AIMS K-12 College Prep Charter District

Regular Board Meeting

Date and Time

Thursday November 19, 2026 at 5:00 PM PST

Location

Date:

Thursday, November 19, 2026

Location:

171 12th Street, Oakland, CA 94607

*Members of the public, staff, and faculty may join virtually at:

https://us05web.zoom.us/j/4853268122?pwd=Mk9yUUdzRFdkVzBFMzlQeVVDUFlrUT09
Meeting ID: 485 326 8122
Passcode: AIMS

AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Irene Liang 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 Irene Liang **(510) 220-1730** at least 24 hours in advance of any disability accommodations being needed in order to participate in the meeting.

171 12th Street, Oakland, CA 94607

Members of the public, staff, and faculty may join virtually at:

Join Zoom Meeting
https://us06web.zoom.us/j/4853268122?pwd=4gHqT5LMMBpd9JOUo7Csr3oryJUa4F.1&omn=86975857738

Meeting ID: 485 326 8122
Passcode: AIMS

Join by SIP
• 4853268122@zoomcrc.com

Join instructions
https://us06web.zoom.us/meetings/86975857738/invitations?signature=CBDFfY7DGOa1aeGLvwZhSmjX53M__3FtzXFQFWNvnRY

Accessibility Notice

AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs, activities, or public meetings. In compliance with the Americans with Disabilities Act (ADA) and applicable California law, individuals with disabilities who require reasonable accommodations or modifications to participate in an open and public meeting of the AIMS Board of Directors are encouraged to submit a request in advance of the meeting.

Irene Liang has been designated as the contact person for disability-related accommodation requests. Please contact Irene at (510) 220 - 1730 at least twenty-four (24) hours prior to the meeting to request accommodations needed to participate.

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**5:00 PM**
A.	Call the Meeting to Order		Kimi Kean	1 m
B.	Record Attendance and Guests		Nixon Diaz	1 m
C.	Adoption of Agenda		Kimi Kean	2 m
D.	Public Comment on Agenda Items	Discuss	Kimi Kean	10 m

		Purpose	Presenter	Time

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

E.	Public Comment on Non-Agenda Items	Discuss	Kimi Kean	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 to 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 the total time allotted for all public comment will not exceed thirty (30) minutes (10 minutes per section).**

II. Consent Agenda — 5:24 PM

A.	Minute Meeting Approval	Vote	Kimi Kean	1 m

III. Closed Session — 5:25 PM

A.	CONFERENCE WITH LEGAL COUNSEL--EXISTING LITIGATION 10 m ED CODE 54956.9 Name of case: ONE PENDING CASE	Discuss	Kimi Kean	15 m

IV. Reports — 5:40 PM

A.	Superintendent Report - Updates	FYI	LaResha Huffman	15 m
B.	Academic Report	FYI	Elizabeth Henry	10 m
C.	Student Data Report	FYI	Elizabeth Henry	10 m

- Dyslexia Screener Adoption
- Report Card Shifts

		Purpose	Presenter	Time
D.	ACOE MOU Update Dashboard	FYI	Nixon Diaz	10 m
E.	Complaints Update - Trends and summary of Internal - Complaints Tracking Log Report	FYI	Nixon Diaz	5 m
F.	Financial Report	FYI	Manuel Sandoval - CSMC	5 m

V. Action Items — 6:35 PM

A.	American Indian Model Schools (AIMS) Audit Report 6.30.26	Vote	Matt Miller from Silva & Silva	5 m
B.	Board Date Changes (March 18th to March 4th) (Governance & Finance Committee Meeting to Feb. 25th)	Vote	LaResha Huffman	5 m
C.	Policy for Parent Rep on AIMS Board	Vote	LaResha Huffman	5 m
D.	Policy for Student Rep on AIMS Board	Vote	LaResha Huffman	5 m
E.	AI Policy	Vote	Nixon Diaz	5 m
F.	Certificated Substitute Salary Schedule Recommended approval of the Certificated Substitute Salary Schedule	Vote	Nixon Diaz	2 m
G.	Classified Substitute Salary Schedule Recommended approval of the Classified Substitute Salary Schedule	Vote	Nixon Diaz	2 m
H.	School Psychologist JD	Vote	Elizabeth Henry	5 m
I.	Multitude: Dyslexia Screening	Vote	Elizabeth Henry	5 m

VI. Non-Action Items

VII. Closing Items — 7:14 PM

A.	Adjourn Meeting	Vote	Kimi Kean	1 m

	Purpose	Presenter	Time

B. Accessibility Notice — Irene Liang

In compliance with the Americans with Disabilities Act (ADA) and applicable California law, requests for accommodations or modifications to participate in this meeting should be made to Irene Liang at (510)-220 1730 as soon as possible before the meeting

C. Agenda Posting Certification — Irene Liang

I, Irene Liang, hereby certify that the agenda for the November 19, 2026 Board Meeting was published on the AIMS website, www.aimsk12.org, on November 16, 2026.

Certification of Posting

Coversheet

Superintendent Report

Section: IV. Reports
Item: A. Superintendent Report
Purpose: FYI
Submitted by:
Related Material: Superintendent Report_ November 19, 2026.pdf

Superintendent Report

November 19, 2026

Mission

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

Vision

Provide a rigorous educational foundation that provides all students, particularly those traditionally underserved, to **excel academically and personally**. We are committed to preparing our students for successful entry into and completion of f**our-year college programs**. Through our dedicated approach, we strive to break barriers, foster ambition, and cultivate a new generation of scholars who will **contribute meaningfully** to society.

AIMS 30th Anniversary Gala! | December 18, 2026

- AIMS K12 will celebrate its 30th Anniversary Gala on **Friday, December 18, 2026**, at the Henry J. Kaiser Center for the Arts in Oakland.
- This milestone celebration will recognize three decades of academic excellence, student achievement, and community impact.
- The event will bring together board members, staff, families, alumni, community partners, and supporters.
- A silent auction and fundraising activities will support educational programs and opportunities for AIMS students.
- Link to purchase tickets: https://www.eventbrite.com/e/2004329048138?aff=oddtdtcreator



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Facilities Update | Prop 39

- **Proposition 39:** The application to renew the Lakeview campus lease has been completed.
- AIMS continues to prioritize securing appropriate, sustainable facilities for students and staff.
- The district is exploring additional facility and land opportunities to support the potential development or acquisition of another campus.
- Facility planning will consider long-term enrollment needs, educational programming, accessibility, and financial sustainability.
- Updates will be provided as opportunities and next steps develop.
- Met with a couple brokers; meeting with Blueprint and most likely will go with **Cotton** as official broker for AIMS facility search.
- In the process of researching funding opportunities and partnerships with Director Leung and former board member Christopher Edington for new campus building

Alexandra Williams: District 6 OUSD Board Member Elected!

- AIMS recognizes **Alexandra Williams** as the newly elected Oakland Unified School District Board of Education representative for District 6.
- The district looks forward to opportunities for continued communication and collaboration with local educational leaders.
- AIMS remains committed to strengthening relationships that support Oakland students, families, and the broader educational community.



HR Update: WE ARE HIRING!

AIMS is currently hiring for the following positions:

- Elementary Ed Specialist
- Middle School Ed Specialist
- Middle School English Teacher
- General Ed Counselor
- K-8 TA
- K-8 Instructional Coach
- High School Instructional Coach
- Coordinator of Teaching and Learning
- High School English Teacher
- Internal Substitute Pool
- High School Math Teacher

Principals Reports (K8): Mr. Winn

Academic Excellence & Instructional Support

- **Expanded Instructional Support:** Hired an additional Teaching Assistant to strengthen small-group instruction, student engagement, and classroom support.
- **Classroom Resources:** Replenished instructional materials and supplies to ensure teachers have the resources needed for effective instruction.

School Culture & Positive Behavior

- **Strengthening PBIS:** Established a Positive Behavioral Interventions and Supports (PBIS) Committee to promote consistent schoolwide expectations, positive behavior, and student accountability.
- **Behavior Support & Staff Development:** School leadership participated in PBIS training to strengthen proactive classroom management and schoolwide behavior systems.
- **Bullying Prevention:** Initiated conversations with RealTalk and BullyTalk Inc. to explore partnerships focused on bullying prevention, student education, and family engagement.

Social-Emotional Learning (SEL)

- **SEL Leadership:** Designated a staff SEL Lead to coordinate implementation in collaboration with our SEL Counselor.
- **SEL Curriculum Implementation:** Preparing to implement Toolbox (K–5) and Wayfinder (6–8) to establish a more structured, schoolwide approach to social-emotional learning.

Principals Reports (HS): Ms. Bani

AIMS High School

Campus Updates

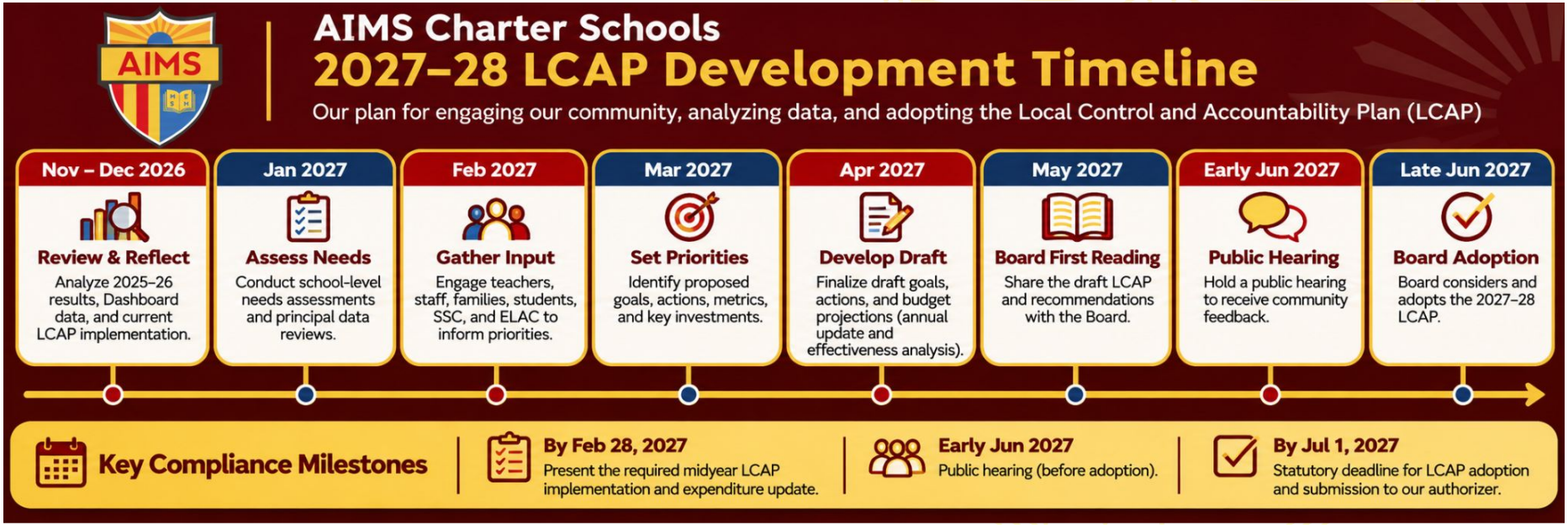
- **Staff Expansion & Development:** Hired new College Career Teacher & Campus Supervisor to support student needs, and enhance the overall learning environment.

- **Career Pathways Program Implementation:** Advancing the implementation of our pathways program to provide students with career-focused learning opportunities and better prepare them for college and future careers.

- **New Basketball Court:** Enhancing campus facilities with new basketball hoops to promote student athletics, physical wellness and engagement.

- **Instructional Improvement & Academic Excellence:** Strengthening instructional practices, supporting PD, and focusing on student achievement to improve academic outcomes across the campus.

December LCAP Updates



Thank you!

Coversheet

Academic Report

Section: IV. Reports
Item: B. Academic Report
Purpose: FYI
Submitted by:
Related Material:
AIMS College Prep K-12 CAASPP Student Data Report, November 19, 2026.pdf

AIMS College Prep K-12 CAASPP Student Data Report

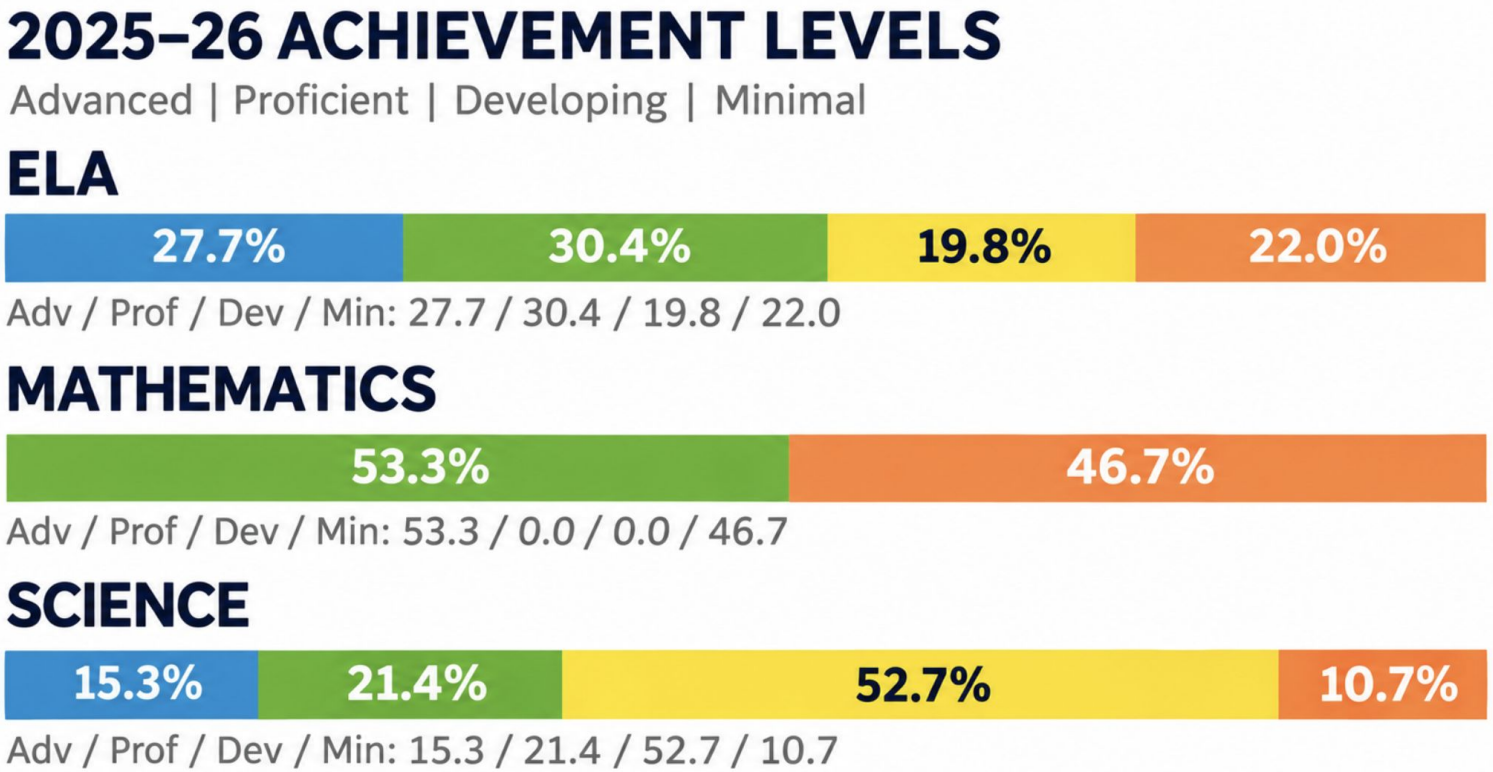
November 19, 2026

Overview of Assessments and Data Points

NWEA MAP Reading Fluency (Grades K–2)	MAP Reading Fluency is an adaptive literacy assessment that measures students' foundational reading skills, oral reading fluency, and comprehension.
MAP Reading and Math (Grades K–12)	MAP Growth measures achievement and growth in K–12 math and reading (computer adaptive, norm-referenced assessment).
English Language Proficiency (ELPAC)	Tests for English language proficiency given to students whose primary language is a language other than English.
CAASPP (Grades 3–11)	• Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics in grades three through eight and grade eleven. • California Alternate Assessments (CAAs) for ELA and mathematics in grades three through eight and grade eleven. • California Science Test (CAST) in grades five, eight, and once in high school. • California Alternate Assessment (CAA) for Science in grades five, eight, and once in high school.

CAASPP AIMS College Prep K-8
2024-2026 CAASPP Data at a Glance

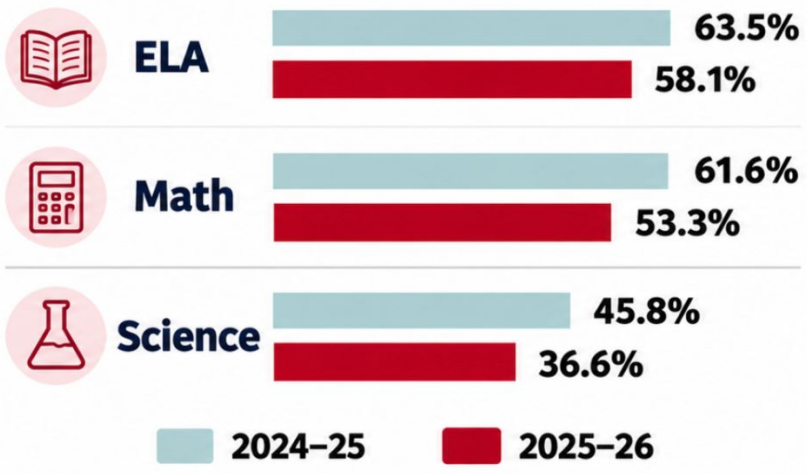
AIMS College Prep K-8 2025-2026 CAASPP Overall



AIMS College Prep K-8 2024-2026 CAASPP

Schoolwide Proficiency

% of Students Meeting or Exceeding the Standard



Dashboard: DFS / Progress

Subject	2025 DFS	2026 DFS	Change (Points)
ELA	+25.7	+16.7	−9.0
Math	+25.6	+11.8	−13.7*

English Learner Progress: 64.8% → 43.8% | **−21.0** percentage points

AIMS College Prep K-8 2024-2026 CAASPP by Grade

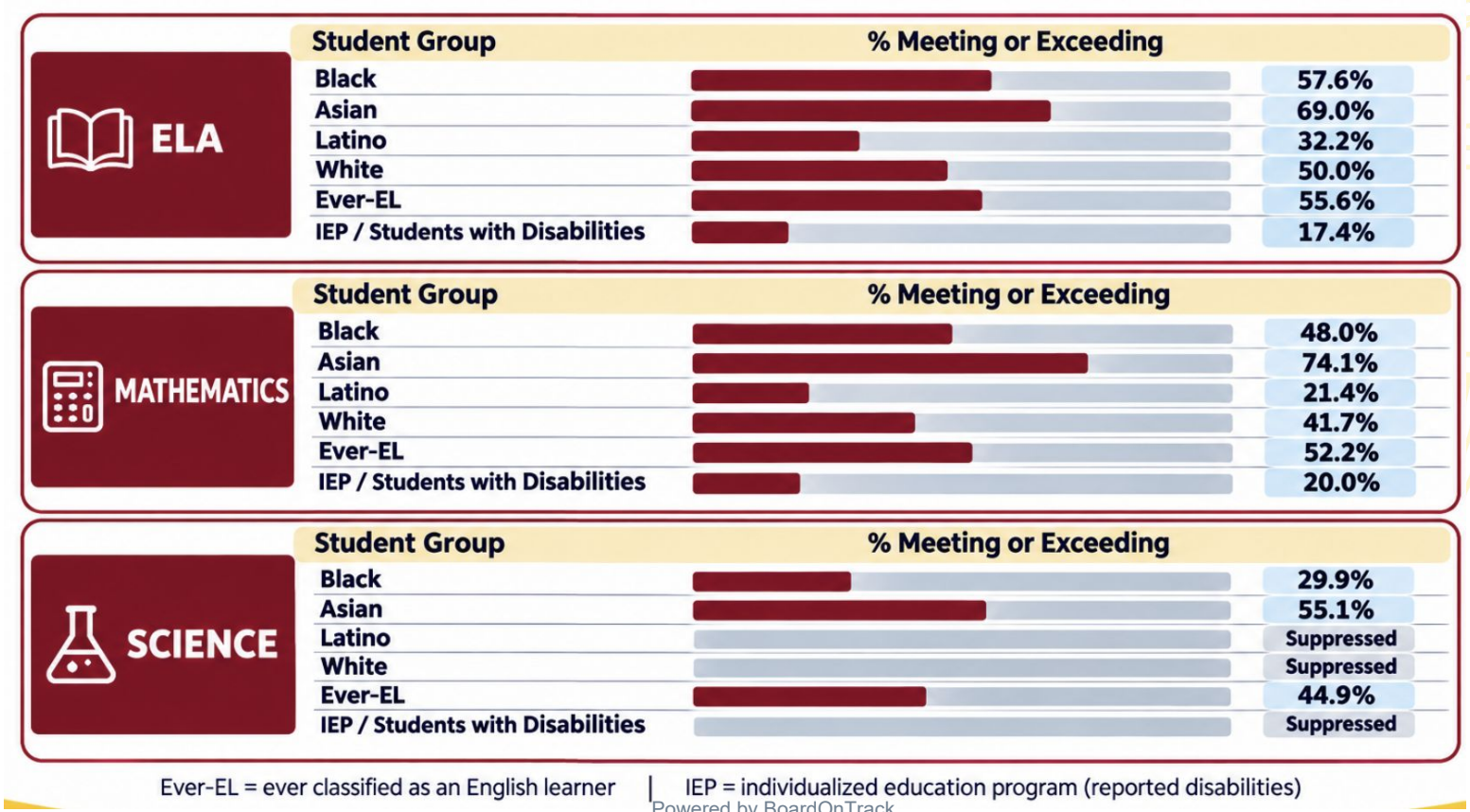
ELA by Grade

Grade	2024–25	2025–26	Δ pp
3	70.1%	50.7%	–19.4
4	58.5%	54.8%	–3.7
5	69.7%	69.0%	–0.7
6	47.0%	42.9%	–4.1
7	75.0%	54.4%	–20.6
8	68.1%	72.1%	+4.0

Mathematics by Grade

Grade	2024–25	2025–26	Δ pp
3	72.2%	74.0%	+1.8
4	54.2%	39.4%	–14.9
5	68.2%	39.3%	–28.9
6	53.0%	33.3%	–19.7
7	75.0%	59.6%	–15.4
8	47.8%	76.8%	+29.0

AIMS College Prep K-8 2025-2026 CAASPP Performance by Student Group



AIMS College Prep K-8 2025-2026 CAASPP State Comparison

AIMS College Prep K–8 vs. California

CAASPP, 2025–26 (Grades 3–8)

Subject	AIMS K–8	California Grades 3–8	Δ pp
ELA	58.10%	47.90%	+10.20
Mathematics	53.30%	39.43%	+13.87

Key Takeaways

+10.20 pp
ELA above California (Grades 3–8)

+13.87 pp
Mathematics above California (Grades 3–8)

Key Findings and Implications

Key Findings

ELA Proficiency Decreased
58.1% of students met or exceeded the standard in 2025–26, a decrease of **9.0 percentage points** from 63.5% in 2024–25.

Mathematics Proficiency Decreased
53.3% met or exceeded the standard in 2025–26, a decrease of **13.7 percentage points** from 61.6% in 2024–25.

Science Proficiency Decreased
36.6% met or exceeded the standard in 2025–26, a decrease of **9.2 percentage points** from 45.8% in 2024–25.

Student Group Gaps Persist
In 2025–26, proficiency varied by subgroup: ELA — Asian 69.0%, Black 57.6%, Latino 32.2%, White 50.0%, Ever-EL 55.6%, IEPs 17.4%; Math — Asian 74.1%, Black 48.0%, Latino 21.4%, White 41.7%, Ever-EL 52.2%, IEPs 20.0%.

