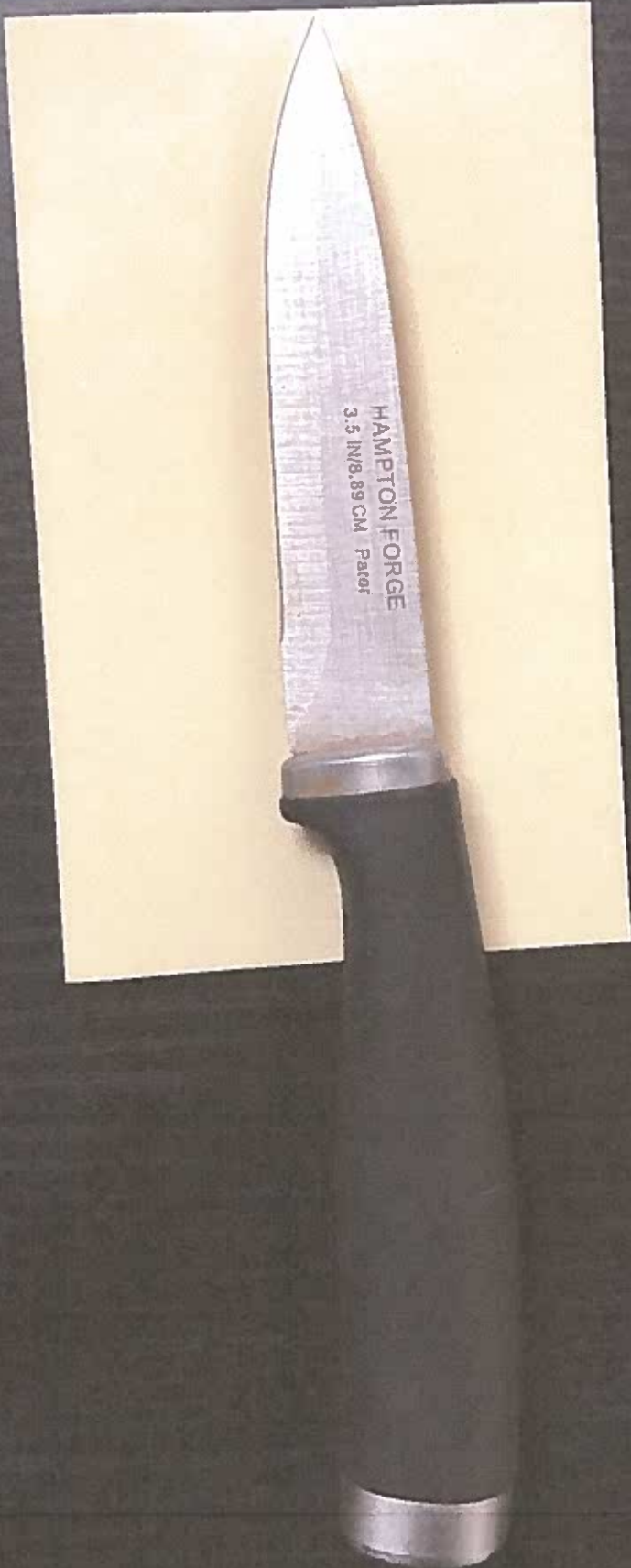


### Incident Details

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





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 bring ing 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

|  |   |                                    |       |
|--|---|------------------------------------|-------|
| <b>Name (Last, First Middle)</b>                                 | Lulseged  | *                                  | Dawit |
|  |   | Does Not Apply                     |       |
| <b>Legal Name (Last, First Middle Suffix)</b>                    |   |                                    |       |
|  |   | Does Not Apply                     |       |
|  | Legal Name is only required to be populated if different than the (preferred) name above. |                                    |       |
| <b>Home Address</b>  |   |                                    |       |
| Street, Apt/Suite  | 3700 Lincoln Avenue   |                                    | #4    |
| City, State, Zip   | Oakland   | CA                                 | 94602 |
| Geocode  |   |                                    |       |
| <b>Mailing Address - Copy From Home Address</b>                  |   |                                    |       |
| Street, Apt/Suite  | P.O. Box 72273  |                                    | #4    |
| City, State, Zip   | Oakland   | CA                                 | 94612 |
| Geocode  |   |                                    |       |
| <b>Home phone</b>  | 510-290-9307  |                                    |       |
| <b>Parent/Guardian Address if different from student address</b> |   |                                    |       |
| Street   |   |                                    |       |
| City, State, Zip   |   |                                    |       |
| <b>Guardian Address Verification method</b>                      |   |                                    |       |
| <b>Age</b>   | 10 years 7 months   |                                    |       |
| <b>Aggregate days of membership (YTD)</b>                        | 149   |                                    |       |
| <b>Area/neighborhood</b>   |   |                                    |       |
| <b>DOB</b>   | 09/04/2008  |                                    |       |
| <b>DOB Verification Method</b>                                   |   |                                    |       |
| <b>Federal Ethnicity and Race</b>                                |   |                                    |       |
| 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

(100) American Indian or Alaska Native     (600) Black or African American  
 (700) White

**(200) Asian**

(201) Chinese     (202) Japanese     (204) Vietnamese  
 (205) Asian Indian     (208) Hmong     (206) Laotian  
 (299) Other Asian     (203) Korean     (207) Cambodian  
 (400) Filipino

**(300) Native Hawaiian/Other Pac Island**

(304) Tahitian     (301) Hawaiian     (302) Guamanian  
 (303) Samoan     (399) Other Pac Islander

**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/>

| <b>Dawit Lulseged</b>        | <b>Course Name</b>                                    | <b>Grade</b> | <b>S1</b> | <b>Credit</b> | <b>S2</b> | <b>Credit</b> |
|------------------------------|---|--------------|-----------|---------------|-----------|---------------|
| Student Number: 11860        | <b>15-16 American Indian Public Charter School II</b> |              |           |               |           |               |
| 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  | <b>16-17 American Indian Public Charter School II</b> |              |           |               |           |               |
| 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             |
| <b>Current Yr Attendance</b> | <b>17-18 American Indian Public Charter School II</b> |              |           |               |           |               |
| 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             |
|                              | <b>18-19 American Indian Public Charter School II</b> |              |           |               |           |               |
|                              | 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             |           |               |
| <b>Test Scores</b>           |   |              |           |               |           |               |

\_\_\_\_\_  
 School Official



## TRANSCRIPT OF STUDENT PROGRESS 2016-2017

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

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

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 School Official





## TRANSCRIPT OF STUDENT PROGRESS 2017-2018

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

| <b>Dawit Lulseged</b>        | <b>Course Name</b>                                    | <b>Grade</b> | <b>S1</b> | <b>Credit</b> | <b>S2</b> | <b>Credit</b> |
|------------------------------|---|--------------|-----------|---------------|-----------|---------------|
| Student Number: 11860        | <b>15-16 American Indian Public Charter School II</b> |              |           |               |           |               |
| 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  | <b>16-17 American Indian Public Charter School II</b> |              |           |               |           |               |
| 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             |
| <b>Current Yr Attendance</b> | <b>17-18 American Indian Public Charter School II</b> |              |           |               |           |               |
| 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             |
|                              | <b>18-19 American Indian Public Charter School II</b> |              |           |               |           |               |
|                              | 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             |           |               |
| <b>Test Scores</b>           |   |              |           |               |           |               |

School Official



## TRANSCRIPT OF STUDENT PROGRESS 2018-2019

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

| <b>Dawit Lulseged</b>        | <b>Course Name</b>                                    | <b>Grade</b> | <b>S1</b> | <b>Credit</b> | <b>S2</b> | <b>Credit</b> |
|------------------------------|---|--------------|-----------|---------------|-----------|---------------|
| Student Number: 11860        | <b>15-16 American Indian Public Charter School II</b> |              |           |               |           |               |
| 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  | <b>16-17 American Indian Public Charter School II</b> |              |           |               |           |               |
| 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             |
| <b>Current Yr Attendance</b> | <b>17-18 American Indian Public Charter School II</b> |              |           |               |           |               |
| 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             |
| <b>Test Scores</b>           | <b>18-19 American Indian Public Charter School II</b> |              |           |               |           |               |
|                              | 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  
 1771 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<br>the force he used to punch a knife for<br>school and planned to use it to threaten<br>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 <sup>th</sup> , 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*

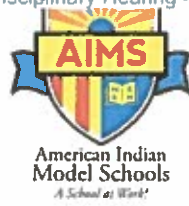
American Indian Model Schools  
171 12th Street  
Oakland, CA 94607

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 30<sup>th</sup>. 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.

|  |   |  |
|--|---|--|
| <br>_____ | <br>_____ | <br>_____ |
| Administrator  | Parent/Guardian   | Date   |



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

**1. GENERAL INFORMATION**

|                       |  |                       |                             |
|-----------------------|--|-----------------------|-----------------------------|
| <b>Pupil's Name:</b>  | Dawit                                  |                       | Lulseged                    |
| <b>Parents:</b>       | Lulseged Girma(Father)                 |                       | Ayalkibet Meskeren (Mother) |
| <b>Address:</b>       | 3700 Lincoln Ave #4, Oakland, CA 94602 |                       |                             |
| <b>Home Phone:</b>    | 510-593-9337                           | <b>Work Phone:</b>    |                             |
| <b>Grade:</b>         | 5th                                    | <b>Date of Birth:</b> | 09/04/2008                  |
| <b>Special Ed:</b>    | Y __ N <u>x</u>                        |                       |                             |
| <b>Date Enrolled:</b> | 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 Woods-Cadiz*  
EB1E2B0B649C4E8

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                       | ) | <b>NOTICE OF EXPULSION HEARING</b> |
|  | ) |                                    |
| <b>Dawit Lulseged</b>  | ) |                                    |
|  | ) |                                    |
| a 5 <sup>th</sup> 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 12<sup>th</sup> 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.



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



**American Indian  
Model Schools**  
*A School At Work!*

**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.)*



## Attachments

The following files are attached to this PDF: You will need to open this document in an application that supports attachments (i.e. [Adobe Reader](#)) in order to access these files.

AIMS K-12 May Board Report 2018-2019.pptx

DRAFT



## American Indian Model Schools

### Minutes

#### AIMS Special Board Meeting

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**Date and Time**

Wednesday June 26, 2019 at 6:00 PM

**Location**

171 12th Street Oakland, CA

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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.

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**Directors Present**

B. Wan, C. Edington, C. Thompson, T. Cook

**Directors Absent**

S. Leung

**Ex-Officio Members Present**

K. Minor

**Non Voting Members Present**

K. Minor

**Guests Present**

K. Ballentine, M. Magana, M. Woods-Cadiz, T. Tung

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**I. Opening Items**

**A. Call the Meeting to Order**

C. Edington called a meeting of the board of directors of American Indian Model Schools to order on Wednesday Jun 26, 2019 @ 6:15 PM at 171 12th Street Oakland, CA.

**B. Record Attendance and Guests**

**C. Adoption of Agenda**

T. Cook made a motion to Adopt the agenda.  
C. Thompson seconded the motion.  
The board **VOTED** to approve the motion.

**D. Public Comment on Non-Agenda Items**

No Comments

**E. Public Comment on Agenda Items**

No comments

**II. Non-Action Items**

**A. 12th Street Renovation Update**

Board agrees that the same authority that was given to the Superintendent, will be granted for the renovation project.  
Operations dept. is to work with Director Wan on creating and sending a revised timeline to Board of Directors.

**III. Action Items**

**A. Renovation Loan**

C. Edington made a motion to Approve the finance dept. to apply for the loan.  
C. Thompson seconded the motion.  
The board **VOTED** to approve the motion.

**B. Surplus Property Declaration**

T. Cook made a motion to Approve the Surplus property declaration resolution.  
C. Thompson seconded the motion.  
The board **VOTED** to approve the motion.

**IV. Closed Session**

**A. Public Comment on Closed Session Items**

**B. Recess to Closed Session**

**C. Reconvene from Closed Session**

Reconvened at 7:58 pm

**D. Report from Closed Session**

- Get a letter from YMC
- Project management meeting every Friday from 2 pm - 3 pm.
- Post an RFP for Construction and all related work.

- RFP will be drafted and presented at the Project Management Meeting on Friday 6/28 at 2 pm.

RFP will include the following:

- Identify the type of project
- Description of the scope of work/project
- Timeline by phases
- Walk through date(s)
- Qualifications
- General Contractor (B licensed)
- Performance Bond (\$1 mil)
- Payment Bond (\$1 mil)
- General Liability Insurance
- Customer and Project references for the contractor
- Local based business preference

## **V. Closing Items**

### **A. Items for Next Agenda**

### **B. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:00 PM.

Respectfully Submitted,  
T. Cook

### **C. NOTICES**

# Coversheet

## Preparation for Charter Renewal

**Section:** II. Non-Action Items  
**Item:** B. Preparation for Charter Renewal  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** charter\_renewal\_handbook\_2018-19.pdf

# Oakland Unified School District

## Office of Charter Schools



**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
*Community Schools, Thriving Students*

# Oakland Unified School District

## Charter Renewal Handbook

### 2018-2019

Office of Charter Schools  
1000 Broadway, 6th Floor, Suite 639  
Oakland, CA 94607  
Phone: (510) 879-1677  
[www.ousdcharters.net](http://www.ousdcharters.net)

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## UPDATE

### **CHANGES TO CHARTER RENEWAL PREREQUISITES: AB 484 & 97**

With the suspension of STAR testing as of 2014 under AB 484 and AB 97, no schools will have API scores for the prior year or two of the past three years. Therefore, Ed. Code 47607(b)(1) through (3) will be moot, and sections (4) and (5) (for schools that qualified for an alternative accountability system) remain the only thresholds to meet for renewal. The charter school's goals as set forth in the LCAP and Measurable Pupil Outcomes (MPOs), as well as its performance on SBAC, will be the primary (but not exclusive) data drivers for the renewal process.

The following section outlines the aforementioned impact to the statutory renewal requirements and highlights in grey the sections that will be applied for the purposes of renewal:

Education Code § 47607 (b) states that once a charter school has been in operation for 4 years, it shall meet at least one of the following criteria prior to being reauthorized pursuant to paragraph 1 of subdivision (a) [of education code § 47607]:

~~(1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years.~~

~~(2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.~~

~~(3) Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.~~

(4)(A) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

(5) Qualified for an alternative accountability system pursuant to subdivision (h) of Section 52052.



## **CHARTER RENEWAL REQUIREMENTS**

After a charter school has demonstrated renewal eligibility, the Office of Charter Schools will review the renewal petition application as it has in the past, with the goal of determining whether it is educationally sound, reasonably comprehensive, and likely to be successfully implemented. The Charter School's renewal petition shall contain the following:

- *A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. (Education Code section 47607(b)(5)(A)(ii))*
- *Measurable pupil outcomes "that address increases in pupil academic achievement both school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school." (Education Code section 47607(b)(5)(B))*
- *A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment. (Education Code section 47606.5)*
- *A listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments. (Education Code section 47606.5)*

For additional information, please see the "MPOs and LCAP Goals" section of the Charter Renewal Performance Report

## CHARTER RENEWAL FAQ

### **Q1. What is the approval process for charter renewal?**

A. The process includes:

- a. Submission of charter renewal request documents (outlined below) at a regularly scheduled Oakland Unified School District (OUSD) Board of Education Meeting (recommended between October 1 and January 31 of the renewal year)
- b. Public Hearing (within 30 days of charter renewal request submission)
- c. Renewal school site visit and school performance analysis (this may be scheduled in advance of renewal request submission)
- d. District Staff Report and Recommendation
- e. Board of Education Decision Meeting

### **Q2. How long is the charter renewal process?**

A. OUSD Board of Education decision meeting will occur approximately 60 to 90\* days following the submission of a charter renewal submission request.

*\*Parties may **mutually agree** to an extension of up to 30 days, which is universally requested by OUSD in order to complete all staff report processing and meet all internal staff report submission timelines.*

### **Q3. What information should be included in the charter renewal request?**

A. Request for charter renewal should include the following:

1. A cover letter signed by the governing board president or designee authorizing the submission of the charter renewal request to the OUSD Board of Education.
2. A submission of a FULLY UPDATED charter petition in two parts.
  - **PART A:** Final Copy of Renewal Petition with inclusion of content required by all newly enacted laws and regulations pertaining to charter schools since the previous authorization, including any District Required Language (see section *OUSD District Required Language*)
  - **PART B:** Red-Line Copy of Original Petition that outlines all changes made to the charter petition since its previous authorization, including any District Required Language (see section *OUSD District Required Language*)
3. A performance report (see section *Charter Renewal Performance Report Guidelines*)
4. A signed Statement of Assurances (see section *Statement of Assurances*)
5. A PowerPoint presentation for the Public Hearing (see question 7 of this section)

#### **Format of Submission:**

- Two (2) hard copies and one (1) flash drive must be submitted containing MS Word and Excel formats (i.e. budget) of documents **AND** one (1) copy of the entire submission, exactly as filed, in PDF format with bookmarks, identical to the table of contents.
- All submissions should be prepared double-sided on plain, 8 ½ x 11" sized paper that is suitable for reproduction
- Use 12-point Times New Roman font and one-inch margins

- The PowerPoint presentation must be submitted in pptx format

**Q4. When should a charter renewal request be submitted to OUSD?**

A. Charter renewal requests are encouraged to be submitted from October 1–January 31 of the academic year in which the charter expires. Following January, it will be difficult to complete the charter renewal process and possible appeals prior to the charter expiration date.