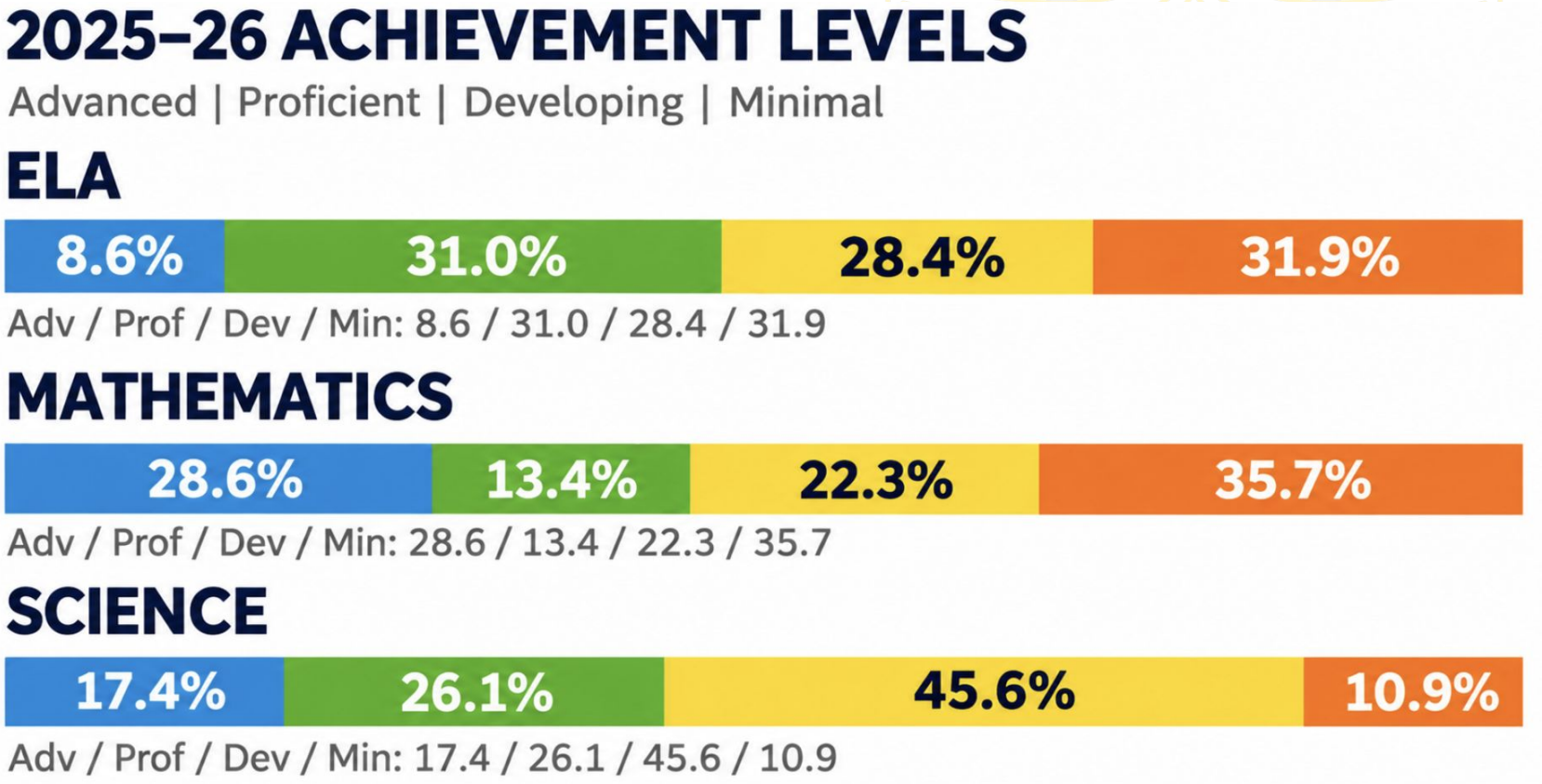
Grade-Level Results Are Mixed
ELA increased in Grade 8 (**+4.0 pp**) and declined in Grades 3 (**–19.4 pp**), 4 (**–3.7 pp**), 6 (**–4.1 pp**), and 7 (**–20.6 pp**). Math increased in Grades 3 (**+1.8 pp**) and 8 (**+29.0 pp**), and declined in Grades 4 (**–14.9 pp**), 5 (**–28.9 pp**), 6 (**–19.7 pp**), and 7 (**–15.4 pp**).

Implications for Action

- **Reinforce ELA Instruction** by prioritizing foundational reading and writing, addressing grade-level declines, and accelerating support in Grades 3, 6, and 7.
- **Strengthen Math Achievement** by analyzing grade-level and content-area needs, increasing Tier 1 instructional coherence, and providing targeted support in Grades 4–7.
- **Improve Science Outcomes** by increasing NGSS-aligned, hands-on investigations and academic vocabulary instruction across grade levels.
- **Close Student Group Gaps** by implementing targeted interventions for Latino students, Black students, English learners (Ever-EL), and students with IEPs.
- **Use Grade-Level Data to Drive Support** by leveraging PLC time to analyze trends, share effective practices, and implement evidence-based actions for grades with the largest declines.

CAASPP AIMS College Prep Middle (6-8)
2024-2026 CAASPP Data at a Glance

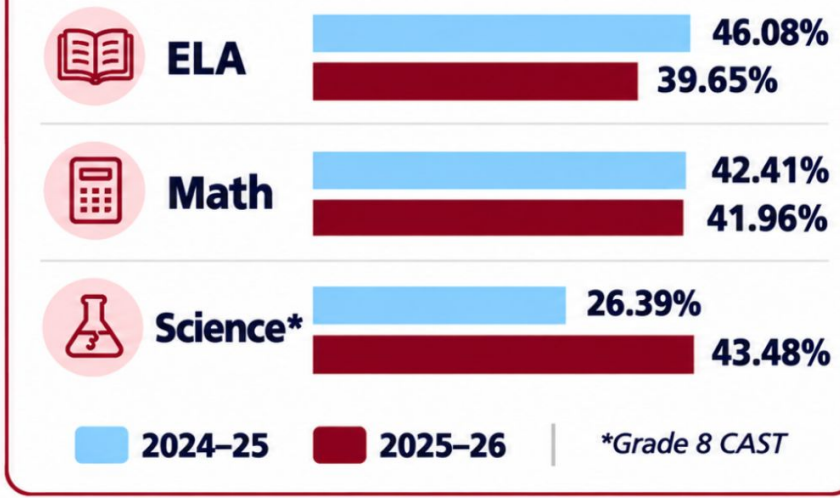
AIMS College Prep Middle 2025-2026 CAASPP Overall



AIMS College Prep Middle 2024-2026 CAASPP

Schoolwide Proficiency

% Meeting or Exceeding the Standard



Dashboard: DFS / Progress

2025 vs. 2026 California School Dashboard

Measure	2025	2026	Change (Points)
ELA	–26.8	–33.7	–6.9
Math	–30.6	–43.9	–13.2
EL Progress	52.3%	26.1%	–26.2

English Learner Progress: 52.3% → 26.1% | **–26.2 percentage points**

ELA/Math: Orange both years | English Learner Progress declined 26.2 percentage points.

AIMS College Prep Middle 2025-2026 CAASPP by Grade

ELA by Grade

Grade	2024–25	2025–26	Δ pp
6	32.14%	26.09%	–6.05
7	48.44%	43.18%	–5.26
8	45.07%	42.86%	–2.21

Mathematics by Grade

Grade	2024–25	2025–26	Δ pp
6	33.93%	20.84%	–13.09
7	46.88%	28.21%	–18.67
8	54.93%	63.27%	+8.34

AIMS College Prep Middle 2025-2026 CAASPP State Comparison

AIMS College Prep Middle School vs. California
CAASPP, 2025–26 (Grades 6–8)

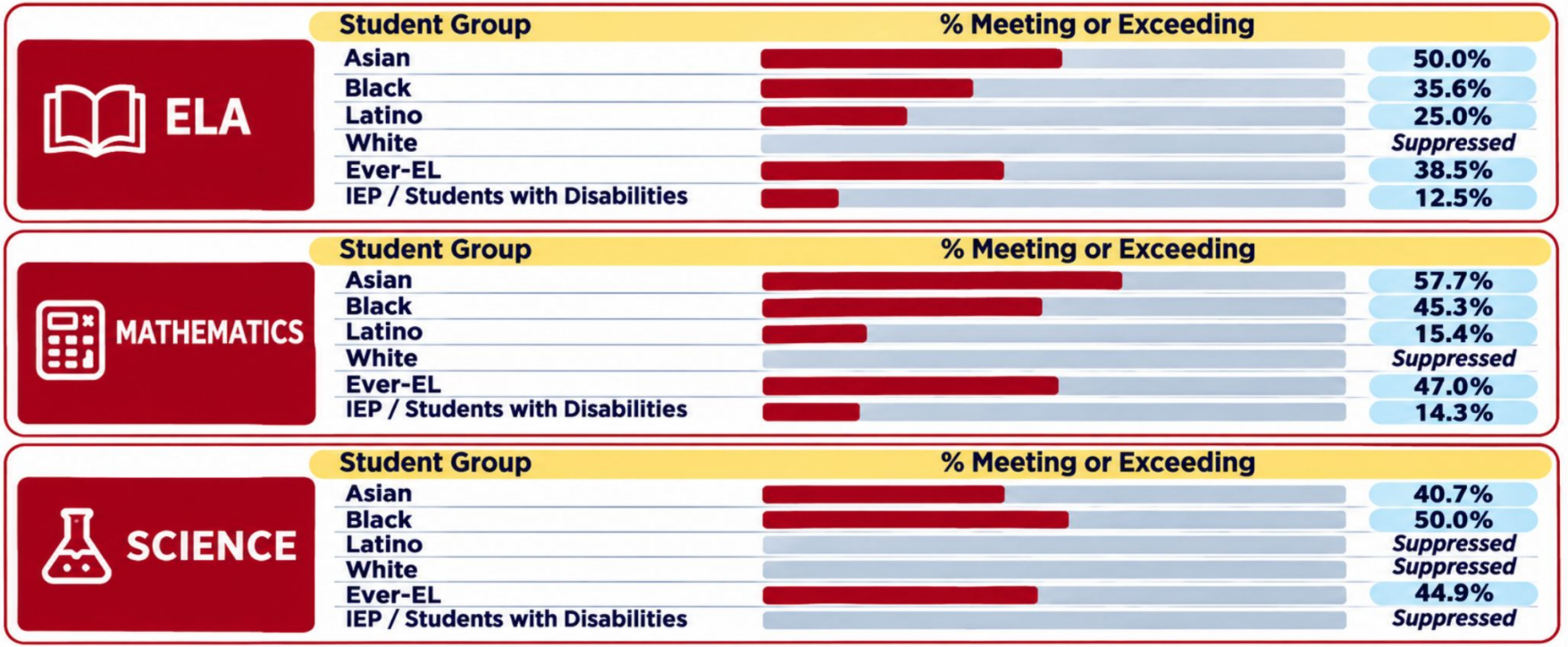
Subject	AIMS Middle	California Grades 6–8	Δ pp
ELA	39.65%	49.37%	-9.72
Mathematics	41.96%	36.99%	+4.97

Key Takeaways

-9.72 pp
ELA below California (Grades 6–8)

+4.97 pp
Mathematics above California (Grades 6–8)

AIMS College Prep Middle 2025-2026 CAASPP Performance by Student Group



Key Findings and Implications

KEY FINDINGS

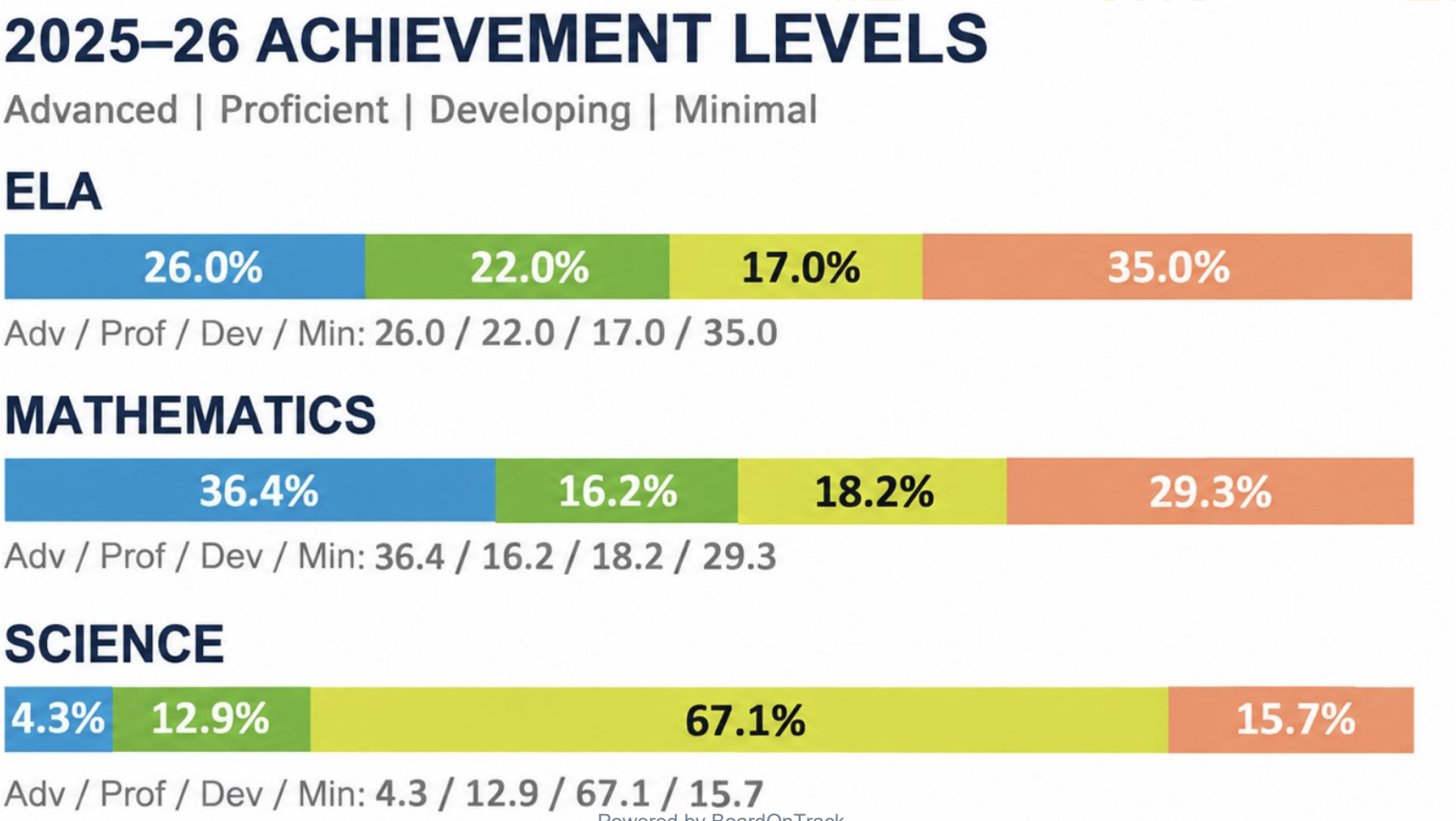
1. **ELA Proficiency Declined**
   from 46.08% (2024–25) to 39.65% (2025–26), **–6.43 percentage points.**
2. **Mathematics Proficiency Changed**
   from 42.41% to 41.96%, **–0.45 percentage points**; grade 8 mathematics improved from 54.93% to 63.27%, **+8.34 percentage points**.
3. **Science Proficiency Increased**
   from 26.39% to 43.48%, **+17.09 percentage points** (grade 8 CAST).
4. **Student-Group Gaps Persist**
   ELA: Asian 50.0% vs. students with IEPs 12.5%;
   Math: Asian 57.7% vs. students with IEPs 14.3%.
5. **English Learner Progress Declined**
   from 52.3% to 26.1%, **–26.2 percentage points.**

IMPLICATIONS FOR ACTION

- **Strengthen grade-level literacy instruction** and targeted reading support.
- **Study grade 8 practices** and strengthen grade 6–7 mathematics instruction.
- **Sustain NGSS-aligned science teaching** and monitor progress.
- **Strengthen inclusive Tier 1 instruction,** accommodations and targeted intervention.
- **Review designated/integrated ELD** and closely monitor language development.

CAASPP AIMS College Prep High School 2024-2026 CAASPP Data at a Glance

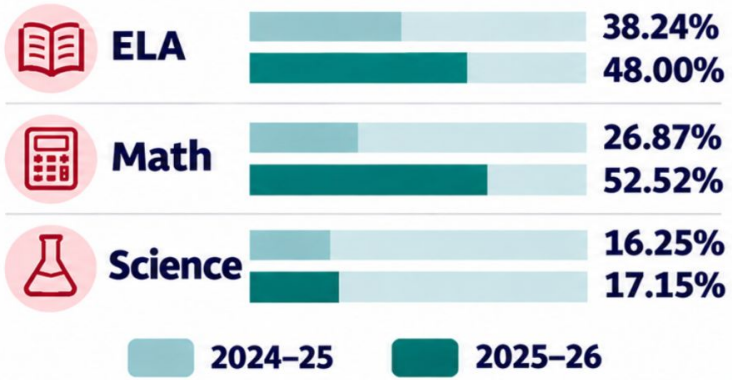
AIMS College Prep High School 2025-2026 CAASPP Overall



AIMS College Prep High School 2024-2026 CAASPP

Schoolwide Proficiency

% of Students Meeting or Exceeding the Standard

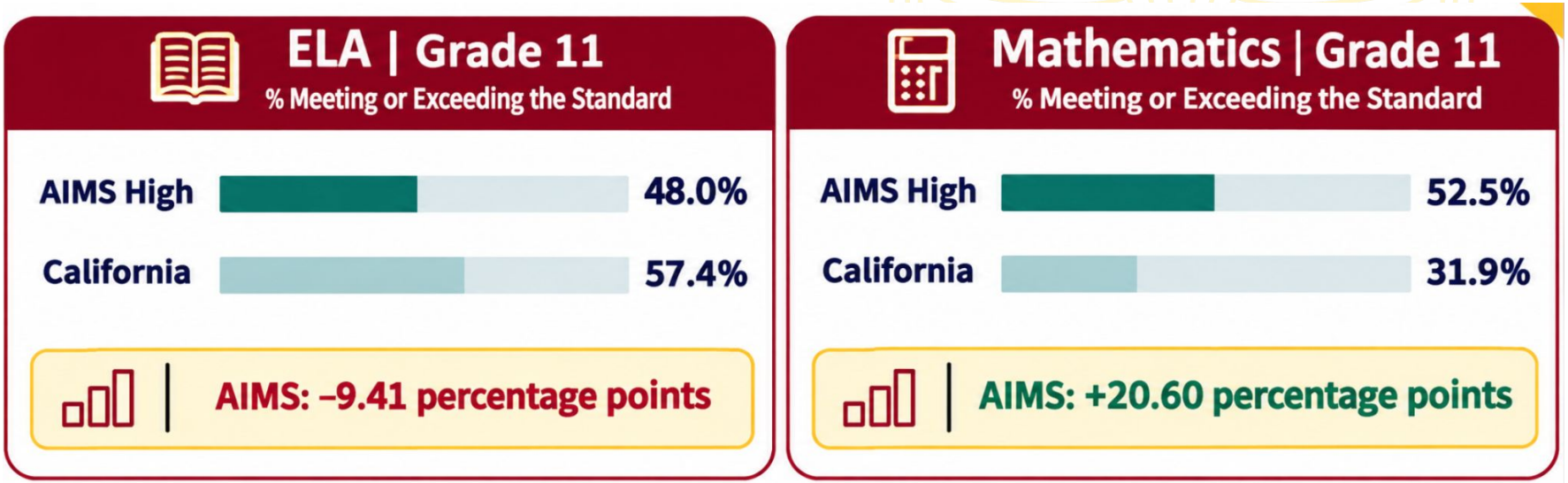


California School Dashboard: Results

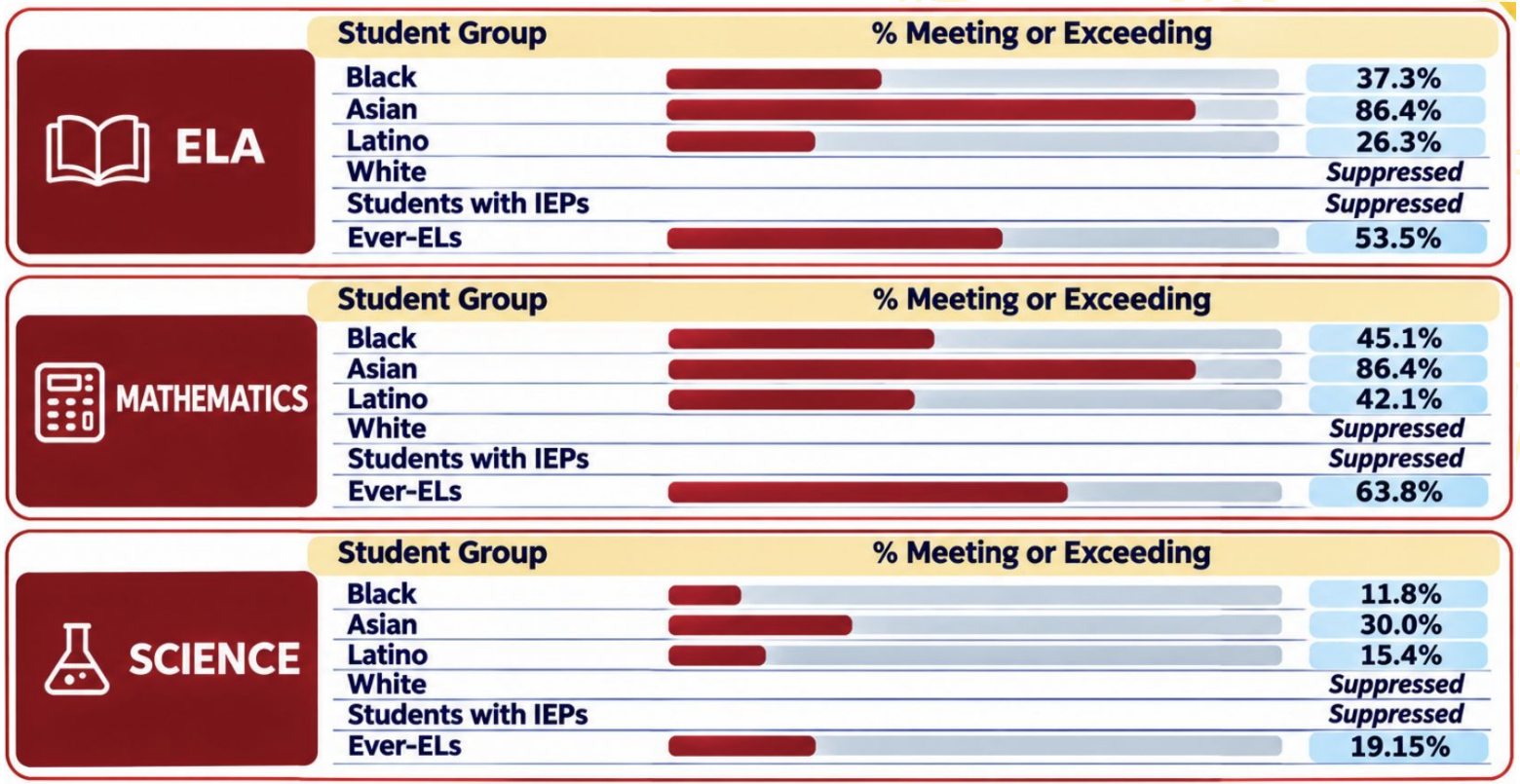
Indicator	2025 Results	2026 Results	Change (Points)
ELA	–37.5	–17.0	+20.5
Math	–63.9	–3.3	+60.6
Science	N/A	43.9	–0.5
Graduation Rate	89.2%	86.7%	–2.5 pp
College/Career	88.2%	86.7%	–1.5 pp

English Learner Progress: 76.7% → 52.2% | **–24.5** percentage points

AIMS College Prep High School 2025-2026 CAASPP State Comparison



AIMS College Prep High School 2025-2026 CAASPP Performance by Student Group



Key Findings and Implications

Key Findings

1. **ELA Proficiency Increased**
   48.00% of students met or exceeded the standard in 2025–26, a 9.76 percentage point increase from 38.24% in 2024–25.

2. **Mathematics Proficiency Increased**
   52.52% met or exceeded the standard, a 25.85 percentage point increase from 26.87% in 2024–25.

3. **Science Proficiency Increased Slightly**
   17.15% met or exceeded the standard, a 0.90 percentage point increase from 16.25% in 2024–25.

4. **Significant Student Group Gaps Persist**
   Asian students had the highest proficiency (ELA/Math: 86.4%), while Latino (ELA: 26.3%, Math: 42.1%) and Black students (ELA: 37.3%, Math: 45.1%) are significantly lower.

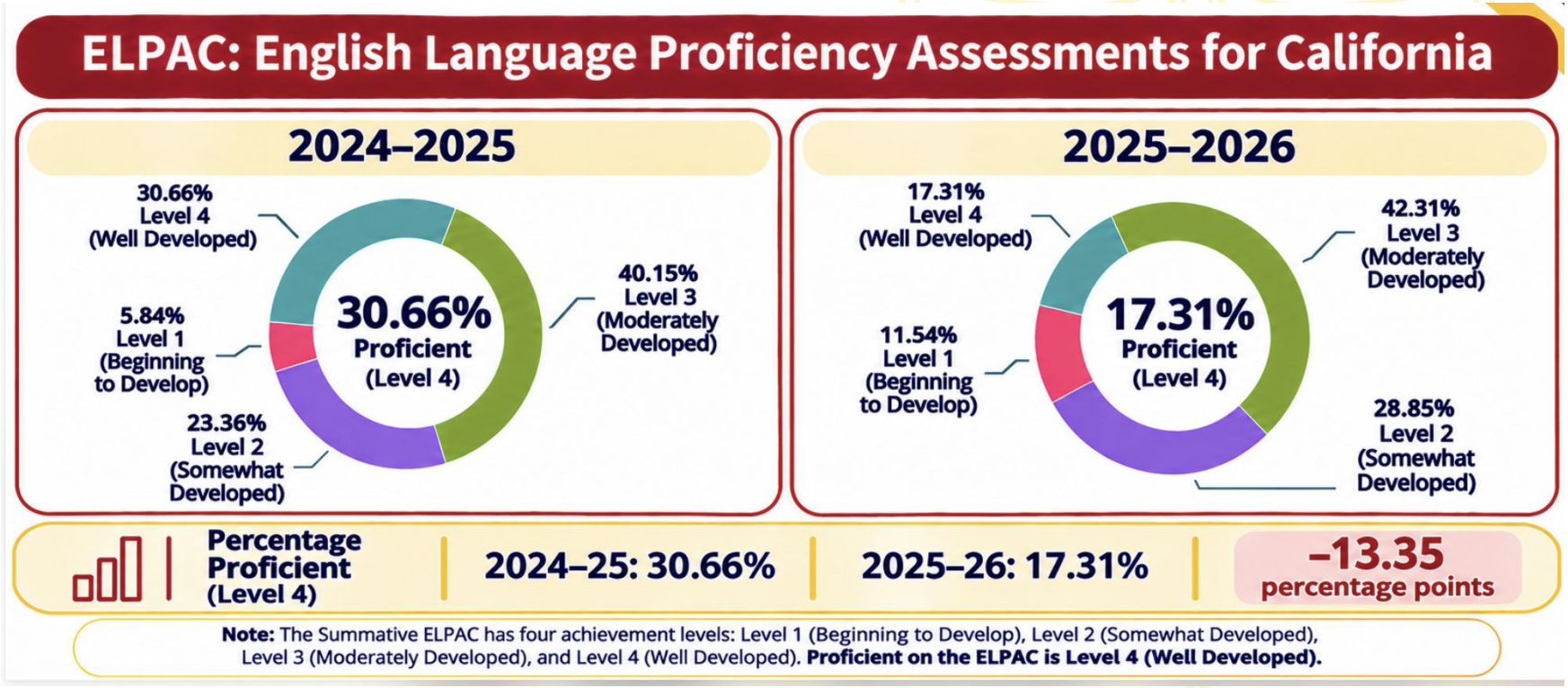
5. **English Learner Progress Declined**
   EL progress decreased from 76.7% to 52.2%, a 24.5 percentage point decline.

Implications for Action

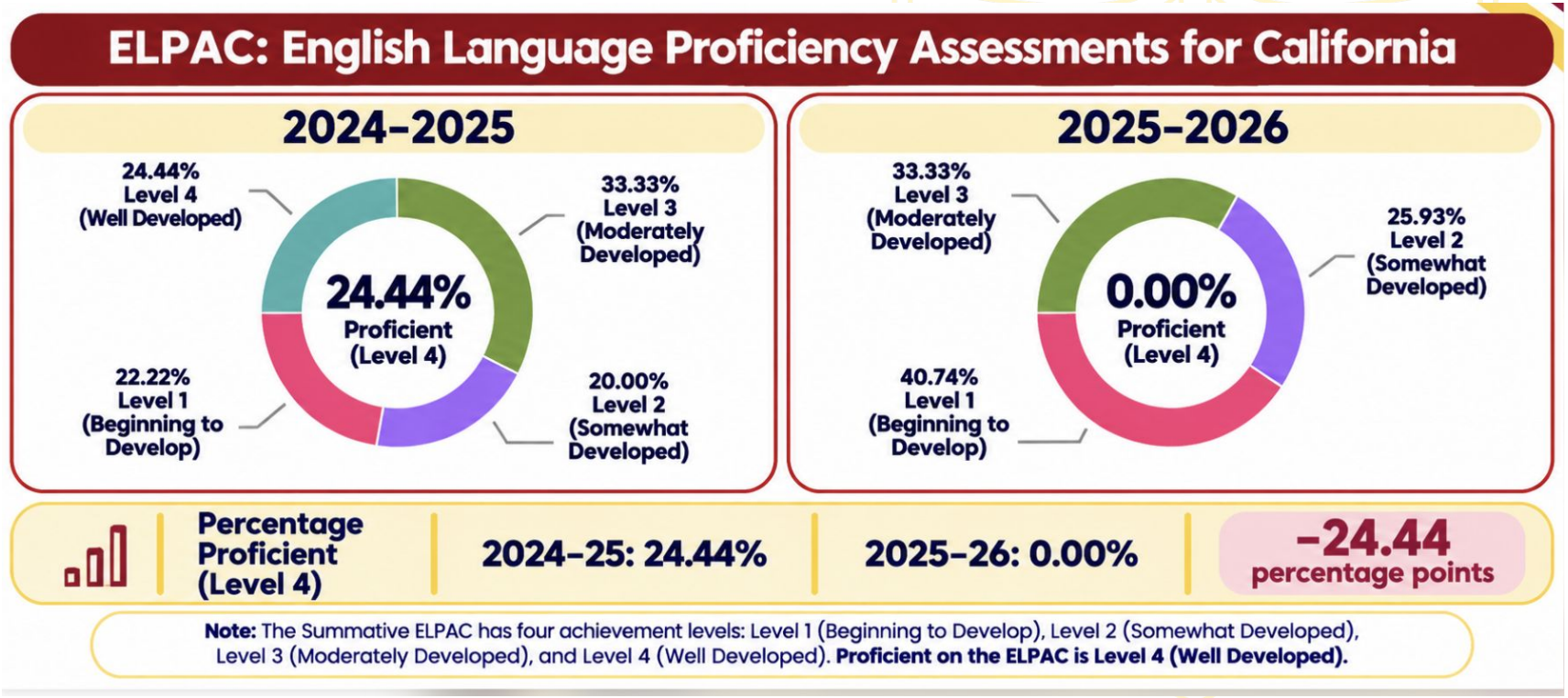
- **Sustain and Build on ELA Gains** by continuing high-quality, evidence-based literacy instruction, targeted supports, and consistent implementation across grades.
- **Sustain and Scale Math Gains** by conitaining high-impact instructional practices, coaching, and data-informed supports to deepen learning and keep momentum.
- **Strengthen Science Learning** by reinforcing standards alignment, hands-on investigations, and academic vocabulary support across all grade levels.
- **Accelerate Support for Underserved Students** (Black, Latino, Students with IEPs, and English Learners) through targeted interventions, differentiated instruction, and culturally responsive practices.
- **Reinforce English Learner Supports** by reviewing the ELD program (courses, schedule, and usage), increasing integrated ELD, and monitoring progress more frequently with language acquisition data.

ELPAC

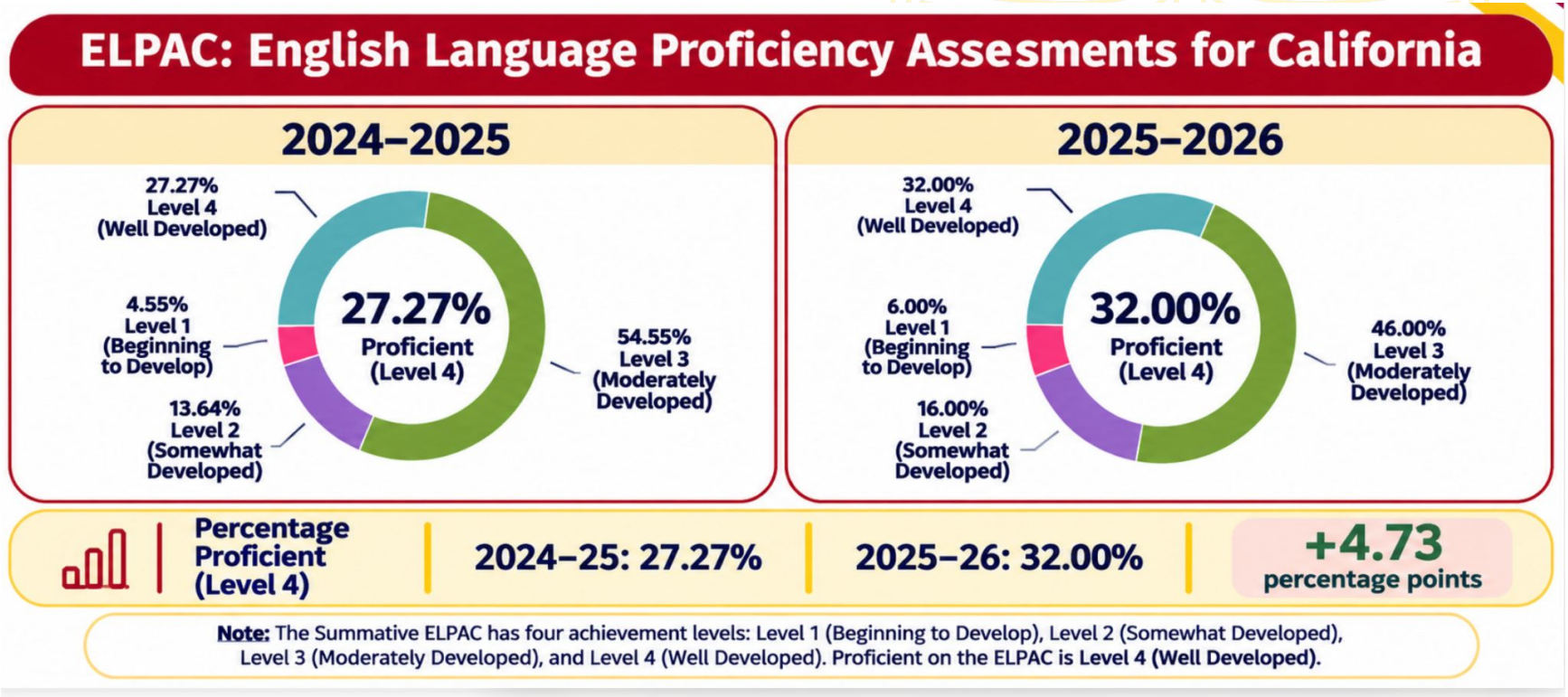
ELPAC AIMS College Prep K-8 2024-2026



ELPAC AIMS College Prep Middle 2024-2026



ELPAC AIMS College Prep High School 2024-2026



Key Findings and Implications

KEY FINDINGS

ELPAC Level 4 (Well Developed) declined at AIMS College Prep K–8 and Middle School.

K–8: 30.66% → 17.31% (–13.35 pp)
Middle: 24.44% → 0.00% (–24.44 pp)

ELPAC Level 4 (Well Developed) increased at AIMS College Prep High School.

High: 27.27% → 32.00% (+4.73 pp)

The share of Level 1 students (Beginning to Develop) increased at all schools.

K–8: 5.84% → 11.54% (+5.70 pp)
Middle: 22.22% → 40.74% (+18.52 pp)

IMPLICATIONS FOR ACTION

- **Prioritize designated and integrated ELD** at AIMS College Prep K–8 and AIMS College Prep Middle.
- **Diagnose language domains** and grade-level needs to target instruction and supports.
- **Intensify targeted supports for Level 1 students** to build English language proficiency across key domains.
- **Study promising High School practices** to inform approaches at the K–8 and Middle levels.
- **Monitor ELPAC progress and reclassification readiness** with multiple measures (e.g., ELPAC, local assessments, and teacher evidence).


thank
you

Coversheet

Student Data Report

Section: IV. Reports
Item: C. Student Data Report
Purpose: FYI
Submitted by:
Related Material: AIMS Universal Screener Adoption.pptx.pdf
K-5 Report Card Shifts.pdf

AIMS TK-12 COLLEGE PREP CHARTER DISTRICT

AIMS Universal Screener Adoption

Thursday, November 19, 2026

What Is the Universal Screener?

On July 10, 2023, Governor Newson signed into law Senate Bill 114. This bill adds Education Code 53008, which outlines requirements for both the State Board of Education and local education agencies (LEAs). Section 53008 requires LEAs to screen students in kindergarten through 2nd grade for reading delays, including dyslexia.

- California is the 41st state to adopt a universal screening initiative to identify young students at risk for reading difficulties
- Screening instruments must be evidence-based and culturally, linguistically and developmentally appropriate
- Screenings must assess pupils for risk of reading difficulties by targeting appropriate underlying skills
- Screenings must be brief tools that can be administered by a trained school employee
- Screenings will be part of a school's comprehensive strategy to inform instruction
- Screenings will not be considered an evaluation or a diagnostic tool for eligibility in special education.

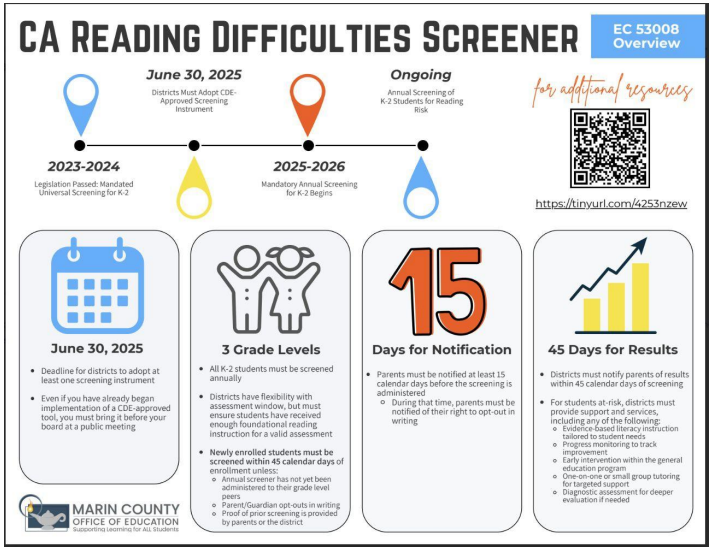
What is Dyslexia?

Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge. (California Dyslexia Guidelines, p. 3)

What Is The Legislation? (SB 114, Ed Code 53008)

“Screening for Risk of Reading Difficulties” (SB 114, Ed Code 53008)

- **Adopt a State approved screener by June 2025**
- **Annually screen students in grades K-2 beginning in the 2025-26 school year within 45 days of enrollment**
- **Notify parents of screening results**
- **Offer supports to students identified as at risk for reading difficulties**



What Are We Already Doing?

- Offer services and supports to students identified as at risk for reading difficulties, which may include **evidence-based literacy instruction, progress monitoring, early intervention** in the general education program, **one-on-one or small group tutoring, and further evaluation or diagnostic assessment**

Multi-tiered Systems of Support

Regular assessment and progress monitoring

CDE Approved Reading Screening Instruments

The screening instruments were selected by the Reading Difficulties Risk Screener Selection Panel (RDRSSP), established by SB 114 (TK-12 Education Omnibus Trailer Bill), which was signed into law by Governor Newsom on July 10, 2023:

Amira, published by Amira Learning, serving students in grades K–2, offered in English and Spanish.

mCLASS with DIBELS Edition 8 and **mCLASS Lectura,** published by Amplify Education, serving students in grades K–2, offered in English and Spanish.

Rapid Online Assessment of Reading (ROAR), published by the Stanford University Brain Development and Education Lab, serving students in grades 1 and 2, offered in English only.

Multitudes, published by the University of California San Francisco Dyslexia Center, serving students in grades K–2, offered in English and Spanish.

Multitudes Report

UCSF Multitudes

Recommendation Adoption-Multitudes

Staff recommends Multitudes as AIMs Universal Screener in Grades K-2 for approval by the Board.

Thank You!



AIMS K-5 Report Card Shifts

November 19, 2026

Objectives

- Develop a shared understanding for the transition from letter grades to standards based report cards
- Review timeline for new report cards and family conferences
- Gather feedback on draft report cards
- Determine evidence we will use for students' proficiency

Why Standards Based Reporting?

The Shift to Standards-Based Reporting: When and Why?

When did the shift begin?

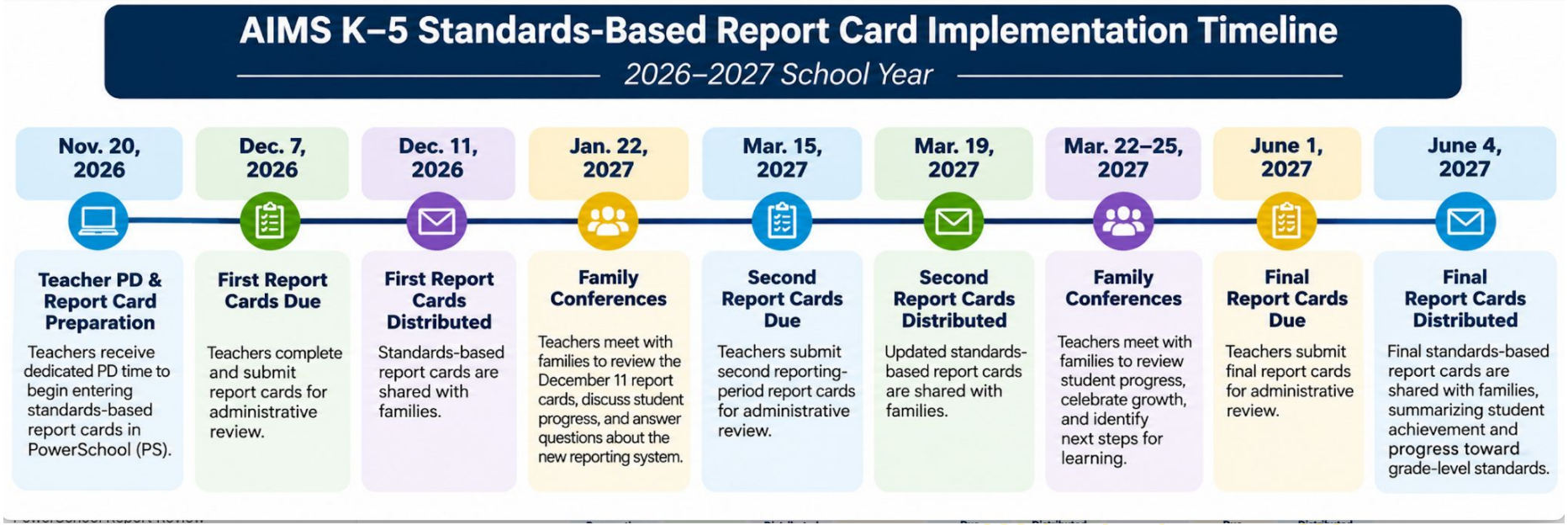
- 1990s: The standards-based education movement gained momentum as states began establishing clear expectations for what students should know and be able to do at each grade level.
- 2001: No Child Left Behind increased attention to standards, assessment and accountability for student learning.
- 2010–2013: The adoption and implementation of the Common Core State Standards accelerated conversations about aligning instruction, assessment and reporting to grade-level expectations.
- 2010s–present: Many districts began transitioning from traditional letter grades to standards-based report cards, particularly in elementary schools.
- Today: Standards-based reporting continues to expand as schools work toward more transparent, consistent and meaningful communication of student learning.

Why Standards Based Reporting?

Why the Shift to Standards-Based Reporting?

- Clarity: Communicates what students know and can do in relation to specific grade-level standards, rather than relying on letter grades that provide limited information.
- Consistency: Establishes common expectations for proficiency across teachers, classrooms and grade levels.
- Equity: Separates academic achievement from behaviors such as effort, participation and homework completion to provide a more accurate picture of student learning.
- Developmental Appropriateness: Recognizes that young children develop skills at different rates and benefit from specific feedback that supports confidence, growth, and positive academic identities.
- Focus on Learning and Growth: Shifts the emphasis from earning points and grades to demonstrating mastery, recognizing progress and identifying next steps.
- Meaningful Feedback and Family Engagement: Provides students and families with clear information about strengths, areas for improvement and ways to support continued learning.
- Instructional Alignment and Improvement: Aligns reporting with grade-level standards, curriculum and assessments while helping teachers identify learning gaps and provide targeted support.

Timeline for New Reporting



Report Cards Next Steps

Draft Report Cards


Thank You

Coversheet

ACOE MOU Update

Section: IV. Reports
Item: D. ACOE MOU Update
Purpose: FYI
Submitted by:
Related Material: MOU Updates November.pdf

MOU Updates

November 19, 2026

MOU Goals

- Goal #2: Ensure effective governance and operations.
- Goal #3: Increase Access for Students with Disabilities.
- Goal #4: Ensure teachers are highly qualified.
- Goal #5: Provide a safe school environment.
  - reduce suspensions.
- Goal #6. Increase access for Latino students.

MOU Goals

- Goal #7. Ensure all students are engaged in school by reducing chronic absenteeism.
- Goal #8. All students meet/exceed standards in ELA and Math. Targeted groups make accelerated growth.
- Goal #8. English Learners reclassify within 6 years.
- Goal #8: Provide tiered supports to reduce retention.
- Goal #9: Reduce midyear transfers.
- Goal #10: Ensure quality data for accurate reporting.

Goal #2: Ensure effective governance and operations

Metric	November Data	Strategies
# of Formal Complaints Received as of 11/12	1	• Clarify complaint process • Create clear structures for response to concerns • Formal CPU and Title IX complaint forms

Goal #3: Increase Access for Students with Disabilities

Metric	Baseline	Data (October)	November	Goal	Strategies
Special Education Enrollment as of 10/14	29 Students 4.3%	95 students 14%	89 students	60 Students 9.4%	

Analysis: It is our goal to have a student population that reflects the general public school population of Alameda County of about 13% or at least 85 students (out of a total of 635). The number of students exiting varies by year due to 8th grade matriculations (e.g. there are 17 students with IEPs in the class of 2028).

Goal #4: Ensure teachers are highly qualified

Metric	Baseline	Data	Goal	Strategies
Percent of Credentialed Teachers	12 31%	Update February 2027	26 63%	• Partnership with Reach and Sacramento County Office of Ed. • Submitted waiver to CTC for declaration of need • Matching teachers to mentors • Internal credential monitoring

Goal #5: Provide a safe school environment

Update February 2027

Metric	**Baseline** 25-26	**Data** 11/13/2026	**Goal**	**Strategies**
Provide a safe school environment and reduce suspensions.	1.3%	TBD	2%	
Family Traffic Safety Survey Completion	10%	~6%	70%	
Families reporting Safety during arrival/dismissal	*56%	*~60%	85%	Clarified pick up, drop off procedures Survey will be given to families end of October
Staff on Duty Outside: Drop-off, pick-up, P.E., Field Trips School staff are visibly present and actively supervising during drop-off and pick-up.	*63%	*60%	100%	

*Based on the completion rate not total enrollment.

Goal #5: Provide a safe school environment

Update February 2027

Metric	Baseline	Data	Goal	Strategies
PBIS Implementation % of staff using PBIS app/month	No Data	90%	85%	PBIS refresh-partnership with SCOE 90
Staff Safety Training Completion	95%	100%	100%	Two session completed 4 total for the year
Monthly Safety Drills and Evacuations	90%	100%	100%	Monthly safety drills

Goal #6. Increase access for Latino students

Metric	Baseline	Data	Goal	Strategies

Latino Student Enrollment	7.6%
	47
		November:
		4.4%
		30 Students
			9% of student population	• Targeted outreach
				• Spanish videos
				  • Student videos
				  • Parent videos
				  • Staff videos
				• Dia De Los Muertos Event to promote AIMS

Analysis: Although we have greatly increased our population of African American/Black students from 33.5% in 2019-20 to 48.3% in 2024-25 (+14.8pp in 5 years), the percentage of Latino students has remained low as compared to the public school population in Oakland. This process has afforded us the opportunity to more intentionally recruit Latino families.

Goal #7. Ensure all students are engaged in school by reducing chronic absenteeism

Metric	Baseline	Data	Goal	Strategies
% of students absent 10% more of school days	15.1%	15.38%	10%	• Attendance campaign: incentives, awards, information to families • Outreach to families to identify support and wrap around services needed • Independent study system

Analysis: Students who are absent more than 10% of school days are less likely to succeed academically. Although chronic absenteeism has been dropping each year since the pandemic, too many students are missing school, especially within our specific communities. Many “White” (Arab-American) families have missed school due to travel and religious holidays. Travel has also been an issue for some Latino families. Some students with disabilities have missed school due to medical issues for which an independent study could have been utilized. Our goal is to have all groups under 10% chronic absence and school-wide at 7%.