Q. How early can a school submit a charter renewal petition?

A. A charter renewal request may not be submitted prior to **270 calendar days** before the charter expiration date. The earliest Board of Education meeting at which a renewal request for a school may be submitted will be the first regularly scheduled OUSD Board of Education meeting in October of the charter renewal year.

Q. How late can a school submit a charter renewal petition?

A. Schools are encouraged not to submit later than **150 calendar days** prior to expiration to allow for access to the appeals process at the County and State level, if necessary.

**Q5. How does a charter school submit a charter renewal request to the OUSD?**

A. Charter renewal requests must be filed at a regularly scheduled OUSD Board of Education meeting. The District Legislative Calendar can be found at <http://bex.ousd.k12.ca.us/CALENDAR.htm>.

At the Board meeting at which you will submit your complete charter renewal request, including three (3) hard copies in binders and one (1) electronic copy on a flash drive, you should expect to do the following:

1. Submit a speaker card for the agenda item entitled **“Public Comment”**
2. When your name is called, you will bring your charter renewal request documents to the podium and essentially state: **“Good evening Oakland Unified School District Board of Education. My name is [Proposed Petitioner] and I am submitting a charter petition and renewal request on behalf of [Name of Charter School] for your approval.”** (Insert actual petitioner and school name.)
3. You will then hand to the Board secretary or their assistant the submission of all required documents (2 hard copies and 1 soft copy on flash drive).

Please see the following link for an update on the agenda 72 hours in advance of the meeting at which you intend to submit: <http://ousd.legistar.com/Calendar.aspx>.

**Q6. What happens after the school submits its charter renewal request?**

A. A Public Hearing is scheduled by the OUSD Board of Education office. This Public Hearing will be held no later than 30 days after the petition submission at a regularly scheduled OUSD Board of Education meeting, to the extent allowed by the Board’s meeting schedule. District staff will develop a Staff Report and Recommendation that will be presented to the Board of Education for decision-making at the determination meeting.

**Q7. What is the purpose of a Public Hearing?**

A. A Public Hearing occurs during an OUSD Board of Education meeting that allows the public to speak regarding the charter school’s charter renewal request. Interested parties are provided an

opportunity to comment to the District Board of Education regarding their support of or opposition to the charter renewal request.

The school will be allotted 15 minutes to make its presentation. Speaker cards are not required to be submitted for the 15-minute presentation. **If there are additional speakers** who wish to speak that are not part of the formal presentation of the school, please note that they must submit speaker cards. **Additionally, please note that while the time of the Public Hearing is listed in the Public Hearing Notice, the actual time may occur later in the agenda depending on the pace of the meeting.** Please take this into consideration with respect to reading material you may wish to bring, as well as in selecting your invited presenters.

Schools that wish to present a PowerPoint presentation during the Public Hearing must provide a copy of the PowerPoint presentation to the Board Office **on the same date as the charter renewal petition submission**. You may email the PowerPoint in pptx format to [Edgar.Rakestraw@ousd.org](mailto:Edgar.Rakestraw@ousd.org), [Linda.Floyd@ousd.org](mailto:Linda.Floyd@ousd.org), and **please also copy Office of Charter School staff** whose updated contact information can be found at <https://www.ousdcharters.net/contact-us.html>). The PowerPoint presentation should also be included in the flash drive submitted.

**Q8. How is the renewing school evaluated?**

A. The Office of Charter Schools uses the Charter Renewal Standards Rubric (see section *Charter Renewal Standards Rubric*) when it conducts a Renewal School Site Visit and School Performance Analysis of the requesting charter school. District staff will conduct a two (2) day School Site Visit, the goals of which are to corroborate and augment the written charter renewal request submitted by the school through interviews, focus groups, classroom observations and a review of selected documents and materials.

The Office of Charter Schools is responsible for conducting the due diligence necessary to make a recommendation to the OUSD Board of Education regarding the renewal request of the charter school. Based on the review of the school’s charter renewal request, the findings of the Renewal School Site Visit, the School Performance Analysis, and other relevant information, a recommendation will be made to the OUSD Board of Education. The Board of Education makes the final decision.

**Q9. When does the Renewal School Site Visit occur?**

A. The formal evaluation process begins in the fall of the renewal year. Actual site visits **may likely occur prior to submission** of the charter renewal request by the school based on scheduling needs. Attempts are made to schedule the site visits based on each school’s projected date of their charter renewal request submission. The site visit may require up to three days.

**Q10. May the public (including school representatives) speak at the OUSD Board of Education meeting during which a final decision is made?**

A. Yes. Speakers must submit a speaker card prior to the agenda item introduction. The Office of Charter Schools recommends that a school representative be present to answer questions that may surface from the OUSD Board of Education discussion of the charter renewal request. Please note that this is not an appropriate venue for the presentation, which is designed to occur at the Public Hearing.

**Q11. Who makes the final decision?**

A. A draft of the Office of Charter Schools’ Staff Report and Recommendation must be submitted to the OUSD Board of Education Secretary prior to a final decision. The final decision will be made by the

OUSD Board of Education at a regularly scheduled OUSD Board of Education meeting by the statutory deadline.

**Q12. What happens if a charter renewal is denied?**

A. A charter school has two options:

1. If the school chooses not to pursue an appeal, it must cease operation on the last day of the charter term. The District will enact closure procedures at that time.
2. The school may choose to appeal the OUSD Board of Education decision to the Alameda County Board of Education.

**Q13. What are the charter school's options if the charter renewal request is denied?**

A. If the charter renewal request is denied, a school may contact the Alameda County Office of Education for guidelines with respect to the charter appeals process. If that appeal effort is unsuccessful, then the denied petition may be further submitted to the State Board of Education for consideration. District staff may be asked to attend the appeal hearings to speak on behalf of the District's Board of Education decision at the county and state level.

## CHARTER RENEWAL PROTOCOL

### ***Legislature's Intent***

The legislature's intent regarding accountability for charter schools is to:

- *"Improve pupil learning"* Education Code § 47601(a)
- *"Hold the schools...accountable for meeting measurable pupil outcomes, and provide schools with a method to change from rule-based to performance-based accountability systems."* Education Code § 47601(f)

In addition, the Charter Schools Act (Education Code § 47601) seeks to:

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

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

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

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

*(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public school*

## OUSD BOARD POLICY

### BP 0420.4 - Philosophy, Goals and Objective; Charter Schools

*...Any charter granted by the Board shall contain adequate processes and measures for holding the school accountable for fulfilling the terms of its charter. These shall include, but not be limited to, fiscal accountability systems, public governance systems, and multiple measures for evaluating the educational program...*

*Filings that request charter renewal must include, but not be limited to, a reporting of: fiscal accountability systems, public governance systems, multiple measures for evaluating the educational program, and student performance data.*

**Implications:** It is therefore critical on the part of the charter school requesting a charter renewal to prepare and submit a performance report that includes reporting of the school's fiscal accountability systems, the school's public governance systems, the various measures used to evaluate the effectiveness of the school's educational program - including all assessments outlined in the school's charter, as well as all relevant student performance data.

## CA STATUTE

### ***Role of the Renewal Protocol***

A charter renewal request is expected to be evaluated based on criteria set forth in Education Code § 47605(b). (*Excerpt follows...*)

*...The governing board of the school district shall grant a charter for the operation of a school under this part **if it is satisfied that granting the charter is consistent with sound educational practice** [emphasis added]. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:*

- (1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.*
- (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition...*
- (5) The petition does not contain reasonably comprehensive descriptions [of the 15 required elements.]*
- (6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.*

Because a renewal request involves a school with a track record of performance, the “**sound educational program** and **capacity for implementation** will be assessed against the past performance of the existing charter school, taking into consideration the school’s plans for a future charter term.



## **OVERVIEW OF THE CHARTER RENEWAL STANDARDS**

A charter school requesting renewal will be assessed according to the following Charter Renewal Standards:

- I. Is the school Academically Sound?
- II. Is the school an Effective, Viable Organization?
- III. Has the school been Faithful to the Terms of its Charter?

In addition to the three areas above, evaluation of a charter school renewal request will take into consideration its plans for a future charter term as described in the renewal petition pursuant to the questions asked in Education Code § 47605(b)(5):

- IV. Are the school’s plans for a future charter term Reasonably Comprehensive?
  - Does the renewal petition contain reasonably comprehensive descriptions of the required elements?
  - Does the renewal petition contain the required affirmations and assurances?

If a school is deemed academically sound in all four areas above, the Office of Charter Schools will recommend renewal of its charter. However, Charter Renewal decision-making authority is ultimately held by the Oakland Unified School District Board of Education.

### **RENEWAL STANDARD I: IS THE SCHOOL ACADEMICALLY SOUND?**

This area is divided into **Outputs** and **Inputs**.

A. **Outputs** are *Academic Achievement Levels* that include:

- Performance on Measurable Pupil Outcomes
- Performance in comparison to schools that students would have otherwise attended

For the purposes of **comparing** charter school performance to other public schools’ performance, state standardized test results will be used. Comparison schools will be selected based on similar rates of students who are eligible for Free or Reduced Price Meals.

B. **Inputs** are the school’s *Educational Program* offerings that will be evaluated using Charter Renewal Standards Rubric, Criteria #1-3 (see section *Charter Renewal Standards Rubric*).

### **RENEWAL STANDARD II: IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?**

This area is divided into **Responsible Governance** and **Fiscal Accountability**.

This area will be evaluated using Charter Renewal Standards Rubric, Criteria #4-5 (see section *Charter Renewal Standards Rubric*).

**RENEWAL STANDARD III: HAS THE SCHOOL BEEN FAITHFUL TO THE TERMS OF ITS CHARTER?**

This area will be evaluated based on the overall assessment of the school’s performance in relation to its charter, with special attention paid to:

- Adherence to the proposed Educational Program
- Pursuit of “Measurable Pupil Outcomes”
- Compliance with regulatory Elements

The inquiry conducted here will look at the implementation of the charter terms. Where the school has deviated, the review will look at the extent to which the deviation had a positive or negative impact on the school’s attempt to achieve its stated goals.

This evaluation will involve a review and analysis of all relevant sections of the school’s charter, in conjunction with the renewal school site visit and records on file with the Office of Charter Schools for the duration of the charter term.

**RENEWAL STANDARD IV: ARE THE SCHOOL’S PLANS FOR A FUTURE CHARTER TERM “REASONABLY COMPREHENSIVE”?**

This area will be evaluated based on an analysis of the submitted renewal charter petition to ensure that:

- a) The petition contains reasonably comprehensive descriptions of the 15 required elements;
- b) The petition includes OUSD District Required Language (see section *OUSD District Required Language*) and language required by new laws and regulations, including affirmations and assurances, enacted since the previous charter authorization;
- c) Major revisions to the previous charter are accounted for and assessed; and
- d) Proposed actions to remediate shortcomings in the school’s performance are accounted for and assessed.

## CHARTER RENEWAL REQUEST TIMELINE

| Process Step   | Timeline  |
|--|---|
| <p><b>Submission of Charter Renewal Request</b></p> <p>A charter school submits a request for renewal of the charter to the OUSD Board of Education. See section <i>Charter Renewal Submission Requirements</i>.</p>   | <p>Submissions must be made at a regularly scheduled OUSD Board of Education meeting during public comment. <b>Submissions are to occur no sooner than 270 days and no later than 150 days prior to expiration of the charter, ideally between October 1 and January 31.</b></p>  |
| <p><b>Renewal School Site Visit &amp; Performance Analysis</b></p> <p>This is the evaluation of the requesting school. District staff will conduct a two (2) day site visit of the requesting school as well as analyze performance data. Goals of the renewal site visit are to corroborate and augment the written request through interviews, observation, and a review of documents and materials.</p>   | <p>Site visits to occur in the Fall, <b>likely prior to submission</b> of the charter renewal request.</p>  |
| <p><b>Public Hearing</b></p> <p>The school makes a presentation to the OUSD Board of Education, and interested parties are provided an opportunity to comment on the renewal request of the charter school.</p>  | <p>Pursuant to statute, the Public Hearing occurs within 30 days from the date of submission.</p>   |
| <p><b>Staff Report &amp; Recommendation</b></p> <p>The Office of Charter Schools is responsible for conducting the due diligence necessary to make a recommendation to the OUSD Board of Education regarding the renewal of the charter. Based on a review of the school’s request for renewal, the findings of the renewal site visit and performance analysis, and other relevant information, a recommendation will be made to the OUSD Board of Education.</p> | <p>The staff report and recommendation is posted on Legistar for public viewing in accordance with the Brown Act.</p>   |
| <p><b>Board of Education Votes</b></p> <p>The OUSD Board of Education votes on the renewal of the charter.</p>   | <p>Decision-meeting to occur approximately 60-90 days* following the submission of charter renewal request.</p> <p>* Charter law allows for a mutually agreed upon 30 day extension from 60 to 90 days. This additional time is necessary for allowing adequate flexibility with the scheduling of all of the above renewal activities.</p> |

## CHARTER RENEWAL SUBMISSION REQUIREMENTS

All submissions should be prepared double-sided on plain, 8 ½ x 11” sized paper that is suitable for reproduction. The documents should be written using 12-point Times New Roman font and include one-inch margins.

At the time of submission, provide two (2) hard copies and one (1) flash drive containing MS Word and Excel formats (i.e. budget) of the documents **AND** one (1) copy of the entire submission, exactly as filed, in PDF format with bookmarks, identical to the table of contents.

Complete submissions **must include all of the following documents:**

- A cover letter signed by the governing board president or designee authorizing the submission of the charter renewal request to the OUSD Board of Education.
- Final Copy of Renewal Petition with inclusion of content required by all newly enacted laws and regulations pertaining to charter schools since the previous authorization, including any District Required Language (see section *OUSD District Required Language*)
- Red-Line Copy of Original Petition that outlines all changes made to the charter petition since its previous authorization, including any District Required Language (see section *OUSD District Required Language*)
- Charter Renewal Performance Report (see section *Charter Renewal Performance Report Guidelines*)
- Signed Statement of Assurances (see section *Statement of Assurances*)
- PowerPoint Presentation for the Public Hearing (see question 7 of section *Charter Renewal FAQ*)

## CHARTER RENEWAL STANDARDS RUBRIC

The Oakland Unified School District Charter School Renewal Quality Review (CSRQR)\* is designed as an evaluation of a charter school's progress in meeting a defined set of standards over the course of the charter term. *The data for the CSRQR is collected from school site visits and data analysis protocols held by the school sites.* It also provides:

- additional qualitative and quantitative information upon which charter renewal decisions will be made;
- a structured opportunity for program review;
- an opportunity for the school to engage in self-evaluation and to assess its own progress towards meeting school-wide performance goals; and
- a springboard for school improvement planning.

The CSRQR assesses the following Renewal Standards:

- I. Is the school academically sound?
- II. Is the school an effective, viable organization?
- III. Has the school been faithful to the terms of its charter?
- IV. Are the school's plans for a future charter term "reasonably comprehensive"?

Each Renewal Standard has a set of criteria, which can be found in the rubric on the following pages.

*\* CSRQR was developed with the influence of the California Charter Schools Association's Quality Standards for Charter School Operations used for Charter School Certification.*

## **MAKING CONSISTENT JUDGMENTS**

In the complex context of school review it is important that the terminology used is clearly understood by everyone concerned. It is also imperative to recognize that there are many ways in which a school's program for improving student outcomes can merit a particular evaluation and that awarding levels is a matter of informed professional judgment and not simply a technical process. The following rubric is included to assist reviewers in making consistent judgments.