Goal #8. All students meet/exceed standards in ELA and Math. Targeted groups make accelerated growth

Metric	Baseline	Data	Strategies
Average DFS on Ca Dashboard ELA Math	 38% 26.5%	Update November	• Tier 1 Instruction: Standards aligned rigorous instruction in every classroom • Data analysis to identify needs and adjust instruction • Differentiated, small groups

Goal #8. English Learners reclassify within 6 years

Metric	Baseline	Data	Goal	Strategies
ELPAC - All English Learners	37%	Update December	55%	• Designated ELD groups • Integrated supports • Focus on Academic Discourse and Language Development
Long Term English Learners	40%		55%	

Goal #8. Provide tiered supports to reduce retention

Metric	Baseline	Data	Goal	Strategies
Students with Disabilities	3%	0%	0%	• Implementation of MTSS to ensure early identification, targeted intervention and progress monitoring • COST/SST Teams
General Education Students	3%	0%	1.5%	

Goal #9: Reduce midyear transfers

Metric	Baseline	Data	Goal	Strategies
All students	34	Update February	30	
Students with Disabilities (Not including NPS placement)	3		3	

Goal #10: Ensure quality data for accurate reporting

Metric	Baseline	Data	Goal	Strategies
CALPADS Accuracy	No Data	TBD	97%	• Internal deadline tracker • Internal auditing • Monthly attendance review • Day counts • Internal statistical calendar
Accuracy rate of monthly attendance reporting	86%	TBD	93%	• Monthly attendance reports • Monthly attendance meeting with attendance clerks • Weekly enrollment team meeting • Weekly meeting with CSMC
Timely CALPADS Submissions	100%	100%	100%	

K-8 Attendance Breakdown as of 11/17

Grade	Enrollment
K	33
1st	55
2nd	61
3rd	67
4th	91
5th	94
6th	99
7th	68
8th	108
Total Enrollment	**677**

9-12 Attendance Breakdown as of 11/17

Grade	Enrollment
9th	93
10th	80
11th	93
12th	103
Total Enrollment	**369**

Projections

Year	Enrollment
25-26	1012
26-27	*1040 (+6)
27-28	*1109

Panorama Results Breakdown

Survey Type	Completion Rate
Family Survey	84 people (8.3%)
Student District Wide (3rd-12th grade)	490 (56.7%)
Staff District Wide	39 (28.3%)

THANK YOU!

Coversheet

Financial Report

Section: IV. Reports
Item: F. Financial Report
Purpose: FYI
Submitted by:
Related Material: 2026-09 AIMS Financials.pdf
American Indian Model Schools_FY2027_Sep 2026.pdf

American Indian Model Schools-AIM
Statement of Activities - Actual vs Budget

Reporting Book:	ACCRUAL
As of Date:	09/30/2026
Location:	American Indian Model

	09/01/2026 09/30/2
	Actual
Net Increase/(Decrease) in Net Assets	
Total Revenue	
LCFF Revenue	
801100 - LCFF Revenues	337,802.00
801200 - Education Protection Account Revenue	0.00
809600 - Charter Schools Funding In-Lieu of Property Taxes	412,092.48
Total LCFF Revenue	**749,894.48**
Federal Revenue	
818100 - Special Education - Entitlement	0.00
818200 - Special Education - Mental Health	0.00
822000 - Federal Child Nutrition Programs	0.00
829100 - Title I Federal Revenue	0.00
829200 - Title II	0.00
829300 - Title III Federal Revenue	0.00
829400 - Title IV	0.00
Total Federal Revenue	**0.00**
State Revenue	
852000 - State Child Nutrition Program	7,145.54
855000 - Mandated Block Grant	0.00
856000 - State Lottery Revenue	0.00
859000 - All Other State Revenues	12,046.00
859100 - SB 740 Revenue	0.00
859900 - Prior Year State Income	5,980.15
879100 - SPED State/Other Transfers of Apportionments from Districts	0.00
879200 - SPED State/Other Transfers of Apportionments from County	72,371.00
Total State Revenue	**97,542.69**
Local Revenue	
865000 - Rental Income	5,320.23
866000 - Interest Income	221.76
868200 - Foundation Grants/Donations	0.00
869800 - E-Rate revenue	0.00
869900 - All Other Local Revenue	0.00
878500 - CMO Management Fee Income	349,832.57
Total Local Revenue	**355,374.56**
Total Revenue	**1,202,811.73**
Total Expenses	
Salaries and Benefits	
Certificated Salaries	
110000 - Teachers' Salaries	316,697.00
112000 - Substitute Expense	13,153.18

120000 - Certificated Pupil Support Salaries	12,721.33
130000 - Certificated Supervisor and Administrator Salaries	45,203.81
Total Certificated Salaries	**387,775.32**
Classified Salaries	
210000 - Instructional Aide Salaries	242,804.56
210500 - Instructional Aide Bonus	7,020.00
211000 - Instructional Aide Overtime	0.00
220000 - Classified Support Salaries (Maintenance, Food)	51,277.58
230000 - Classified Supervisor and Administrator Salaries	195,596.85
240000 - Clerical, Technical, and Office Staff Salaries	100,487.43
Total Classified Salaries	**597,186.42**
Benefits	
320100 - Employer PERS Certificated	20,991.67
320200 - Public Employees' Retirement System, classified positions	117,303.29
330100 - OASDI/Medicare, Certificated	28,910.11
330200 - OASDI/Medicare,Classified	44,401.37
340100 - Health & Welfare Benefits, Certificated	(3,215.46)
340200 - Health & Welfare Benefits, Classified	(3,307.56)
340300 - Unallocated Health Insurance	183,772.55
350100 - State Unemployment Insurance, Certificated	1,366.82
350200 - State Unemployment Insurance, Classified	2,310.35
360100 - Worker Compensation Insurance, Certificated	0.00
360200 - Worker Compensation Insurance, Classified	0.00
390100 - Other Employee Benefits, Certificated	126.14
390200 - Other Employee Benefits, Classified	0.00
Total Benefits	**392,659.28**
Total Salaries and Benefits	**1,377,621.02**
Operational Expenses	
Books and Supplies	
410000 - Approved Textbooks and Core Curriculum	366.30
410100 - Curriculum Assessment and Software	0.00
420000 - Books and Other Reference Materials	37,525.98
430000 - Materials and Supplies	27,315.56
430100 - Positive Behavior Expenses	0.00
430700 - Printing and Copying expense	406.42
431500 - Classroom Materials and Supplies	4,347.50
431700 - Student Testing Materials	0.00
434200 - Materials for School Sponsored Athletics	2,116.53
438100 - Materials for Plant Maintenance	2,897.81
438200 - Transportation Fuel and related parts	390.09
440000 - Noncapitalized Equipment	533.59
440700 - Student Educational Software	5,262.62
441000 - Software and Software Licensing	8,671.40
443000 - Noncapitalized Student Equipment	0.00
444000 - Student Event Materials	0.00
470000 - Food and Food Supplies	63,406.60
Total Books and Supplies	**153,240.40**
Services	
520000 - Travel and Conferences	4,164.82

521000 - Training and Development Expense	7,865.87
530000 - Dues and Memberships	51,020.00
540000 - Insurance	0.00
545000 - Property Taxes	0.00
550000 - Operation and Housekeeping Services	0.00
550100 - Utilities	0.00
550200 - Janitorial Services	30,310.00
550300 - Security Locks and Keys	194.14
550400 - Pest Control	503.00
551000 - Security Services	9,515.48
560000 - Space Rental/Leases Expense	65,986.25
560100 - Building Maintenance	972.38
560200 - Other Space Rental	0.00
560500 - Equipment Rental/Lease Expense	2,640.51
561000 - Equipment Repair	0.00
562100 - Facilities Costs	0.00
580000 - Professional/Consulting Services and Operating Expenditures	26,976.09
580300 - Banking and Payroll Service Fees	7,269.39
580500 - Legal Services	28,845.00
580600 - Audit Services	19,500.00
580700 - Legal Settlements	0.00
580900 - Employee Tuition Reimbursement	0.00
581000 - Educational Consultants	24,238.50
581100 - Student Transportation	1,811.25
581200 - Other Student Activities	1,815.50
581300 - Residential Placement	0.00
581400 - Non Employee short-term Substitutes	46,340.21
581500 - Advertising/Recruiting	0.00
582000 - Fundraising Expense	0.00
582200 - Staff Appreciation	125.08
582500 - School Pathways	0.00
583000 - Field Trip Expenses	0.00
583600 - Transportation Services	0.00
584200 - Services Student Athletics	0.00
585000 - Scholarships Awarded	0.00
587300 - Financial Services	29,886.23
587500 - District Oversight Fee	0.00
587700 - IT Services	0.00
588500 - Summer School Expenses	0.00
589000 - Interest Expense/Fees	193.19
589900 - CMO Management Fee Expense	349,832.57
590000 - Communications (Tele., Internet, Copies,Postage,Messenger)	4,892.13
Total Services	**714,897.59**
Capital Outlay	
690000 - Depreciation Expense	30,904.72
Total Capital Outlay	**30,904.72**
Other Outgo	
743800 - Debt Service - Interest	31,374.90
Total Other Outgo	**31,374.90**

Total Operational Expenses	**930,417.61**
Total Expenses	**2,308,038.63**
Total Net Increase/(Decrease) in Net Assets	**(1,105,226.90)**

Created on : 11/13/2026 7:19 AM PST

Schools-AIM

Through 2026	Year To Date 09/30/2026			
Preliminary	Actual	Preliminary	Budget Diff	Budget % Var
770,062.14	675,604.00	1,625,686.74	(950082.74) ↓	(58.44) %
0.00	0.00	0.00	0.00	0.00 %
368,974.37	618,138.72	1,024,928.82	(406790.10) ↓	(39.68) %
1,139,036.51	**1,293,742.72**	**2,650,615.56**	**(1356872.84) ↓**	**(51.19) %**
15,647.84	0.00	43,031.56	(43031.56) ↓	(100.00) %
1,121.10	0.00	3,363.30	(3363.30) ↓	(100.00) %
0.00	0.00	0.00	0.00	0.00 %
0.00	0.00	0.00	0.00	0.00 %
0.00	0.00	0.00	0.00	0.00 %
0.00	0.00	0.00	0.00	0.00 %
0.00	0.00	0.00	0.00	0.00 %
16,768.94	**0.00**	**46,394.86**	**(46394.86) ↓**	**(100.00) %**
0.00	7,145.54	0.00	7145.54 ↑	(100.00) %
0.00	0.00	0.00	0.00	0.00 %
0.00	0.00	0.00	0.00	0.00 %
308,788.97	24,092.00	432,304.47	(408212.47) ↓	(94.42) %
0.00	0.00	0.00	0.00	0.00 %
0.00	5,980.15	0.00	5980.15 ↑	(100.00) %
123,389.00	0.00	318,515.79	(318515.79) ↓	(100.00) %
0.00	144,742.00	0.00	144742.00 ↑	(100.00) %
432,177.97	**181,959.69**	**750,820.26**	**(568860.57) ↓**	**(75.76) %**
9,646.58	10,447.18	9,646.58	800.60 ↑	8.29 %
113.20	221.76	363.08	(141.32) ↓	(38.92) %
0.00	150.00	0.00	150.00 ↑	(100.00) %
5,283.12	0.00	11,446.76	(11446.76) ↓	(100.00) %
3,145.85	6,692.05	9,437.55	(2745.50) ↓	(29.09) %
0.00	349,832.57	0.00	349832.57 ↑	(100.00) %
18,188.75	**367,343.56**	**30,893.97**	**336449.59 ↑**	**1,089.04 %**
1,606,172.17	**1,843,045.97**	**3,478,724.65**	**(1635678.68) ↓**	**(47.01) %**
382,243.30	672,916.27	873,352.90	200436.63 ↑	22.95 %
20,203.17	22,967.36	46,160.38	23193.02 ↑	50.24 %

7,594.52	35,459.47	18,941.02	(16518.45) ↓	(87.20) %
21,673.33	196,161.69	62,288.52	(133873.17) ↓	(214.92) %
431,714.32	**927,504.79**	**1,000,742.82**	**73238.03** ↑	**7.31 %**
224,447.81	475,896.24	590,079.49	114183.25 ↑	19.35 %
0.00	7,020.00	0.00	(7020.00) ↓	(100.00) %
0.00	0.00	0.00	0.00	0.00 %
42,809.73	147,778.46	123,833.51	(23944.95) ↓	(19.33) %
50,253.26	415,252.20	159,877.14	(255375.06) ↓	(159.73) %
52,583.80	288,375.80	154,724.51	(133651.29) ↓	(86.38) %
370,094.60	**1,334,322.70**	**1,028,514.65**	**(305808.05)** ↓	**(29.73) %**
0.00	56,016.97	0.00	(56016.97) ↓	(100.00) %
71,857.61	293,604.81	206,811.18	(86793.63) ↓	(41.96) %
33,246.34	69,953.61	79,029.22	9075.61 ↑	11.48 %
26,412.13	99,991.20	77,441.85	(22549.35) ↓	(29.11) %
58,638.43	(5,576.72)	214,627.19	220203.91 ↑	102.59 %
0.00	(10,349.78)	0.00	10349.78 ↑	(100.00) %
0.00	344,627.89	0.00	(344627.89) ↓	(100.00) %
507.99	6,677.11	2,398.42	(4278.69) ↓	(178.39) %
1,094.39	6,361.93	2,719.52	(3642.41) ↓	(133.93) %
2,459.58	0.00	3,971.87	3971.87 ↑	100.00 %
3,312.37	0.00	4,250.73	4250.73 ↑	100.00 %
0.00	250.75	0.00	(250.75) ↓	(100.00) %
0.00	0.00	0.00	0.00	0.00 %
197,528.84	**861,557.77**	**591,249.98**	**(270307.79)** ↓	**(45.71) %**
999,337.76	**3,123,385.26**	**2,620,507.45**	**(502877.81)** ↓	**(19.19) %**
11,358.01	112,069.60	105,588.79	(6480.81) ↓	(6.13) %
0.00	0.00	0.00	0.00	0.00 %
820.76	62,539.27	2,995.23	(59544.04) ↓	(1,987.96) %
2,340.47	77,110.74	11,988.31	(65122.43) ↓	(543.21) %
125.66	0.00	376.98	376.98 ↑	100.00 %
0.00	406.42	0.00	(406.42) ↓	(100.00) %
25,153.38	160,780.11	111,678.69	(49101.42) ↓	(43.96) %
17,852.22	0.00	31,184.93	31184.93 ↑	100.00 %
1,788.26	5,589.49	3,391.30	(2198.19) ↓	(64.81) %
3,531.92	15,132.23	7,728.35	(7403.88) ↓	(95.80) %
0.00	490.09	0.00	(490.09) ↓	(100.00) %
5,771.79	76,215.59	14,286.31	(61929.28) ↓	(433.48) %
250.00	5,262.62	750.00	(4512.62) ↓	(601.68) %
14,986.52	99,698.48	97,044.43	(2654.05) ↓	(2.73) %
1,956.66	2,808.00	12,281.21	9473.21 ↑	77.13 %
61.58	0.00	184.74	184.74 ↑	100.00 %
37,529.67	122,412.08	97,290.22	(25121.86) ↓	(25.82) %
123,526.90	**740,514.72**	**496,769.49**	**(243745.23)** ↓	**(49.06) %**
1,530.42	5,863.99	5,066.76	(797.23) ↓	(15.73) %

13,711.45	38,867.04	33,990.66	(4876.38) ↓	(14.34) %
795.22	65,655.00	37,913.53	(27741.47) ↓	(73.17) %
10,843.17	12,918.00	116,229.45	103311.45 ↑	88.88 %
5,416.66	0.00	16,249.98	16249.98 ↑	100.00 %
1,339.02	191.21	1,907.73	1716.52 ↑	89.97 %
0.00	14,764.45	0.00	(14764.45) ↓	(100.00) %
12,289.48	100,441.59	31,809.15	(68632.44) ↓	(215.76) %
34.58	342.01	81.66	(260.35) ↓	(318.82) %
462.96	3,213.50	1,388.88	(1824.62) ↓	(131.37) %
0.00	13,111.88	0.00	(13111.88) ↓	(100.00) %
243,078.58	74,630.05	487,398.81	412768.76 ↑	84.68 %
1,103.79	66,972.03	13,493.35	(53478.68) ↓	(396.33) %
7,609.01	539.20	18,224.82	17685.62 ↑	97.04 %
9,905.60	9,819.72	23,558.54	13738.82 ↑	58.31 %
1,048.25	99.00	1,915.87	1816.87 ↑	94.83 %
166.66	0.00	499.98	499.98 ↑	100.00 %
69,300.59	126,740.26	354,775.36	228035.10 ↑	64.27 %
3,850.76	21,204.42	7,376.69	(13827.73) ↓	(187.45) %
1,415.61	58,398.50	5,798.08	(52600.42) ↓	(907.20) %
383.34	19,505.00	736.09	(18768.91) ↓	(2,549.81) %
0.00	0.00	0.00	0.00	0.00 %
31,749.99	12,598.51	95,249.97	82651.46 ↑	86.77 %
1,350.55	24,238.50	4,497.59	(19740.91) ↓	(438.92) %
1,712.94	8,731.06	6,750.28	(1980.78) ↓	(29.34) %
3,068.25	1,815.50	9,204.75	7389.25 ↑	80.27 %
27,364.61	0.00	82,093.83	82093.83 ↑	100.00 %
54,166.63	72,201.18	162,499.89	90298.71 ↑	55.56 %
4,385.69	11,717.58	11,234.62	(482.96) ↓	(4.29) %
0.00	0.00	0.00	0.00	0.00 %
1,321.47	125.08	2,366.75	2241.67 ↑	94.71 %
222.41	0.00	667.23	667.23 ↑	100.00 %
3,940.67	4,887.00	32,471.09	27584.09 ↑	84.94 %
0.00	1,811.25	0.00	(1811.25) ↓	(100.00) %
5,699.71	25,055.00	7,380.37	(17674.63) ↓	(239.48) %
840.04	0.00	5,553.35	5553.35 ↑	100.00 %
30.91	90,262.50	123.65	(90138.85) ↓	(72,898.38) %
0.00	13,831.82	23,978.28	10146.46 ↑	42.31 %
1,994.23	0.00	4,550.55	4550.55 ↑	100.00 %
38,333.32	183.03	114,999.96	114816.93 ↑	99.84 %
0.00	193.19	1,555.61	1362.42 ↑	87.58 %
241,666.66	349,832.57	724,999.98	375167.41 ↑	51.74 %
10,623.67	31,761.93	22,193.59	(9568.34) ↓	(43.11) %
812,756.90	**1,282,522.55**	**2,470,786.73**	**1188264.18 ↑**	**48.09 %**
32,401.87	271,356.18	97,205.61	(174150.57) ↓	(179.15) %
32,401.87	**271,356.18**	**97,205.61**	**(174150.57) ↓**	**(179.15) %**
0.00	96,485.66	0.00	(96485.66) ↓	(100.00) %
0.00	**96,485.66**	**0.00**	**(96485.66) ↓**	**(100.00) %**

968,685.67	2,390,879.11	3,064,761.83	673882.72 ↑	21.98 %
1,968,023.43	5,514,264.37	5,685,269.28	171004.91 ↑	3.00 %
(361,851.26)	**(3,671,218.40)**	**(2,206,544.63)**	**(1464673.77) ↓**	**(66.37) %**

	Year Ending 06/30/2027	
Preliminary	Remaining Budget	Percentage remaining
8,556,246.00	7,880,642.00	**(84.99) %**
2,833,927.00	2,833,927.00	**(88.55) %**
4,099,716.00	3,481,577.28	**(84.92) %**
15,489,889.00	**14,196,146.28**	**(85.62) %**
195,598.00	195,598.00	**(100.00) %**
13,453.00	13,453.00	**(100.00) %**
544,164.00	544,164.00	**(100.00) %**
397,024.00	397,024.00	**(84.13) %**
118,103.00	118,103.00	**(100.00) %**
52,417.00	52,417.00	**(100.00) %**
41,488.00	41,488.00	**(100.00) %**
1,362,247.00	**1,362,247.00**	**(95.37) %**
191,449.00	184,303.46	**(96.26) %**
33,745.00	33,745.00	**(100.00) %**
322,198.00	322,198.00	**(100.00) %**
3,087,889.00	3,063,797.00	**(98.51) %**
991,996.00	991,996.00	**(100.00) %**
0.00	(5,980.15)	**100.00 %**
1,434,755.00	1,434,755.00	**(100.00) %**
0.00	(144,742.00)	**100.00 %**
6,062,032.00	**5,880,072.31**	**(92.29) %**
96,466.00	86,018.82	**(89.17) %**
1,282.00	1,060.24	**(82.70) %**
0.00	(150.00)	**100.00 %**
88,052.00	88,052.00	**(100.00) %**
37,750.00	31,057.95	**(82.27) %**
0.00	(349,832.57)	**100.00 %**
223,550.00	**(143,793.56)**	**64.32 %**
23,137,718.00	**21,294,672.03**	**(86.50) %**
4,075,848.00	3,402,931.73	**(75.89) %**
215,426.00	192,458.64	**(84.00) %**

87,402.00	51,942.53	**(42.76) %**
291,317.00	95,155.31	**(8.58) %**
4,669,993.00	**3,742,488.21**	**(71.44) %**
2,408,046.00	1,932,149.76	**(69.34) %**
0.00	(7,020.00)	**100.00 %**
0.00	0.00	**0.00 %**
428,801.00	281,022.54	**(59.76) %**
637,110.00	221,857.80	**(23.08) %**
676,994.00	388,618.20	**(40.66) %**
4,150,951.00	**2,816,628.30**	**(56.24) %**
0.00	(56,016.97)	**100.00 %**
819,185.00	525,580.19	**(50.36) %**
357,254.00	287,300.39	**(71.97) %**
317,548.00	217,556.80	**(57.05) %**
824,720.05	830,296.77	**(101.26) %**
0.00	10,349.78	**100.00 %**
0.00	(344,627.89)	**100.00 %**
31,998.57	25,321.46	**(76.55) %**
40,799.00	34,437.07	**(79.98) %**
21,725.00	21,725.00	**(100.00) %**
19,635.00	19,635.00	**(100.00) %**
0.00	(250.75)	**100.00 %**
0.00	0.00	**100.00 %**
2,432,864.62	**1,571,306.85**	**(56.33) %**
11,253,808.62	**8,130,423.36**	**(62.57) %**
224,435.00	112,365.40	**(31.44) %**
0.00	0.00	**100.00 %**
20,006.00	(42,533.27)	**219.28 %**
44,697.00	(32,413.74)	**95.41 %**
1,508.00	1,508.00	**(100.00) %**
0.00	(406.42)	**100.00 %**
473,783.00	313,002.89	**(60.65) %**
93,048.00	93,048.00	**(100.00) %**
12,184.00	6,594.51	**(15.54) %**
35,000.00	19,867.77	**(46.59) %**
0.00	(490.09)	**100.00 %**
51,663.00	(24,552.59)	**82.59 %**
3,000.00	(2,262.62)	**275.42 %**
142,999.00	43,300.52	**(24.09) %**
26,705.00	23,897.00	**(89.48) %**
739.00	739.00	**(100.00) %**
413,875.00	291,462.92	**(68.56) %**
1,543,642.00	**803,127.28**	**(43.73) %**
26,227.00	20,363.01	**(64.93) %**

212,806.00	173,938.96	**(78.10) %**
74,513.00	8,858.00	**(3.49) %**
196,980.00	184,062.00	**(43.09) %**
65,000.00	65,000.00	**(100.00) %**
6,000.00	5,808.79	**(65.42) %**
0.00	(14,764.45)	**100.00 %**
110,309.00	9,867.41	**18.53 %**
312.00	(30.01)	**9.61 %**
5,556.00	2,342.50	**(33.10) %**
0.00	(13,111.88)	**100.00 %**
1,580,756.00	1,506,125.95	**(94.37) %**
51,989.00	(14,983.03)	**36.48 %**
69,788.00	69,248.80	**(99.22) %**
93,388.00	83,568.28	**(87.33) %**
4,578.00	4,479.00	**(97.83) %**
2,000.00	2,000.00	**(100.00) %**
1,119,911.00	993,170.74	**(82.83) %**
57,134.00	35,929.58	**(50.32) %**
24,000.00	(34,398.50)	**232.66 %**
1,856.00	(17,649.00)	**950.91 %**
3,712.00	3,712.00	**479.20 %**
381,000.00	368,401.49	**(96.69) %**
14,979.00	(9,259.50)	**62.00 %**
35,000.00	26,268.94	**(62.49) %**
36,819.00	35,003.50	**(86.46) %**
328,375.00	328,375.00	**(100.00) %**
649,999.20	577,798.02	**(82.18) %**
33,970.00	22,252.42	**(36.06) %**
3,520.00	3,520.00	**(100.00) %**
18,210.00	18,084.92	**(99.31) %**
2,669.00	2,669.00	**(100.00) %**
190,000.00	185,113.00	**(94.65) %**
0.00	(1,811.25)	**100.00 %**
69,369.00	44,314.00	**(63.88) %**
20,000.00	20,000.00	**(100.00) %**
371.00	(89,891.50)	**37,212.08 %**
154,899.00	141,067.18	**(66.42) %**
21,685.00	21,685.00	**(96.77) %**
460,000.00	459,816.97	**(99.96) %**
6,600.00	6,406.81	**(97.07) %**
2,900,000.00	2,550,167.43	**(87.93) %**
62,927.00	31,165.07	**(39.52) %**
9,097,207.20	**7,814,684.65**	**(80.56) %**
388,821.75	117,465.57	**(14.31) %**
388,821.75	**117,465.57**	**(14.31) %**
0.00	(96,485.66)	**100.00 %**
0.00	**(96,485.66)**	**100.00 %**

11,029,670.95	8,638,791.84	(72.32) %
22,283,479.57	16,769,215.20	(67.40) %
854,238.43	**4,525,456.83**	**(584.76) %**

CSMC

Financials through Sep 30, 2026

Monthly Financial Board Report

Prepared for: American Indian Model Schools



Prepared by School's CSMC SBM - Andrew Schubert

Financial Summary

Actual to Budget:

This report is as of Sep 30, 2026, compared against our initial board approved budget in June 2026 based on an enrollment of 1,038 students and an ADA of 993.8.

YTD Revenues through **Sep 30, 2026,** are **$1,843,046** or **47% ($1,635,678.68) under** our current budget.

- All revenue sources are trending under budget due to a timing variance in receiving funds (LCFF, ILPT, state SPED). I expect this timing variance to exist in some capacity throughout the year until the end of the year when all funds are trued-up and accounted for. This is quite common and typically the catch up happens sometime in the middle of the fiscal year. We will continue to monitor apportionment schedules & provide the most up to date information as it is released.

YTD Expenses through **Sep 30, 2026,** are **$5,514,264** or **3% ($171,004.91) under** our current budget.

- Total payroll related expenses are trending $503k over budgeted figures. The largest driver has been the addition of new classified positions that were not previously budgeted for under old school leadership. As first interims are approaching, we will adjust the budget to better align with the positions that were added/removed under the new school leadership.
- Books and supplies (4000s level expenses) are $244k over budget. It is important to note that a bulk of spending here happens towards the beginning of the fiscal year as the school year gets going. Expenditures being over at present are not a huge concern; but if spending does not slow down as we anticipate it will throughout the year, changes will need to be made.
- Other services (5000s level expenses) are $1.18mil under budget. This is largely due to less consultants and non-employee substitutes that have been needed through the beginning of the fiscal year. We will monitor expenses through the fiscal year and make any adjustments to categories necessary at first interims.

Therefore, net deficit is **($3,671,218)**. As a note, deficit spending is common through the first 2/3 of the fiscal year, as revenue timing is caught up and expenses slow as the year progresses. We will also be presenting an amended budget at the next board meeting to better align with enrollment/ADA trends & spending patterns.

Balance Sheet:

As of Sep 30, 2026, we had total cash of $10,064,509, short-term liabilities of $3,991,418, and long-term liabilities of $7,746,402. The ending fund balance is $6,625,821.

Understanding the Financial Health of the Organization

The chart below explains some of the parameters that the school's leadership can evaluate to understand their financial health, and potential areas of weakness.

Cash Ratio

Ability to meet short-term obligations with cash



Current:	Target:
252.2%	> 100.0 %

Formula:
(Cash) / (Current Liabilities)

Current Ratio (Liquidity)

Ability to pay short-term obligations



Current:	Target:
2.8	> 1.0

Formula:
(Current Assets) / (Current Liabilities)

Defensive Interval

Months of continued operation without incoming funds



Current:	Target:
5.2	> 3 months

Formula:
(Cash + Securities + AR)/(Average Expenses for Past 12 Months)

Actual to Budget Summary

FY 2026-2027, July - September

	July - Last Closed			2026-2027		
Account Description	**Actual**	**Budget**	**Variance $**	**Total Budget**	**Actual to Total Budget %**	**Remaining Budget**
LCFF Revenue	$1,293,743	$2,650,616	($1,356,873)	$15,489,889	8.4%	$14,196,146
Federal Revenue	-	$46,395	($46,395)	$1,362,247	0.0%	$1,362,247
State Revenue	$181,960	$750,820	($568,861)	$6,062,032	3.0%	$5,880,072
Local Revenue	$367,344	$30,894	$336,450	$223,550	164.3%	($143,794)
Total Revenue	$1,843,046	$3,478,725	($1,635,679)	$23,137,718	8.0%	$21,294,672
Benefits	$861,558	$591,250	($270,308)	$2,432,865	35.4%	$1,571,307
Classified Salaries	$1,334,323	$1,028,515	($305,808)	$4,150,951	32.1%	$2,816,628
Certificated Salaries	$927,505	$1,000,743	$73,238	$4,669,993	19.9%	$3,742,488
Total Personnel Expenses	$3,123,385	$2,620,507	($502,878)	$11,253,809	27.8%	$8,130,423
Other Outgo	$96,486	-	($96,486)	-	-	($96,486)
Capital Outlay	$271,356	$97,206	($174,151)	$388,822	69.8%	$117,466
Services	$1,282,523	$2,470,787	$1,188,264	$9,097,207	14.1%	$7,814,685
Books and Supplies	$740,515	$496,769	($243,745)	$1,543,642	48.0%	$803,127
Total Operational Expenses	$2,390,879	$3,064,762	$673,883	$11,029,671	21.7%	$8,638,792
Total Expenses	$5,514,264	$5,685,269	$171,005	$22,283,480	24.7%	$16,769,215
Net Income	($3,671,218)	($2,206,545)	($1,464,674)	$854,238		$4,525,457

Revenue
$1,843,046

Expenses
$5,514,264

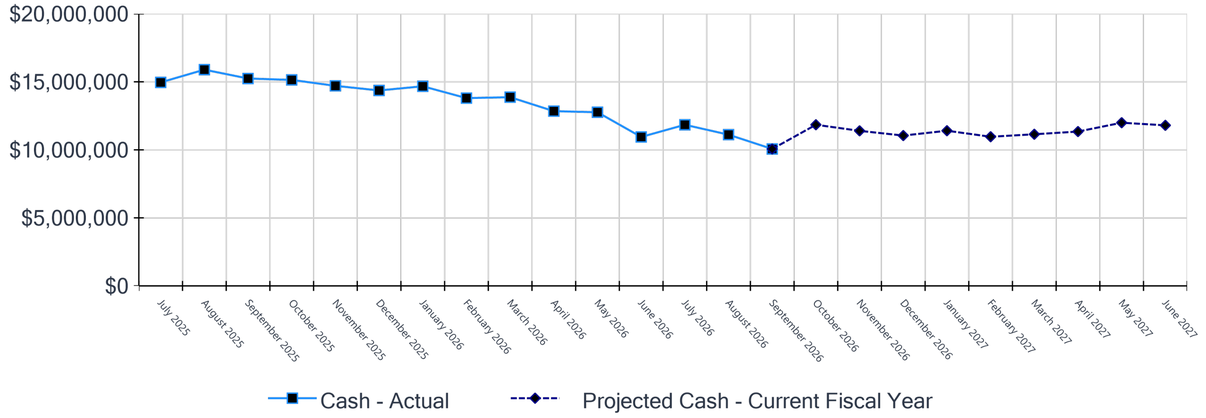
Surplus / (Deficit)
($3,671,218)

This report displays all actual and budgeted revenue and expenditures by object code series and by month. This report can be useful in revenue in a timely manner and that you stay within board approved expenditure levels.

Report created on 11/13/2026 8:24:11 AM for American Indian Model Schools

Monthly Cash Balance Over Time

Current fiscal year and prior year



	Cash Amount	Actual or Projected
July 2025	$14,958,863.38	Actual
August 2025	$15,894,556.45	Actual
September 2025	$15,243,394.83	Actual
October 2025	$15,141,697.52	Actual
November 2025	$14,705,729.25	Actual
December 2025	$14,366,076.20	Actual
January 2026	$14,673,580.94	Actual
February 2026	$13,802,940.93	Actual
March 2026	$13,871,693.63	Actual
April 2026	$12,844,797.15	Actual
May 2026	$12,764,653.23	Actual
June 2026	$10,947,879.49	Actual

	Cash Amount	Actual or Projected
July 2026	$11,842,877.10	Actual
August 2026	$11,115,904.34	Actual
September 2026	$10,064,508.66	Actual
October 2026	$11,844,544.08	Projected
November 2026	$11,397,885.34	Projected
December 2026	$11,050,664.48	Projected
January 2027	$11,405,664.06	Projected
February 2027	$10,963,181.24	Projected
March 2027	$11,145,767.13	Projected
April 2027	$11,344,550.63	Projected
May 2027	$11,994,784.10	Projected
June 2027	$11,802,117.92	Projected

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Balance Sheet Summary FY 2026-2027 - September

Assets	
Current Assets	
Accounts Receivable	$1,263,613
Cash and Cash Equivalents	$10,064,509
Total Current Assets	**$11,328,122**
Fixed Assets	
Accumulated Depreciation	($3,930,842)
Fixed Assets	$10,440,038
Total Fixed Assets	**$6,509,196**
Other Assets	
Other Assets	$526,324
Total Other Assets	**$526,324**
Total Assets	**$18,363,642**

Liabilities and Net Assets	
Short-term Liabilities	
Accounts Payable	$268,812
Accrued Liabilities	$1,081,535
Other Short Term Liability	$2,641,071
Total Short-term Liabilities	**$3,991,418**
Long-term Liabilities	
Other Liabilities	$7,746,402
Total Long-term Liabilities	**$7,746,402**
Total Liabilities	**$11,737,821**
Total Unrestricted Net Assets	$9,835,782
Total Restricted Net Assets	$461,258
Total Net Increase/(Decrease) in Net Assets	($3,671,218)
Total Net Assets	**$6,625,821**
Total Liabilities and Net Assets	**$18,363,642**

Liquidity Ratio

2.8

The balance sheet displays all of the school's assets and the school's obligations ('liabilities') at a particular point in time. It is a useful way to ensure the school has enough money to pay off its debts.

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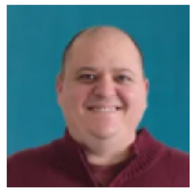

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Looking Ahead

AREA	DUE DATE	COMPLIANCE ITEM	COMPLETED BY	BOARD MUST APPROVED	ADDITIONAL INFORMATION
Finance	11/30/2026	ELOP Third Party Provider survey due - Any Local Educational Agency (LEA) receiving an apportionment for the Expanded Learning Opportunities Program (ELO-P) in 2023-24 must provide data for any and all third party providers who are operating the program at an off-site location, including the California State Preschool Program (CSPP). This annual survey requests specific data regarding each third party provider program location and pupil grade access for each off-site location.	CSMC with School Support	No	https://www.cde.ca.gov/ls/ex/elopinfo.asp#reports
Finance	11/30/2026	UPK Planning and Implementation Expenditure Report #6 - UPK Expenditure report for the reporting period of November 1, 2024, to April 30, 2025	CSMC with School Support	No	https://www.cde.ca.gov/ci/gs/em/upkpi.asp
Finance	12/15/2026	Audits may be due to special education SELPAs, deadlines vary - LEA Audit Report filed with the California Department of Education, State Controller's Office, and County Superintendent of Schools for the prior fiscal year of July 1st to June 30th	CSMC	No	https://www.cde.ca.gov/fg/au/ag/#:~:text=The%20annual%20audit%20report%20must,unsecured%20PDF%20file%20format%20preferred
Finance	12/15/2026	First Interim Financial Report - Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report is due December 15 for the period ending October 31. The interim reports must include a certification of whether or not the LEA is able to meet its financial obligations. The certifications are classified as positive, qualified, or negative.	CSMC with School Support	Yes	https://www.cde.ca.gov/fg/fi/ir/interimstatus.asp#:~:text=Local%20educational%20agencies%20(LEAs)%20are,the%20period%20ending%20January%2031.
Accounting	12/15/2026	Annual Financial Audit Report deadline -	School with CSMC Support	Yes	
Payroll	1/1/2027	New Board Approved Handbook (if applicable) -	School	Yes	
Finance	1/1/2027	New hourly wage and monthly exempt salary levels in effect -	School with CSMC Support	No	
Finance	1/15/2027	Several special education reports due; timing and steps vary by SELPA -	CSMC	No	
Student Data	1/15/2027	P-1 Attendance Report -	CSMC with School Support	No	

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Coversheet

American Indian Model Schools (AIMS) Audit Report 6.30.26

Section:	V. Action Items
Item:	A. American Indian Model Schools (AIMS) Audit Report 6.30.26
Purpose:	Vote
Submitted by:	
Related Material:	M-145 American Indian Model Schools Audit Report 6.30.26.pdf

Combined Financial Statements
June 30, 2026

American Indian Model Schools

American Indian Public Charter School (AIPCS)
(Charter Number 0106)
American Indian Public Charter School II (AIPCS II)
(Charter Number 0882)
American Indian Public High School (AIPHS)
(Charter Number 0765)

American Indian Model Schools

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SILVA & SILVA
CERTIFIED PUBLIC ACCOUNTANTS

Independent Auditor's Report

Governing Board
American Indian Model Schools
Oakland, California

Report on the Audit of the Combined Financial Statements

Opinion

We have audited the combined financial statements of American Indian Model Schools (the Organization) (a California Nonprofit Public Benefit Corporation), which comprise the combined statement of financial position as of June 30, 2026, and the related combined statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the combined financial statements.

In our opinion, the accompanying combined financial statements referred to above present fairly, in all material respects, the financial position of American Indian Model Schools as of June 30, 2026, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States *(Government Auditing Standards)*. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Combined Financial Statements section of our report. We are required to be independent of the Organization and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Combined Financial Statements

Management is responsible for the preparation and fair presentation of the combined financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of combined financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the combined financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Organization's ability to continue as a going concern for one year after the date that the combined financial statements are available to be issued.

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Auditor's Responsibilities for the Audit of the Combined Financial Statements

Our objectives are to obtain reasonable assurance about whether the combined financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the combined financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the combined financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the combined financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the combined financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Organization's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the combined financial statements as a whole. The accompanying supplementary information such as the schedule of expenditures of federal awards, as required by Title 2 *U.S. Code of Federal Regulations (CFR)* Part 200*, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* and other supplementary information on pages 21-31 are presented for purposes of additional analysis and are not a required part of the combined financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the combined financial statements. The information has been subjected to the auditing procedures applied in the audit of the combined financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the combined financial statements or to the combined financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the Schedule of Expenditures of Federal Awards and other supplementary information is fairly stated in all material respects in relation to the combined financial statements as a whole.

Other Information

Management is responsible for the other information included in the combined financial statements. The other information comprises the Local Education Agency Organization Structure but does not include the combined financial statements and our auditor's report thereon. Our opinion on the combined financial statements does not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the combined financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the combined financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 27, 2026, on our consideration of the Organization's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control over financial reporting and compliance.

Silva & Silva CPA's

Brea, California
October 27, 2026

American Indian Model Schools
Combined Statement of Financial Position
June 30, 2026

Assets	
Current assets	
Cash	$ 10,947,879
Receivables	3,733,702
Prepaid expenses	114,356
Total current assets	14,795,937
Non-current assets	
Security deposit	36,792
Property and equipment	6,775,272
Operating lease right-of-use asset	6,566
Derivative asset - interest rate swap	489,532
Total non-current assets	7,308,162
Total assets	$ 22,104,099
Liabilities	
Current liabilities	
Accounts payable	$ 1,798,603
Refundable advance	2,195,589
Current portion of notes payable	267,452
Current portion of operating lease liability	5,214
Total current liabilities	4,266,858
Long-term liabilities	
Notes payable, less current portion	7,538,864
Operating lease liability, less current portion	1,338
Total long-term liabilities	7,540,202
Total liabilities	11,807,060
Net Assets	
Without donor restrictions	9,945,021
With donor restrictions	352,018
Total net assets	10,297,039
Total liabilities and net assets	$ 22,104,099

See Notes to Combined Financial Statements

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American Indian Model Schools
Combined Statement of Activities
Year Ended June 30, 2026

	Without Donor Restrictions	With Donor Restrictions	Total
Support and Revenues			
Local Control Funding Formula	$ 14,340,713	$ -	$ 14,340,713
Federal revenue	1,383,848	-	1,383,848
Other state revenue	5,491,257	-	5,491,257
Local revenues	297,421	352,018	649,439
Interest income	876	-	876
Rental income	56,241	-	56,241
Fundraising revenue	3,732	-	3,732
Change in value of interest-rate swap	(4,687)	-	(4,687)
Net assets released from restrictions	312,225	(312,225)	-
Total support and revenues	21,881,626	39,793	21,921,419
Expenses			
Program services	18,091,054	-	18,091,054
Management and general	4,624,957	-	4,624,957
Fundraising and development	3,412	-	3,412
Total expenses	22,719,423	-	22,719,423
Change in Net Assets (Deficits)	(837,797)	39,793	(798,004)
Net Assets, Beginning of Year	10,782,818	312,225	11,095,043
Net Assets, End of Year	$ 9,945,021	$ 352,018	$ 10,297,039

See Notes to Combined Financial Statements

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American Indian Model Schools
Combined Statement of Functional Expenses
Year Ended June 30, 2026

	Program Services	Management and General	Fundraising and Development	Total Expenses
Salaries	$ 7,278,453	$ 2,645,683	$ -	$ 9,924,136
Employee benefits	1,578,069	633,674	-	2,211,743
Payroll taxes	736,765	181,878	-	918,643
Fees for services	3,618,007	922,379	-	4,540,386
Advertising and promotions	10,294	2,327	-	12,621
Office expenses	802,183	62,095	-	864,278
Information technology	195,892	11,078	-	206,970
Occupancy	642,613	47,913	-	690,526
Conferences and meeting	132,393	11,516	-	143,909
Interest	386,632	14,659	-	401,291
Depreciation	363,968	7,619	-	371,587
Insurance	166,775	32,306	-	199,081
Other expenses	478,002	8,606	3,412	490,020
Instructional materials	1,034,768	39,091	-	1,073,859
Nutrition	611,994	-	-	611,994
District oversight fees	54,246	4,133	-	58,379
Total functional expenses	$ 18,091,054	$ 4,624,957	$ 3,412	$ 22,719,423

See Notes to Combined Financial Statements

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American Indian Model Schools
Combined Statement of Cash Flows
Year Ended June 30, 2026

Operating Activities	
Change in net assets	$ (798,004)
Adjustments to reconcile change in net assets	
to net cash from (used for) operating activities	
Depreciation expense	371,587
Changes in operating assets and liabilities	
Receivables	308,260
Prepaid expenses	(64,572)
Accounts payable	(829,067)
Refundable advance	(1,544,644)
Operating lease assets and liabilities	(95)
Net Cash from (used for) Operating Activities	(2,556,535)
Investing Activities	
Purchases of property and equipment	(12,232)
Financing Activities	
Principal payments on notes payable	(256,556)
Net Change in Cash	(2,825,323)
Cash, Beginning of Year	14,262,734
Cash, End of Year	$ 11,437,411
Supplemental Cash Flow Disclosure	
Cash paid during the year in interest	$ (401,291)

See Notes to Combined Financial Statements

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Note 1 - Principal Activity and Significant Accounting Policies

Organization

American Indian Model Schools (the Organization) was incorporated in the State of California in 1996 as a nonprofit public benefit corporation that is organized under the Nonprofit Public Benefit Corporation Law exclusively for charitable and educational purposes within the meaning of 501(c)(3) of the Internal Revenue Code of 1954. The Organization operates two non-profit charter schools, under a charter granted by the Oakland Unified School District (OUSD) and one non-profit charter school, under a charter memorandum of understanding with Alameda County Board of Education (ACOE). The following authorized charters are operated by the Organization:

American Indian Public Charter School (AIPCS)
Charter school number authorized by the State: 0106
Currently serves 121 students in grades sixth through eighth
Charter school was renewed by OUSD through June 30, 2026

American Indian Public Charter School II (AIPCS II)
Charter school number authorized by the State: 0882
Currently serves 485 students in grades kindergarten through eighth
Charter school was renewed by ACOE through 2030

American Indian Public High School (AIPHS)
Charter school number authorized by the State: 0765
Currently serves 334 students in grades ninth through twelfth
Charter school was renewed by OUSD through June 30, 2026

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

Basis of Accounting

The accompanying combined financial statements were prepared using the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America as applicable to nonprofit organizations. Revenues are recognized as discussed below, and expenditures are recognized in the accounting period in which the liability is incurred.

Interest-Rate Swap

An interest-rate swap is used to mitigate interest-rate risk on notes payable (Note 5). The related asset is reported at fair value in the statements of financial position and unrealized gains or losses are included in the statements of activities.

Net Assets

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor or grantor restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor restrictions.

Net Assets with Donor Restrictions – Net assets subject to donor (or certain grantor) restrictions. Some donor imposed (or grantor) restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity.

Concentration of Credit Risk

The Organization maintains its cash in bank deposit accounts which exceed federally insured limits. Accounts are guaranteed by the Federal Deposit Insurance Corporation (FDIC) up to $250,000 per depositor, per insured bank, for each account ownership category. At June 30, 2026, the Organization had approximately $10,447,879, in excess of FDIC-insured limits.

Receivables and Credit Policies

Receivables consist primarily of noninterest-bearing amounts due for educational programs. Management determines the allowance for uncollectable accounts receivable based on historical experience, an assessment of economic conditions, and a review of subsequent collections. Receivables are written off when deemed uncollectable. No allowance for doubtful accounts has been established, as the Organization deems all amounts to be fully collectible. Substantially all outstanding receivables as of June 30, 2026 are due from state and/or federal sources related to grant contributions and are expected to be collected within a period of less than one year.

Intra-Entity Transactions

Intra-entity transactions results from a net cumulative difference between resources provided by the central office account to each charter school and reimbursement for those resources from each charter school to the home office account. Intra-entity transfers include certain costs of shared liabilities and shared assets between the Organization.

Property and Equipment

Property and equipment additions over $5,000 are recorded at cost, or if donated, at fair value on the date of donation. Depreciation is computed using the straight-line method over the estimated useful lives of the assets ranging from 3 to 30 years, or in the case of capitalized leased assets or leasehold improvements, the lesser of the useful life of the asset or the lease term. When assets are sold or otherwise disposed of, the cost and related depreciation is removed from the accounts, and any remaining gain or loss is included in the statement of activities. Cost of maintenance and repairs that do not improve or extend the useful lives of the respective assets are expensed currently.

The Organization reviews the carrying values of property and equipment for impairment whenever events or circumstances indicate that the carrying value of an asset may not be recoverable from the estimated future cash flows expected to result from its use and eventual disposition. When considered impaired, an impairment loss is recognized to the extent carrying value exceeds the fair value of the asset. There were no indicators of asset impairment during the year ended June 30, 2026.

Right-of-Use Leased Assets and Liabilities

Right-of-use leased assets, and the related liabilities are recognized at the lease commencement date and represent the Organization's right-of-use an underlying asset and lease obligations for the lease term. Right-of-use leased assets are measured at the initial value of the lease liability plus any payments made to the lessor before the commencement of the lease term, less any lease incentives received from the lessor at or before the commencement of the lease term, plus any initial direct costs necessary to place the lease asset into service. Right-of-use leased assets are amortized over the shorter of the lease term or the useful life of the underlying asset using the straight-line method. The amortization period varies among the leases.

Revenue and Revenue Recognition

Operating funds for the Organization are derived principally from state and federal sources. The Organization receives state funding based on each of the enrolled student's average daily attendance (ADA) in its school. Contributions are recognized when cash or notification of an entitlement is received.

A portion of the Organization's revenue is derived from cost-reimbursable federal and state contracts and grants, which are conditioned upon certain performance requirements and/or the incurrence of allowable qualifying expenses. Amounts received are recognized as revenue when the Organization has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as refundable advances in the statement of financial position.

Donated Services and In-Kind Contributions

Volunteers contribute significant amounts of time to program services, administration, and fundraising and development activities; however, the combined financial statements do not reflect the value of these contributed services because they do not meet recognition criteria prescribed by generally accepted accounting principles. Contributed goods are recorded at fair value at the date of donation. Donated professional services are recorded at the respective fair values of the services received. No significant contributions of such goods or services were received during the year ended June 30, 2026.

Functional Allocation of Expenses

The combined financial statements report categories of expenses that are attributed to program service activities or supporting services activities such as management and general activities and fundraising and development activities. The costs of program and supporting services activities have been summarized on a functional basis in the statement of activities. The statement of functional expenses presents the natural classification detail of expenses by function. Accordingly, certain costs have been allocated among the programs and supporting services benefited based on management's estimates.

The expenses that are allocated include occupancy and depreciation, salaries and wages, benefits, payroll taxes, professional services, office expenses, information technology, interest, insurance, other expenses, instructional materials, and district oversight fees, which are allocated on the basis of estimates of time and effort**.**

Income Taxes

The Organization is organized as a California nonprofit corporation and has been recognized by the Internal Revenue Service (IRS) as exempt from federal income taxes under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3), and qualifies for the charitable contribution deduction. It is also exempt from State franchise and income taxes under Section 23701(d) of the California Revenue and Taxation Code. The Organization is annually required to file a Return of Organization Exempt from Income Tax (Form 990) with the IRS. In addition, the Organization is subject to income tax on net income that is derived from business activities that are unrelated to its exempt purpose. The Organization determined that it is not subject to unrelated business income tax and has not filed an Exempt Organization Business Income Tax Return (Form 990-T) with the IRS.