- An evaluation of **(5)** applies to schools characterized, overall, by strengths. There are very few or no weaknesses, and any that exist do not diminish the students' experience. Although an evaluation of (5) represents a high standard of quality, it is a standard that is achievable by all schools. It implies that the school may appropriately continue its program without significant adjustment, and that there is compelling evidence that this program can be sustained at a high level. However, all schools are expected to continue to take advantage of all opportunities to improve. The Quality Indicator (QI) for this element is ***excellent***.
- An evaluation of **(4)** applies to schools where efforts to improve student achievement are characterized by a number of strengths. There are a few weaknesses, but neither singly nor collectively, do these have a significant adverse impact on the student experience. An evaluation of (4) may be appropriate in circumstances where the provision may make for a productive student experience; but it may not apply consistently to most or all students. There is strong evidence that this program can be sustained at a level that positively impacts student experiences. Typically, the school's academic-improvement practices will be characterized by strengths but one or more weaknesses will reduce the overall quality of the practices. The QI for this element is ***proficient***.
- An evaluation of **(3)** applies to schools characterized by some strengths, but where some important weaknesses have an impact on the quality of students' experiences. In general, an evaluation of (3) will imply the need for structured and timed action on the part of the school. It may be arrived at in a number of circumstances. There may be some strengths, but there will also be weaknesses which will be, either individually or collectively, sufficient to diminish the student experience in significant ways. There may be an overall lack of evidence that this program can be sustained or implemented by the school at a level to positively impact student experiences. The QI for this element is ***underdeveloped***.
- An evaluation of **(2)** applies to schools where program is characterized by weaknesses that require immediate and significant corrective action by the school. Some, if not all, staff responsible for improving student achievement require support from senior managers in planning and carrying out necessary actions to enhance the effectiveness of the school's efforts to improve student outcomes. There are a few strengths but these are overshadowed by the impact of the weaknesses. There is little evidence that this program can be sustained or implemented by the school at a level to positively impact student experiences. The QI for this element is ***inadequate***.
- An evaluation of **(1)** applies when there are major weaknesses in the program element, requiring immediate remedial action on the part of the school. The student experience is at risk in significant respects. In almost all cases, staff responsible for the program element evaluated unsatisfactory will require significant support from senior managers in planning and carrying out the necessary actions to effect improvement. This may involve working alongside effective peers in or beyond the school. There is no evidence that this program can be sustained or implemented by the school to positively impact student experiences. The QI for this element is ***unsatisfactory***.

**CRITERIA 1: IMPROVING STUDENT ACHIEVEMENT**

A charter school promotes student learning through a clear vision and high expectations. It achieves clear, measurable program goals and student learning objectives, including meeting its stated performance standards, state and federal performance standards, and closing achievement gaps of students.

| #   | Criteria for judging <b>Improving Student Achievement</b>   | Quality of element broadly equivalent to the following would be assessed at <b>Level 5</b>  | Quality of element broadly equivalent to the following would be assessed at <b>Level 2</b>  |
|-----|---|---|---|
| 1.1 | <i>Demonstrates high expectations for student achievement</i>   | High levels of student academic attainment and achievement are expected throughout the entire school. These high expectations are reflected in the school curriculum which: a) provides rich content and strong vocabulary 2) clearly identifies essential and enduring knowledge, and 3) provides assessments that effectively support students’ long-term mastery of essential knowledge. The curriculum is structured in a coherent grade-by-grade sequence to prepare students for lifelong learning, careers, and active citizenship.                | While teachers and staff recognize the importance of high expectations, the curriculum is not structured for high academic performance nor the attainment of essential and enduring knowledge. Curriculum is loosely structured and non-sequential. There is little relevancy or connection to lifelong learning.                                       |
| 1.2 | <i>Provides a challenging and coherent curriculum for each individual student</i>   | The school has a robust standards-based curriculum with strategies in place to meet the needs and challenge of all students, including those who are not at grade-level. The school has systems in place to formally identify individual student needs and has effective strategies in place to meet the needs of English Learners (EL) and students with Special Education and 504 plans. The school is closing achievement gaps among student sub-groups at a rate exceeding other schools with similar demographics.                                   | The school’s curriculum is standards-based, but is not meeting the needs of all individuals. Support structures for students not meeting grade-level standards are inadequate. EL and students with special education plans are making inadequate progress. The achievement gap among subgroups is on par with those in similar or surrounding schools. |
| 1.3 | <p><i>Implements and directs learning experiences (consistent with the school’s purpose and charter) that actively engage students</i></p> <p>During classroom observations, this criteria will be evaluated using the following indicators:</p> <ul style="list-style-type: none"> <li>• Materials and Resources (Standard 2D*)</li> <li>• Lesson Objective/Rigor and Challenge (Standard 3A*)</li> <li>• Student Engagement/ Participation (Standard 3C*)</li> </ul> <p>* View the <a href="#">Office of Charter Schools Effective Teaching Framework</a> for the three (3) indicators above.</p> | Students are actively and consistently engaged in class and demonstrate a high level of enthusiasm for learning across the curriculum. Students and teachers use resources for learning experiences beyond the limits of the textbook and classroom, including the effective use of technology and community resources. Student engagement is supported by opportunities to relate productively with adults and other students in both academic and non-academic settings. Learning goals are aligned to the educational program outlined in the charter. | Students are inconsistently engaged in class. Instruction is predominantly teacher centered or textbook driven. Technology and community resources are not utilized with any consistency to further relevant learning in or outside the classroom.  |

| #   | Criteria for judging <b>Improving Student Achievement</b>  | Quality of element broadly equivalent to the following would be assessed at <b>Level 5</b>  | Quality of element broadly equivalent to the following would be assessed at <b>Level 2</b>   |
|-----|--|---|--|
| 1.4 | <i>Uses the results of evaluation and assessment as the basis for the allocation of appropriate resources to promote high levels of student achievement</i>  | Resources are allocated appropriately (among materials, equipment, staff, and facilities) and used effectively to optimize student learning experiences and promote student achievement.  | Resources allocation is inconsistent and does not clearly align with programmatic improvement for increasing student achievement. Resources are inadequate to support learning activities, or resources are available, but not effectively utilized to increase student achievement. There is little monitoring of the use of resources for the optimization of student needs. |
| 1.5 | <p><i>Promotes academic risk-taking by supporting students in a safe, healthy and nurturing learning environment characterized by trust, caring and professionalism</i></p> <p>During classroom observations, this criteria will be evaluated using the following indicators:</p> <ul style="list-style-type: none"> <li>• Teacher to Student Interactions (Standard 2A*)</li> <li>• Behavior Expectations (Standard 2C*)</li> <li>• Response to Behavior (Standard 2C*)</li> </ul> <p>* View the <a href="#">Office of Charter Schools Effective Teaching Framework</a> for the three (3) indicators above.</p> | The school has a strong sense of community, which allows students to take on academic risks and challenges. Most/all students in the school feel that they have one or more adults that they can trust. The school environment is free of violence, the threat of violence, and bullying; and solid discipline policies and practices, safety procedures and crisis plans are in place. The learning environment is clean, attractive, functional, and comfortable and promotes student health and wellness. Students feel supported and respected by teachers and staff. | The school has a limited sense of community. Inadequate facilities and/or lack of clear discipline policies or effective practices, or safety procedures do not support a safe or comfortable learning environment. There is little interaction between adults and students at the school outside of formal classroom instructional time.                                      |
| 1.6 | <i>Productively engages parental and community involvement as a part of the school's student support system</i>  | Students, parents, and community members are involved as part of the overall school's support system to ensure student achievement. The governing board and school leadership actively engage parents, staff and students around stated academic goals. Partnerships with outside bodies are routinely used to address problems preventing students from achieving academic goals. Students and their parents/caregivers are regularly invited to provide information about each student's performance and how to improve.  | Communication and solicitation for community involvement in the school is limited or non-existent. Limited partnerships with outside bodies exist for student's benefit. Parents are provided information about student progress through progress reports and report cards; but little is done to fully engage parents supporting their child's academic success.              |



| #   | <b>Criteria for judging <u>Improving Student Achievement</u></b>   | <b>Quality of element broadly equivalent to the following would be assessed at <u>Level 5</u></b>   | <b>Quality of element broadly equivalent to the following would be assessed at <u>Level 2</u></b>   |
|-----|--|---|---|
| 1.7 | <i>Involves staff, students, parents and other stakeholders (including the school's authorizer) in its accountability for student learning and provides regular, public reports on the school's progress towards achieving its goals</i> | Parents/families are given accessible and relevant information about their child's progress through a variety of methods to communicate student achievement, which include progress reports, report cards, parent/student meetings, etc. Students and parents are well-informed of the class/course learning objectives and of their child's progress on those objectives throughout the school year. The school provides schoolwide progress reports and student achievement data to the school community and other stakeholders, including its authorizer, on a regular basis and solicits feedback and assessment of school progress through parent/student/teacher (and other stakeholders) surveys. School leadership participates in the development of a school accountability report card as required by law. | School leadership participates in the development of a basic school accountability report card but provides little or no other school progress reports to the school's community and/or its authorizer. |

**CRITERIA 2: STRONG LEADERSHIP**

The leaders of a charter school are stewards of the charter’s mission and vision and carry out their duties in a professional, responsible and ethical manner. Charter school leaders use their influence and authority for the primary purpose of achieving student success.

| #   | <b>Criteria for judging <u>Strong Leadership</u></b>   | <b>Quality of element broadly equivalent to the following would be assessed at <u>Level 5</u></b>   | <b>Quality of element broadly equivalent to the following would be assessed at <u>Level 2</u></b>  |
|-----|--|---|--|
| 2.1 | <i>Effectively communicates and engages stakeholders in the mission and vision of the school</i> | The board and school leadership clearly and effectively communicate the mission, goals, pedagogical approach and education model of the school with all relevant stakeholder groups. Stakeholders are active supporters and communicators of the mission and vision to the school community. The mission and vision of the school is clearly articulated, well-known by school stakeholders, and implemented in daily practice.       | Communication regarding the mission and vision with stakeholders is sporadic and/or inconsistent. The school’s mission and vision are known and understood by few of the school’s stakeholders.  |
| 2.2 | <i>Generates and sustains a school culture conducive to staff professional growth</i>            | The school leadership provides professional development opportunities that advance the effectiveness of teaching and learning and monitors that professional development for impact on school achievement. There is open and clear communication between students, staff, and administration; and teachers are empowered to demonstrate teacher leadership throughout the school, as well as establish goals for professional growth. | Staff development is restricted to individuals with little or no link to meeting overall schoolwide goals or to the performance of students. The types of professional development in which teachers participate are limited and/or not relevant to individual and schoolwide needs. Staff does not set goals for professional growth. |
| 2.3 | <i>Treats all individuals with fairness, dignity and respect</i>                                 | School leaders ensure that school policies regarding equal opportunity and unlawful harassment are effectively implemented. There is open communication among the staff and with the leadership team. School stakeholders report that they are treated with fairness, dignity, and respect and that school leadership is working effectively to create an optimal teaching and learning environment.                                  | There are gaps in communication in the school. Policies regarding equal opportunity and unlawful harassment are nonexistent are/or ineffectively implemented. Stakeholders do not feel they have a voice in the school.  |

**CRITERIA 3: A FOCUS ON CONTINUOUS IMPROVEMENT**

A charter school engages in a process of continuous self-improvement in order to increase the effectiveness of its educational program. The school regularly assesses and evaluates student learning based on stated goals.

| #   | <b>Criteria for judging the <u>Focus on Continuous Improvement</u></b>  | <b>Quality of element broadly equivalent to the following would be assessed at <u>Level 5</u></b>   | <b>Quality of element broadly equivalent to the following would be assessed at <u>Level 2</u></b>  |
|-----|---|---|--|
| 3.1 | <i>Establishes benchmarks and a variety of accountability tools to monitor student progress throughout the year</i>   | An appropriate range of formative and summative assessments (which include state-mandated tests, schoolwide assessments and classroom level assessments) are used in making judgments about student progress towards curricular targets. These assessments are matched to well-defined benchmarks for student achievement. Data is used to adjust curriculum and teaching and learning strategies in order to accommodate the changing needs of students (i.e. re-teaching, change grouping practices, targeted interventions or enrichment, etc.). | Schoolwide learning objectives and benchmarks are not clearly articulated nor assessed formally outside of statewide testing. Results of student assessments are minimally linked to a school wide improvement plan. There are minimal plans in place to address curricular needs, teacher competency and future staff development based on assessment data. |
| 3.2 | <i>Establishes both long and short-term goals and uses information sources, data collection, and data analysis to actively monitor and evaluate the success of the school's program</i> | The governing board and school leadership engage in a collaborative process, with stakeholder input, to create a strategic plan and set clear, measurable goals for improvement based on data analysis. Goals and plans are actionable, focused on student achievement and are measured by clear targets and timeframes. Short-term and long-term goals are regularly reviewed and appropriate resources to accomplish the plans are allocated accordingly.   | The school has a general plan in place for schoolwide improvement but does not identify interim, measurable targets to indicate sufficient progress. Input from stakeholders is limited.   |

**CRITERIA 4: RESPONSIBLE GOVERNANCE**

A charter school board and administration establish and implement policies that are transparent and focused on student achievement. Charter school board members and administrators have a cogent understanding of and comply with the laws that govern charter schools. Governing board establishes structures that ensure the long-term viability, stability, and consistency of the program through student outcomes.

| #   | Criteria for judging <u>Responsible Governance</u>  | Quality of element broadly equivalent to the following would be assessed at <u>Level 5</u>  | Quality of element broadly equivalent to the following would be assessed at <u>Level 2</u>   |
|-----|---|---|--|
| 4.1 | <i>Has a cogent understanding of the laws that govern charter schools and monitors the trends, issues and potential changes in the environment in which charter schools operate</i> | The school administration and governing board consists of individuals who are experienced in managing organizations and who are well-versed in charter law. School administrators and board members actively and regularly seek information and professional development related to charter operations and laws; and new board members are given a formal, relevant orientation on the purpose and educational vision of the school and on their roles and legal responsibilities. Schools with multiple sites have comprehensive and effective monitoring systems established for ensuring that those sites meet the charter’s mission and goals. School leadership has developed policies and specific training practices that clarify the responsibilities and relationships among key leaders, governing board members, staff, students and parents. The charter school governing board adheres to and consistently follows a fully adopted set of bylaws which includes: conflicts of interest policies, meeting protocols and procedures, and formal delineations of roles and authorities within the school. Conflicts of interest and conflict resolution policies are comprehensive and clear. | Board representation is limited; few are engaged in or understand the charter law. Opportunities for board members to take part in professional development or seek information regarding charter operations, trends and law are limited. Responsibilities and roles of leaders, governing bodies and staff are unclear. Bylaws regarding conflicts of interest, meeting protocols, delineation of roles and responsibilities are not well understood and/or followed by the school. Process for conflict resolution is not well understood and/or consistently implemented. |
| 4.2 | <i>Consistently engages in timely reporting of required information to the District, the County, and the State</i>  | The school provides required reports and responds to reasonable inquiries about student performance, academic progress and the school’s fiscal health in a thorough, accurate and timely manner. Formats for reporting comply with stated requirements, and any variances are explained. The legal and fiscal authorities and responsibilities of the school and of the authorizer is clearly articulated in writing, and clearly defined operational agreements, contracts, MOU’s, and/or protocols have been established with the authorizing agency in key areas such as liability, special education, and facilities.   | There is limited communication between the school and its authorizer. Reports and/or responses to inquiries are late and/or incomplete. Operational agreements are vague or non-existent and formal delineation of key areas of responsibility are unclear.  |
| 4.3 | <i>Ensures that policies and practices are implemented in a fair and consistent manner</i>  | The charter school governing board adheres to and consistently follows a fully adopted set of bylaws which includes: conflicts of interest policies, meeting protocols and procedures, and formal delineations of roles and authorities within the school. Conflicts of interest and conflict resolution policies are comprehensive and clear and address the disqualification of a board member or employee. The school’s governance policies are organized and are easily accessible to the public.   | Bylaws regarding conflicts of interest, meeting protocols, delineation of roles and responsibilities are not well understood and/or followed by the school. Policies are not readily available or accessible to the public and stakeholders. Process for conflict resolution is not well understood and/or consistently implemented.   |

| #   | Criteria for judging <b>Responsible Governance</b>   | Quality of element broadly equivalent to the following would be assessed at <b>Level 5</b>  | Quality of element broadly equivalent to the following would be assessed at <b>Level 2</b>   |
|-----|--|---|--|
| 4.4 | <i>Maintains effective and active control of the charter school and seeks input from impacted stakeholders.</i>  | Governing board has adopted a policy, decision matrix or delegation of powers that identifies the authority and role of stakeholders (individuals and groups) involved with the school. All stakeholders participating in the decision-making process understand their role, who has the final decision-making authority, and what process will be used. In addition, the school establishes regular opportunities for stakeholders to address the administration and board (i.e. parent meetings, surveys, staff meetings, student forums, etc.). The board conducts its meetings regularly (at least quarterly) and in an organized and effective manner to encourage public comment and participation. All board meetings are held in accordance with applicable provisions of law, appropriate recording of all actions taken is ensured, and Board records are maintained in a comprehensive and systematic manner, in both soft and hard copy. The board creates and adopts all necessary policies and ensures their consistent implementation. | Organization has no decision matrix or policy describing the delegation of decision-making authority of stakeholders (individuals and/or groups) involved with the school. Stakeholders are unaware of the decision-making process. The board does little to encourage or seek stakeholder participation or involvement. Governing board meetings are infrequent and materials are not provided in advance. Compliance with open meeting laws is inconsistent. Records of board discussion and action are not current and not maintained in a manner that is readily available to board, staff and community. Board relies on executive director/head of school to develop policies and procedures; defers on major decisions without active debate. |
| 4.5 | <i>Ensures implementation of the student recruitment, retention, and enrollment process intended in the charter and as defined by statute and regulation</i>   | The school leadership and staff follow the procedures described in the school's charter and policy. Recruitment strategies are consistent with the mission of the charter and focus on the targeted population which is inclusive of a diverse range of learners. All communications with families convey the same description of the process. Accurate records of applications, lottery results and wait lists are maintained. The results of the policy are reviewed annually with the board to ensure consistent implementation and to identify areas for improvement.   | Student recruitment, retention and enrollment policies are not well-documented. Staff members communicating with families give inconsistent and/or inaccurate information regarding procedures. Enrollment and retention decisions are not consistent; with case-by-case exceptions made for some families depending on circumstances. Board is not informed of enrollment and retention results, other than in general terms.   |
| 4.6 | <i>Enacts policies that respect diversity and implements practices that are inclusive of all types of learners</i>   | School administration implements effective programs and policies that enable all students to be effectively served. The school develops and creates policies that do not discriminate against students based on race, creed, color, religion, gender or orientation. The school supports specialized populations, particularly special education and second language learners.  | Minimum supports and interventions are in place to meet the needs of special student populations. Supports for specialized populations are not aligned to the core curriculum. Policies regarding diversity in the school student and staff population exist but are not consistently followed.  |
| 4.7 | <i>Employs best practices to hire effective school leader and annually and systematically assesses the performance of school leader against clearly defined goals, and makes effective and timely use of the evaluations</i> | Board is actively engaged in hiring school leader, based on identified skills, knowledge and personal qualities aligned with the school's mission and vision, and/or strategic planning document. Staff and families are involved in identifying leader qualities and invited to participate in the selection through a process developed by the board. The school's strategic plan and/or mission and vision guide the identification of key goals for the school leader, with thorough performance review conducted at least annually.  | Board members select a school leader based on general criteria developed without reference to specific organizational goals. Staff and families are not meaningfully involved in the selection process. School leader is not evaluated on a regular basis by the governing board; no format or process is in place for evaluation.   |