Management believes that the Organization has appropriate support for any tax positions taken affecting its annual filing requirements, and as such, does not have any uncertain tax positions that are material to the combined financial statements. The Organization would recognize future accrued interest and penalties related to unrecognized tax benefits and liabilities in income tax expense if such interest and penalties are incurred.

Estimates

The preparation of combined financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the combined financial statements and the reported amounts of revenues and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

Financial Instruments and Credit Risk

Deposit concentration risk is managed by placing cash, money market accounts, and certificates of deposit with financial institutions believed by management to be creditworthy. At times, amounts on deposit may exceed insured limits or include uninsured investments in money market mutual funds. To date, no losses have been experienced in any of these accounts. Credit risk associated with accounts receivable and promises to give is considered to be limited due to high historical collection rates and because substantial portions of the outstanding amounts are due from governmental agencies and foundations supportive of the Organization's mission.

Note 2 - Liquidity and Availability

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date, comprise the following:

Financial assets	
Cash	$ 10,947,879
Receivables	3,733,702
Financial assets at year end	14,681,581
Less those available for general expense within one year due to restrictions by donor with purpose restrictions	(352,018)
Financial assets available to meet cash needs for general expense within one year	$ 14,329,563

As part of the Organization's liquidity management, it has a policy to structure its financial assets to be available as its general expenditures, liabilities, and other obligations become due.

Note 3 - Fair Value Measurements and Disclosures

Certain assets are reported at fair value in the consolidated combined financial statements. Fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction in the principal, or most advantageous, market at the measurement date under current market conditions regardless of whether that price is directly observable or estimated using another valuation technique. Inputs used to determine fair value refer broadly to the assumptions that market participants would use in pricing the asset or liability, including assumptions about risk. Inputs may be observable or unobservable. Observable inputs are inputs that reflect the assumptions market participants would use in pricing the asset or liability based on market data obtained from sources independent of the reporting entity. Unobservable inputs are inputs that reflect the reporting entity's own assumptions about the assumptions market participants would use in pricing the asset or liability based on the best information available. A three-tier hierarchy categorizes the inputs as follows:

Level 1 – Quoted prices (unadjusted) in active markets for identical assets or liabilities that can be accessed at the measurement date.

Level 2 – Inputs other than quoted prices included within Level 1 that are observable for the asset or liability, either directly or indirectly. These include quoted prices for similar assets or liabilities in active markets, quoted prices for identical or similar assets or liabilities in markets that are not active, inputs other than quoted prices that are observable for the asset or liability, and market-corroborated inputs.

Level 3 – Unobservable inputs for the asset or liability. In these situations, inputs are developed using the best information available in the circumstances.

In some cases, the inputs used to measure the fair value of an asset, or a liability might be categorized within different levels of the fair value hierarchy. In those cases, the fair value measurement is categorized in its entirety in the same level of the fair value hierarchy as the lowest level input that is significant to the entire measurement. Assessing the significance of a particular input to entire measurement requires judgment, considering factors specific to the asset or liability. The categorization of an asset within the hierarchy is based upon the pricing transparency of the asset and does not necessarily correspond to the Organization's assessment of the quality, risk, or liquidity profile of the asset or liability.

A significant portion of investment assets are classified within Level 1 because they comprise open-end mutual funds with readily determinable fair values based on daily redemption values. The Organization invests in CDs traded in the financial markets. Those CDs and U.S. government obligations are valued by the custodians of the securities using pricing models based on credit quality, time to maturity, stated interest rates, and market-rate assumptions and are classified within Level 2. The fair values of beneficial interests in charitable and perpetual trusts are determined using present value techniques and risk-adjusted discount rates designed to reflect the assumptions market participants would use in pricing the underlying assets and are based on the fair values of trust investments as reported by the trustees. The fair value of beneficial interest in assets held by the community foundation is based on the fair value of fund investments as reported by the community foundation. These are considered Level 3 measurements.

The Organization uses net asset value (NAV) per share, or its equivalent, such as member units or an ownership interest in partners' capital, as a practical expedient to estimate the fair values of certain hedge funds, private equity funds, funds of funds, and limited partnerships, which do not have readily determinable fair values. Investments that are measured at fair value using NAV per share as a practical expedient are not classified in the fair value hierarchy.

The interest rate swap agreement is valued using a third party's proprietary discounted cash flow model, which considers past, present, and future assumptions regarding interest rates and market conditions to estimate the fair value of the agreement. This is classified within Level 2.

The following table presents assets measured at fair value on a recurring basis, as identified in the following, at June 30, 2026:

	Fair Value Measurements at Report Date Using
	Significant Other Unobservable Inputs (Level 2)
Investments	
Interest-rate swap	$ 489,532

There were no transfers into and out of Level 2 of the fair value hierarchy, and no purchases or issues of Level 2 assets for the year ending June 30, 2026.

Note 4 - Property and Equipment

Property and equipment consist of the following at June 30, 2026:

Land	$ 2,451,271
Building improvements	2,813,731
Building	5,719,632
Computer and equipment	255,813
Subtotal	11,240,447
Less accumulated depreciation	(4,465,175)
Total	$ 6,775,272

Note 5 - Notes Payable

Notes payable consist of the following at June 30, 2026:

Note payable, due in variable monthly installments principal and interest at 5.250% collateralized by (a) a deed of trust for the real property located in Alameda County, CA; (b) an assignment of all rents to lender on real property located in Alameda County, CA; and (c) all financial contracts and all proceeds thereof, including all accounts and general intangibles, described in the Commercial Security Agreement, with a carrying value of $9,300,000; maturing in October 2029.	$ 7,806,316

Future maturities of notes payable are as follows:

Year Ending June 30,	Principal
2027	$ 267,452
2028	282,680
2029	272,940
2030	6,983,244
Total	$ 7,806,316

To hedge against interest rate risk on floating-rate note payable, the Organization entered into an interest rate swap (the Swap) with a major U.S. bank as the counterparty. The Swap has a declining notional value matching the outstanding note payable over time. The Organization pays interest on the notional value at 7.50% and receives interest on the notional value at the floating PRIME Swap Index Rate plus 4.85% at June 30, 2026. The Swap matures on October 9, 2029. The effect of the Swap is to convert floating-rate note payable debt to fixed-rate debt.

During the year ended June 30, 2026, the fair value of the asset under the Swap decreased $4,687, which has been reflected in the accompanying consolidated statements of activities. At June 30, 2026, the fair value of the Swap asset was $489,532.

Note 6 - Leases

The Organization leases certain real property for the operations of the charter school and equipment at various terms under long-term non-cancelable operating lease agreements. The leases expire at various dates through 2028. The Organization includes in the determination of the right-of-use assets and lease liabilities any renewal options reasonably certain to be exercised. The Organization's operating lease provides for increases in future minimum annual rental payments. Additionally, the operating lease agreement requires the Organization to pay real estate taxes, insurance, and repairs.

The weighted-average discount rate is based on the discount rate implicit in the lease. If the implicit rate is not readily determinable from the lease, the Organization estimates an applicable incremental borrowing rate. The incremental borrowing rate is estimated using the Organization's applicable borrowing rates and the contractual lease term.

The Organization has elected the short-term lease exemption for all leases with a term of 12 months or less for both existing and ongoing operating leases to not recognize the asset and liability for these leases. Lease payments for short-term leases are recognized on straight-line basis.

The Organization elected the practical expedient to not separate lease and non-lease components for real property and equipment leases.

Total lease costs for the year ended June 30, 2026 were as follows:

Operating lease cost	$	18,720
Short-term lease cost	$	273,623

The following table summarizes the supplemental cash flow information for the year ended June 30, 2026:

Cash paid for amounts included in the measurement of lease liabilities		
Operating cash flows from operating leases	$	18,785

The following summarizes the weighted-average remaining lease term and weighted-average discount rate:

Weighted-average remaining lease term	
Operating leases	1.25 Years
Weighted-average discount rate	
Operating leases	4.00%

The future minimum lease payments under noncancelable operating leases with terms greater than one year are listed below as of June 30, 2026:

	June 30, 2026 Operating
2027	$ 5,367
2028	1,342
Total lease payments	6,709
Less interest	(157)
Present value of lease liabilities	$ 6,552

Note 7 - Operating Lease Revenue

The Organization leases certain property under a short-term operating lease agreement with a term of 12 months or less. Lease income from this agreement is recognized on a straight-line basis over the lease term and totaled $56,241 for the year ended June 30, 2026. The Organization has elected the short-term lease exemption under ASC 842 and does not recognize lease assets or liabilities for this lease.

Total lease income for the year ended June 30, 2026, was as follows:

Operating lease income	$ 56,241

Note 8 - Net Assets

Net assets consist of the following at June 30, 2026:

Net Assets Without Donor Restrictions	
Designated for College Readiness	$ 6,553
Designated for Scholarship Funds	659,666
Designated for Oakland Education Fund Grant	4,328
Designated for San Francisco 49ers Grant	5,000
Designated for State Programs	335,312
Designated for Classified Employee Teacher Credential	111,381
Undesignated net assets	8,822,781
Total net assets without donor restrictions	$ 9,945,021
Net Assets with Donor Restrictions	
Subject to expenditure for specified purpose	
Measure G1	$ 352,018

Net assets were released from donor restrictions by incurring expenses satisfying the restricted purpose or by occurrence of the passage of time or other events specified by the donors for the year ended June 30, 2026.

Net assets released from donor restrictions		
Measure G1	$	106,054
State Programs		206,171
Total net assets released from donor restrictions	$	312,225

Note 9 - Employee Retirement Systems

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Academic employees are members of the California Public Employees' Retirement System (CalPERS).

California Public Employees Retirement System (CalPERS)

Plan Description

Qualified employees are eligible to participate in the School Employer Pool (SEP) under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2024, annual actuarial valuation report, Schools Pool Actuarial Valuation. This report and CalPERS audited financial information are publicly available reports that can be found on the CalPERS website under Forms and Publications at: https://www.calpers.ca.gov/page/forms-publications.

Benefits Provided

CalPERS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of service credit, a benefit factor and the member's final compensation. Members hired on or before December 31, 2012, with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. Members hired on or after January 1, 2013, with five years of total service are eligible to retire at age 52 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after five years of service. The Basic Death Benefit is paid to any member's beneficiary if the member dies while actively employed. An employee's eligible survivor may receive the 1957 Survivor Benefit if the member dies while actively employed, is at least age 50 (or 52 for members hired on or after January 1, 2013), and has at least five years of credited service. The cost of living adjustments for each plan are applied as specified by the Public Employees' Retirement Law.

The CalPERS provisions and benefits in effect at June 30, 2026, are summarized as follows:

	School Employer Pool (CalPERS)	
Hire date	On or before December 31, 2012	On or after January 1, 2013
Benefit formula	2% at 55	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	55	62
Monthly benefits as a percentage of eligible compensation	1.1% - 2.5%	1.0% - 2.5%
Required employee contribution rate	7.00%	8.00%
Required employer contribution rate	26.81%	26.81%

Contributions

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on July 1 following notice of a change in the rate. Total plan contributions are calculated through the CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The Organization is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. The contributions rates are expressed as percentage of annual payroll. The contribution rates for each plan for the year ended June 30, 2026, are presented above and the total Organization's contributions were $1,193,891.

Note 10 - Contingencies, Risks, and Uncertainties

The Organization has received State and Federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

The Organization's credit filings remain open for potential examination by the Internal Revenue Service through the statute of limitations, which has varying expiration dates extending through 2028. Any disallowed claims resulting from such examinations could be subject to repayment to the federal government.

Note 11 - Closeout Procedures - American Indian Public Charter School (AIPCS)

The Governing Board of the American Indian Model Schools voted to close AIPCS (Charter No. 0106) effective June 30, 2026. As part of the final audit, American Indian Model Schools is required to determine the net assets or liabilities and disclose required information. As of June 30, 2026, account balances were as follows:

	AIPCS
Assets	
Current assets	
Cash	$ 843,874
Receivables	400,874
Intra-entity receivable	351,381
Prepaid expenses	498
Total current assets	1,596,627
Noncurrent assets	
Security deposit	2,500
Property and equipment	62,074
Operating lease right-of-use asset	3,283
Total noncurrent assets	67,857
Total assets	$ 1,664,484
Liabilities	
Current liabilities	
Accounts payable	$ 434,660
Refundable advance	48,798
Current portion of operating lease liability	2,607
Total current liabilities	486,065
Long-term liabilities	
Operating lease liability, less current portion	669
Total liabilities	486,734
Net Assets	
Without donor restrictions	1,070,860
With donor restrictions	106,890
Total net assets	1,177,750
Total liabilities and net assets	$ 1,664,484

On April 22, 2026, the Governing Board of American Indian Model Schools voted to close AIPCS (Charter No. 0106), effective June 30, 2026. The Governing Board determined that due to maintaining two separate charters for what is functionally one school, created a duplicative administrative burden, and also due to declining enrollment the Governing Board has decided to consolidate AIPCS (Charter No.0106) with AIPCS II (Charter No. 0882). American Indian Model Schools will follow the closure procedures as required under the Charter School's Charter, the Charter Schools Act, and Title 5 of the California Code of Regulations, Section 11962. As part of the final audit, the Charter School is required to determine the net assets or liabilities and disclose required information:

1. American Indian Public Charter School (Charter No. 0106) had an operating shortage of $(363,530) and an ending balance of $1,177,750;
2. American Indian Public Charter School (Charter No. 0106) has inventoried and assigned a fair market value to all usable furnishings, equipment, and supplies and has, as per the Organization's Board approval; redistributed all usable furnishings, equipment, and supplies it has received per their bylaws;
3. No donated materials were required to be returned;
4. All grants and restricted categorial funds have been identified and returned to their source according to the terms of the grant or state and federal law; the Organization has prepared and submitted a final expenditure report; Written notification was made to the State Superintendent of Public Instruction for the Closure of American Indian Public Charter School (Charter No. 0106).

Note 12 - Subsequent Events

The Organization's management has evaluated events or transactions that may occur for potential recognition or disclosure in the combined financial statements through October 27,2026, which is the date the combined financial statements were available to be issued. Management has determined that there were no subsequent events or transactions that would have a material impact on the current year combined financial statements.

During fiscal year 2025-2026, the organization established CharterCrafted Campuses, LLC to facilitate the activities related to the note payable to East West Bank for the property located at 171 12th Street, Oakland, CA 94607. All transactions will be reported in fiscal year 2026-2027 consolidated combined financial statements.

Supplementary Information
June 30, 2026

American Indian Model Schools

American Indian Models Schools
Schedule of Expenditures of Federal Awards
Year Ended June 30, 2026

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal Financial Assistance Listing	Pass-Through Entity Identifying Number	Federal Expenditures
U.S. Department of Education			
Passed through California Department of Education (CDE)			
Special Education Cluster (IDEA)			
Basic Local Assistance Entitlement, Part B, Sec 611	84.027	13379	$ 193,177
Mental Health Average Daily Attendance (ADA) Allocation, Part B, Sec 611	84.027A	15197	14,267
Total Special Education Cluster (IDEA)			207,444
Passed through CDE			
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329	383,619
Title II, Part A, Supporting Effective Instruction	84.367	14341	60,635
Title III, English Learner Student Program	84.365	14346	177,769
Title IV, Part A, Student Support and Academic Enrichment	84.424	15396	42,031
Total U.S. Department of Education			871,498
U.S. Department of Agriculture			
Passed through CDE			
Child Nutrition Cluster			
School Breakfast Program Severe Needy	10.553	13526	89,523
School Lunch Section 4	10.555	13523	372,516
School Lunch Section 11	10.555	13524	8,131
After School Meal Supplements	10.555	13755	42,180
Total U.S. Department of Agriculture			512,350
Total Federal Financial Assistance			$ 1,383,848

See Note to Supplementary Information

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American Indian Model Schools
Schedule of Average Daily Attendance
June 30, 2026

	AIPCS	
	(Revised) Second Period Report	Annual Report
Regular ADA		
Sixth	22.98	22.53
Seventh and eighth	100.58	98.47
Total regular ADA	123.56	121.00
Classroom based ADA		
Sixth	22.98	22.53
Seventh and eighth	100.58	98.47
Total classroom based ADA	123.56	121.00

AIPCS did not participate in the Attendance Recovery Program.

	AIPCS II	
	(Revised) Second Period Report	Annual Report
Regular ADA		
Kindergarten through third	203.01	201.63
Fourth through sixth	185.26	185.87
Seventh and eighth	97.17	97.20
Total Regular ADA	485.44	484.70
Special Education, Nonpublic, Nonsectarian Schools		
Transitional kindergarten through third	0.64	0.63
Total Regular ADA	486.08	485.33
Classroom based ADA		
Kindergarten through third	203.01	201.63
Fourth through sixth	185.26	185.87
Seventh and eighth	97.17	97.20
Total classroom based ADA	485.44	484.70
Special Education, Nonpublic, Nonsectarian Schools		
Transitional kindergarten through third	0.64	0.63
Total Classroom based ADA	486.08	485.33

AIPCS II had .16 in Attendance Recovery for the P2 reporting period and .12 in Attendance Recovery for the Annual Reporting Period.

American Indian Model Schools
Schedule of Average Daily Attendance
June 30, 2026

	AIPHS	
	(Revised) Second Period Report	Annual Report
Regular ADA		
Ninth through twelfth	337.43	333.15
Special Education, Nonpublic, Nonsectarian Schools		
Ninth through twelfth	0.85	0.70
Total Regular ADA	338.28	333.85
Classroom based ADA		
Ninth through twelfth	337.43	333.15
Special Education, Nonpublic, Nonsectarian Schools		
Ninth through twelfth	0.85	0.70
Total Classroom Based ADA	338.28	333.85

The Charter School had .40 in Attendance Recovery for the P2 reporting period and .31 in Attendance Recovery for the Annual Reporting Period.

See Note to Supplementary Information

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American Indian Model Schools
Schedule of Instructional Time
Year Ended June 30, 2026

AIPCS

Grade Level	1986-1987 Minutes Requirement	2025-2026 Actual Minutes	Total Minutes Offered	Number of Actual Days: Traditional Calendar	Number of Actual Days: Multitrack Calendar	Total Days Offered	Status
Grades 6 - 8	54,000						
Grade 6		57,290	57,290	180	N/A	180	Complied
Grade 7		57,290	57,290	180	N/A	180	Complied
Grade 8		57,290	57,290	180	N/A	180	Complied

AIPCS II

Grade Level	1986-1987 Minutes Requirement	2025-2026 Actual Minutes	Total Minutes Offered	Number of Actual Days: Traditional Calendar	Number of Actual Days: Multitrack Calendar	Total Days Offered	Status
Kindergarten	36,000	58,240	58,240	180	N/A	180	Complied
Grades 1 - 3	50,400						
Grade 1		58,240	58,240	180	N/A	180	Complied
Grade 2		58,240	58,240	180	N/A	180	Complied
Grade 3		60,380	60,380	180	N/A	180	Complied
Grades 4 - 8	54,000						
Grade 4		60,380	60,380	180	N/A	180	Complied
Grade 5		60,380	60,380	180	N/A	180	Complied
Grade 6		57,290	57,290	180	N/A	180	Complied
Grade 7		57,290	57,290	180	N/A	180	Complied
Grade 8		57,290	57,290	180	N/A	180	Complied

See Note to Supplementary Information

Powered by BoardOnTrack

American Indian Model Schools
Schedule of Instructional Time
Year Ended June 30, 2026

AIPHS

Grade Level	1986-1987 Minutes Requirement	2025-2026 Actual Minutes	Total Minutes Offered	Number of Actual Days: Traditional Calendar	Number of Actual Days: Multitrack Calendar	Total Days Offered	Status
Grades 9 - 12	64,800						
Grade 9		65,390	65,390	180	N/A	180	Complied
Grade 10		65,390	65,390	180	N/A	180	Complied
Grade 11		65,390	65,390	180	N/A	180	Complied
Grade 12		65,390	65,390	180	N/A	180	Complied

See Note to Supplementary Information

American Indian Model Schools

Reconciliation of Annual Financial and Budget Report with Audited Combining Financial Statements

Year Ended June 30, 2026

Summarized below are the net asset reconciliations between the Unaudited Actual Financial Report and the audited combining financial statements.

Net Assets	AIPCS II	AIPHS
Balance, June 30, 2026, Unaudited Actuals	$ 6,702,110	$ 2,582,441
Decrease in		
Property and equipment, net	(166,418)	-
Operating lease right-of-use asset	-	(279,789)
Operating lease liability	-	281,582
Balance, June 30, 2026, Audited Financial Statements	$ 6,535,692	$ 2,584,234

See Note to Supplementary Information

Powered by BoardOnTrack

American Indian Model Schools
Combining Statement of Financial Position
June 30, 2026

	Central Office	AIPCS	AIPCS II
Assets			
Current assets			
Cash	$ 604,866	$ 843,874	$ 6,715,641
Receivables	-	400,874	2,175,034
Intra-entity receivable	-	351,381	-
Prepaid expenses	100,260	498	1,801
Total current assets	705,126	1,596,627	8,892,476
Noncurrent assets			
Security deposit	-	2,500	27,250
Property and equipment	-	62,074	6,638,859
Operating lease right-of-use asset	-	3,283	-
Derivative asset - interest rate swap	-	-	489,532
Total noncurrent assets	-	67,857	7,155,641
Total assets	$ 705,126	$ 1,664,484	$ 16,048,117
Liabilities			
Current liabilities			
Accounts payable	$ 234,727	$ 434,660	$ 528,933
Refundable advance	-	48,798	1,173,900
Intra-entity payable	471,036	-	-
Current portion of notes payable	-	-	267,452
Current portion of operating lease liability	-	2,607	2,607
Total current liabilities	705,763	486,065	1,972,892
Long-term liabilities			
Notes payable, less current portion	-	-	7,538,864
Operating lease liability, less current portion	-	669	669
Total long-term liabilities	-	669	7,539,533
Total liabilities	705,763	486,734	9,512,425
Net Assets (Deficit)			
Without donor restrictions	(637)	1,070,860	6,350,501
With donor restrictions	-	106,890	185,191
Total net assets (deficit)	(637)	1,177,750	6,535,692
Total liabilities and net assets	$ 705,126	$ 1,664,484	$ 16,048,117

See Note to Supplementary Information

Powered by BoardOnTrack

American Indian Model Schools
Combining Statement of Financial Position
June 30, 2026

	AIPHS	Elimination	Total
Assets			
Current assets			
Cash	$ 2,783,498	$ -	$ 10,947,879
Receivables	1,157,794	-	3,733,702
Intra-entity receivable	119,655	(471,036)	-
Prepaid expenses	11,797	-	114,356
Total current assets	4,072,744	(471,036)	14,795,937
Noncurrent assets			
Security deposit	7,042	-	36,792
Property and equipment, net	77,622	-	6,778,555
Operating lease right-of-use asset	-	-	3,283
Derivative asset - interest rate swap	-	-	489,532
Total noncurrent assets	84,664	-	7,308,162
Total assets	$ 4,157,408	$ (471,036)	$ 22,104,099
Liabilities			
Current liabilities			
Accounts payable	$ 600,283	$ -	$ 1,798,603
Refundable advance	972,891	-	2,195,589
Intra-entity payable	-	(471,036)	-
Current portion of notes payable	-	-	267,452
Current portion of operating lease liability	-	-	5,214
Total current liabilities	1,573,174	(471,036)	4,266,858
Long-term liabilities			
Notes payable, less current portion	-	-	7,538,864
Operating lease liability, less current portion	-	-	1,338
Total long-term liabilities	-	-	7,540,202
Total liabilities	1,573,174	(471,036)	11,807,060
Net Assets (Deficit)			
Without donor restrictions	2,524,297	-	9,945,021
With donor restrictions	59,937	-	352,018
Total net assets (deficit)	2,584,234	-	10,297,039
Total liabilities and net assets	$ 4,157,408	$ (471,036)	$ 22,104,099

See Note to Supplementary Information

Powered by BoardOnTrack

American Indian Model Schools
Combining Statement of Activities
Year Ended June 30, 2026

	Central Office	AIPCS	AIPCS II
Support and Revenues			
Local Control Funding Formula	$ -	$ 1,775,895	$ 7,092,020
Federal revenue	-	187,524	860,030
Other state revenue	-	757,337	3,781,955
Local revenues	4,036,041	149,488	368,408
Interest income	-	-	876
Rental income	-	13,756	42,485
Fundraising revenue	-	-	3,732
Change in value of interest-rate swap	-	-	(4,687)
Total support and revenues	4,036,041	2,884,000	12,144,819
Expenses			
Program services	-	3,161,456	11,728,896
Management and general	4,036,041	86,038	292,653
Fundraising and development	-	36	3,376
Total expenses	4,036,041	3,247,530	12,024,925
Change in Net Assets (Deficits)	-	(363,530)	119,894
Net Assets (Deficits), Beginning of Year	(637)	1,541,280	6,415,798
Net Assets (Deficits), End of Year	$ (637)	$ 1,177,750	$ 6,535,692

See Note to Supplementary Information

Powered by BoardOnTrack

American Indian Model Schools
Combining Statement of Activities
Year Ended June 30, 2026

	AIPHS	Elimination	Total
Support and Revenues			
Local Control Funding Formula	$ 5,472,798	$ -	$ 14,340,713
Federal revenue	336,294	-	1,383,848
Other state revenue	951,965	-	5,491,257
Local revenues	131,543	(4,036,041)	649,439
Interest income	-	-	876
Rental income	-	-	56,241
Fundraising revenue	-	-	3,732
Change in value of interest-rate swap	-	-	(4,687)
Total support and revenues	6,892,600	(4,036,041)	21,921,419
Expenses			
Program services	7,023,376	(3,822,674)	18,091,054
Management and general	423,592	(213,367)	4,624,957
Fundraising and development	-	-	3,412
Total expenses	7,446,968	(4,036,041)	22,719,423
Change in Net Assets (Deficits)	(554,368)	-	(798,004)
Net Assets (Deficits), Beginning of Year	3,138,602	-	11,095,043
Net Assets (Deficits), End of Year	$ 2,584,234	$ -	$ 10,297,039

See Note to Supplementary Information

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Note 1 - Purpose of Supplementary Schedules

Schedule of Expenditures of Federal Awards

Basis of Presentation

The accompanying schedule of expenditures of federal awards (the schedule) includes the federal award activity of the Organization under programs of the federal government for the year ended June 30, 2026. The information is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the schedule presents only a selected portion of the operations of the Organization, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the Organization.

Summary of Significant Accounting Policies

Expenditures reported in the schedule are reported on the accrual basis of accounting. When applicable, such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. No federal financial assistance has been provided to a subrecipient.

Indirect Cost Rate

The Organization has not elected to use the ten percent de minimus cost rate.

Food Donation

Nonmonetary assistance is reported in this schedule at the fair market value of the commodities received and disbursed. At June 30, 2026, the Organization had no food commodities in inventory.

Schedule of Average Daily Attendance

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of the Organization's. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made to local education agencies. This schedule provides information regarding the attendance of students at the Organization.

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the Organization and whether the Organization complied with the provisions of *Education Code* Sections 47612 and 47612.5, if applicable.

The Organization must maintain their instructional minutes at the 1986-87 requirements, as required by *California Education Code* Section 47612.5.

Reconciliation of Annual Financial Report with Audited Combined Financial Statements

This schedule provides the information necessary to reconcile the net assets reported on the unaudited actual financial report to the audited combined financial statements.

Combining Statement of Financial Position and Combining Statement of Activities

The combining statement of financial position and combining statement of activities are included to provide information regarding the individual programs of the charter schools within the Organization and are presented on the accrual basis of accounting. Eliminating entries in the combining statement of financial position and combining statement of activities are for activities between each charter school.

Other Information
June 30, 2026
American Indian Model Schools

American Indian Model Schools

Local Education Agency Organization Structure

June 30, 2026

ORGANIZATION

American Indian Model Schools operate three nonprofit charter schools: American Indian Public Charter School (Charter Number 0106), American Indian Public Charter School II (Charter Number 0882), and American Indian Public High School (Charter Number 0765). The Schools are operating under a charter granted by the Oakland Unified School District and Alameda County Board of Education and offer classroom-based instruction for grades K-12.

GOVERNING BOARD

MEMBER	OFFICE	TERM EXPIRES
Kimi Kean	President	March 11, 2029
Megan Sweet	Treasurer	June 25, 2028
Tiffany Lacasdo	Secretary	June 30, 2030
Steven Leung	Board Director	December 31, 2026

ADMINISTRATION

Jonathan Winn	Head of School K-8
Jimmie Brown	Director of Compliance
Osondu Harambe	Direct of Operations
Irene St. Roseman	Director of Teaching & Learning
Cennie Valeri	Manager of Enrollment & Records
Adria Banihashemi	Manager of ELD
Angel Peacock	Manager of SPED
Christina Jordan	Director of Business Operations
Abigail Genova	Coordinator of Communications

Independent Auditor's Reports
June 30, 2026

American Indian Model Schools

SILVA & SILVA
CERTIFIED PUBLIC ACCOUNTANTS

Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Combined Financial Statements Performed in Accordance with *Government Auditing Standards*

Governing Board
American Indian Model Schools
Oakland, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards)*, the combined financial statements of American Indian Model Schools (the Organization), which comprise the statement of financial position as of June 30, 2026, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the combined financial statements, and have issued our report thereon dated October 27, 2026.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the combined financial statements, we considered the Organization's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the combined financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the Organization's combined financial statements will not be prevented or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit, we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

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Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Organization's combined financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the combined financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Silva & Silva CPA's

Brea, California
October 27, 2026

SILVA & SILVA
CERTIFIED PUBLIC ACCOUNTANTS

Independent Auditor's Report on Compliance for Each Major Federal Program; Report on Internal Control over Compliance Required by the Uniform Guidance

Governing Board
American Indian Model Schools
Oakland, California

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited American Indian Model Schools's (the Organization) compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of Organization's major federal programs for the year ended June 30, 2026. The Organization's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, the Organization complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2026.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*); and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the Organization and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the Organization's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the Organization's federal programs.

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Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the Organization's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the Organization's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the Organization's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the Organization's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Brea, California
October 27, 2026

SILVA & SILVA
CERTIFIED PUBLIC ACCOUNTANTS

Independent Auditor's Report on State Compliance and on Internal Control Over Compliance

Governing Board
American Indian Model Schools
Oakland, California

Report on Compliance

Opinion on State Compliance

We have audited American Indian Model Schools's (the Organization) compliance with the requirements specified in the *2025-2026 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, applicable to the Organization's state program requirements identified below for the year ended June 30, 2026.

In our opinion, the Organization complied, in all material respects, with the compliance requirements referred to above that are applicable to the laws and regulations of the state programs noted in the table below for the year ended June 30, 2026.

Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS), the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States (*Government Auditing Standards)*, and the *2025-2026 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the Organization and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of the Organization's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the Organization's state programs.

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Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the Organization's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the *2025-2026 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* will always detect a material noncompliance when it exists. The risk of not detecting a material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the Organization's compliance with the requirements of the state programs as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the *2025-2026 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the Organization's compliance with the compliance requirements referred to above and performing such other procedures as we consider necessary in the circumstances.
- Obtain an understanding of the Organization's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the *2025-2026 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal controls over compliance. Accordingly, we express no such opinion; and
- Select and test transactions and records to determine the Organization's compliance with the state laws and regulations applicable to the following items:

2025-2026 K-12 Audit Guide Procedures	Procedures Performed
Local Education Agencies Other Than Charter Schools	
Attendance	Not Applicable
Teacher Certification and Misassignments	Not Applicable
Independent Study	Not Applicable
Continuation Education	Not Applicable
Instructional Time	Not Applicable
Instructional Materials	Not Applicable
Ratio of Administrative Employees to Teachers	Not Applicable
Classroom Teacher Salaries	Not Applicable
Early Retirement Incentive	Not Applicable
GANN Limit Calculation	Not Applicable

2025-2026 K-12 Audit Guide Procedures	Procedures Performed
School Accountability Report Card	Not Applicable
Juvenile Court Schools	Not Applicable
Middle or Early College High Schools	Not Applicable
K-3 Grade Span Adjustment	Not Applicable
Apprenticeship: Related and Supplemental Instruction	Not Applicable
District of Choice	Not Applicable
Home to School Transportation Reimbursement	Not Applicable
School Districts, County Offices of Education, and Charter Schools	
Proposition 28 Arts and Music in Schools	Yes
After/Before School Education and Safety Program	Yes
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not Applicable
Immunizations	Yes
Educator Effectiveness	Yes
Career Technical Education Incentive Grant	Not Applicable
Expanded Learning Opportunities Program	Yes
Transitional Kindergarten	Not Applicable
Kindergarten Continuance	Yes
Comprehensive School Safety Plan	Yes
Attendance Recovery	Yes
Charter Schools	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-Based Instruction/Independent Study	Not Applicable
Determination of Funding for Nonclassroom-Based Instruction	Not Applicable
Annual Instructional Minutes – Classroom Based	Yes
Charter School Facility Grant Program	Not Applicable

The term “Not Applicable” above indicates that either the Organization did not offer the program during the current fiscal year, did not participate in it, or that the program is intended for a different type of local education agency.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that a material noncompliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention from those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the *2025-2026 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.



Brea, California
October 27, 2026

Schedule of Findings and Questioned Costs
June 30, 2026

American Indian Model Schools

American Indian Model Schools
Summary of Auditor's Results
Year Ended June 30, 2026

Financial Statements

Type of auditor's report issued	Unmodified
Internal control over financial reporting	
Material weaknesses identified	No
Significant deficiencies identified not considered to be material weaknesses	None Reported
Noncompliance material to financial statements noted?	No

Federal Awards

Internal control over major program	
Material weaknesses identified	No
Significant deficiencies identified not considered to be material weaknesses	None Reported
Type of auditor's report issued on compliance for major programs	Unmodified
Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance 2 CFR 200.516(a)	No

Identification of major programs:

Name of Federal Program or Cluster	Federal Financial Assistance Listing
Title I, Part A, Basic Grants Low-Income and Neglected	84.010
Child Nutrition Cluster	10.553, 10.555

Dollar threshold used to distinguish between type A and type B programs	$1,000,000
Auditee qualified as low-risk auditee?	No

State Compliance

Internal control over state compliance for programs	
Material weaknesses identified	No
Significant deficiencies identified not considered to be material weaknesses	None Reported
Other matters to be reported	No
Type of auditor's report issued on compliance for programs	Unmodified

American Indian Model Schools
Financial Statement Findings
Year Ended June 30, 2026

None reported.

American Indian Model Schools
Federal Awards Findings and Questioned Costs
Year Ended June 30, 2026

None reported.

American Indian Model Schools
State Compliance Findings and Questioned Costs
Year Ended June 30, 2026

None reported.

American Indian Model Schools
Summary Schedule of Prior Audit Findings
Year Ended June 30, 2026

None reported.

Coversheet

Policy for Parent Rep on AIMS Board

Section: V. Action Items
Item: C. Policy for Parent Rep on AIMS Board
Purpose: Vote
Submitted by:
Related Material: AIMS PARENT ADVISORY REP ON BOARD REVISED.pdf

AIMS K-12 COLLEGE PREP CHARTER DISTRICT

Policy Number:	[9007]
Policy Title:	Parent Advisory Rep on AIMS Governing Board Framework
Department:	AIMS Board
Adopted:	Pending Adoption
Last Revised:	Pending Adoption
Last Reviewed:	Pending Adoption

Proposal for Parent Representation on the AIMS Governing Board

Purpose of the Parent Advisory Representative

The purpose of the Parent Advisory Representative is to strengthen communication, collaboration, and transparency between AIMS K-12 College Prep Charter District families and the Governing Board. The representative serves as a voice for parents and guardians across the district, ensuring that family perspectives, concerns, and recommendations are considered in Board discussions and decisions that impact students and the school community.

The Parent Advisory Representative is responsible for gathering feedback from families, communicating relevant community needs and priorities, and sharing appropriate Board updates with parents and guardians. This role promotes meaningful family engagement, encourages active participation in district governance, and helps build a stronger partnership between families, district leadership, and the Governing Board.

The Parent Advisory Representative serves in an **advisory capacity only** and does not hold official voting authority or participate in closed-session discussions. The position is intended to provide families with a structured opportunity to contribute to districtwide conversations while supporting AIMS' commitment to student success, accountability, and continuous improvement.

Proposal for Parent Representation on the AIMS Governing Board

I. Parent Advisory Representative Structure

AIMS proposes one Parent Advisory Representative position to provide a districtwide parent and guardian perspective to the Governing Board. The representative will serve a one-year term from July 1 through June 30, or until a successor is seated. A current representative may seek reelection if eligible under Board-approved procedures.

The position is advisory only. The representative is not a voting director or corporate Board member and does not exercise governing authority.

II. Role of the Parent Advisory Representative

The representative will communicate parent and guardian perspectives to the Governing Board and share publicly available Board information with AIMS families.

Expected responsibilities include:

- Attend open-session Board meetings.
- Review publicly available Board agendas and materials.
- Present family perspectives and ask questions through the Board President.
- Gather input from families across AIMS schools.
- Report on relevant family concerns and communicate responsibly with parent groups.
- Complete orientation and training.

The representative may express a nonbinding advisory preference on open-session action items if authorized by the Board’s adopted policy. The representative may not attend closed sessions, make or second motions, or count toward quorum or official votes.

III. Candidate Eligibility

Candidates must be parents or legal guardians of at least one student currently enrolled at an AIMS school and willing to represent families across the district.

Candidates should demonstrate:

- Responsible communication.
- Commitment to family engagement.
- Ability to attend public Board meetings.

- Willingness to comply with privacy and conflict-of-interest requirements.

A current voting AIMS director or AIMS employee may not simultaneously serve in this advisory position. Eligibility ends if the representative no longer has a child enrolled at AIMS. The nomination and application process should be accessible to families and avoid unnecessary barriers to participation.

IV. Nomination Process

AIMS will announce an annual nomination period for eligible parents and legal guardians. Parents or guardians may nominate themselves or another eligible parent or guardian, subject to the nominee's affirmative acceptance.

Nominees should demonstrate:

- Leadership and integrity.
- Reliability and respectful communication.
- Willingness to hear differing viewpoints.
- Commitment to representing families beyond their own school or personal experience.

V. Recommendations

As part of a proposed application process, candidates may submit brief statements of support from other AIMS parents or guardians or community members who can speak to their engagement and readiness.

Any recommendation requirement should be applied consistently and should not allow administrators or staff to determine the outcome of the parent election. The Board should approve the final requirements before implementation.

VI. Candidate Orientation

Before campaigning, eligible candidates should receive a consistent orientation covering:

- The Board's governance role and the distinction between governance and administration.
- Open meeting procedures and the Brown Act.
- Advisory participation and family privacy.
- Conflicts of interest.
- Respectful representation of districtwide parent perspectives.

Orientation should prepare candidates for service, not be used to favor particular candidates.

VII. One-Minute Candidate Video

Each eligible candidate may be invited to submit a one-minute introductory video, with an equivalent accessible written or audio alternative.

Suggested prompts include:

- Who are you?
- Why do you wish to represent AIMS families?
- Which issues matter most to parents and guardians?
- How will you seek perspectives from families across TK–12?
- Why should families vote for you?

AIMS should apply consistent submission rules and distribute candidate materials equitably.

VIII. Family-Facing Candidate Presentations

Candidate statements and videos should be made available to families through accessible district communication channels, such as ParentSquare, school communications, and scheduled family information sessions.

Communications should explain:

- The advisory role and responsibilities.
- Candidate eligibility.
- Election dates and voting procedures.

Translation and reasonable accessibility accommodations should be provided as appropriate.

IX. Parent/Guardian Election

The representative should be selected through an annual districtwide election administered by the Superintendent or designee under Board-approved written procedures.

AIMS should define the following before nominations open:

- Voter eligibility and ballot access.
- Voting method and verification.
- Confidentiality.
- Tie resolution and election challenges.

Each eligible voting participant should receive an equitable opportunity to participate. The eligible candidate receiving the highest number of valid votes will be elected, subject to approved procedures. Staff and administrators should oversee election integrity without selecting the

representative.

X. Annual Election Timeline

A recommended annual election cycle is:

- February–March: Announce the position and election.
- March: Open nominations.
- Early April: Complete applications and eligibility review.
- Mid-April: Conduct candidate orientation.
- Late April: Collect candidate statements and videos.
- Early May: Present candidates to families.
- May: Hold the districtwide election.
- Late May: Announce results.
- May–June: Complete transition and training.
- July 1: Begin the representative's term.
- June 30: Conclude the representative's term.

This schedule is a draft and should be finalized in the Board-approved election procedures.

XI. Transition and Continuity

The outgoing and incoming representatives should meet, with staff support, to review:

- Public Board priorities.
- Meeting procedures.
- Effective family engagement practices.
- Methods for gathering districtwide feedback.

The transition must not involve closed-session records, privileged information, or confidential student or personnel information.

XII. Connection to Parent and Family Groups

The representative should maintain communication with parent and guardian groups across AIMS schools while remaining accountable to the broader districtwide family community.

Potential channels include:

- School parent meetings.
- Advisory groups.

- Surveys and listening sessions.
- ParentSquare communications, as appropriate.

XIII. Family Voice Before Major Board Decisions

When the Board considers matters that significantly affect families, the representative should have reasonable opportunities to gather and summarize input before public deliberation.

Topics may include:

- Academic programs and student supports.
- Family engagement and school climate.
- Safety and transportation.
- Facilities and communications.
- Policies affecting families.

The representative should distinguish personal opinions from feedback received from the wider parent and guardian community and should not disclose identifiable student or family information without authorization.

XIV. Board Participation and Advisory Preferential Voting

The representative may attend regular and special Board meetings in open session, be seated with Board members during open session, review public open-session materials, and provide parent perspectives subject to the presiding officer’s meeting rules.

Under the proposed parent advisory bylaw, the representative may cast an “aye,” “no,” or “abstain” preferential advisory vote before the Board’s official vote on an open-session action item. That preference would be separately recorded in the minutes as nonbinding.

The advisory vote does not affect quorum, official vote totals, ties, passage of motions, or any Board action. The representative may not make or second motions, preside, call meetings, or participate in closed sessions. These provisions require Board approval before implementation.

XV. Training and Support

AIMS should provide orientation and ongoing support in:

- Board agendas and public meeting rules.
- Governance versus management.
- District programs and budgets.
- Public communication and conflicts of interest.

- Family engagement and student privacy.
- Ethical leadership.

A designated staff or Board liaison may assist with scheduling, access to public materials, and communication logistics without controlling the representative's independent advisory views.

XVI. Vacancies

A vacancy may arise from resignation, loss of eligibility, inability to serve, or removal under Board-approved procedures. AIMS should fill vacancies through the regular election process or a Board-approved special election for the remainder of the term.

Any removal for serious misconduct or repeated failure to perform duties should follow applicable law, notice, and an opportunity to respond where required.

XVII. Program Evaluation

At the end of each school year, AIMS should evaluate the program using feedback from families, the representative, Governing Board members, and supporting staff.

Evaluation should consider:

- Election participation.
- Access across schools and language groups.
- The representative's engagement with families.
- The quality of Board communication.
- Training effectiveness.
- Improvements needed for the next cycle.

XVIII. Guiding Principle

Parents and guardians should have a meaningful, accessible pathway to bring their perspectives into public governance discussions affecting their children.

Through fair elections, consistent outreach, transparent open-session participation, and responsible two-way communication, the Parent Advisory Representative can strengthen the connection between AIMS families and the Governing Board without changing the Board's legal composition or authority.

Coversheet

Policy for Student Rep on AIMS Board

Section: V. Action Items
Item: D. Policy for Student Rep on AIMS Board
Purpose: Vote
Submitted by:
Related Material:
9150___Student_Directors___Board_Policy_Preview_-_DO_NOT_DELETE.pdf
AIMS STUDENT ADVISORY REPRESENTATIVE ON BOARD REVISED.pdf

Board Policies | OUSD Web

- Meet the Board
- Core Belief Statements
- Board Policies | Policy Portal
- Board Policies | OUSD Web
- Legislative Information Center
- Agendas, Minutes, Video
- How to Attend Board, Committee, and Commission Meetings
- Agenda Preparation, Submission Schedule & Resource Codes
- Legislative Priorities & Updates
- Public Notices Hearings
- Board Commission and Committee Applications
- Contact BOE Staff
- DisclosureDocs eRetrieval
- Calendar

HOME ▸ BOARD OF ED ▸ BOARD POLICIES | OUSD WEB

9150 – Student Directors

BOARD BYLAWS

In order to enhance communication and collaboration between the Governing Board and the student body and to teach students the importance of civic involvement, the Board supports the participation of high school students in district governance.

Election of Student Directors

The Board of Education authorizes two pupil members to be known as "Student Directors." The Board of Education Student Directors shall be selected by a city-wide election held by the All City-Council. This authorization provides an established means for pupils of the District to be represented on the Board of Education.

- (cf. 0410 - Nondiscrimination in District Programs and Activities)
- (cf. 5121 - Grades/Evaluation of Student Achievement)
- (cf. 6145 - Extracurricular and Cocurricular Activities)

The term of office for a Student Director shall be from July I through June 30. (Education Code 35012)

Role and Responsibilities of Student Directors

Student Directors shall have the right to attend all Board meetings except closed (executive) sessions. (Education Code 35012)

- (cf. 9321 - Closed Session Purposes and Agendas)

All materials presented to Board members, except those related to closed sessions, shall be presented to student Board members at the same time they are presented to voting Board members. Student Directors shall also be invited to attend staff briefings or be provided with a separate staff briefing within the same timeframe as the briefing of other Board members. (Education Code 35012)

- (cf. 9322 - Agenda/Meeting Materials)

Student Directors shall be recognized at Board meetings as full members, shall be seated with other members of the Board, and shall be allowed to participate in questioning witnesses and discussing issues. (Education Code 35012)

Student Directors shall be allowed to cast preferential votes on all matters except those subject to closed session discussion. Preferential voting means a formal expression of opinion that is recorded in the minutes and cast before the official vote of the Board. Preferential votes shall not affect the final numerical outcome of a vote. (Education Code 35012)

- (cf. 9324 - Minutes and Recordings)

A Student Director shall not be liable for any acts of the Board. (Education Code 35012)

- (cf. 9323.2 - Actions by the Board)

Student Directors shall be entitled to: (1) be reimbursed for mileage to the same extent as other members of the Board, (2) earn elective course credit for their public service as Student Directors, and (3) be compensated in the same manner as other members of the Board. (Education Code 35012)

- (cf. 3350 - Travel Expenses)
- (cf. 9250 - Remuneration, Reimbursement and Other Benefits)

The Superintendent or designee may periodically provide an orientation for student director candidates to give them an understanding of the responsibilities and expectations of Board service.

Legal Reference

Education Code

- 33000.5 Appointment of student member to State Board of Education
- 35012 Board members; number, election and terms; student members
- 35160 Authority of governing boards

Government Code

- 3540-3549.3 Educational Employment Relations Act

Management Resources

Websites

- California School Boards Association
- California Association of Student Councils
- California Association of Student Leaders
- National School Boards Association

10/27/04; 5/23/18A; 3/27/2024

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SITEMAP | NON-DISCRIMINATION POLICY | ACCESSIBILITY | PRIVACY POLICY | Powered by Finalsite

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation. The following employees have been designated to handle questions and complaints of alleged discrimination:

- Gabriel Valenzuela, Ombudsperson/CCR Title 5 Coordinator/Equity Officer, and Title II – Americans with Disabilities Act (ADA) Coordinator, Office of the Ombudsperson/Title IX, Marcus A Foster Leadership Center, 1011 Union Street, Site 906, Oakland, CA 94607, Office (510) 879-4281, Direct (510) 879-3667, FAX (510) 879-3678 or via email at gabriel.valenzuela@ousd.org.
- Shawna Myers, Title IX Coordinator, Office of the Ombudsperson/Title IX, Marcus A Foster Leadership Center, 1011 Union Street, Site 906, Oakland, CA 94607, Office (510) 879-4281, FAX (510) 879-3678 or via email at shawna.myers@ousd.org.
- Ariel Thomas, Director, Health Services & Section 504 Coordinator, Special Education Department, Santa Fe Campus, 915 54th Street, Oakland, CA 94608, Office (510) 879-5003, FAX (510) 627-9468 or via email at ariel.thomas@ousd.org or 504@ousd.org.

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AIMS K-12 COLLEGE PREP CHARTER DISTRICT

Policy Number:	[9008]
Policy Title:	Student Advisory Rep on AIMS Governing Board Framework
Department:	AIMS Board
Adopted:	Pending Adoption
Last Revised:	Pending Adoption
Last Reviewed:	Pending Adoption

Proposal for Student Representation on the AIMS Governing Board

Purpose

AIMS seeks to strengthen meaningful student voice by establishing Student Board Director positions that allow students to participate directly in school governance, represent the perspectives of their peers, and develop authentic leadership experience.

The Student Board Director program will provide students with an opportunity to engage in governance beyond traditional student government by participating in discussions about policies, programs, resources, student outcomes, school culture, and other matters affecting the AIMS community.

The framework is designed to ensure that Student Board Directors are not simply symbolic representatives, but informed student leaders who are elected by their peers, prepared for service, and provided meaningful opportunities to participate in the work of the Governing Board.

The framework will operate consistent with California Education Code § 47604.2, which establishes provisions for pupil membership on charter school governing bodies.

I. Student Board Director Structure

AIMS will establish two Student Board Director positions representing the high school student body.

The recommended structure is:

• One Rising Junior Student Board Director

• One Rising Senior Student Board Director Each Student Board Director will serve a one-year term from July 1 through June 30.

A student who serves as the Rising Junior Student Board Director may choose to seek election again the following year for the Rising Senior Student Board Director position, provided the student continues to meet all eligibility requirements.

This structure allows AIMS to:

• Create an annual democratic election process.

• Develop new student leaders each year.

• Maintain continuity and institutional knowledge when a returning student is reelected.