**CRITERIA 5: FISCAL ACCOUNTABILITY**

A charter school promotes student learning through a clear vision and high expectations. It achieves clear, measurable program goals and student learning objectives, including meeting its stated performance standards, state and federal performance standards, and closing achievement gaps of students.

| #   | <b>Criteria for judging <u>Fiscal Accountability</u></b>   | <b>Quality of element broadly equivalent to the following would be assessed at <u>Level 5</u></b>   | <b>Quality of element broadly equivalent to the following would be assessed at <u>Level 2</u></b>   |
|-----|--|---|---|
| 5.1 | <i>Establishes clear fiscal policies to ensure that public funds are used appropriately and directly related to the school's purpose: student achievement of learning goals</i>  | The school adheres to an adopted fiscal policy and procedures manual that includes procedures for the authorization of purchases and release of funds, including signatories for checks or purchase orders over a specified threshold, and procedures related to credit cards and revolving cash funds. Bank reconciliations for all school-affiliated bank accounts are completed and reviewed on a monthly basis (person empowered to sign the check is not the same person, or related to the person, who reconciles the account). The school prioritizes funds to maintain a functional, clean, and safe learning environment and to provide adequate materials and equipment to support student learning. Financial decisions are made based on well- identified school-wide needs and priorities. | Fiscal policies are not readily accessible. There is a general understanding of policies and procedures but the staff is unaware of any written documents. Bank reconciliation is completed sporadically. There is also lack of evidence that sufficient funds are allocated to ensure functional, clean and/or safe learning environment is established or maintained. Financial decisions are made sporadically and without systemic approaches to address the needs of the students. |
| 5.2 | <i>Creates and monitors immediate and long-range financial plans to effectively implement the school's educational program and ensure financial stability and sustainability</i> | Comprehensive budget assumptions are prepared during the budget process, and the school's governing body adopts a budget prior to the new fiscal year. The working budget is monitored against actuals at least monthly, including a review of ADA assumptions, and adjusted accordingly. All accounts payable obligations are up-to-date, appropriately described, and disclosed in financial statements. Long-term debt schedules and multi-year contracts, and capital projects are tracked and monitored on a regular basis within the budget and budgeting process. Annual reviews of significant operating costs are shared with all of those who make budget decisions (i.e. school director, board, etc.). Reserves or available credit are adequate to address cash needs.                     | Board does not consistently monitor budget assumptions with actuals. Accounts payable are not regularly updated. School leadership is unable to clearly identify major operating costs or articulate long-range financial plans. Board reports do not include cash flow analysis and projection of reserves.  |

| #   | <b>Criteria for judging <u>Fiscal Accountability</u></b>   | <b>Quality of element broadly equivalent to the following would be assessed at <u>Level 5</u></b>  | <b>Quality of element broadly equivalent to the following would be assessed at <u>Level 2</u></b>  |
|-----|--|--|--|
| 5.3 | <i>Conducts an annual financial audit which is made public</i>   | <p>The school is audited by a certified public accountant (CPA) or public accountant (PA) licensed by the California State Board of Accountancy (and not declared ineligible to conduct audits by the State Controller’s Office). The school’s audit is performed in accordance with generally accepted auditing standards to ensure that the school’s finances are being managed in accordance with generally accepted accounting principles and practices and the audit tests the validity of the charter school’s ADA and reports these findings in the audit report.</p> <p>The charter school receives a school-specific audit report that includes financial statements and audit findings/conclusions specific to the charter school (unless completely dependent on the district) and includes a management letter commenting on areas of possible improvements (if any) in structures, procedures, and management practices of the school, as well as any factors that would prevent them from issuing an unqualified opinion on the financial statements.</p> <p>The charter school board reviews the audit report and responds to any audit findings and designs a corrective action plan to address these findings, and a copy of the audit is sent by the charter school to the authorizing agency, the COE and CDE by legally mandated deadlines, and the authorizing agency reviews the charter school’s corrective action in response to any audit exceptions.</p> | Annually audited budgets are not made available and accessible to the public. Audit findings remain unresolved, or without sustainable systems in place to avoid recurrences. The audit report is not formally assessed by the governing board to resolve findings as part of its regular oversight procedures.  |
| 5.4 | <i>Enrollment is stable and/or growing at the rate anticipated by the charter school as projected in the approved charter and in the multi-year budget, with budget and expenditures revised at reasonable intervals based on actual enrollment and attendance</i> | School projects enrollment as part of annual budget process and updates the budget if enrollment varies from the forecast. Expenditures are adjusted appropriately for changing enrollment, including changes in staffing. School tracks and reports to the governing board on patterns of enrollment and retention, and the effect on the school’s long-term sustainability.  | School has set no overall goal or plan for enrollment Stability or growth. School’s enrollment projections for budget is not based on past experience or changing conditions. Budget is not adjusted and expenditures are not timely altered in response to enrollment variances from planned levels. Recruitment plans are not developed/adjusted in response to actual enrollment patterns. Enrollment trends are not regularly reported to the governing board. |

## CHARTER RENEWAL PERFORMANCE REPORT

### **Guidelines**

In reviewing your performance report, the Office of Charter Schools is seeking an honest and reflective self-appraisal of strengths and weaknesses of the school’s charter, with credible and compelling plans for building on success, maintaining momentum, and making necessary changes for improvement of the school.

- Where appropriate, please be evaluative and state your focus outcomes for students. When descriptive responses are requested, please provide comprehensive, yet concise responses.
- Please rate yourself by placing an “X” in the appropriate box (1-5) which most accurately reflects **your judgment** of overall quality in response to the questions.
- Please note that your ratings given here are intended to provide guidance for the inquiry that will occur during the renewal process, primarily at the time of the Renewal School Site Visit.
- If there are sections where you feel you are not in a position to respond, please consider eliciting responses from more appropriate parties (i.e. governing board president).

A **draft** of this report needs to be submitted to the Office of Charter Schools staff (contact information is available at <https://www.ousdcharters.net/contact-us.html>) via e-mail in Word format **at least 2 weeks in advance** of the Renewal School Site Visit. **The final draft** of this Performance Report needs to be submitted as an **Appendix in the Renewal Charter Petition**.

| <b>1. How effective is your school overall?</b> |   |   |   |   |   |           |
|---|---|---|---|---|---|-----------|
| <b>Evaluation:</b>                              | 1 | 2 | 3 | 4 | 5 |           |
| Unsatisfactory                                  |   |   |   |   |   | Excellent |
| How do you know?                                |   |   |   |   |   |           |
| What are its notable strengths?                 |   |   |   |   |   |           |
| What are the main priorities for improvement?   |   |   |   |   |   |           |

| <b>2. How well is the school regarded by its students and parents?</b> |   |   |   |   |   |           |
|--|---|---|---|---|---|-----------|
| <b>Evaluation:</b>   | 1 | 2 | 3 | 4 | 5 |           |
| Unsatisfactory   |   |   |   |   |   | Excellent |
| How do you know?   |   |   |   |   |   |           |



What do (a) students and (b) parents most like about the school?

What do they feel needs improvement, and what action is being taken?

| 3. How well do students achieve?  |                |   |   |   |   |           |
|---|----------------|---|---|---|---|-----------|
| Evaluation:   | 1              | 2 | 3 | 4 | 5 | Excellent |
|   | Unsatisfactory |   |   |   |   |           |
| How do you know?  |                |   |   |   |   |           |
| In which subjects and grades do students do best, and why?  |                |   |   |   |   |           |
| In which subjects and grades is improvement needed, and what action is being taken?   |                |   |   |   |   |           |
| Is there evidence of differential attainment according to gender, ethnic background or other grouping and, if so, what action is being taken? |                |   |   |   |   |           |

| 4. How effective is the quality of instruction, including teaching, learning and curriculum? |                |   |   |   |   |           |
|--|----------------|---|---|---|---|-----------|
| Evaluation:  | 1              | 2 | 3 | 4 | 5 | Excellent |
|  | Unsatisfactory |   |   |   |   |           |
| How do you know?   |                |   |   |   |   |           |
| Which are the strongest features of teaching and learning, and why?                          |                |   |   |   |   |           |
| What aspects of teaching and learning most need improvement, and what action is being taken? |                |   |   |   |   |           |

| <b>5. How effective are the professional development opportunities provided to teachers and administrators?</b>  |   |   |   |   |   |           |
|--|---|---|---|---|---|-----------|
| <b>Evaluation:</b><br>Unsatisfactory   | 1 | 2 | 3 | 4 | 5 | Excellent |
|  |   |   |   |   |   |           |
| <p>How do you know?</p> <p>Which are the strongest features of professional development, and why?</p> <p>How are professional development activities selected and evaluated?</p> <p>What aspects of teaching and learning most need improvement, and what action is being taken?</p> |   |   |   |   |   |           |

| <b>6. How effective is the assessment of student learning?</b>  |   |   |   |   |   |           |
|---|---|---|---|---|---|-----------|
| <b>Evaluation:</b><br>Unsatisfactory  | 1 | 2 | 3 | 4 | 5 | Excellent |
|   |   |   |   |   |   |           |
| <p>How do you know?</p> <p>What are the strongest features of assessment?</p> <p>What aspects need improvement, and what action is being taken?</p> |   |   |   |   |   |           |

| <b>7. How effective are the strategy and processes that you have put in place to ensure your school enrolls a diverse student population (i.e. representation of English Learners, students with disabilities, or of homeless status)?</b> |   |   |   |   |   |           |
|--|---|---|---|---|---|-----------|
| <b>Evaluation:</b><br>Unsatisfactory   | 1 | 2 | 3 | 4 | 5 | Excellent |
|  |   |   |   |   |   |           |
| <p>How do you know?</p>  |   |   |   |   |   |           |

What are the strongest aspects of the efforts to recruit a diverse student population?

What aspects need improvement, and what action is being taken?

| <b>8. How effective are the leadership and management of the school?</b>   |   |   |   |   |   |           |
|--|---|---|---|---|---|-----------|
| <b>Evaluation:</b>   | 1 | 2 | 3 | 4 | 5 |           |
| Unsatisfactory   |   |   |   |   |   | Excellent |
| <p>How do you know?</p> <p>How does your school monitor teacher and staff implementation of the school’s curriculum, including its alignment with the California State Standards?</p> <p>What steps are taken if school administrators and teachers are not effectively implementing the curriculum?</p> <p>Which aspects of leading and managing the academic performance of the school work best, and why?</p> |   |   |   |   |   |           |

| <b>9. How well does the charter school collaborate with parents to encourage active participation in their student’s education?</b>           |   |   |   |   |   |           |
|---|---|---|---|---|---|-----------|
| <b>Evaluation:</b>  | 1 | 2 | 3 | 4 | 5 |           |
| Unsatisfactory  |   |   |   |   |   | Excellent |
| <p>How do you know?</p> <p>Which are the strongest features, and why?</p> <p>What most needs improvement, and what action is being taken?</p> |   |   |   |   |   |           |

| <b>10. How effectively does the school community analyze and use school-wide data for continuous improvement?</b>                     |                |   |   |   |   |           |
|---|----------------|---|---|---|---|-----------|
| <b>Evaluation:</b>  | 1              | 2 | 3 | 4 | 5 | Excellent |
|   | Unsatisfactory |   |   |   |   |           |
| How do you know?  |                |   |   |   |   |           |
| To what extent does the staff as a whole discuss and analyze performance data for programmatic improvement and to modify instruction? |                |   |   |   |   |           |
| Describe how the school is training administrators and teachers to understand and use assessment data.                                |                |   |   |   |   |           |
| To what extent are parents and students informed of student performance data individually and schoolwide?                             |                |   |   |   |   |           |
| What most needs improvement, and what action is being taken?  |                |   |   |   |   |           |

| <b>11. How effective are the methods and strategies by which your school assures that students with disabilities are provided a free appropriate public education in the least restrictive environment and English Language Learners are supported?</b> |                |   |   |   |   |           |
|---|----------------|---|---|---|---|-----------|
| <b>Evaluation:</b>  | 1              | 2 | 3 | 4 | 5 | Excellent |
|   | Unsatisfactory |   |   |   |   |           |
| How do you know?  |                |   |   |   |   |           |
| Which are the strongest features, and why?  |                |   |   |   |   |           |
| What most needs improvement, and what action is being taken?  |                |   |   |   |   |           |

| <b>12. How effective is your education program at diagnosing and addressing the needs of the following students: English Language Learners, students with disabilities, gifted students, and students in need of remediation?</b> |   |   |   |   |   |           |
|---|---|---|---|---|---|-----------|
| <b>Evaluation:</b><br><br>Unsatisfactory  | 1 | 2 | 3 | 4 | 5 | Excellent |
|   |   |   |   |   |   |           |
| <p>How do you know?</p> <p>Which are the strongest features, and why?</p> <p>What most needs improvement, and what action is being taken?</p>   |   |   |   |   |   |           |

| <b>13. How effective is the governing board of the school?</b>   |   |   |   |   |   |           |
|--|---|---|---|---|---|-----------|
| <b>Evaluation:</b><br><br>Unsatisfactory   | 1 | 2 | 3 | 4 | 5 | Excellent |
|  |   |   |   |   |   |           |
| <p>How do you know?</p> <p>Describe the process for selecting your governing board members. List all current board members, board committees and provide a current resume for each individual as an attachment to this report.</p> <p>How effectively does the governing board work with the school leader/s and parents?</p> <p>Describe the governing board’s primary roles and responsibilities. In addition, give an example of a recent issue/policy that the board is working on.</p> <p>What are the notable features of the governing board in the school?</p> <p>What aspects of the governing board most need improvement, and what action is being taken?</p> |   |   |   |   |   |           |

| <b>14. How effective is the school at involving parents, teachers, and community members in the governance of the school?</b>                 |                |   |   |   |   |           |
|---|----------------|---|---|---|---|-----------|
| <b>Evaluation:</b>  | 1              | 2 | 3 | 4 | 5 | Excellent |
|   | Unsatisfactory |   |   |   |   |           |
| <p>How do you know?</p> <p>Which are the strongest features, and why?</p> <p>What most needs improvement, and what action is being taken?</p> |                |   |   |   |   |           |

| <b>15. How effective is the school at ensuring fiscal soundness and legal compliance?</b>   |                |   |   |   |   |           |
|---|----------------|---|---|---|---|-----------|
| <b>Evaluation:</b>  | 1              | 2 | 3 | 4 | 5 | Excellent |
|   | Unsatisfactory |   |   |   |   |           |
| <p>How do you know?</p> <p>Describe what policies are in place to ensure fiscal soundness and legal compliance.</p> <p>Which are the strongest features, and why?</p> <p>What most needs improvement, and what action is being taken?</p> |                |   |   |   |   |           |

| <b>16. What are the most significant aids and/or barriers to raising student achievement?</b>                         |
|---|
| <p>Which are the strongest features, and why?</p> <p>What most needs improvement, and what action is being taken?</p> |

## CHARTER RENEWAL DATA DOCUMENT

**Financial Information (for Year 5 of current charter term)**

|  |  |  |  |
|--|--|--|--|
| Total Operational Budget                   |  | Per Student Revenue                            |  |
| Total Expenditure                          |  | Expenditure Per Student                        |  |
| Balance brought forward from previous year |  | Projected balance carried forward to next year |  |

**Special Populations (for each year of current charter term)**

| Subgroup                                     | Number of Enrolled Students in Subgroup |        |        |        |         | Percent of Enrolled Students in Subgroup |        |        |        |         |
|--|---|--------|--------|--------|---------|--|--------|--------|--------|---------|
|  | Year 1                                  | Year 2 | Year 3 | Year 4 | Year 5* | Year 1                                   | Year 2 | Year 3 | Year 4 | Year 5* |
| FRPM-Eligible/<br>Economically Disadvantaged |   |        |        |        |         |  |        |        |        |         |
| English Learners                             |   |        |        |        |         |  |        |        |        |         |
| Students with Disabilities                   |   |        |        |        |         |  |        |        |        |         |

\* If official data for this year is not yet available, please provide the most updated unofficial number.

**Pupil Mobility**

| Subgroup   | Number of Students |        |        |        |         | Percent of Total Enrollment |        |        |        |         |
|--|--------------------|--------|--------|--------|---------|-----------------------------|--------|--------|--------|---------|
|  | Year 1             | Year 2 | Year 3 | Year 4 | Year 5* | Year 1                      | Year 2 | Year 3 | Year 4 | Year 5* |
| Students who joined the school other than at the usual time of admission |                    |        |        |        |         |                             |        |        |        |         |
| Students who left the school other than at the usual time of leaving     |                    |        |        |        |         |                             |        |        |        |         |

\* Enter most recent data available.

**Enrollment and Attendance (for each year of current charter term)**

|                   | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-------------------|--------|--------|--------|--------|--------|
| Total Enrollment* |        |        |        |        |        |
| Attendance Rate** |        |        |        |        |        |

\* As of CBEDs census date. For Year 5, if CBEDs census data has not yet passed, enter most recent enrollment data available.

\*\* Enter year-end attendance rate. For Year 5, enter attendance rate to date.

**Enrollment** (for Year 5 of current charter term)

| Subgroup                            | <u>Number</u> Enrolled | <u>Percent</u> of Total Enrollment |
|-------------------------------------|------------------------|------------------------------------|
| Asian                               |                        |                                    |
| Black or African American           |                        |                                    |
| Filipino                            |                        |                                    |
| Hispanic or Latino                  |                        |                                    |
| Native American or Alaskan Native   |                        |                                    |
| Native Hawaiian or Pacific Islander |                        |                                    |
| White                               |                        |                                    |
| Two or More Races                   |                        |                                    |
| Not Reported                        |                        |                                    |
| Male                                |                        |                                    |
| Female                              |                        |                                    |
| Homeless Students                   |                        |                                    |

**Discipline** (for Year 4 of current charter term)

| Subgroup                            | # of Suspensions | # of Expulsions |
|-------------------------------------|------------------|-----------------|
| Schoolwide                          |                  |                 |
| Asian                               |                  |                 |
| Black or African American           |                  |                 |
| Filipino                            |                  |                 |
| Hispanic or Latino                  |                  |                 |
| Native American or Alaskan Native   |                  |                 |
| Native Hawaiian or Pacific Islander |                  |                 |
| White                               |                  |                 |
| Two or More Races                   |                  |                 |
| Not Reported                        |                  |                 |
| Male                                |                  |                 |
| Female                              |                  |                 |
| Homeless Students                   |                  |                 |
| English Learners                    |                  |                 |
| Students with Disabilities          |                  |                 |



**Lottery/Waitlist Information**

| Year of Current Charter Term  | Date of Lottery | Grade Level | # of Applicants | # of Available Spaces | # of Students on Waitlist |
|---|-----------------|-------------|-----------------|-----------------------|---------------------------|
| <i>EXAMPLE (add rows as necessary to capture all grade levels served)</i> | 4/1/18          | 6           | 180             | 100                   | 80                        |
|   |                 | 7           | 115             | 100                   | 15                        |
|   |                 | 8           | 105             | 100                   | 5                         |
| Year 1  |                 |             |                 |                       |                           |
|   |                 |             |                 |                       |                           |
|   |                 |             |                 |                       |                           |
| Year 2  |                 |             |                 |                       |                           |
|   |                 |             |                 |                       |                           |
|   |                 |             |                 |                       |                           |
| Year 3  |                 |             |                 |                       |                           |
|   |                 |             |                 |                       |                           |
|   |                 |             |                 |                       |                           |
| Year 4  |                 |             |                 |                       |                           |
|   |                 |             |                 |                       |                           |
|   |                 |             |                 |                       |                           |
| Year 5  |                 |             |                 |                       |                           |
|   |                 |             |                 |                       |                           |
|   |                 |             |                 |                       |                           |

**Graduation Information (High Schools only)**

|                        | Year 1 | Year 2 | Year 3 | Year 4* |
|------------------------|--------|--------|--------|---------|
| Cohort Graduation Rate |        |        |        |         |
| Cohort Dropout Rate    |        |        |        |         |

\* If official data is not yet available for Year 4, please provide preliminary/unofficial numbers.

**Post-Graduation Plans (High Schools only)**

|   | Year 1 | Year 2 | Year 3 | Year 4 |
|---|--------|--------|--------|--------|
| % attending 4-year college                |        |        |        |        |
| % attending 2-year college                |        |        |        |        |
| % attending vocational/technical training |        |        |        |        |
| % joined military                         |        |        |        |        |
| % working exclusively                     |        |        |        |        |

**Teacher Recruitment/Retention (for each year of current charter term)**

|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--|--------|--------|--------|--------|--------|
| Total # of classroom teachers  |        |        |        |        |        |
| # of new classroom teacher hires   |        |        |        |        |        |
| # of classroom teachers retained from prior year   |        |        |        |        |        |
| # of classroom teachers that left their position prior to the end of the school year (e.g. resigned, quit, terminated) |        |        |        |        |        |
| # of currently vacant classroom teaching positions (FTEs)  |        |        |        |        |        |

**ELA SBAC Proficiency – Percent Meeting or Exceeding Standard (for each year of current charter term)**  
 Please note, data is only required for subgroups that had at least 11 students with ELA SBAC scores for a given year.

| Subgroup                            | Year 1 | Year 2 | Year 3 | Year 4 |
|-------------------------------------|--------|--------|--------|--------|
| Schoolwide                          |        |        |        |        |
| Asian                               |        |        |        |        |
| Black or African American           |        |        |        |        |
| Filipino                            |        |        |        |        |
| Hispanic or Latino                  |        |        |        |        |
| Native American or Alaskan Native   |        |        |        |        |
| Native Hawaiian or Pacific Islander |        |        |        |        |
| White                               |        |        |        |        |
| Two or More Races                   |        |        |        |        |
| English Learners                    |        |        |        |        |
| Students with Disabilities          |        |        |        |        |
| Economically Disadvantaged          |        |        |        |        |

**Math SBAC Proficiency – Percent Meeting or Exceeding Standard (for each year of current charter term)**  
 Please note, data is only required for subgroups that had at least 11 students with Math SBAC scores for a given year.

| Subgroup                            | Year 1 | Year 2 | Year 3 | Year 4 |
|-------------------------------------|--------|--------|--------|--------|
| Schoolwide                          |        |        |        |        |
| Asian                               |        |        |        |        |
| Black or African American           |        |        |        |        |
| Filipino                            |        |        |        |        |
| Hispanic or Latino                  |        |        |        |        |
| Native American or Alaskan Native   |        |        |        |        |
| Native Hawaiian or Pacific Islander |        |        |        |        |

|                            |  |  |  |  |
|----------------------------|--|--|--|--|
| White                      |  |  |  |  |
| Two or More Races          |  |  |  |  |
| English Learners           |  |  |  |  |
| Students with Disabilities |  |  |  |  |
| Economically Disadvantaged |  |  |  |  |

## **MPOS AND LCAP GOALS**

### ***Measurable Pupil Outcomes (MPOs)***

Insert the MPOs for the charter term under review (i.e. 2014-15 thru 2018-19). If the Collective MPOs were adopted, this section should include two sets of charts.

If the Collective MPOs were adopted starting for 2015-16. The first chart should include the data for the former MPOs for the first year of the charter term (2014-15). For each MPO in this chart, include an analysis as to whether the goals were “met” or “not met” and explain why or why not. Specifically, provide the goal, target, instrument, and data achieved/results. If the data achieved/results are unavailable, please indicate as much and provide a brief explanation. For example, if the specific instrument listed is no longer in use, please indicate “no longer available/given”. If multiple assessments, grade levels, or subgroups were included in a single goal, please make sure to include the specific target and data achieved/results for each assessment, grade level, and/or subgroup.

The second chart should include the data updates for the Collective MPOs for the subsequent years of the charter term (i.e. 2015-16 thru 2018-19). Some data may not yet be available for 2018-19, but please **be sure to include all available data for each year.**

### ***Local Control and Accountability Plan (LCAP) Goals***

In regard to the school’s LCAP goals that have been in place, please address the following:

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.
- A listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments. (Education Code section 47606.5.)

## FACILITIES AND FUTURE PLANS

| <b>FACILITIES ADA – APPLIES ONLY TO NON-OUSD FACILITIES (CURRENT OR PLANNED)</b>   |
|--|
| <b>Please respond to the following:</b>  |
| <p>Does your lease extend through the end of your requested charter term?</p> <p>If the lease does not extend though the end of your charter term, please describe your plans for a facility solution which includes either:</p> <ul style="list-style-type: none"> <li>• A letter of intent, signed by the building owner, to lease or sell the proposed facility to your organization; or</li> <li>• A memorandum of understanding, signed by the building owner that describes the status of negotiations with your organization regarding the possible lease or purchase of the building, describes any foreseeable conditions, circumstances or considerations that may affect the decision to lease or sell the building to your organization, specifies any decision-making process that may be required before an agreement can be finalized, specifies a date by which a decision to lease or sell is likely</li> </ul> |
| Describe the condition of your current facility.   |
| What procedures are in place for handling facility repairs?  |
| Describe your systems for ongoing maintenance of the facility and if applicable, provide a copy of the contract for provision of maintenance services for the facility.  |

| <b>FUTURE PLANS</b>   |
|---|
| <b>Please respond to the following:</b>   |
| <i>As applicable:</i> Describe any proposals for additional campuses your school may be approved for and/or are considering seeking approval for during this renewal period.  |
| <p><i>As applicable:</i> Describe any material revisions to your charter and rationale for this renewal period. This request will be considered as part of the renewal process.</p> <ul style="list-style-type: none"> <li>• Material revisions include, but are not limited to, adding additional grades, potentially growing student enrollment beyond the capacity, changing the school’s mission, purchasing a new facility, etc.</li> <li>• In order to have the material revision to your charter approved, your school needs to:                             <ul style="list-style-type: none"> <li>○ State the revision(s) the school’s governing board wishes to make to the charter.</li> <li>○ Describe the reasons for the request(s).</li> <li>○ Describe the changes in the operations of the school that will be impacted by the proposed revision(s). Indicate how student enrollment, curriculum, staffing,</li> </ul> </li> </ul> |

governance, facilities, and budget may or will be impacted in the current school year and in the subsequent school years.

If the revision(s) directly affect(s) the students, explain if and how the proposed revision has been discussed with the parents.

- If appropriate, describe how student achievement may be impacted by the proposed revision(s).

## CHARTER RENEWAL SCHOOL SITE VISIT GUIDELINES

### **CHARTER RENEWAL DOCUMENTS**

At the start of the school site visit, please provide **one (1) electronic copy of the following materials on a flash drive**. Please make sure to clearly identify each file according to the numbering below.

1. The school's current charter.
2. Unaudited actuals submitted in September.
3. The budget report approved in June and submitted in July.
4. Current Copy of Suspension/Expulsion Policy and Procedures.
5. Current Copy of Parent/Community Complaint Procedures.
6. Current Parent/Student/Family Handbook.
7. Current Admissions Policy.
8. Current Attendance Policy.
9. Current Student Retention/Promotion Policy.
10. Current SPED and 504 Policies.
11. Current copy of Certificate of Occupancy/Conditional Use Permit (for schools not in OUSD facilities).
12. Current Governing Board Roster with officers and committees indicated
13. Current Governing Board Bylaws.
14. Agendas and Minutes of all Governing Board and Board committee meetings for the past five (5) meetings.
15. Document indicating loans, notes, or any indebtedness.
16. Employee Handbook.
17. Agendas and Minutes of three (3) most recent faculty meetings.
18. Most recent Fire/Safety Inspection.
19. Strategic/Long-term Plan.
20. School Improvement Plan from previous year and for current year.
21. All previously contracted third party review reports.
22. Parent/teacher/student surveys and results from most recent survey.
23. Fiscal Management Policies

### **CHARTER RENEWAL REVIEWER FOLDER**

At the start of the school site visit, please provide **two (2) hard copies of the following materials**.

1. The daily bell schedule
2. Staffing spreadsheet, including teacher names, subject/grade levels teaching, and room numbers
3. Map of the classrooms, including teacher names, subject/grade levels teaching, and room numbers
4. Roster of parent organization(s) and meeting schedule(s)
5. Sample student report cards

**CHARTER RENEWAL SCHOOL SITE VISIT SCHEDULE**

During the two (2) day school site visit, the review team will aim to get to know as much about the school as possible in the time available. The review team follows an intensive daily schedule during which it collects evidence through observation of teaching and learning, focus groups with teachers, students, parents, governing board, and other members of the school community. This first-hand evidence, coupled with the evidence gathered over the term of the charter, provides the team with a thorough understanding of the school’s program and operations and the quality thereof.

A note about focus groups: Please ensure that your focus groups contain a reasonably representative group of your school’s stakeholders featuring members with differing viewpoints and backgrounds. Please refer to the chart below for recommendations regarding the composition of the focus group.

| <b>Focus Group</b>             | <b>Recommended Number of People</b>  |
|--------------------------------|--|
| Board & Home Office            | 4-5 people who can answer questions regarding budgets, finance, and governance |
| Teachers, Students, & Families | 1-2 per grade level; maximum of 10 people                                      |

Below is a sample school site visit schedule. We ask that you revise the schedule to reflect your school’s schedule, making sure to include all of the listed components. Please email a draft of this schedule to the Office of Charter School staff (whose contact information is available at <https://www.ousdcharters.net/contact-us.html>) no later than two (2) weeks prior to your scheduled school site visit. We will review the draft and follow-up if changes are necessary.

| <b>Two-Day School Site Visit Schedule (Sample)</b> |   |  |
|--|---|--|
| <b>Schedule</b>                                    | <b>Day 1</b>                                | <b>Day 2</b>                               |
| 9:00-9:30  | Meet with School Leader                     | Meet with School Leader/Class Visits       |
| 9:30-10:00   | Team Work Time                              | Team Work Time                             |
| 10:00-12:00  | Class Visits                                | Class Visits                               |
| 12:00-1:00   | Teacher Focus Group (Lunch with Teachers*)  | Student Focus Group (Lunch with Students*) |
| 1:00-2:00  | Governing Board & Home Office** Focus Group | Parent Focus Group                         |
| 2:00-3:00  | Class Visits                                | Class Visits                               |
| 3:00-3:30  | Meet with School Leader                     | Meet with School Leader                    |

*\*Please ensure lunch is set up prior to the designated interview time and that adequate coverage has been scheduled for teachers.*

*\*\*Applies only to CMO schools with a Home Office component*



## OUSD DISTRICT REQUIRED LANGUAGE

Please follow the instructions below:

- Visit the following link to view the most current version of the OUSD District Required Language (DRL): <http://www.ousdcharters.net/charter-renewalrevision.html>
- Place the DRL for each Element at the beginning of the Element under the Element heading. Use the Element headings provided in the DRL, including the statutory language for each Element.
- As shown here, please highlight all DRL in gray to facilitate easy identification of the DRL within the petition.
- **Do not add, delete, or change any provision of the DRL.**
- **Ensure that all other provisions in the charter petition do not contradict and are otherwise consistent with the provisions of the DRL.**
- Note that Element 11 does not include DRL other than its heading.

Please note that use of the DRL does not constitute an assurance or guarantee that the Board of Education will grant the petition. The Office of Charter Schools will evaluate the Petition according to the criteria set forth in Education Code section 47605, and the Board may deny the petition if it finds any of the following: “(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school; (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition; (3) The petition does not contain the [required] number of signatures; (4) The petition does not contain an affirmation of each of the conditions described in subdivision [Education Code §§47605] (d); and (5) The petition does not contain reasonably comprehensive descriptions of all of the [criteria set forth in Education Code §§47605(b)(5)(A)-(Q).]”

The DRL is intended to constitute a minimum threshold for eligibility for submission, not a guarantee that the petition will be granted.

## STATEMENT OF ASSURANCES

Please follow the instructions below:

- Visit the following link to view the most current version of the Statement of Assurances: <http://www.ousdcharters.net/charter-renewalrevision.html>
- Include the Statement of Assurances in the charter renewal submission\*.
- **Do not add, delete, or change any provision of the Statement of Assurances.**
- **Ensure that all other provisions in the charter petition do not contradict and are otherwise consistent with the provisions included in the Statement of Assurances.**

*\*Please note, this form or other similar form must be signed by a duly authorized representative of the petitioner group and submitted with the petition. A petition will be considered incomplete if it is not accompanied by the Statement of Assurances or does not otherwise contain these assurances.*

# Coversheet

## Legislative Update

**Section:** II. Non-Action Items  
**Item:** C. Legislative Update  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Analysis.Senate.Education.Committee.AB1505.pdf

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## SENATE COMMITTEE ON EDUCATION

**Senator Connie Leyva, Chair**

**2019 - 2020 Regular**

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|                    |              |                      |               |
|--------------------|--------------|----------------------|---------------|
| <b>Bill No:</b>    | AB 1505      | <b>Hearing Date:</b> | July 10, 2019 |
| <b>Author:</b>     | O'Donnell    |                      |               |
| <b>Version:</b>    | July 5, 2019 |                      |               |
| <b>Urgency:</b>    | No           | <b>Fiscal:</b>       | Yes           |
| <b>Consultant:</b> | Ian Johnson  |                      |               |

**Subject:** Charter schools: petitions

### SUMMARY

This bill makes various changes relating to charter school authorizations, appeals, and renewals, clarifies the teacher credentialing requirements of charter schools teachers, and places a two-year moratorium on nonclassroom-based charter schools.

### BACKGROUND

Existing law:

- 1) Establishes the Charter Schools Act of 1992, providing for the establishment of charter schools in California for the purpose, among other things, of improving student learning and expanding learning experiences for pupils who are identified as academically low achieving.
  
- 2) Authorizes anyone to develop, circulate, and submit a petition to establish a charter school, and requires charter developers to collect certain signatures in support of the petition, as specified. A governing board must grant a charter if it is satisfied that the charter is consistent with sound educational practice. A governing board is precluded from denying a petition unless it makes written factual findings that the petition fails to meet one or more of the following:
  - a) The charter school presents an unsound educational program.
  - b) The petitioners are demonstrably unlikely to successfully implement the program described in the petition.
  - c) The petition does not contain the number of required signatures.
  - d) The petition does not contain an affirmation it will be nonsectarian, nondiscriminatory, shall not charge tuition, and other affirmations, as specified.
  - e) The petition does not contain reasonably comprehensive descriptions of the 16 required elements of a charter petition.
  
- 3) Authorizes a petitioner to submit a petition directly to a county board of education to establish a charter school that will serve pupils for whom the county office of

education would otherwise be responsible for providing direct education and related services.

- 4) Authorizes a county board of education to approve a petition for the establishment of a countywide charter school that operates at one or more sites within the geographic boundaries of the county that provides instructional services that are not provided by a county office of education.
- 5) Establishes an appeals process for charter schools. Under current law, if a school district governing board denies a petition, a petitioner may appeal to the county board of education. If the county board of education also denies the petition, the petitioner is authorized to submit the petition to the State Board of Education (SBE) for approval.
- 6) Authorizes the SBE to approve petitions for state charter schools that operate at multiple sites throughout the state.

## **ANALYSIS**

This bill:

- 1) Extends the timeline to approve or deny a new charter school petition an additional 30 days.
- 2) Specifies that a charter petition is deemed received by a school district or county board of education when the petitioner submits the complete petition.
- 3) Requires the governing board of a school district or county board of education to publish all staff recommendations regarding a charter petition at least 15 days before the public hearing at which the board will either grant or deny the charter. Specifies that petitioners shall have an opportunity to present evidence and testimony to the governing board.
- 4) **Requires all charter petitions to include:**
  - a) **The names and relevant qualifications of all persons whom the petitioner nominates to serve on the charter governing board for schools operated by, or as, a nonprofit public benefit corporation.**
  - b) **A clear explanation of why a new or expanding charter school's proposed model cannot be accomplished within the school district structure of neighborhood public schools.**
- 5) **Allows school districts to deny a petition to create or expand a charter school if the charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. A finding under this provision must detail specific facts and circumstances that analyze and consider both of the following:**

- a) The extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings, including consideration of the fiscal impact of the proposed charter school.
  - b) Whether the proposed charter school would duplicate a program currently offered within existing neighborhood schools and the existing program has sufficient capacity for the pupils proposed to be served.
- 6) Allows school districts to deny a petition to create or expand a charter school if the district is not positioned to absorb the fiscal impact of the proposed charter school, which includes any of the following circumstances:
- a) The district has a qualified interim certification and the county superintendent of schools, in consultation with the Fiscal Crisis Management and Assistance Team, certifies that approving the charter school would result in the district having a negative interim certification.
  - b) The district has a negative interim certification.
  - c) The district is under state receivership.
- 7) Specifies that a charter petition submitted to a county board of education on appeal containing new or different “material terms” shall be immediately remanded back to the denying school district for reconsideration within 30 days. If the school district denies the petition, the petitioner may elect to resubmit the petition on appeal to the county board of education.
- 8) Defines “material terms” to mean the signatures, affirmations, disclosures, documents, and descriptions included in the charter petition, but does not include administrative updates due to changes in circumstances based on the passage of time related to fiscal affairs, facilities arrangements, or state law.
- 9) Allows a petitioner denied by the county board of education to appeal that denial to the SBE within 30 days, as specified. If the appeal contains new or different material terms, the SBE shall remand the petition back to the county board of education.
- 10) Requires the SBE’s Advisory Commission on Charter Schools to hold a public hearing to review the appeal and submit a recommendation to the SBE whether there is sufficient evidence to hear or summarily deny review of the appeal. Upon hearing an appeal, the SBE may reverse the determination of the county board of education upon a determination that there was an abuse of discretion. If the denial of a charter petition is reversed by the SBE, the county board of education shall become the chartering authority.
- 11) Requires charter school teachers to hold a Commission on Teacher Credentialing (CTC) certificate, permit, or other document required for the teacher’s certificated assignment, unless the teacher holds a certificate of

clearance and does not teach a course in English, math, science, social science,

elementary school, or in certain special education settings. Exempts teachers employed by a charter school before January 1, 2020 assigned to teach noncore, noncollege preparatory courses from this requirement.

- 12) Requires the CTC to develop a certificate of clearance or other equivalent document for noncore, noncollege preparatory courses in charter schools.
- 13) Eliminates the authority to establish a statewide benefit charter school and specifies that an existing statewide benefit charter school may continue to operate until the date on which the charter is up for renewal, at which point the charter school shall submit a petition for renewal to the governing board of the school district within the boundaries of which the charter school is located.
- 14) Establishes additional charter renewal criteria based on the performance of the charter school on the state and local indicators included in the state's evaluation rubrics. Specifically:
  - a) The chartering authority shall not deny renewal of a charter school, and may renew the charter for a period of between five and seven years, if the charter school received, for two consecutive years immediately preceding the renewal decision, the two highest performance levels on all the state indicators and the chartering authority does not make an adverse finding based on the renewal charter petition.
  - b) The chartering authority shall not renew a charter school if the charter school received, for two consecutive years immediately preceding the renewal decision, the two lowest performance levels on all the state indicators, unless the chartering authority makes a written factual finding that continued operation of the charter school is in the best interest of pupils and the charter school is making meaningful steps to address the underlying cause of low performance. Upon making such a determination, the charter school may be renewed for a period of two years.
  - c) The chartering authority shall consider denying a charter renewal if the charter school received, for four consecutive years immediately preceding the renewal decision, the two lowest performance levels on all the state indicators, unless the chartering authority makes a written factual finding that continued operation of the charter school is necessary based on an identified extraordinary need in the community and the charter school is making meaningful steps to address the underlying cause of low performance, as reflected in a written plan adopted by the charter governing board. Upon making such a determination, the charter school may be renewed for a period of two years.
  - d) For all other charter schools, the chartering authority shall consider the performance of all groups of pupils served by the charter school on the state and local indicators and provide greater weight to performance on measurements of academic performance. The chartering authority may deny a renewal upon making a written finding that closure of the school is in the best interest of pupils and that its decision provided greater weight



to performance on measurements of academic performance. An approval of a renewal shall be for a period of five years.

- 15) Prohibits the approval of a petition for the establishment of a new nonclassroom-based charter school from January 1, 2020 to January 1, 2022 with the following exceptions:
- a) Except for a nonclassroom-based charter school that was granted approval of its petition and was providing educational services to pupils before July 1, 2019 under either of the following circumstances:
    - i) If Assembly Bill 1507 becomes operative and the charter school is required to submit a petition to the governing board of a school district in an adjacent county in which its existing resource center is located, or to retain current program offerings and enrollment.
    - ii) If a charter school is required to submit a petition to a school district in which a resource center is located in order to comply with the court decision in Anderson Union High School District v. Shasta Secondary Home School, and the petition is necessary to retain current program offerings or enrollment.

## STAFF COMMENTS

### ***Need for the bill.***

- 1) According to the author, "The Charter Schools Act has largely been untouched since it was enacted in 1992. School districts have been required to approve charter schools unless the charter petition fails to adequately address the required elements. This has led to unprecedented growth of charter schools in California. Today, charter schools outnumber school districts in this state. School districts currently have limited options in regards to authorizing, renewing, and revoking charter schools. This bill seeks to strengthen the ability of charter authorizers to hold charter schools accountable for both academic and fiscal outcomes.

It is time for a correction in state law to return charter school authorization and oversight to communities where the charter schools are located. This measure ensures that charter schools are authorized and overseen by school districts and county offices of education, who are the elected officials that best understand the educational needs of their local students, thus improving proper oversight. The bill gives school districts greater authority to choose which charter schools are approved in their community, and to consider the fiscal impact of the charter school on the current students in the district. Further, this bill clarifies oversight responsibilities by requiring districts to consider the financial stability of the charter school during renewal. Lastly, the bill corrects an inconsistency in the law, and requires that charter schools receive valuable technical assistance on the same timeline as currently provided for school districts, when they are facing academic challenges."

### ***Charter school overview.***

- 2) Charter schools are public schools that provide instruction in any combination of grades kindergarten through 12. In 1992, the

state enacted legislation allowing charter schools in California to offer parents an alternative to traditional public schools and encourage local leaders to experiment with new educational programs. Except where specifically noted otherwise, California law exempts charter schools from many of the statutes and regulations that apply to school districts. Generally, all charter schools must (1) provide nonsectarian instruction, (2) charge no tuition, and (3) admit all interested students up to school capacity. To both open and continue operating, a charter school must have an approved charter setting forth a comprehensive vision for the school.

Over the last decade, charter school enrollment has grown steadily. In 2006, 560 charter schools served about 200,000 students (3.5 percent of the state's K-12 enrollment). By 2016, over 1,200 charter schools served about 580,000 students (almost 10 percent of the state's K-12 enrollment). Most charter schools are small, compared to traditional public schools, and located in urban areas. The median charter school enrolls about 250 students, whereas the median traditional public school enrolls about 525 students. Together, nine Bay Area counties, Los Angeles County, and San Diego County account for more than 60 percent of all charter schools and charter school enrollment in the state.

Charter schools can be conversions of existing public schools or new startup schools. About 15 percent of charter schools are conversions, with the remaining 85 percent being startups. Of these, about 80 percent offer traditional, classroom-based instruction and 20 percent offer some form of independent study, such as distance learning or home study.

***Charter school authorization.***

- 3) Groups that are interested in creating a charter school must adhere to a state prescribed application process. A charter petition must be signed by a sufficient number of interested teachers or parents and must set forth a comprehensive vision for the school, including its educational program, student outcome measurements, student discipline policy, employee policies, governance structure, and fiscal plans. Petitions must be submitted to an authorizer, which in most cases is the school district in which the charter school will be located. Groups can also submit petitions to the county office of education or the state for charter schools that will serve multiple districts or multiple counties.

Existing law requires an authorizer to approve a charter application, unless it makes a written finding that: (1) the proposed educational program is unsound, (2) the petitioners are unlikely to successfully implement their program, (3) there are insufficient signatures, (4) the proposed school violates one of the three basic requirements for all charter schools, or (5) the petition does not include a reasonably comprehensive vision for the school. A charter school that is rejected by its district may appeal to its county office of education, and if rejected there, may appeal to the state.

***Charter school oversight.***

- 4) A charter school must promptly respond to all reasonable inquiries from its chartering authority, the county office of education that has jurisdiction over the school's chartering authority, or from the Superintendent of Public Instruction. Each chartering authority is also required

to: (1) identify at least one staff member as a contact person for the charter school, (2) visit each charter school annually, (3) ensure that each charter school complies with reporting requirements, (4) monitor the fiscal condition of each charter school under its authority, and (5) provide timely notification to the State Department of Education if an existing charter is renewed, revoked, or ceased. Charter schools must annually submit reports to its chartering authority and county superintendent of schools including budget information, interim financial reports, and audits. The chartering authority is tasked with using any financial information it obtains from the charter school to assess the fiscal condition of the charter school.

***Findings and recommendations from recent informational hearing.***

5) On October 23, 2017, this Committee held an informational hearing on charter school authorization in California. The hearing covered the authorization process, with perspectives shared by charter school practitioners, charter authorizers, the Legislative Analyst, and the state’s Fiscal Crisis Management and Assistance Team. Notable findings and recommendations from the panelists were as follows:

- a) *California has many authorizers each overseeing few charter schools, making it difficult to develop systemic authorizer expertise.* California represents 1/3 of all authorizers and 18 percent of all charter schools in the nation. Of the state’s authorizers, 90 percent are school districts, with 85 percent overseeing five or fewer charter schools (half oversee only one charter school).
- b) *Charter schools usually close for fiscal reasons.* More than 80 percent of charter school closures are due to financial mismanagement.
- c) *Current oversight fee levels do not support meaningful oversight.* For most authorizers, the oversight fees paid by charter schools do not provide substantial resources, because most authorizers oversee fewer than five charter schools that tend to be small. This prohibits most authorizers from staffing full-time charter offices, resulting in oversight engagement that is sporadic, distracted, and a contributor to staff turnover for the authorizer.
- d) *Charter schools have changed over time, but the approval process has not.* The growth of the charter school sector has brought multi-school networks operated by charter management organizations and more blended learning models. Yet, the charter petition and the approval process has not changed. The content found in petitions has become “boilerplate”, undermining the purpose and value of the approval process. Further, petitions lack sufficient financial, operational, and governance information for authorizers to effectively determine which petitioners are “demonstrably unlikely to successfully implement the program”.
- e) *Meaningful upfront charter evaluations are critical because schools that do not start strong rarely improve.* Research shows that charter schools that begin with unclear plans and insufficient resources almost never improve.

However, the schools may not be forced to close for two or three years, exacerbating the negative impact on students, parents, and taxpayers. This makes the quality of the information in petitions and the capacity of authorizers to do meaningful evaluations on the front end even more important.

*Charter authorizers can face timeline challenges.*

- f) To evaluate a petition effectively, authorizers need staff with knowledge about education, assessments, special education, English-learners, school finance, human resources, and governance. With no control of when petitions will be submitted, meeting the current review timelines can be challenging for authorizers. For example, a petition that is submitted in early November gives an authorizer roughly 20 working days to arrange its multi-disciplinary team, review the petition, and present a report to its board.

*Charter renewal process does not reconcile initial promises*

- g) *with results.*  
When a charter school applies for renewal, it simply updates its original petition, even though what is most important is how well the charter school performed on the promises that were made. This represents a disconnect between the statutory standard for charter renewal and the state's new continuous improvement accountability structure.

*Conflicts of interest can influence charter petition decisions.*

- h) *When*  
evaluating charter petitions, district officials can, at times, be motivated by retaining or recapturing student enrollment, even if their district schools are underperforming. This inherent conflict speaks to the value of the current appeal process.

*Capacity interviews should be required.*

- i) *While some authorizers already*  
conduct capacity interviews, panelists stated that the increasingly boilerplate nature of charter petitions warrants that these interviews be part of the statutory process. These interviews are now viewed as the only effective way of truly assessing petitioner capacity.

*The functions of annual oversight should be clarified in law.*

- j) *Existing law*  
requires authorizers to monitor the fiscal condition of charter schools, but it does not say how. Because the details are left to be determined by each authorizer, there is wide variety in what oversight looks like throughout the state. Some authorizers are quite involved (bordering on intrusive) and others do little more than process paperwork.

***Charter growth correlates with poverty in California.***

- 6) *Even though only about*  
10 percent of California's 6.2 million public school students attend a charter school, the state's charter school enrollment has more than doubled over the last ten years. While charter school growth is often portrayed as a statewide fight over students and territories, charter enrollment data appears to show that most charter growth has occurred in very specific regions of the state. In fact, over the last ten years, more than half of California's school districts authorized no new charter schools at all. The areas of the state in which charter growth has been

most substantial tend to be areas where most students are from low-income families, with particular charter concentration occurring in big urban areas.

***Charter School Task Force report.***

- 7) The Governor has previously stated that rising charter school enrollments in some urban districts are having real impacts on those districts' ability to provide essential support and services for their students. The Governor requested the Superintendent of Public Instruction (SPI) to convene a group of experts to closely examine the impact of charter school growth on district budgets and to provide a report and recommendations by July 1, 2019. The task force included 11 individuals—5 representing school labor groups, 4 representing charter schools, and 2 LEA superintendents.

On June 6, 2019, the SPI submitted the California Charter School Policy Task Force Report to the Governor. The report includes the following recommendations for which there was unanimous support:

- a) Extend the timeline to approve or deny a new charter school petition an additional 30 days.
- b) Create a statewide entity to develop standards for providing oversight to charter schools and provide training for authorizers.
- c) Include students transferring to charters schools in the average daily attendance "hold harmless" calculation for school districts.
- d) Provide additional discretion when considering a new charter school authorization and amend the role of CDE in oversight.

The report also includes the following recommendations for which there was majority support:

- a) Enact a one-year moratorium on the establishment of virtual charter schools.
- b) Remove the California State Board of Education from hearing appeals of charter petition denials.
- c) Limit the authorization of new charter schools to local districts with an appeals process that takes place at the County Board of Education only when there was an error by the district governing board.
- d) Prohibit districts from authorizing charter schools located outside of district boundaries.
- e) Allow authorizers to consider fiscal impact as part of the authorization process.
- f) Establish clear guidelines for use by authorizers and by charter applicants for new charter petitions.

- g) Update Education Code requirements to reflect current state accountability.

The report also notes that amending current law such that school districts “may” approve charter petitions instead of school districts “shall” approve charter schools, as specified, was not supported by the majority.

- 8) ***How will a charter petitioner know the extent to which their program can or cannot be accomplished within the school district structure?*** Current law allows charter school authorizers to any petition that does not contain reasonably comprehensive descriptions of various aspects directly pertaining to the proposed charter school—the education program and its goals, the measurable pupil outcomes to be used, the school’s governance structure, its health and safety procedures, admissions policies, auditing practices, student disciplinary procedures, employee rights, dispute resolution, and procedures to be used if the charter school closes. There is only one description that must be included that does not directly pertain to the charter school itself—the public school alternatives for pupils residing within the school district who choose not to attend charter schools.

This bill would add a second required description that does not directly pertain to the charter school—a clear explanation of whether and to what extent the proposed model cannot be accomplished within the school district structure of neighborhood public schools. Is it reasonable to expect a charter petitioner to be able to provide a comprehensive explanation about the capabilities and/or willingness of a school district to offer a specific type of program? Given that every school district has unique circumstances affecting their ability to offer courses (e.g. fiscal constraints, other local priorities, lack of qualified personnel, etc.), and that the variables affecting each individual program differ, it seems that few charter petitioners will be able to meet this standard. Should not meeting this standard be a basis for denying an otherwise strong charter petition?

- 9) ***Should a school district be able to deny a charter school based on its fiscal impact both objectively and/or subjectively?*** Existing law does not authorize a school district to deny a charter petition solely because of the fiscal impact that the charter school would have on the district. Given that state funding for LEAs is based on the number of students served, there is no question that when students leave traditional public schools to attend charter schools, the school district’s finances suffer.

As currently drafted, this bill would establish two options for school districts to deny a charter petition based on the financial impact to the district—an objective option and a subjective one.

Based on objective criteria, all school districts submit interim financial reports to their county superintendent about their ability to meet their financial obligations in the current and two subsequent budget years. This bill would allow a school district to deny a charter school if the district: (1) has a qualified interim certification and the county superintendent of schools, in consultation with FCMAT, certifies that approving the charter school would result in the district

having a negative certification, (2) has a negative interim certification, or (3) is in state receivership.

Second, the bill would allow a school district to deny a charter school based on, in part, the extent to which the fiscal impact of the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings. Because the bill does not establish what, at minimum, “substantially undermining” means, it is likely that denials on this basis would be highly subjective.

Given the inherent conflict between school districts and charter schools as it relates to student attendance and financial resources, and that lack of clarity around charter authorization criteria is a common critique, would a subjective option for denial based on fiscal impact make tensions even worse in this area? Further, would the option of denying a charter school based on a subjective assessment of the fiscal impact to the school district render most, if not all, charter petitions deniable? The Committee may wish to consider whether expanding the objective criteria for denial based on financial impact to include districts that have a positive interim certification and demonstrate that approving a charter school would result in them having a qualified certification would be a more balanced approach, in lieu of creating a subjective financial impact denial option.

- 10) ***Limiting the generous appeals process at the state level and prohibiting charter petitioners from changing their application throughout the process .***  
 Compared to the rest of the nation, California’s charter school authorization laws are generally described as robust and relatively generous. While the vast majority of charter schools are authorized by districts, the appeals process is exercised frequently. From 2003 to 2017, for example, the Santa Clara County Office of Education approved 17 of the 25 charter petitions it received on appeal from districts. Further, the SBE has granted nearly three-quarters of the petitions it’s received on appeal to date.

While it is difficult to know why so many appeals have been approved over the years, part of the reason is likely that state law does not require county boards or the SBE to review whether school district governing boards wrongfully denied a petition in deciding whether to grant it. Instead, it allows petitions to be considered as though they were being seen for the first time, and for prospective charter school operators to include new information and address some of the flaws that contributed to the original denial.

By requiring charter petitions submitted on appeal that contain new or different materials terms to be immediately remanded back to the school district for reconsideration, this bill will ensure that districts, counties, and the state are all evaluating the same petition with access to the same information. Further, by only allowing the SBE to reverse the determination of a county board of education upon determining that there was an abuse of discretion, this bill will align charter appeals at the state level with other more typical appeals, such as those pertaining to student expulsions and student transfers.

11) **Treatment of charter school teacher misassignments moving forward**

Current law requires that teachers in charter schools hold a certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold and expresses the intent of the Legislature that charter schools be given flexibility with regard to noncore, non-college preparatory courses. However, current law does not define what noncore, non-college preparatory courses include.

Based on sample data of specific charter schools, it appears that charter school teacher misassignments have never been monitored in a meaningful or systematic way. It would seem that lack of clarity within state law about which charter school teachers must hold certificates, what the equivalent of a certificate required by a public school teacher means, and how often charter school authorizers must verify charter school teacher assignments is at least partly to blame. This bill would provide much needed clarity by specifying that charter school teachers must hold a CTC certificate, permit, or other document required for the teacher's certificated assignment. Further, the bill clarifies the intent of Legislature related to charter school noncore, non-college preparatory courses by specifying that individuals not teaching English, math, science, social science, most elementary school courses, or teaching in certain special education settings must hold at least a certificate of clearance.

However, as currently drafted this bill would not apply to any charter school teacher employed before January 1, 2020 assigned to teach a noncore, noncollege preparatory course. Would providing a transition period for existing charter school teachers to obtain the proper credentials by a certain date be a better approach?

**The state should take a pause to better understand nonclassroom-**

12) **based charter schools.**

Nonclassroom-based charter schools are unique in that they deliver instruction outside of the traditional classroom setting. Nonclassroom-based instruction includes home-schooling and various forms of independent study, such as computer-based instruction distance-learning. These schools tend to serve nontraditional students compared to those enrolled in classroom-based charter schools, including students seeking personalized instruction and a pace tailored to their needs.

As stated in the California Charter School Policy Task Force Report, a temporary freeze "...on new virtual charter schools will give advocates time to study issues related to the establishment of virtual charter schools, such as their operational practices and performance, and to make further recommendations to ensure students are receiving appropriate full-time instruction, supervised by a certificated teacher."

Notwithstanding the benefit that these schools can have for certain students, there are clear examples of misuse of public funds by these schools due to the nature of the instruction they provide. For example, the California Virtual Academies and three Insight Schools were found to be improperly accounting for Common Core education funds, to the tune of \$2 million. Given these concerns, a pause on further expansion of these models is warranted.



- 13) **Updating the charter renewal criteria is long overdue , but is the K-12 accountability system designed to encourage continuous improvement and innovation or punish under-performing schools?** Charter schools are required by law to renew the charter term by the entity that approved the charter petition for a period not to exceed five years. As part of the state's transition to a new standards-based assessments, the SBE suspended the calculation of the Academic Performance Index (API) in March 2014, and the Legislature later repealed the requirement for the API to be calculated moving forward.

In determining whether or not to grant a charter renewal, a charter authorizer must consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor. Several factors for determining pupil academic achievement are based on the old API, rendering them inoperative for charter renewals at this time.

This bill would establish charter school renewal criteria based on state and local indicators under the state's K-12 accountability system—specifically the evaluation rubric as displayed by the California School Dashboard.

While updating the charter renewal criteria is long overdue, using the state's accountability system as the basis for determining whether a charter school will be renewed or forced to close down is a departure from how the system has been characterized to date. Since its inception, the stated goal of the school accountability system has been to use a more comprehensive set of student performance measures in a way that is focused on innovation, continuous improvement, and support. Does using this system as the basis for closing down under-performing charter schools square with that goal? Given that charter schools were created, in part, to increase school choice, should their student outcomes be compared to those of the other neighborhood schools in the community when considering their renewal? Would placing such high stakes on the academic performance of charter school students exacerbate concerns of charter schools targeting students with the highest performance?

## SUPPORT

California School Employees Association (co-sponsor)  
 California Teachers Association (co-sponsor)  
 California Labor Federation (co-sponsor)  
 American Federation of State, County and Municipal Employees  
 Berkeley City Council  
 California-Hawaii State Conference of the NAACP  
 California State Association of Electrical Workers  
 California State Pipe Trades Council  
 California State PTA  
 Democratic Party of Orange County  
 Educators for Democratic Schools  
 Orange County Department of Education  
 San Diego Unified School District  
 Santa Ana Unified School District

**AB 1505 (O'Donnell)**

Wellstone Democratic Renewal Club  
Western States Council Sheet Metal, Air, Rail and Transportation

**OPPOSITION**

Able Charter Schools  
Academia Avance  
Ace Charter Schools  
Aerostem Academy Charter School  
Afisha Media Group  
Alder Grove Charter School  
Alliance College-Ready Public Schools  
Alma Fuerte Public School  
Alpha Public Schools  
Alta Public Schools  
Anahuacalmecac World School  
Apex Academy  
APlus+  
Ari Community Services  
Arts in Action Community Charter Schools  
Aspire Public Schools  
Audeo Charter School  
Bach Viet Association  
Barona Band of Mission Indians  
Baypoint Preparatory Academy  
Bella Mente Montessori Academy  
Bright Star Schools  
Bullis Charter School  
Cahuilla Band of Mission Indians  
California Black Chamber of Commerce Foundation  
Caliber Schools  
California Charter Schools Association  
California Connections Academy  
California Pacific Charter Schools  
Camino Nuevo Charter Academy  
Campo Band of Kumeyaay Indians  
Champs Charter High School of the Arts  
Charter Schools Development Center  
Chemehuevi Indian Tribe  
Chico Country Day School  
Chime Institute  
Citizens of the World Charter School  
City Charter Schools  
Collegiate Charter High School of Los Angeles  
Community School for Creative Education  
Core Charter School  
Creative Arts Charter School  
Da Vinci Connect  
Da Vinci Schools  
Desert Trails Preparatory Academy

**AB 1505 (O'Donnell)**

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Ednovate  
Education for Change  
Eel River Charter School  
El Sol Science and Arts Academy  
Elk Grove Charter School  
Endeavor College Prep  
Environmental Charter Schools  
Envision Education  
Epic Charter School  
Escuela Popular  
Ewiiapaayp Band of Kumeyaay Indians  
Excelencia Charter Academy  
Excelsior Charter Schools  
Extera Public Schools  
Fenton Charter Public Schools  
Forest Charter School  
Gabriella Charter Schools  
Gateway College and Career Academy  
Gateway Community Charters  
Girls Athletic Leadership Schools Los Angeles  
Global Education Collaborative  
Gorman Learning Charter Network  
Greater Bakersfield Chamber of Commerce  
Green Dot Public Schools California  
Grimmway Schools  
Grossmont Secondary School  
Growth Public Schools  
Guajome Schools  
Hawking STEAM Charter School  
Heritage Peak Charter School  
high Tech Los Angeles  
Highlands Community Charter School  
Icef Public Schools  
Iipay Nation of Santa Ysabel  
Ilead California Charter Schools  
Inaja-Cosmit Band of Indians  
Ingenium Schools  
Inspire Charter Schools  
International School for Science and Culture  
Isana Academies  
Ivy Academia Entrepreneurial Charter School  
James Jordan Middle School  
Jamul Indian Village a Kumeyaay Nation  
John Muir Charter Schools  
Julian Charter School  
Kairos Public Schools  
Kavod Charter School  
Kid Street Learning Center Charter School  
Kinetic Academy  
KIPP Bay Area Public Schools

**AB 1505 (O'Donnell)**

KIPP Bayview Academy  
 KIPP Bayview Elementary  
 KIPP Bridge Academy  
 KIPP LA Public Schools  
 La Jolla Band of Luiseño Indians  
 La Posta Band of Mission Indians  
 La Verne Elementary Preparatory Academy  
 La Vida Charter School  
 Language Academy of Sacramento  
 Larchmont Charter School  
 Lashon Academy  
 Leadership Public Schools  
 League of California Cities  
 Learn4Life Assurance Learning Academy  
 Leonardo da Vinci Health Sciences Charter School  
 Libertas College Preparatory Charter School  
 Lighthouse Charter School  
 Lighthouse Community Public Schools  
 Literacy First Charter Schools  
 Los Angeles Academy of Arts and Enterprise  
 Los Angeles International Charter School  
 Los Angeles Leadership Academy  
 Los Coyotes Band of Cahuilla and Cupeño Indians  
 Los Feliz Charter School for the Arts  
 Magnolia Public Schools  
 Making Waves Academy  
 Manzanita Band of the Kumeyaay Nation  
 Mesa Grande Band of Mission Indians  
 Mirus Secondary School  
 Multicultural Learning Center  
 National Action Network  
 Navigator Schools  
 New Academy of Sciences and Arts  
 New Designs Charter School  
 New Horizons Charter Academy  
 New Los Angeles Charter Schools  
 New West Charter  
 Norton Science and Language Academy  
 Nova Academy Early College High School  
 Oakland Unity High School  
 Odyssey Charter Schools  
 Olive Grove Charter School  
 Orange County Academy of Sciences and Arts  
 Orange County Educational Arts Academy  
 Pacific Charter Institute  
 Pacific Community Charter School  
 Pacoima Charter School  
 Pala Band of Mission Indians  
 Palisades Charter High School  
 Partnerships to Uplift Communities Schools

**AB 1505 (O'Donnell)**

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Pauma Band of Luiseño Indians  
Perseverance Prep  
Pivot Charter Schools  
Plumas Charter School  
Public Safety Academy of San Bernardino  
Puente Charter School  
Redwood Academy of Ukiah  
Redwood Preparatory Charter  
Resolute Academy  
Rex and Margaret Fortune School of Education  
Rincon Band of Luiseño Indians  
Rio Valley Charter School  
Rocketship Public Schools  
Rocklin Academy Family of Schools  
Ross Valley Charter School  
Sacramento Area League of Associated Muslims  
Sacramento Black Chamber of Commerce  
Sacramento Music Summit "The Creative Exchange"  
Sacramento Valley Charter School  
Samueli Academy  
San Diego Cooperative Charter Schools  
San Diego Global Vision Academy  
San Jose Charter Academy  
San Jose Conservation Corps & Charter School  
San Pasqual Band of Mission Indians  
Santa Rosa Academy  
Santa Rosa Band of Cahuilla Indians  
Scholarship Prep Charter School  
Sebastopol Independent Charter  
Shasta Charter Academy  
Sherman Thomas Charter School  
SIATech  
Silicon Schools Fund  
SOAR Charter Academy  
Soleil Academy  
Southern California Tribal Chairmen's Association  
Springs Charter School  
St Hope Public Schools  
STEM Prep Schools  
Stream Charter School  
Summit Leadership Academy High Desert  
Summit Public Schools  
Sutter Peak Charter Academy  
Sweetwater Secondary School  
Sycamore Academy of Science and Cultural Arts  
Sycamore Creek Community Charter School  
Sycuan Band of the Kumeyaay Nation  
Taylion Academy  
Teach Public Schools  
The Academies

**AB 1505 (O'Donnell)**

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The Charter School of San Diego  
The Foundation for Hispanic Education  
The New School of San Francisco  
The Preuss School UCSD  
Thrive Public Schools  
Tree of Life Charter School  
Twin Ridges Home Study Charter School  
University High School  
University Preparatory Academy  
Urban Discovery Academy  
Valley Charter School  
Valley Industry and Commerce Association  
Vaughn Next Century Learning Center  
Ventura Charter School of Arts and Global Education  
Viejas Band of Kumeyaay Indians  
Village Charter Academy  
Visions in Education  
Vista Charter Public Schools  
Voices College Bound Language Academies  
Vox Collegiate of Los Angeles  
Western Sierra Charter Schools  
Westlake Charter School  
Willits Charter School  
Willow Creek Academy  
Wish Charter Schools  
Yes Charter Academy  
Yo ung, Minney & Corr, LLP  
Youth Policy Institute Charter Schools

**-- END --**

# Coversheet

## Board Meeting Calendar for 2019-2020

**Section:** II. Non-Action Items  
**Item:** E. Board Meeting Calendar for 2019-2020  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** AIMS Board.Committee.2019.2020 Meeting Calendar.docx



# American Indian Model Schools

*A School At Work!*

## AIMS 2019-2020 BOARD/COMMITTEE MEETING DATES

| MONTH     | FINANCE COMMITTEE<br>2 <sup>nd</sup><br>THURSDAY | FACILITIES COMMITTEE<br>2 <sup>nd</sup><br>THURSDAY | GOVERNANCE COMMITTEE<br>1 <sup>st</sup> TUESDAY | PRESIDENT/<br>SUPERINTENDENT<br>AGENDA<br>MEETING | BOARD MEETING<br>3 <sup>rd</sup> TUESDAY |
|-----------|--|---|---|---|--|
| August    | 8/8/2019   | 8/8/2019  | 8/6/2019  | 8/14/2019   | 8/20/2019                                |
| September | 9/12/2019  | 9/12/2019   | 9/3/2019  | 9/11/2019   | 9/17/2019                                |
| October   | 10/10/2019                                       | 10/10/2019  | 10/8/2019                                       | 10/9/2019   | 10/15/2019                               |
| November  | 11/14/2019                                       | 11/14/2019  | 11/5/2019                                       | 11/13/2019  | 11/19/2019                               |
| December  | None   | None  | None  | None  | None                                     |
| January   | 1/9/2020   | 1/9/2020  | 1/7/2020  | 1/15/2020   | 1/21/2020                                |
| February  | 2/13/2020  | 2/13/2020   | 2/4/2020  | 2/12/2020   | 2/18/2020                                |
| March     | 3/12/2020  | 3/12/2020   | 3/3/2020  | 3/11/2020   | 3/17/2020                                |
| April     | 4/9/2020   | 4/9/2020  | 4/7/2020  | 4/15/2020   | 4/21/2020                                |
| May       | 5/14/2020  | 5/14/2020   | 5/5/2020  | 5/13/2020   | 5/19/2020                                |
| June      | 6/11/2020  | 6/11/2020   | 6/2/2020  | 6/10/2020   | 6/16/2020                                |
| July      | None   | None  | None  | None  | 7/18/2020*                               |

**\*Proposed date for 2020 Board Retreat**



# Coversheet

## Adhoc committee for construction

|                          |                                     |
|--------------------------|-------------------------------------|
| <b>Section:</b>          | III. Action Items                   |
| <b>Item:</b>             | A. Adhoc committee for construction |
| <b>Purpose:</b>          | Discuss                             |
| <b>Submitted by:</b>     |                                     |
| <b>Related Material:</b> | Construction Timeline.pdf           |

## 12th Street Occupancy Priority Plan V2.7.19.19 Ad Hoc Committee Recommendation

| <u>Construction</u>   | <u>Summer Ongoing maintenance and cleaning</u>   |
|---|--|
| <p>Priority 1</p> <ul style="list-style-type: none"> <li>● Demolition of offices on the 3rd floor</li> </ul> <p>Priority 1</p> <ul style="list-style-type: none"> <li>● Classroom Walls East Wing - 3rd floor                             <ul style="list-style-type: none"> <li>○ Electrical</li> <li>○ Painting</li> </ul> </li> </ul> <p>Priority 1</p> <ul style="list-style-type: none"> <li>● Classroom Walls - West wing - 3rd Floor                             <ul style="list-style-type: none"> <li>○ Electrical</li> <li>○ Painting</li> </ul> </li> </ul> <p>Priority 3</p> <ul style="list-style-type: none"> <li>● Kitchen                             <ul style="list-style-type: none"> <li>○ Wall</li> <li>○ Plumbing</li> <li>○ Electrical</li> <li>○ Cabinetry</li> </ul> </li> </ul> <p>Priority 2 *Pending on approval of partial/temporary occupancy permit - otherwise Priority 1</p> <ul style="list-style-type: none"> <li>● Student Restroom 3rd Floor (Boys/girls)                             <ul style="list-style-type: none"> <li>○ Demolition</li> <li>○ Walls</li> <li>○ Plumbing</li> <li>○ Electrical</li> </ul> </li> </ul> <p>Priority 2 *Pending on approval of partial/temporary occupancy permit - otherwise Priority 1</p> <ul style="list-style-type: none"> <li>● Staff Restrooms 3rd Floor                             <ul style="list-style-type: none"> <li>○ Walls</li> <li>○ Plumbing</li> <li>○ Electrical</li> </ul> </li> </ul> <p>Priority 3</p> <ul style="list-style-type: none"> <li>● Staff restroom 1st floor                             <ul style="list-style-type: none"> <li>○ Walls</li> <li>○ Plumbing</li> <li>○ Electrical</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● Moving old furniture</li> <li>● Painting 1st Floor</li> <li>● Painting 2nd Floor</li> <li>● Painting 3rd Floor</li> <li>● Whiteboard walls painting</li> <li>● 1st Floor Stalls and urinals</li> <li>● 2nd Floor Stalls and urinals</li> <li>● Building of new furniture</li> <li>● Stairs railings</li> <li>● Deep cleaning classrooms and common areas</li> </ul> |

# Coversheet

## Power School Training Travel Approval

**Section:** III. Action Items  
**Item:** B. Power School Training Travel Approval  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** PSUGevents.com.html

## Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

PSUGevents.com.html

# Coversheet

## PBIS Travel Approval

**Section:** III. Action Items  
**Item:** C. PBIS Travel Approval  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** American Indian Model Schools Purchase Order 60130.pdf  
American Indian Model Schools Purchase Order 60174.pdf  
HotelAmerican Indian Model Schools Purchase Order 60131.pdf



Christopher Ahmad  
 171 12th Street  
 Oakland, CA 94607 US

# Purchase Order

P.O. No. 60130  
 Date 07/09/2019  
 Due date  
 Requisitioner Justin Shelmire  
 Quote #  
 Shipping

Vendor  
 CheapOAir  
 135 W 50th St  
 New York, New York 10020 United States

Ship to  
 Christopher Ahmad  
 171 12th Street  
 Oakland, CA 94607 US

| Description  | Quantity | U/M     | Price         | Amount   |
|--|----------|---------|---------------|----------|
| One Adult Ticket                                     | 1        | Unit(s) | 908.35        | 908.35   |
| Travel Protection Plan Cost                          | 1        | Unit(s) | 32.95         | 32.95    |
| Traveler Assist Classic                              | 1        | Unit(s) | 10.95         | 10.95    |
| Flight Watcher                                       | 1        | Unit(s) | 2.99          | 2.99     |
| Post Booking Charges                                 | 1        | Unit(s) | 50.00         | 50.00    |
| Taxes and Fees                                       | 1        | Unit(s) | 74.05         | 74.05    |
| Agency Fees  | 1        | Unit(s) | 18.00         | 18.00    |
| <b>Comments</b>                                      |          |         | Sub-total     | 1,097.29 |
| This purchase was made using Mr. Ahmad's credit card |          |         | Taxes (9.25%) | 0.00     |
| Receipt (as Provided by Mr. Dizon):                  |          |         | <b>Total</b>  | 1,097.29 |

<https://www.cheapoair.com/confirmation?guid=f1551d23-e368-4955-a801-3bbb8b4cb59d>



American Indian Model Schools  
 171 12th Street  
 Oakland, California 94607 United States

# Purchase Order

P.O. No. 60174  
 Date 07/18/2019  
 Due date  
 Requisitioner Sherice Nelson  
 Quote #  
 Shipping

Vendor  
 Delta Airlines

Ship to  
 American Indian Model Schools  
 171 12th Street  
 Oakland, California 94607 United States

| Description  | Quantity | U/M     | Price         | Amount   |
|--|----------|---------|---------------|----------|
| SFO-EVV  | 1        | Unit(s) | 1,035.20      | 1,035.20 |
| <b>Comments</b>  |          |         | Sub-total     | 1,035.20 |
| This flight was purchased for Dean Natalie Glass for her PBIS conference in Evansville, Indiana from July 22-July 25. This was also already paid for by credit card. |          |         | Taxes (0.00%) | 0.00     |
|  |          |         | <b>Total</b>  | 1,035.20 |



AIMS  
 171 12th Street  
 Oakland, CA 94607 US

# Purchase Order

P.O. No. 60131  
 Date 07/09/2019  
 Due date  
 Requisitioner  
 Quote #  
 Shipping

Vendor  
 Fairfield by Marriott  
 5400 Weston Road  
 Evansville, Indiana 47712 United States

Ship to  
 AIMS  
 171 12th Street  
 Oakland, CA 94607 US

| Description  | Quantity | U/M     | Price         | Amount        |
|--|----------|---------|---------------|---------------|
| Hotel Room Expense for Mr. Dizon's Conference Training                   | 2        | Unit(s) | 317.40        | 634.80        |
| <b>Comments</b><br>This purchase was paid for using school's credit card |          |         | Sub-total     | 634.80        |
|  |          |         | Taxes (9.25%) | 0.00          |
|  |          |         | <b>Total</b>  | <b>634.80</b> |



# Coversheet

## Potential New Board Member

**Section:** IV. Closed Session  
**Item:** A. Potential New Board Member  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** Abuyen,Adrien\_Resume\_2019-0713 (3).pdf

## Adrien Abuyen

Alameda, CA | 510.851.1063 | Adrien.Abuyen@gmail.com

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**University of California, Berkeley, Bachelors of Arts, Legal Studies**

December 2018

**College of Alameda, Peralta Community College District**

June 2016

*Associate Degree, Liberal Arts Studies, Social & Behavioral Sciences*

**University of California, Berkeley, RepresentEd Leadership Fellow**

January 2018

### Professional Experience

---

#### Government Affairs

**Gray, Greer, Shelby & Vaughn LLC | Public Affairs Associate | Oakland, CA**

February 2019 – Present

- *Supplier Diversity*
  - Developed supplier diversity initiatives for clients, ranging from program development and implementation, legislation, policy development and reporting;
  - Collaborated with clients to place diverse suppliers in their sourcing pipelines; and
  - Remained current on supplier diversity programs and developments by maintaining contact with other professionals (e.g. business/industry associations, certification organizations, ethnic chambers and other advocacy organizations).
- *Outreach and Strategic Partnerships*
  - Identified and maintained a keen understanding of outreach programs and partnerships, and made recommendations for engagement;
  - Leveraged existing and cultivated new relationships within community, government, business, labor, faith and other constituencies as needed; and
  - Coordinated community engagements for clients, such as meetings, events, etc.
- *Government Relations*
  - Participated in strategic discussions to advocate for clients and support project objectives;
  - Arranged and attended meetings with elected officials, legislative and departmental staff; and
  - Tracked legislation or policy issues that impacted clients and their industries.

**United States Senator Dianne Feinstein | Legislative Intern | Washington D.C.**

August 2018 – December 2018

- *Constituent Services*
  - Sorted an average of 300 constituent emails per day regarding Justice Kavanaugh, utilizing Intranet Quorum, a constituency outreach and workflow management tool;
  - Participated in a 4-hour Capitol Visitors Center Tour Training and led several constituent tours of the United States Capitol; and
  - Procured and shipped a monthly average of 80 U.S. flags to constituent purchasers.
- *Legislative Services*
  - Congressional Research Services;
  - Researched and compiled memos on legislative portfolios of health, education, and international trade;
    - **Maternal Mortality:** Researched and designed an infographic highlighting the groundbreaking corrective measures that California has implemented to significantly reduce its maternal mortality rate to half of the national rate;
    - **College Student Food Insecurity:** Researched and wrote a policy brief on existing measures that California and other states have designed and implemented to help mitigate the nation-wide crisis of college student food insecurity;

- Wrote a recommendation memo to Senator Feinstein requesting her endorsement of a letter to Health and Human Services Secretary Alex Azar, opposing the effort to redefine “sex” to exclude transgender and gender nonconforming people from federal civil rights. This recommendation resulted in Senator Feinstein co-signing the opposition letter; and
- Wrote a report to senior legislative staff on the impact of zero tariffs on the U.S. automobile industry which focused on recommendations of U.S. currency realignment, a strategic international trade policy, and tariffs to be used to address intellectual property theft, currency manipulation, and inhumane labor practices.
- *Press Services*
  - Sorted information and compiled daily press clips from over 30 state and local news outlets, for over 70 staff members, senior legislative staff, and the senator during a high-volume period of the U.S. Supreme Court Nominee Justice Kavanaugh hearings.

**City of Alameda | Real Estate Technician | Alameda, CA**

June 2018 – August 2018

- Provided real estate support for leasing and property management of former Naval Air Station, Alameda (Alameda Point);
- Assisted in the acquisition of marine signage to comply with the US Fish & Wildlife Biological Opinion;
- Interfaced with various agencies to perform tasks including Navy, Coast Guard, US Fish & Wildlife, City of Alameda Historic Advisory Board and CA State Lands Commission;
- Wrote City Council Ordinances related to complex real estate transactions with historic restriction;
- Worked the City Permit Counter to assist tenants in converting former military structures into useful, viable businesses in compliance with California Building Safety Code;
- Researched Navy transaction documents and City planning documents to ensure projects were consistent and compliant to deed restrictions; and
- Conducted tours of the former Naval Air Station with leasing and property management staff.

**Peralta Community College District | Student Trustee | Oakland, CA**

June 2015 – June 2016

- Represented almost 30,000 students at the Board of Trustees meetings and district-wide committees;
- Worked with senior administrators in planning, organizing, and executing annual student council retreat; and
- Elected chair of district-wide student council and worked with the four Peralta College’s Associated Student Organizations.

**Peralta Community College District | Committee & Board Involvement**

- College of Alameda President Hiring Committee
- Peralta Community College District Citizens’ Bond and Parcel Tax Oversight Committee (2015-2016)
- Peralta Community College District Technology Committee
- Peralta Community College District Planning and Budgeting Committee
- Peralta Community College District Chancellor Hiring Committee

## Extra-Curricular Involvement

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### Community Affairs

#### First Covenant Church | High School Youth Program Intern | Oakland, CA

August 2016 – July 2018

- Assisted in development of annual strategic plan and weekly programming;
- Conducted high school student staff team and leadership training;
- Planned and executed high school retreats and social activities; and
- Facilitated weekly youth group gathering.

#### College of Alameda | Associated Students Vice President of Operations | Alameda, CA

August 2014 – May 2015

- Chaired meetings of the Associated Students;
- Represented the students in college campus shared-governance committees alongside faculty, staff, administrators; and
- Assisted in development of the Associated Students annual budget which included allocating \$90,000 toward a student center capital improvement project and a \$40,000 increase in the Student Association's annual budget.

#### University of California, Berkeley, RepresentEd Leadership | Alumni Council Board Member

July 2018

- Cultivated and maintained alumni network;
- Supported the strategic plan of the executive board; and
- Mentored RepresentEd Leadership fellows.

### Conferences

- Student Senate for California Community Colleges
- California Student Trustee Conference
- Peralta Community Colleges District Student Delegate of Annual Legislative Congressional Black Caucus in Washington D.C.

### Honors & Awards

- Phi Theta Kappa International Honors Society Member
- California Volunteer for the American Cancer Society Fundraiser in City of Alameda
- College of Alameda Campus Hero Award (2016)
- College of Alameda Student Leadership Award (2016)
- College of Alameda Follet Bookstore Scholarship (2016)
- East Bay Division Scholarship Foundation, Inc. of California Retired Teacher Association Scholarship (2016)