• Provide students with multiple opportunities to participate in school governance.

II. Role of the Student Board Directors

Student Board Directors will serve as representatives of the AIMS high school student body.

Their primary responsibility is to bring student perspectives into Governing Board discussions while also communicating relevant Board information back to students.

Student Board Directors will be expected to:

• Attend regular public meetings of the AIMS Governing Board.

• Review Board agendas and open-session materials before meetings.

• Participate in discussions on matters affecting students.

• Ask questions and provide student perspectives during Board deliberations.

• Cast preferential votes when permitted under applicable law and Board policy.

• Communicate regularly with the student body.

• Gather student input on significant issues being considered by the Board.

• Provide Student Board Director reports or updates during Board meetings when appropriate.

• Collaborate with Student Government and other student leadership groups.

• Participate in Board committees when assigned and when scheduling reasonably permits.

• Maintain professionalism, confidentiality where legally appropriate, and responsible communication.

• Complete required orientation and ongoing governance training.

Student Board Directors will not participate in closed-session discussions and will not be counted toward the number of members necessary to establish a quorum or determine the final numerical outcome of Board votes, consistent with applicable law.

III. Candidate Eligibility

Students seeking a Student Board Director position must meet established eligibility requirements.

Candidates should:

Rising Junior Seat

Be a current sophomore who will enter the 11th grade during the year of service.

Rising Senior Seat

Be a current junior who will enter the 12th grade during the year of service.

All candidates must:

• Be enrolled at AIMS High School.

• Be in good academic standing.

• Demonstrate satisfactory attendance.

• Demonstrate conduct consistent with AIMS expectations.

• Be willing and able to attend Governing Board meetings.

• Complete the nomination and application process.

• Obtain the required recommendations.

• Participate in candidate orientation.

• Submit the required candidate video.

• Agree to fulfill the responsibilities of the Student Board Director position for the full term.

The purpose of eligibility requirements should be to ensure students are prepared to fulfill the responsibilities of the position without creating unnecessary barriers to student participation.

IV. Nomination Process

The Student Board Director election process will begin with a formal nomination period.

Students may be nominated by their classmates or other members of the AIMS student community.

A nomination should identify a student who demonstrates qualities such as:

• Leadership

• Responsibility

• Integrity

• Communication

• Commitment to the AIMS community

• Ability to listen to differing perspectives

• Willingness to represent students beyond their immediate friend group Students who are nominated must affirmatively accept their nomination before advancing in the process.

Self-nomination may also be permitted if determined appropriate by AIMS.

V. Recommendations

After accepting a nomination, each candidate will submit recommendations demonstrating that the student is prepared for the responsibilities associated with Board service.

Each candidate will provide:

• One recommendation from an AIMS teacher or staff member, and

• One recommendation from a community member, mentor, coach, employer, organization leader, or other adult who can speak to the student’s leadership and character.

Recommendations are intended to verify readiness for service rather than allow adults to determine which students should ultimately hold the seats.

Students who meet the established requirements will advance to the election.

The student body-not school staff or administrators-will ultimately select the Student Board Directors.

VI. Candidate Orientation

Before campaigning begins, eligible candidates will participate in a Student Board Director orientation.

The orientation will introduce students to:

• The role of the AIMS Governing Board.

• The difference between governance and school administration.

• The responsibilities of a Student Board Director.

• Board meeting procedures.

• Brown Act/public meeting expectations as applicable.

• Preferential voting.

• Board agendas and supporting materials.

• Professional communication.

• Ethical leadership.

• Representing the entire student body.

• Appropriate campaign expectations.

The goal of orientation is not to determine which candidates should run, but to ensure that every candidate understands the position for which they are seeking election.

VII. One-Minute Candidate Video

Each eligible candidate will create a one-minute campaign video introducing themselves to the student body.

Candidates should answer questions such as:

1. Who are you? 2. Why do you want to serve as a Student Board Director? 3. What issues or concerns do you believe are important to AIMS students? 4. How will you make sure you represent students beyond your own personal experiences or friend group? 5. Why should students vote for you?

Videos should follow common guidelines regarding length, appropriate content, and submission deadlines.

Candidate videos will be distributed consistently so that all candidates receive equitable exposure.

VIII. Advisory-Based Candidate Presentations Candidate videos will be shown to students through advisory or another designated schoolwide period.

Each advisory will receive:

• A brief explanation of the Student Board Director role.

• Information about the responsibilities of the position.

• Candidate videos.

• Election instructions.

• Election dates and voting procedures.

This provides every high school student with an opportunity to learn about the candidates before voting.

Advisory may also be used to facilitate conversations about student representation, governance, and civic participation.

IX. Student Election

Student Board Directors will be selected through a schoolwide student election.

All eligible AIMS High School students will have the opportunity to vote.

Students will vote separately for:

• Rising Junior Student Board Director

• Rising Senior Student Board Director The student receiving the highest number of valid votes for each position will be elected.

AIMS will establish procedures to ensure:

• One vote per eligible student.

• Secure and confidential voting.

• Clear election timelines.

• Equal access to candidate information.

• Transparent vote counting.

• Procedures for resolving ties or election concerns.

Election administration may be coordinated through Student Government with appropriate staff oversight. The election process should model authentic democratic participation and provide students with meaningful experience in civic engagement.

X. Annual Election Timeline

A recommended annual election cycle is:

February-March

Student Board Director program announced.

March

Nominations open.

Late March

Nominations close and candidates accept nominations.

Early April

Candidate applications and recommendations completed.

Mid-April

Candidate eligibility verified and candidate orientation conducted.

Late April

Candidates record and submit one-minute videos.

Early May

Candidate videos shown during advisory.

May

Schoolwide Student Board Director election conducted.

Late May Election results announced.

May–June

Incoming Student Board Directors participate in orientation and transition activities.

July 1

New Student Board Director terms officially begin.

June 30

Student Board Director terms conclude.

This timeline allows incoming representatives to be identified before the end of the school year and provides time for transition and training before their official terms begin.

XI. Transition and Continuity

AIMS should intentionally create a transition process between outgoing and incoming Student Board Directors.

Outgoing directors should meet with incoming directors to discuss:

• Current Board priorities.

• Major issues under consideration.

• How to prepare for Board meetings.

• Strategies for gathering student feedback.

• Lessons learned during their year of service.

• Relationships with Student Government and other student groups.

• Effective communication with students and Board members.

If a Rising Junior Student Board Director is elected to the Rising Senior position for the following year, that student can provide additional continuity while helping onboard the newly elected junior representative.

This creates a natural mentorship structure without guaranteeing any student a two-year term.

XII. Connection to Student Government

Student Board Directors should maintain a formal relationship with AIMS Student Government while remaining representatives of the entire student body.

Possible structures include:

• Student Board Directors attending designated Student Government meetings.

• Student Government maintaining a standing agenda item for Board updates.

• Advisory representatives submitting concerns or questions to Student Board Directors.

• Student Board Directors surveying students before significant Board decisions.

• Student Board Directors reporting Board actions back to Student Government and advisory representatives.

This creates a communication structure:

Students → Advisory Representatives → Student Government → Student Board Directors → Governing Board

and

Governing Board → Student Board Directors → Student Government → Advisory Representatives → Students

The goal is to establish a consistent two-way communication system rather than relying solely on individual students to determine what their peers think.

XIII. Student Voice Before Major Board Decisions

When the Governing Board is considering an issue with a significant impact on students, Student Board Directors should have opportunities to gather student feedback before the Board takes action.

Examples may include:

• Academic programs

• School schedules

• Student technology policies

• Campus safety

• School climate

• Student activities

• Graduation requirements

• College and career programming

• Facilities

• Student supports

• Policies directly affecting student experience Student Board Directors may use surveys, advisory discussions, Student Government meetings, listening sessions, or other appropriate engagement strategies.

The Student Board Director should distinguish between:

their personal opinion and the perspectives they have gathered from the broader student body.

XIV. Board Participation and Preferential

Voting

Student Board Directors should be provided the same open-session Board materials distributed to other Board members and should be seated with the Governing Board during public meetings.

They should be encouraged to:

• Participate in deliberations.

• Ask questions.

• Request clarification.

• Present student perspectives.

• Provide reports.

• Participate in appropriate committee work.

• Cast preferential votes as permitted by law.

A preferential vote allows the student representative's position to be formally recorded before the Board's official vote while not changing the numerical vote required for Board action.

The Governing Board may also determine whether Student Board Directors will be permitted to make motions where legally allowable.

XV. Training and Support

Student Board Directors should receive ongoing support throughout the year.

Training may include:

• Governance versus management.

• Reading Board agendas.

• Understanding budgets.

• Student outcome data.

• Policy development.

• Parliamentary procedure.

• Public speaking.

• Community engagement.

• Ethical leadership.

• Conflict of interest.

• Public meeting requirements.

• Effective student consultation.

A designated staff member or Board liaison should support Student Board Directors with logistics while preserving students' independence to develop and communicate their own perspectives.

XVI. Vacancies

If a Student Board Director resigns, becomes ineligible, graduates, transfers, or is otherwise unable to complete the term, AIMS will establish a process for filling the vacancy consistent with applicable law and Board policy.

Depending upon the amount of time remaining in the term, the Board may establish procedures for:

• A special student election,

• Appointment of the next-highest vote recipient where appropriate, or

• Another student selection process consistent with the requirement for student representation.

Any replacement student would serve only the remainder of the existing term.

XVII. Program Evaluation

At the conclusion of each school year, AIMS should evaluate the Student Board Director program.

Feedback should be gathered from:

• Student Board Directors.

• Governing Board members.

• Student Government.

• Advisory representatives.

• Students.

• Staff supporting the program.

The evaluation should consider:

• Whether students understood the role.

• Student participation in the election.

• Whether Student Board Directors regularly gathered student input.

• Whether student perspectives influenced Board discussions.

• Whether communication between the Board and students improved.

• Whether Student Board Directors received appropriate training and support.

• What changes should be made to the nomination, election, orientation, or governance process.

The goal should be continuous improvement of meaningful student participation in AIMS governance.

XVIII. Guiding Principle

The AIMS Student Board Director program should be built around one central principle:

Students should not only have opportunities to speak about the decisions that affect them; they should have a structured pathway to participate in the governance conversations where those decisions are made.

Through nominations, student elections, leadership development, Board participation, and ongoing communication with their peers, Student Board Directors can help create a stronger connection between

student voice and institutional decision-making at AIMS.

Coversheet

AI Policy

Section: V. Action Items
Item: E. AI Policy
Purpose: Vote
Submitted by:
Related Material: 0441 Artificial Intelligence (AI) Acceptable Use Policy (2).pdf

AIMS K-12 College Prep Charter District

Board Policy 0441 | Philosophy, Goals, Objectives, and Comprehensive Plans

ARTIFICIAL INTELLIGENCE (AI) ACCEPTABLE USE POLICY

1. Purpose and Philosophy

The Governing Board recognizes that Artificial Intelligence (AI) is a rapidly evolving technology transforming society, workforce demands, and education. The district adopts a balanced approach to AI: it neither bans the technology entirely nor promotes its uncritical adoption.

The core goal of this policy is to establish student-centered guardrails that foster digital literacy, protect student data privacy, and ensure that AI serves as a tool to enhance, not replace, human critical thinking, creativity, and mentorship.

2. Scope

This policy applies to all students, faculty, staff, and administrators utilizing district-owned devices, networks, or digital platforms, as well as personal devices used for school-related activities. Use of personal devices is also governed by District rules on mobile communication devices. This policy does not authorize monitoring of students' personal devices.

For purposes of this policy, "artificial intelligence" has the meaning given in Education Code 33328.5.

The Superintendent or designee shall ensure that the District's use of AI is consistent with this policy and with the District's policies on student use of technology, employee use of technology, academic honesty, pupil records, bullying and harassment, and contracts.

3. Core Guiding Principles

- **Human-in-the-Loop:** AI tools shall not replace human judgment, grading, or instructional relationship building. Final educational evaluations, disciplinary decisions, and student support choices must always remain with qualified educators and administrators.
- **Human Review:** Parents and guardians may request human review of any AI output used in a decision about their child.
- **Equity and Accessibility:** The district will strive to close the digital divide, including through its 1:1 device commitment, and to ensure all students have equitable access

to safe, approved, and age-appropriate AI learning experiences. AI tools the District provides to students shall be accessible to students with disabilities.

- **Continuous Evaluation:** Because AI technologies evolve rapidly, the Superintendent or designee shall convene a group of staff, students, and families to review this policy each year and recommend updates to the Board as needed.

4. Student Data Privacy and Safety (Critical Guardrails)

- **FERPA Compliance:** The District complies with the Family Educational Rights and Privacy Act (FERPA). Staff and students shall not enter pupil records, personally identifiable student information (including student names, identification numbers, grades, or health records), or other confidential information into any AI tool that is not on the approved list, and shall use an approved tool only for the purpose it was approved for.
- **COPPA Compliance:** Vendors of approved AI tools must comply with the Children's Online Privacy Protection Act (COPPA).
- **Approved AI Tools:** An AI tool may be used with students or with pupil records only after the Superintendent or designee approves it. Approval requires a written agreement that meets Education Code 49073.1 and bars the vendor from using pupil information to train artificial intelligence, and a review of privacy, bias, accessibility, and educational value. The Superintendent or designee shall publish the list of approved tools.
- **Biometric and Surveillance Limits:** The use of AI for invasive surveillance, unauthorized facial recognition, or predictive disciplinary profiling is strictly prohibited. This policy does not limit internet filtering or monitoring the District uses to comply with federal law.

5. Academic Integrity and Responsible Student Use

- **Teacher Discretionary Authority:** The daily integration of AI for classroom assignments or homework is left to the discretion of the individual classroom teacher. If a teacher prohibits AI for a specific assignment, students must adhere to that rule.
- **Age Restrictions and Parental Notice:** Staff shall comply with the age restrictions in the terms of service of any AI application used with students. Each year, the District shall notify parents and guardians of the approved AI tools students may use and how to opt out, and shall obtain consent before students use a tool that collects student data or interacts with students on its own. Teachers shall tell students and families how AI may be used in each course. Students shall not be required to pay to use AI (e.g., purchasing software license, tokens, or subscriptions) in order to complete any assignment. Staff shall provide an equivalent alternative for students who cannot use a particular AI tool because of age restrictions, parental opt-out, or the absence of consent.

- **Transparency and Citation:** When AI utilization is explicitly permitted by an instructor, students must transparently disclose and properly cite the tool used (e.g., using MLA, APA, or district-approved AI disclosure formats).
- **Plagiarism and Misrepresentation:** Submitting AI-generated content (text, code, images, or multimedia) as one's own original work without authorization constitutes academic dishonesty and will be addressed under the District's Behavior Response Framework.
- **Harmful Uses:** Students and staff shall not use AI to bully, harass, threaten, or impersonate any person, to create sexual or demeaning images of any person, or to encourage self-harm. Violations are handled under the District's Behavior Response Framework and the District's policies on bullying and harassment. A staff member who learns of AI-generated sexual imagery of a student shall preserve the report without copying, forwarding, or sharing the image, and shall report it to the Superintendent or designee and as required by law.
- **AI Detection and Verification:** AI detection tools or software shall not be used as the sole basis for determining that a student has violated the District's academic integrity expectations. Because AI detection tools may produce inaccurate or unreliable results, any suspected unauthorized AI use must be evaluated through additional evidence and professional judgment by the classroom teacher or appropriate administrator.

  Students shall be given an opportunity to explain their work and provide supporting evidence of their learning process, including drafts, notes, research, or other documentation, when appropriate. Any determination of academic dishonesty shall follow the District's Behavior Response Framework.

6. Employee Use and Instructional Guidance

- **Administrative and Instructional Efficiency:** Staff are encouraged to use approved AI tools to streamline administrative burdens (e.g., drafting lesson plans, formatting rubrics, or generating diverse reading levels), provided no student PII is compromised.
- **Anti-Bias and Verification:** Educators must critically evaluate all AI outputs before integrating them into lessons, keeping an active eye out for algorithmic bias, factual inaccuracies ("hallucinations"), and non-inclusive language.
- **Copyright and Responsibility:** AI use shall comply with copyright law. Staff are responsible for any work product they create with AI.
- **Grading Integrity:** Grades are determined by the teacher of the course. AI may provide preliminary feedback or sort data but shall not determine a grade.

7. Digital Citizenship and Professional Development

- **Curriculum Integration:** The District shall include AI literacy in digital literacy instruction for students and families.

- **Staff Training:** The district will provide ongoing professional development to ensure educators are equipped to guide students safely and ethically through the emerging AI landscape.

Legal References

- Education Code 33328.5 (definition of artificial intelligence)
- Education Code 48900 (grounds for suspension and expulsion)
- Education Code 48901.7 (student use of smartphones)
- Education Code 49060-49085 (pupil records)
- Education Code 49073.1 (contracts for digital educational software)
- Business and Professions Code 22584-22585 (Student Online Personal Information Protection Act)
- Penal Code 11164-11174.3 (Child Abuse and Neglect Reporting Act)
- 20 U.S.C. 1232g; 34 CFR Part 99 (Family Educational Rights and Privacy Act)
- 15 U.S.C. 6501-6506; 16 CFR Part 312 (Children's Online Privacy Protection Act)
- 47 U.S.C. 254(h) (Children's Internet Protection Act)

Adopted: _____

Board Approval: _____

Last Revised: _____

Last Reviewed: _____

Coversheet

Certificated Substitute Salary Schedule

Section: V. Action Items
Item: F. Certificated Substitute Salary Schedule
Purpose: Vote
Submitted by:
Related Material: Certificated Substitute Salary Schedule.pdf

AIMS K-12 College Prep Charter District

I AM ADDING TO THe AGENDA NOW 2025-2026 School Year

Certificated Substitute

	Monday	Tuesday	Wednesday	Thursday	Friday
Full Day	$300.00	$250.00	$250.00	$250.00	$300.00
Half Day	$150.00	$125.00	$125.00	$125.00	$150.00

Full Day Assignment: Consists of a 6-hour workday
Half Day Assignment: Consists of a 3–4 hour workday

Effective:
Board Approved:

Coversheet

Classified Substitute Salary Schedule

Section: V. Action Items
Item: G. Classified Substitute Salary Schedule
Purpose: Vote
Submitted by:
Related Material: Classified Substitute Salary Schedule.pdf

AIMS K-12 College Prep Charter District

2025-2026 School Year

Classified Substitute

Classification	Rate
Analyst	$42.56
M&O Worker (Facilities)	$38.50
Custodial	$37.50
Clerk - Central Office	$33.64
Administrative Assistant	$35.19
Instructional Aide	$28.84
Teachers Assistant	$35.38
Campus Supervisor	$29.20

Coversheet

School Psychologist JD

Section:	V. Action Items
Item:	H. School Psychologist JD
Purpose:	Vote
Submitted by:	
Related Material:	AIMS_School_Psychologist_Job_Description.docx.pdf School Psych cover.pdf

AIMS K-12 COLLEGE PREP CHARTER DISTRICT

School Psychologist

Classification	Certificated
Reports to	Director of Special Education & Student Services
Work Year	

About AIMS K-12 College Prep Charter District

AIMS K-12 College Prep Charter District is dedicated to making a difference in the lives of our students by inspiring them to learn, grow, and innovate.

Our mission is to foster academic excellence through innovative instruction methods while promoting social responsibility within our community. As we look into the future, we envision creating pathways connecting students from underserved populations worldwide who excel academically with college educational opportunities for success.

Primary Function

Under the direction of the Director of Special Education & Student Services, plan, organize, coordinate, and implement the observation, assessment, and intervention of psychological, behavioral, and related educational needs of students with identified or suspected disabilities; provide counseling and crisis intervention services to students; and provide consultation and technical assistance to faculty, administrators, and families concerning psychological and related educational matters.

Representative Duties and Responsibilities

1. Observe and interview students; conduct psychoeducational assessments and evaluations; administer, score, and interpret assessment results; and write clear, complete reports that identify student needs and recommend educational, developmental, and remediation strategies.
2. Attend and participate in Individualized Education Program (IEP), Student Success Team (SST), Coordination of Services Team (COST), and other meetings; present assessment results and recommendations in language families and staff can understand; and contribute to the IEP team's decisions about eligibility, services, and placement.
3. Provide individual and group counseling to students; provide crisis intervention and support to students and families; and conduct risk and threat assessments as needed.
4. Provide consultation and technical assistance to teachers, administrators, and families on psychological, behavioral, and learning concerns, including intervention, behavior support, and remediation plans and strategies.
5. Monitor student progress and confer with teachers, administrators, students, and families; visit classrooms to observe instruction, behavior, and performance as directed.
6. Coordinate psychological services and communication among students, families, staff, sites, outside agencies, and other school districts; refer students and families to school and community programs and services; and follow up to ensure students receive appropriate services.
7. Prepare and maintain accurate, timely records and reports; meet legal timelines for assessments and meetings; and ensure activities comply with applicable laws, codes, regulations, policies, and procedures.
8. Train and provide work direction to designated personnel, and provide input on employee evaluations as requested.

AIMS K-12 COLLEGE PREP CHARTER DISTRICT

9. Communicate with personnel, outside agencies, and the public to exchange information and resolve concerns; represent the District at psychology and special education events as assigned.
10. Perform other related duties as assigned.

Knowledge and Abilities

Knowledge of:

- Principles, practices, and methods of psychological and psychoeducational assessment, including test administration, scoring, and interpretation.
- Practices for identifying and understanding student disabilities and disorders.
- Individual and group counseling and crisis intervention techniques.
- Curriculum standards and their application in programs for students with disabilities.
- Federal, state, and local laws, codes, and regulations governing special education, such as the Individuals with Disabilities Education Act (IDEA) and the California Education Code.
- Record-keeping and report-writing techniques.
- Interpersonal, oral and written communication, and public speaking skills, including tact, patience, and courtesy.

Ability to:

- Plan, organize, and coordinate assessment and intervention; work independently with little direction; and meet schedules and timelines.
- Conduct assessments, interpret results, and formulate educational, developmental, and remediation plans for students with a variety of needs.
- Provide counseling and crisis intervention services to students.
- Explain assessment results, laws, policies, and procedures clearly to families and staff, orally and in writing.
- Prepare and maintain detailed, accurate records and reports according to applicable standards.
- Prepare and deliver presentations.
- Establish and maintain cooperative and effective working relationships with others.
- Operate a computer, assigned software, and standard office equipment.

Minimum Qualifications

Training, Education, and Experience

Any combination equivalent to: master's degree in educational or clinical psychology, including at least one year of internship under the supervision of a credentialed school psychologist.

Credential

Pupil Personnel Services credential with School Psychology authorization or Standard Designated Services credential with School Psychologist designation.

Other Requirements

- Valid California driver's license.
- Employment eligibility, which may include fingerprints, tuberculosis, and/or other employment clearance.

Working Conditions and Physical Demands

- Indoor work environment; driving a vehicle to conduct work.
- Hearing and speaking to exchange information and make presentations; seeing to read materials and observe students.

AIMS K-12 COLLEGE PREP CHARTER DISTRICT

- Dexterity of hands and fingers to operate a computer keyboard.
- Sitting or standing for extended periods; reaching overhead, above the shoulders, and horizontally to file and retrieve materials.
- Hazards: contact with dissatisfied and abusive individuals and aggressive student behavior.

Application Procedure

Complete all areas of the district application, sign, and date. If additional space is needed to give a full record of your background, attach a supplement prepared in the same format. A resume in lieu of a completed application form will not be accepted. Please attach the following:

1. Resume.
2. Three letters of recommendation.
3. Copy of CBEST card or verification of registration to take the test.
4. Copy of California credential (front and back) authorizing service as a school psychologist.

Non-Discrimination Policy

AIMS K-12 College Prep Charter District does not discriminate in any program, activity, or in employment on the basis of age, creed, sex, race, ethnic background, marital or veteran status, national origin, disability, sexual orientation or religion.

AIMS K-12 College Prep Charter District

Board Submission Cover Letter

Submitter Information

Full Name: Daceia Malone Slocum

Position/Title: Director of Special Education and Student Services

Department:

Item Details:

Title of Item: School Psychologist

Item Session:
- [x] Open
- [ ] Closed

Is this item a:
- [x] New Submission
- [ ] Renewal
- [ ] Revision

If revision - Please summarize any changes from the previous submission:

Approvals:

Has this item been reviewed and approved:
- [x] Superintendent
- [ ] Director of Business Operations (Finance)
- [x] Director of HR/Compliance
- [ ] Other/No/Not Applicable

Approvers Signature:

Committee Review:

Has this item been through the appropriate committee review process?

- [ ] Yes — If yes - Please specify which committee(s) and provide minutes or approval documentation:
- [ ] No — If no - Please explain why:

Deadline Information:

Is there a submission deadline for this item? [ ] Yes [x] No

If yes - Please indicate the deadline date (MM/DD/YYYY):

Financial Information (if applicable):

Total Cost:

Is this expenditure included in the annual budget? [ ] Yes [ ] No

Please specify in which plan this expense is indicated?

[ ] SPSA [ ] LCAP [ ] Other: