



AIMS K-12
COLLEGE PREP
CHARTER DISTRICT

AIMS K-12 College Prep Charter District

Governance Committee Meeting

Date and Time

Thursday October 8, 2026 at 5:00 PM PDT

Location

Date and Time

Thursday October 8, 2026 at 5:00 PM PDT

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=Mk9yUUdzRFdkVzBFMzIQeVVDUFIrUT09>

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 at (510) 220-1730 at least 24 hours in advance** of any disability accommodations being needed in order to participate in the meeting.

The meeting agenda will be posted at least 72 hours prior to the scheduled meeting time.

171 12th Street, Oakland, CA 94607

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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?](https://us06web.zoom.us/meetings/86975857738/invitations?signature=CBDFfY7DGOa1aeGLvwZhSmjX53M__3FtzXFQFWNvnRY)

[signature=CBDFfY7DGOa1aeGLvwZhSmjX53M__3FtzXFQFWNvnRY](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 Liang 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. Record Attendance		Nixon Diaz	1 m
B. Call the Meeting to Order		Tiffany Lacsado	1 m

	Purpose	Presenter	Time
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II. Action Items

III. Non-Action Items 5:02 PM

A.	Board Policies	Discuss	Nixon Diaz	5 m
B.	Board Governance Committee Charter	Discuss	Tiffany Lacsado	5 m
C.	Scope & Sequence for Governance	Discuss	Toniesha Webb	5 m
D.	Professional Governance Standards	Discuss	LaResha Huffman	5 m
E.	Charter School Governance & Oversight	Discuss	LaResha Huffman	5 m
F.	AIMS High School Charter Renewal Staff Report	Discuss	LaResha Huffman	5 m

IV. Other Business

V. Closing Items 5:32 PM

A.	Adjourn Meeting	FYI	Tiffany Lacsado	1 m
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Accessibility Notice:

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.**

Positing Notice:

This notice and agenda are posted in accordance with the requirements of the Ralph M. Brown Act. The agenda was posted at least **24 hours prior to the commencement of the meeting at 171 12th St Oakland, CA, 94608** and on the Charter School's website at **www.aimsk12.org**.

Coversheet

Board Policies

Section:	III. Non-Action Items
Item:	A. Board Policies
Purpose:	Discuss
Submitted by:	
Related Material:	AIMS+Bylaws+Revised+Adopted+9.16.25.pdf Expulsion Hearing Panel and Due Process Policy.pdf Suspension Policy.pdf K-12 Agreement for Short Term Independent Study (3).pdf Independent Study Board Policy - Approved 2025-10-14.pdf Short Term Independent Study (2).pdf



BY-LAWS OF AMERICAN INDIAN MODEL SCHOOLS

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Article 1 - OFFICES

Section 1. CORPORATE NAME

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

Section 1.2 PRINCIPAL OFFICE

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

Section 1.3 OTHER OFFICES OF THE CORPORATION

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

Article 2 - PURPOSES

Section 2. PURPOSES

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

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

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

Section 2.1 POLICY OF NONDISCRIMINATION

American Indian Model Schools is non-sectarian in its programs, policies, employment, practices and all other operations. As a public charter school, it does not charge tuition, or discriminate on the basis of race, national origin, gender, sexual orientation, religion or spiritual practice or disability.

Article 3 - BOARD OF DIRECTORS

Section 3. GENERAL POWER

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

Section 3.1 SPECIFIC POWERS

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

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

evidences of debt and securities therefore.

- Engage in ongoing strategic planning.
- Act as a hearing body and take action on recommended student expulsions. Change the principal office of the principal business office in California from one location to another ● Amend the Articles of Incorporation and By-laws

Section 3.2 NUMBER OF DIRECTORS AND QUALIFICATIONS

The corporation shall have at least five (5) and no more than nine (9) directors and collectively they shall be known as the Board of Directors. The number may be changed by amendment of these Bylaws, or repeal of these Bylaws and adoption of new Bylaws, as provided in these Bylaws.

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

Section 3.3 NOMINATION, ELECTION AND TERM OF OFFICE

- A. **Nomination** – The board will meet at their annual retreat to identify the criteria for filling board vacancies. The board will authorize the posting of an application for potential candidates. A committee of the board, or the Superintendent as the board's designee, shall conduct the initial interview. The candidate will then present their interest and qualifications to the board as a whole in a publicly noted hearing. During this hearing, the public will have the opportunity to comment on the candidate. The board will conduct a public vote to approve or deny the appointment of the candidate as a board member.
- B. **Election** – The Board shall elect all Directors, whether due to vacancy, completion of term of office, or otherwise, by the vote of a majority of the Directors then in office, whether or not the number of Directors in office is sufficient to constitute a quorum, or by the sole renaming Director.
- C. **Time of Elections** – The Board shall elect Directors at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose. Each new Director shall take office at the conclusion of the Annual Meeting or duly noted hearing or meeting at which he/she is elected.
- D. **d) TERMS OF OFFICE** - Terms of office for each director shall typically be four (4) years, but can be extended by a majority vote of the board, with terms staggered so that, as near as possible, one half of the Board comes to the end of their term each year. A director may serve no more than two consecutive four-year terms. Upon a showing of special circumstances, a director may request, and with Board approval, be appointed to a one-year term.

Section 3.4 COMPENSATION

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

Section 3.5 RESTRICTION REGARDING INTERESTED DIRECTORS

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

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

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

Section 3.6 VACANCIES

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

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

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

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

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

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

Section 3.7 NON-LIABILITY OF DIRECTORS

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

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

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

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

Article 4 - MEETINGS OF THE BOARD

Section 4. PLACE OF MEETINGS

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

Section 4.1 MEETINGS BY TELEPHONE OR OTHER TELECOMMUNICATIONS EQUIPMENT

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

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

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

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

Section 4.2. REGULAR AND ANNUAL MEETINGS

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

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

Section 4.3 SPECIAL MEETINGS

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

Section 4.4 EMERGENCY MEETINGS

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

Section 4.3 NOTICE OF MEETINGS

Regular meetings must be noticed through the posting of an agenda at least 72 hours before the meeting. Members of the public may request that a copy of the agenda and “all documents constituting the agenda packet” be mailed to them at the requestor’s expense. They will be mailed when the agenda is posted or when it is distributed to a majority of the legislative body, whichever is first. The agency may charge a fee for mailing the materials, not to exceed the cost of providing the mailing service, and the staff hours beyond average contracted time.

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

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

Section 4.4 CONTENTS OF NOTICE

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

Section 4.5 WAIVER OF NOTICE AND CONSENT TO HOLDING MEETINGS

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

Article 5 - ACTIONS BY THE BOARD

Section 5. QUORUM FOR MEETINGS

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

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

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

The directors present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal from the meeting, provided that an action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, or the Articles of Incorporation or Bylaws of this corporation. Directors may not vote by proxy.

Section 5.1 ACTIONS BY THE BOARD

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

Section 5.2 CONDUCT OF MEETINGS

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

Section 5.3 RULES OF PROCEDURES

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

Section 5.4 PARTICIPATION IN DISCUSSIONS AND VOTING

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

1. a self-dealing transaction;

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

Section 5.5 DUTY TO MAINTAIN BOARD CONFIDENCES

Every Director has a duty to maintain the confidentiality of all Board discussions held during the closed session. A Director shall not disclose confidential records. Any Director violating These duties may be removed from the Board, and may be subject to any lawful penalty.

Section 5.6 BOARD TRAINING

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

Section 5.3 STANDARD OF CARE

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

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

Section 5.4 CONTRACTS WITH DIRECTORS AND OFFICERS

No director of this Corporation nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors or have a material financial interest, shall be interested, directly or indirectly, in the contract or transaction, unless (a) the

material facts regarding the director's financial interest in such contract or transaction or regarding such common directorship, officer ship, or financial interest are fully disclosed in good faith and noted in the minutes, or are known to all members of the Board prior to the Board's consideration of such contract or transaction, (b) such contract or transaction is authorized in good faith by a majority of the Board by a vote sufficient for the purpose without counting the votes of the interested directors; (c) before authorizing or approving the transaction, the Board considers and in good faith decides after reasonable investigation that the Corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; (d) the corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into. This section does not apply to a transaction that is part of an educational or charitable program of this Corporation if it (a) is approved or authorized by the Corporation in good faith and without unjustified favoritism and (b) results to a benefit to one or more directors or their families because they are the class of persons intended to be benefited by the educational or charitable program of this Corporation. All actions taken under this Section must be made in compliance with all applicable conflict of interest laws, and the "Schools" Conflict of Interest Code.

Section 5.5 CONFLICT OF INTEREST

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

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

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

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

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

Article 6 - OFFICERS

Section 6. NUMBER OF OFFICERS

The officers of the corporation shall be a President, a Secretary, and Treasurer. The corporation may also have, as determined by the Board of Directors, a Chairperson of the Board, one or more Vice Presidents, Assistant Secretaries, Assistant Treasurer, or other officers. Any number officers may be held by the same person except that neither the Secretary nor the Treasurer may serve as the President or Chairperson of the Board.

Section 6.1 QUALIFICATION, ELECTION, AND TERM OF OFFICE

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

Section 6.2 REMOVAL AND RESIGNATION

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

Section 6.3 VACANCIES

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

Section 6.4 DUTIES OF PRESIDENT

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

required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be prescribed from time to time by the Board of Directors. Unless another person is specifically appointed as Chairperson of the Board of Directors, he or she shall preside at all

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

Section 6.5 DUTIES OF VICE PRESIDENT

In the absence of the President, or in the event of his or her inability or refusal to act, the Vice President shall perform all the duties of the President, and when so acting shall have all the powers of, and be subject to all the restrictions on, the President. The Vice President shall have other powers and perform such other duties as be prescribed by law, by the Articles of Incorporation, or by these Bylaws, or as may be prescribed by the Board of Directors.

Section 6.6 DUTIES OF SECRETARY (Board Officer)

The Secretary shall:

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

Section 6.7 DUTIES OF TREASURER

1. Subject to the provisions of these Bylaws relating to the “execution of Instruments, Deposits and Funds,” the Treasurer shall:

2. Have charge and custody of, and be responsible for, all funds and securities of the corporation, and deposit all such funds in the name of the corporation in such banks, trust companies, or other depositories as shall be selected by the Board of Directors.
3. Receive, and give receipt for, the monies due and payable to the corporation from any source whatsoever.
4. Disburse, or cause to be disbursed, the funds of the corporation as may be directed by the Board of Directors, taking proper vouchers for such disbursements.
5. Keep and maintain adequate and correct accounts of the corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains and losses.
6. Exhibit all reasonable times the books of accounts and financial records to any director of the corporation, or to his or her agent or attorney, on request therefore.
7. Render to the President and directors, whenever requested, an account of any or all of his or her transactions as Treasurer and of the financial condition of the corporation.
8. Prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports.
9. In general, perform all duties incident to the office of Treasurer and such other duties as may be required by law, by the Articles of Incorporation of the corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

Article 7 - COMMITTEES

Section 7. BOARD COMMITTEES

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

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

By a majority vote of its members then in office the board may at any time revoke or modify any or all of the authority so delegated, increase or decrease but not below two (2) the number of its members, and fill vacancies therein from the members of the board. The

Committee shall keep regular minutes of its proceedings, cause them to be filed with the corporate records, and report the same to the board from time to time as the board may require.

Section 7.1 MEETINGS AND ACTION OF BOARD COMMITTEES

The Board shall have the power to prescribe the manner in which proceedings of any such Board committee shall be conducted. In the absence of any such prescription, the committee shall have the power to prescribe the manner in which its proceedings shall be conducted. Unless the Board or such committee shall otherwise provide, meetings and actions of Board committees shall be governed by, held and taken in accordance with, the provisions of Article 4 of these Bylaws which concern meetings of the Board, with such changes in those provisions as required by this Article 7 and as necessary to substitute the committee and its members for the Board and its members, except that the time of regular meetings of the committees may be determined by the Board or by the committee. Special meetings of committees may also be called by the Board. The Board may adopt rules for the government of any Board committee not inconsistent with the provisions of these Bylaws.

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

Section 7.2 OTHER COMMITTEES

- A. The President of the Board, subject to the limitations imposed by the Board, or the Board may create other committees, either standing or special, to serve the Board that do not have the powers of the Board. The Board President shall appoint members to serve on such committees, and shall designate the committee chairperson. Each member of a committee shall continue as such until the next annual election of Officers and until his or her successor is appointed, unless the member sooner resigns or is removed from the committee, or until the authorized business of the committee has been completed.
- B. Such other committees established pursuant to this section may consist of persons who are not members of the Board. These additional committees shall act in an advisory capacity only to the Board and shall be clearly titled as 'advisory' committees.
- C. Meetings of a committee may be called by the Board President, the chairperson of the committee or a majority of the committee's voting members. Each committee shall meet as often as is necessary to perform its duties. Notice of a meeting of a committee may be given at any time and in any manner reasonably designed to inform the committee members of the time and place of the meeting. A majority of the voting members of a committee shall constitute a quorum for the transaction of business of any meeting of the committee. Each committee may keep minutes of its proceedings and shall report periodically to the Board. A committee may take action by majority

vote.

- D. Any member of a committee may resign at any time by giving written notice to the chairperson of the committee or to the President of the Board. Such resignation, which may or may not be made contingent upon formal acceptance, shall take effect upon the date of receipt or at any later time specified in the notice. The Board President may, with prior approval of the Board, remove any appointed member of a committee. The Board President, with the Board's approval, shall appoint a member to fill a vacancy in any committee or any position created by an increase in the membership for the unexpired portion of the term.

Section 7.3 COMMITTEE MEMBERSHIP

The board president shall appoint at least two (2) board members to serve as voting members of each committee. The Executive Director shall also have a voting role.

The Executive Director will appoint staff to participate and contribute to board committees. However, no staff with the exception of the Executive Director shall be a voting member of any board committee.

Article 8 - EXECUTION OF INSTRUMENTS, DEPOSITS AND FUNDS

Section 8.1 EXECUTION OF INSTRUMENTS

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

Section 8.2 CHECKS AND NOTES

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

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

Section 8.3 DEPOSITS

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

Section 8.4 GIFTS

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

Section 8.5 BOARD THRESHOLD FOR CONTRACT APPROVAL

The Board shall be required to vote to approve any contract in excess of \$70,000. Any contract below that amount that is aligned to the board-approved budget and Local Control Funding Formula plan can be authorized by the Executive Director.

Contracts of any amount for services outside of the scope of the approved LCAP or budget must be submitted for review to the Finance Committee and for approval at the Board of Directors meeting.

Article 9 - CORPORATE RECORDS, REPORTS, AND SEAL

Section 9.1 MAINTENANCE OF CORPORATE RECORDS

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

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

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

Section 9.2 CORPORATE SEAL

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

Section 9.3 DIRECTORS' INSPECTION RIGHTS

Every director shall have the absolute right at any reasonable time to inspect and copy all AIMS books, records and documents of every kind and to inspect the physical properties of the

corporation.

Section 9.4 RIGHT TO COPY AND MAKE EXTRACTS

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

Section 9.5 ANNUAL REPORT

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

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

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

Section 9.6 ANNUAL STATEMENT OF SPECIFIC TRANSACTIONS

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

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

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

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

any director or officer.

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

Article 10 - FISCAL YEAR

Section 10 FISCAL YEAR OF THE CORPORATION

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

Article 11 - AMENDMENT OF BYLAWS

Section 11 AMENDMENT

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

Article 12 - AMENDMENT OF ARTICLES

Section 12 AMENDMENTS

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

Article 13 - PROHIBITION AGAINST SHARING CORPORATE PROFITS AND ASSETS

Section 13 PROHIBITION AGAINST SHARING CORPORATE PROFITS AND ASSETS

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

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

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

Article 14 - MEMBERS

Section 14.1 NO MEMBERS

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

Section 14.2 ASSOCIATES

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

CERTIFICATE OF SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of American Indian Model Schools, a nonprofit public benefit corporation duly organized and existing under the laws of the State of California, that the foregoing Bylaws, consisting of **(20) pages**, of said corporation were duly and regularly adopted as such by the Board of Directors of said corporation at a meeting held on September 16th, 2025, and that the above and foregoing Bylaws are now in full force and effect.

Executed on September 16th, 2025 at Oakland, California.

Ahsjanae Hutchings

Executive Assistant, American Indian Model Schools

AIMS K–12

Expulsion Hearing Panel and Due Process Policy

1. Purpose and Philosophy

AIMS K–12 (“AIMS”) is committed to maintaining safe, healthy, and supportive learning environments while ensuring that students facing serious disciplinary action receive fair and equitable treatment and appropriate due process.

AIMS recognizes that exclusionary discipline should be reserved for serious circumstances and that, when appropriate and permitted by law, positive behavioral supports, restorative practices, interventions, and other means of correction should be considered before exclusionary discipline is imposed.

Expulsion is one of the most serious disciplinary actions available to AIMS and shall be considered only in accordance with the AIMS charter, applicable student discipline policies, this policy, and applicable state and federal law.

2. Recommendation for Expulsion

The Head of School, Superintendent, or authorized administrative designee may recommend a student for expulsion when the administrator determines that grounds for expulsion exist under the AIMS charter, Student Discipline Policy, and applicable law.

Before making a discretionary recommendation for expulsion, the administrator should consider, as applicable:

- The seriousness of the conduct;
- The circumstances surrounding the incident;
- The student's age and disciplinary history;
- Whether other means of correction have been attempted;
- Whether other means of correction are appropriate or feasible;
- Whether the student's continued presence presents a danger to persons or threatens the safety of the school community; and
- Any other mitigating or aggravating circumstances relevant to the incident.

The administrator recommending expulsion may present the matter to the Expulsion Hearing Panel but shall not serve as a voting member of the Panel.

3. Expulsion Hearing

A student recommended for expulsion shall be entitled to a hearing to determine whether expulsion should be recommended.

Unless otherwise required by the AIMS charter or applicable law, the hearing should be scheduled promptly following the recommendation for expulsion and within applicable legal timelines.

When Education Code section 48918 timelines are applicable under the AIMS charter or governing policies, the expulsion hearing shall be held within thirty (30) school days after the determination that the student committed the act forming the basis of the expulsion recommendation, unless the student or parent/guardian requests in writing that the hearing be postponed.

The student shall be entitled to at least one postponement of the hearing for a period of not more than thirty (30) calendar days when required by applicable law or the AIMS charter. Additional postponements may be granted at the discretion of AIMS.

4. Written Notice of Hearing

AIMS shall provide the student and parent/guardian or educational rights holder with timely written notice of the expulsion hearing.

When the requirements of Education Code section 48918 apply, written notice shall be provided at least ten (10) calendar days before the hearing.

The notice shall include, as applicable:

- The date, time, and location of the hearing;
- A statement of the specific facts, charges, and alleged conduct upon which the proposed expulsion is based;
- The applicable grounds for the proposed expulsion;
- A description of the student's applicable due process rights;
- Notice of the student's right to appear at the hearing;
- Notice of the student's right to be represented by legal counsel or accompanied by an advocate;
- Notice of the student's right to inspect and obtain copies of documents that will be used at the hearing, consistent with applicable law;
- Notice of the student's right to present evidence and witnesses; and
- Notice of the student's right to question or cross-examine adverse witnesses, consistent with applicable law.

5. Composition of the Expulsion Hearing Panel

AIMS may utilize an administrative Expulsion Hearing Panel ("Panel") to conduct the hearing and make findings and a recommendation regarding expulsion.

The Panel shall consist of no fewer than three (3) neutral and impartial members designated by AIMS.

Whenever required by the AIMS charter or applicable law, Panel members shall be certificated persons.

Panel members should not:

- Be the student's current classroom teacher;
- Have participated substantially in investigating the incident;
- Have made the initial recommendation for expulsion;
- Serve as the administrator presenting the case against the student;
- Have a personal interest in the outcome of the matter; or
- Have another conflict that could reasonably call the member's impartiality into question.

Whenever practicable, AIMS should select Panel members who are not assigned to the student's school site.

No member of the AIMS Governing Board shall serve on the administrative Expulsion Hearing Panel when the Governing Board will subsequently consider the Panel's recommendation.

One member shall be designated as the Hearing Chair.

6. Hearing Chair

The Hearing Chair shall preside over the hearing and ensure that the proceeding is orderly, fair, and impartial.

The Hearing Chair shall:

- Call the hearing to order;
- Identify all participants;
- Explain the hearing procedures;
- Confirm that required notice has been provided;
- Identify the allegations being considered;
- Address procedural questions;
- Receive documentary and testimonial evidence;
- Provide both parties a reasonable opportunity to present their case;
- Permit appropriate questioning of witnesses;
- Maintain order throughout the proceeding;
- Ensure Panel members remain impartial; and
- Close the evidentiary portion of the hearing before Panel deliberations.

7. School Representative

AIMS may designate a Head of School, administrator, or other authorized representative to present the school's case.

The School Representative may:

- Present the allegations and recommendation for expulsion;
- Explain the investigation;
- Submit relevant documentary evidence;
- Call witnesses;
- Question witnesses;
- Respond to evidence presented by the student; and
- Answer questions from the Panel.

The School Representative shall not vote on the Panel's recommendation or participate in the Panel's private deliberations.

8. Student and Parent/Guardian Rights

The student and the student's parent/guardian or educational rights holder shall have a reasonable opportunity to participate in the hearing.

The student shall have the opportunity to:

- Appear at the hearing;
- Hear and respond to the allegations;
- Review evidence consistent with applicable law;
- Present documentary evidence;
- Present witnesses;
- Provide testimony;
- Question or cross-examine adverse witnesses consistent with applicable law;
- Be represented by legal counsel or accompanied by an advocate; and
- Present mitigating information relevant to the Panel's determination.

AIMS shall provide interpretation or language assistance when required by law.

9. Evidence

The Panel may consider relevant evidence presented during the hearing.

The Panel's determination shall be based upon the evidence contained in the hearing record and shall not be based upon information obtained outside of the hearing process.

The Hearing Chair may exclude evidence that is irrelevant, unnecessarily repetitive, or otherwise inappropriate for consideration.

10. Record of the Hearing

A record of the expulsion hearing shall be maintained.

The record may be maintained through electronic recording or another method that permits a reasonably accurate and complete written transcription of the proceeding to be produced if necessary.

AIMS shall also maintain appropriate documentation related to:

- The recommendation for expulsion;
- Notice of the hearing;
- Evidence submitted;
- Witnesses appearing;
- Procedural rulings;
- Panel findings;
- The Panel's recommendation; and
- The final determination.

11. Panel Deliberations

After the presentation of evidence has concluded, the Panel shall deliberate privately.

Only voting Panel members and, when appropriate, legal counsel advising the Panel may participate in deliberations.

The School Representative, administrator recommending expulsion, student, parent/guardian, witnesses, and advocates shall not participate in Panel deliberations.

The Panel shall determine:

1. Whether the alleged conduct occurred;
2. Whether the conduct constitutes grounds for expulsion under applicable AIMS policies and the charter;
3. Whether the evidence supports the recommendation for expulsion; and
4. Whether expulsion or another authorized response is appropriate.

12. Findings and Recommendation

Following deliberations, the Panel shall prepare written findings and a recommendation.

The Panel may recommend, as authorized by the AIMS charter and applicable law:

- Expulsion;
- No expulsion;
- Suspended or stayed enforcement of an expulsion;
- Rehabilitation or behavioral conditions; or
- Another appropriate and legally permissible disciplinary response.

The written recommendation shall identify the findings supporting the Panel's determination.

13. Governing Board Review and Final Action

When required by the AIMS charter or applicable policy, the Panel's determination shall constitute a recommendation to the AIMS Governing Board.

The Governing Board shall make the final decision regarding expulsion.

When Education Code section 48918 procedures apply, the Board shall act within the applicable statutory timeline.

Any final action to expel a student shall be taken in accordance with applicable open meeting, student confidentiality, and due process requirements.

Following final action, AIMS shall provide the student and parent/guardian or educational rights holder written notice of the decision and any applicable requirements concerning rehabilitation, placement, readmission, reconsideration, or appeal.

14. Students with Disabilities

When a student recommended for expulsion has an Individualized Education Program ("IEP"), Section 504 Plan, or may otherwise be entitled to protections under disability law, AIMS shall comply with all applicable procedural safeguards before implementing an expulsion or disciplinary change of placement.

This may include, as applicable:

- Manifestation determination procedures;
- Required IEP or Section 504 meetings;
- Continued educational services;
- Behavioral assessments and interventions;
- Interim alternative educational settings; and
- Other protections required by the IDEA, Section 504, California law, or the AIMS charter.

The Expulsion Hearing Panel process shall not replace any separately required special education or Section 504 procedure.

15. Foster Youth

When a student recommended for expulsion is a foster youth, AIMS shall provide all notices and invitations required by applicable law.

When applicable, the student's educational rights holder, attorney, and appropriate representative of the county child welfare agency shall receive notice and an opportunity to participate in meetings or proceedings concerning the proposed disciplinary action.

If a foster youth is also a student with disabilities, AIMS shall ensure that all required individuals are invited to any manifestation determination or other required special education meeting.

16. Conflicts of Interest and Impartiality

Before the hearing begins, each Panel member shall disclose any prior involvement, relationship, personal knowledge, or other circumstance that could reasonably affect the member's impartiality.

A Panel member shall not participate when the member cannot fairly and impartially evaluate the evidence.

When a Panel member is recused, AIMS should appoint another qualified neutral Panel member whenever necessary to maintain the required Panel composition.

17. Confidentiality

Expulsion proceedings and student information shall be maintained confidentially in accordance with FERPA, California student-record laws, the AIMS charter, and other applicable laws.

Participants shall receive access only to information reasonably necessary to perform their assigned responsibilities.

18. Expulsion Records

AIMS shall maintain records of expulsions in accordance with applicable law, the AIMS charter, and AIMS records-retention requirements.

The record shall identify the basis for the expulsion and document the procedural steps taken in reaching the final determination.

19. Training

AIMS shall ensure, to the extent practicable, that individuals selected to serve on an Expulsion Hearing Panel understand:

- AIMS student discipline policies;
- Applicable provisions of the AIMS charter;
- Student due process rights;
- Hearing procedures;
- Neutral and impartial decision-making;
- Student confidentiality;
- Conflicts of interest;
- Requirements applicable to students with disabilities; and
- Requirements applicable to foster youth and other protected student populations.

20. Controlling Authority

This policy is intended to supplement the suspension and expulsion procedures contained in the AIMS charter and other applicable AIMS policies.

Nothing in this policy shall be interpreted to reduce any right afforded to a student under the AIMS charter, state or federal law.

If a provision of this policy conflicts with the AIMS charter or applicable law, the charter and applicable law shall control.

Adopted: _____

Board Approval: _____

Last Revised: _____

AIMS K–12

Suspension Policy

1. Purpose

AIMS K–12 (“AIMS”) is committed to maintaining safe, supportive, and academically focused learning environments while ensuring that students are treated fairly and provided appropriate due process.

Suspension is a serious disciplinary intervention that temporarily removes a student from regular classroom instruction. AIMS shall use suspension in accordance with its charter, Student Discipline Policy, applicable state and federal law, and the procedures established in this policy.

Whenever appropriate, AIMS shall use interventions and other means of correction designed to address student behavior while minimizing the loss of instructional time.

2. Authority to Suspend

A student may be suspended by the Head of School, Superintendent, or authorized designee in accordance with the AIMS charter, applicable policies, and law.

Teachers may remove or suspend students from class only to the extent authorized by applicable law and AIMS policy.

The administrator imposing the suspension shall ensure that the reason for the suspension and the circumstances surrounding the incident are appropriately documented.

3. Grounds for Suspension

A student may be suspended when the student's conduct constitutes grounds for suspension under the AIMS charter, Student Discipline Policy, or applicable law.

Before imposing a suspension, the administrator shall consider:

- The nature and seriousness of the conduct;
- The student's age and developmental level;
- The circumstances surrounding the incident;
- The student's disciplinary history;

- Whether the student's presence presents a danger to persons or property or threatens to disrupt the instructional environment;
- Interventions or other means of correction previously attempted, when applicable;
- Whether additional interventions or supports are appropriate;
- Whether the student has an IEP or Section 504 Plan or may otherwise be entitled to disability-related protections; and
- Other relevant mitigating or aggravating circumstances.

Suspension shall not be imposed solely for truancy, tardiness, or absence from assigned school activities.

4. Other Means of Correction

Except when suspension for a first offense is authorized by applicable law, the AIMS charter, or AIMS policy, administrators should consider appropriate interventions and other means of correction before imposing an out-of-school suspension.

Other means of correction may include, but are not limited to:

- Student conference;
- Parent/guardian conference;
- Restorative practices;
- Conflict resolution or mediation;
- Behavioral intervention or support plan;
- Counseling or social-emotional supports;
- Check-in/check-out systems;
- Academic interventions;
- Referral to a Student Success Team;
- Referral to appropriate school or community services;
- Increased supervision;
- Schedule or environmental adjustments;
- Loss of privileges when appropriate;
- In-school intervention or supervised suspension; and
- Other individualized interventions reasonably designed to address the behavior.

The administrator shall document significant interventions and other means of correction that were attempted or considered.

5. Informal Conference and Student Due Process

Except in an emergency situation, suspension shall ordinarily be preceded by an informal conference between the student and the Head of School, Principal, Superintendent, or administrative designee.

At the conference, the student shall:

1. Be informed of the reason for the proposed disciplinary action;
2. Be informed of the evidence supporting the proposed action; and
3. Be provided an opportunity to present the student's version of events and any information or evidence in the student's defense.

When practicable, the referring employee and/or other appropriate school personnel may participate in the conference.

The administrator shall objectively consider the available information before determining whether suspension is appropriate.

6. Emergency Suspension

An administrator may suspend a student before conducting the informal conference when the administrator reasonably determines that an emergency situation exists involving an immediate or clear and present danger to the health or safety of students, staff, or other persons.

When a student is suspended under emergency circumstances, the student shall be provided the opportunity for an appropriate conference as soon as reasonably practicable and consistent with applicable law.

7. Parent/Guardian Notification

AIMS shall make a reasonable effort to contact the student's parent/guardian promptly when a student is suspended.

The parent/guardian shall also receive written notice of the suspension.

The written notice should include, as applicable:

- Student's name;
- Date of the incident;
- Date and duration of the suspension;
- Conduct resulting in the suspension;
- Applicable policy or disciplinary violation;
- Summary of interventions or other means of correction, when applicable;

- Expectations during the suspension;
 - Information regarding assignments and educational services;
 - Return-to-school date;
 - Any required or requested parent conference;
 - Any additional disciplinary proceedings being considered; and
 - Contact information for an administrator who can answer questions regarding the suspension.
-

8. Length of Suspension

The length of a suspension shall be determined in accordance with the AIMS charter, applicable law, and the circumstances of the individual incident.

Suspensions shall not be longer than reasonably necessary to address the conduct and protect the safety and educational environment of the school.

AIMS shall monitor cumulative days of suspension for each student during the school year.

Particular attention shall be given to cumulative disciplinary removals involving students with IEPs or Section 504 Plans because additional procedural protections may be triggered.

9. Educational Continuity During Suspension

Suspension shall not unnecessarily interrupt a student's education.

AIMS shall provide suspended students with reasonable access to assignments, instructional materials, and opportunities to complete work missed during the suspension consistent with applicable law and AIMS procedures.

Teachers and appropriate school personnel shall support the student's transition back to regular instruction following the suspension.

Students shall not be academically penalized solely because they were unable to participate in instruction as a result of a suspension when they complete required make-up work in accordance with AIMS procedures.

10. In-School or Supervised Suspension

When appropriate, AIMS may utilize an in-school or supervised suspension or another structured alternative to out-of-school suspension.

A supervised suspension environment should provide:

- Appropriate adult supervision;
- Access to academic assignments and instructional materials;
- Opportunities to complete schoolwork;
- Behavioral reflection or intervention;
- Restorative or counseling supports when appropriate; and
- A structured plan for returning to the regular educational environment.

Supervised suspension should not be treated merely as an exclusion from instruction.

11. Students With IEPs and Section 504 Plans

Before suspending a student with an IEP or Section 504 Plan, administrators shall determine whether additional disability-related disciplinary procedures or protections apply.

AIMS shall track the number and duration of disciplinary removals involving students with disabilities.

When a disciplinary removal constitutes or may constitute a change of placement, AIMS shall follow all applicable IDEA, Section 504, state-law, and AIMS procedures, including manifestation determination requirements when applicable.

Students with disabilities shall continue to receive educational services during disciplinary removals when required by law.

The procedures contained in the AIMS Suspension & Expulsion/Due Process — Students With Disabilities section shall apply.

12. Students With Suspected Disabilities

Before imposing significant or repeated disciplinary removals, administrators should consult with the appropriate Special Education or Student Services personnel when there is reason to believe that a student may have an unidentified disability.

AIMS shall comply with applicable IDEA protections for students not yet determined eligible for special education when AIMS is deemed to have knowledge that the student may have a disability.

A disciplinary referral shall not be used to delay or avoid an appropriate special education evaluation.

13. Reentry Following Suspension

AIMS shall support the student's successful return to school following a suspension.

Depending upon the circumstances, a reentry process may include:

- Student-administrator conference;
- Parent/guardian conference;
- Review of behavioral expectations;
- Restorative conference;
- Safety or support planning;
- Counseling or behavioral supports;
- Academic support;
- Check-in/check-out arrangements;
- Behavioral contract or intervention plan; and
- Referral to additional school or community services.

A student's return to school shall not be unnecessarily delayed solely because a parent/guardian is unavailable to attend a reentry conference, except where otherwise authorized by law.

14. Suspension Pending Expulsion Proceedings

When a student is recommended for expulsion, AIMS shall follow the procedures contained in its Expulsion Hearing and Due Process Policy.

The administrator shall ensure that the student and parent/guardian receive appropriate notice regarding the expulsion recommendation and subsequent proceedings.

A recommendation for expulsion does not eliminate the student's applicable due process rights or educational rights.

Students with disabilities shall continue to receive all protections and services required under IDEA, Section 504, and applicable law.

15. Documentation

Each suspension shall be appropriately documented in the student information system and/or other designated AIMS records.

Documentation should include:

- Date and location of the incident;
- Description of the conduct;
- Applicable disciplinary violation;
- Individuals involved;
- Relevant witness information;
- Evidence considered;
- Student's statement or response;
- Interventions previously attempted, when applicable;
- Other means of correction considered;
- Beginning and ending dates of the suspension;
- Parent/guardian notification;
- Educational services or assignments provided;
- Whether the student has an IEP or Section 504 Plan; and
- Any required follow-up actions.

Disciplinary records shall be maintained in accordance with FERPA, applicable California student-record requirements, the AIMS charter, and AIMS records procedures.

16. Review of Suspension Data

AIMS shall periodically review suspension data to evaluate the implementation and effectiveness of its disciplinary practices.

The review may include:

- Number of suspensions;
- Number of students suspended;
- Duration of suspensions;
- Reasons for suspension;
- Repeated suspensions;
- School/site;
- Grade level;
- Student groups as required by law;
- Students with disabilities;
- Interventions provided before or following suspension; and
- Other relevant indicators.

AIMS shall use this information to identify patterns, evaluate interventions, address disproportionality when identified, and improve school climate and student supports.

17. Nondiscrimination and Consistent Application

AIMS shall administer student discipline fairly and consistently and in accordance with applicable nondiscrimination requirements.

Disciplinary decisions shall be based upon the individual circumstances of the incident and shall not be based upon a student's race, color, national origin, ethnicity, religion, sex, gender, gender identity or expression, sexual orientation, disability, or any other characteristic protected by law.

18. Relationship to Expulsion Procedures

A suspension and a recommendation for expulsion are separate disciplinary actions.

A suspension does not automatically result in an expulsion recommendation.

When an administrator determines that an incident may warrant expulsion, AIMS shall initiate the applicable expulsion procedures separately and provide the student and parent/guardian all required notices and due process protections.

The AIMS Expulsion Hearing Panel shall independently consider the evidence presented during the expulsion proceeding and shall not presume that the underlying allegations are established merely because the student was previously suspended for the incident.

19. Controlling Authority

This policy shall be implemented consistently with the AIMS charter, AIMS Student Discipline Policy, applicable California law, IDEA, Section 504, and other applicable federal and state requirements.

If a provision of this policy conflicts with applicable law or the AIMS charter, the applicable law and charter shall control.

Adopted: _____

Board Approval: _____

Last Revised: _____



American Indian Model Schools (AIMS) K-12 Charter District

K-12 Agreement for Short Term Independent Study

Independent Study is for 5 days minimum with a maximum of 15 days

Student Name: _____ ID#: _____ Grade: _____
Age: _____ Day of Birth: ____/____/____ Campus: _____
Address: _____ City: _____ ZC: _____
Total # of Days: _____ First Day: ____/____/____ Last Day: ____/____/____
Reason for Independent Study: _____

Short Term Independent Study Contract Description:

- The objective of the Short Term Independent Study is to enable the student to keep current with grade appropriate studies for the period covered by this agreement (minimum 5 days-maximum 15 days)
- This agreement names what the student, family, and school will do to enable the student to successfully reach the objectives and complete the assignments identified in the Assignment and Work-Record Form(s).
- In order to receive credit for assignments and attendance for the days specified in this contract, assignments must be completed as specified in the Assignment and Work Record Form

Short Term Independent Study Contract Agreements:

TEACHER/INDEPENDENT STUDY ADMINISTRATOR:

I agree to:

- Provide the services, instructional materials, and other necessary items and resources as specified for each assignment.
- Evaluate the student's work as specified in the Assignment and Work-Record Form to confirm completion of this contract and that the work qualifies the student for attendance and academic credit, as noted below:

Frequency: As indicated on Assignment & Work Record Form	Date/Time:	Place:	Manner: (i.e. packet, Google Classroom)
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American Indian Model Schools (AIMS) K-12 Charter District

STUDENT:

I understand and agree that:

- Independent study is a form of education that I have chosen for the dates specified in this agreement, and I will return to classroom instruction no later than the end date of this agreement.
- I am entitled to textbooks and supplies, supervision by my teacher, and all school district services and resources received by students enrolled in my grade at AIMS K-12.
- I have the same rights as other students in my grade at AIMS K-12.
- In order to receive academic and attendance credit during the time period of this contract, I must complete all work as specified in the Assignment and Work-Record Form.
- I will be notified after the teacher evaluates my work and confirms that my work qualifies me for attendance and academic credit.

PARENT/GUARDIAN/CAREGIVER:

I understand and agree to the above conditions listed under "Student." I also understand and agree that:

- The objective of this Short Term Independent Study is to enable my student to keep current with their grade studies for the period covered by this agreement (minimum 5 days-maximum 15 days).
- The learning objectives in the assigned work are consistent with and will be evaluated in the same manner as they would be if my student were present in the classroom.
- I am responsible for supervising my student while he or she is completing the assigned work and for ensuring the submission of all completed assignments necessary for evaluation.
- In order to receive academic and attendance credit for the time period of this contract, my student must complete and turn in all work as specified in the Assignment and Work-Record Form
- I will be notified after the teacher evaluates my student's work and confirms that the work qualifies my student for attendance and academic credit.
- I am liable for the cost of replacement or repair of willfully damaged or lost books, Chromebook and other school property checked out to my student.

AGREEMENT: We have read this agreement and hereby agree to all the conditions set forth within.

**Student:	Date:
<i>Regardless of Grade, Student Must Sign & Date</i>	
*Parent/Guardian/Caregiver:	Date:
*Teacher/Independent Study Administrator:	Date:
Case Manager (if applicable) Principal/Administrator:	Date:
* Principal/Administrator:	Date:

****REQUIRED SIGNATURES in order to submit form**

Adopted/Ratified: 8/12/2021
Revision Date: 10/18/2024



AIMS K-12 College Prep Charter School District

INDEPENDENT STUDY POLICY

AIMS K-12 College Prep Charter District, which operates American Indian Public Charter School II (K-8), AIMS College Prep Middle School, and AIMS College Prep High School (collectively, “AIMS” or “Charter School”) may offer independent study to meet the short or long-term educational needs of pupils enrolled in the Charter School as follows: This will be offered to all students that have a medical excuse and medical emergency. Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. The following written policies have been adopted by the AIMS K-12 College Prep Charter District Board of Directors for implementation at the Charter School:

1. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be 5 school days.
2. The Superintendent or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
 - a. When any pupil fails to complete 75% (this percent reflects passing with a C grade) of assignments during any period of 10 school days.
 - b. In the event a student’s educational progress falls below satisfactory levels as determined by ALL of the following indicators:
 - i. The pupil’s achievement and engagement in the independent study program, as indicated by the pupil’s performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
 - ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
 - iii. Learning required concepts, as determined by the supervising teacher.
 - iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

Adopted/Ratified: 8/12/2021
Revision Date: 10/18/2024

3. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.

4. The Charter School has adopted tiered reengagement strategies for the following pupils:
 - a. All pupils who are not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar;
 - b. Pupils found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or
 - c. Pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

- a. Verification of current contact information for each enrolled pupil.
 - b. Notification to parents or guardians of lack of participation within one (1) school day of the recording of a nonattendance day or lack of participation.
 - c. A plan for outreach from the school to determine pupil needs, including connection with health and social services as necessary.
 - d. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement, and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.
5. The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction*:
 - a. For pupils in transitional kindergarten through grade 3, inclusive, the Charter School shall provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record.
 - b. For pupils in grades 4-8, inclusive, the Charter School shall provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of the Charter School and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record.

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- c. For pupils in grades 9-12, inclusive, the Charter School shall provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record.
- d. The Charter School shall transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days.*

* The tiered reengagement strategies, plan for synchronous instruction and live interaction, and plan to transition pupils whose families wish to return to in-person instruction (paragraphs 4, 5, and 6 above) shall not apply to:

- a. pupils who participate in an independent study program for fewer than 16 schooldays in a school year;
- b. pupils enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse. Local educational agencies shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision; or
- c. independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 41422 and/or 46392, and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions.

- 6. A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:
 - a. The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
 - b. The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
 - c. The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
 - d. A statement of the policies adopted pursuant to subdivisions (a) and (b) of Education Code Section 51747 regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.
 - a. The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the

Adopted/Ratified: 8/12/2021
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- agreement. No independent study agreement shall be valid for any period longer than one school year.
- b. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
 - c. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
 - d. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
 - e. For a pupil participating in an independent study program that is scheduled for more than 15 school days, each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For a pupil participating in an independent study program that is scheduled for 15 school days or fewer, each written agreement shall be signed, during the school year in which the independent study program takes place, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. The written agreement may be signed at any time during the school year, but it is the intent of the Legislature that parents or guardians of pupils be provided the agreement at or before the beginning of the school year. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.
 - Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an

Adopted/Ratified: 8/12/2021

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electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

7. The Charter School shall comply with the Education Code sections 51745 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.
8. The Superintendent may establish regulations to implement these policies in accordance with the law.



American Indian Model Schools (AIMS) K-12 Charter District

2026-2027 Short Term Independent Study (ICI) Process

Short term (IS) ICI for a minimum of 5 days, with a maximum of 15 days for reasons other than disciplinary and safety actions.

Parents and guardians must request independent study five (5) days in advance. It is at the site discretion if not requested five days in advance to approve the agreement.

The ICI packet must include the following:

- K-8 Agreement for Short Term Independent Study
- Assignment and Work Record Form
- Student's signature and date (regardless of grade)
- Parent's signature and date
- Principal's signature and date
- At least one teacher and date

Once a contract has been signed, please update attendance in Powerschool to reflect a "ICI" code and add a note in the note field. The note should say "Student is in IS from DATE - DATE." The note should include in the note field the first day and the last day the student is in ICI.

FAQ

Q. If the student is on Independent Study for 15 school days and parent wants to extend the vacation/absence, how to code?

A. The first 15 days will be coded as ICI. Beyond 15 days, absences should be coded per usual. If the vacation is extended beyond the 15 days, it would be U (Unexcused Code). *Please add appropriate Powerschool Note.*

Q. If a parent requests Independent Study. longer than 15 school days, how to proceed?

A. Long Term ICI may not be offered beyond 15 days at a comprehensive school. For specific cases, please talk to the administrator or Director of Students Services.

Q. If a student is absent for 20 or more days due to hospitalization, can the student be on ICI for this reason?

A. No. Students that will be out for 15+ days due to hospitalization, may qualify for Home & Hospital - Email: sped@aimsk12.org



American Indian Model Schools (AIMS) K-12 Charter District

Q. Can a student be on ICI for 10 school days and return to school, then be out on another ICI for 4 days?

A. Yes, the ICI can be broken into 3 day increments, **not to exceed 15 days per school year.**

Coversheet

Board Governance Committee Charter

Section:	III. Non-Action Items
Item:	B. Board Governance Committee Charter
Purpose:	Discuss
Submitted by:	
Related Material:	AIMS_Governance_Committee_Charter_DRAFT.docx

AIMS K-12 College Prep Charter District Board Governance Committee Charter

DRAFT for Board review | [Date]

1. Purpose

The Governance Committee helps the Board of Directors govern effectively, lawfully, and transparently. It stewards the Board's composition, development, policies, and self-evaluation so the Board can meet its obligations to students, families, and the Alameda County Office of Education (ACOE).

2. Authority

The Committee is advisory. It makes recommendations to the full Board and has no authority to act on the Board's behalf, bind AIMS, or direct staff. All decisions rest with the Board acting in a properly noticed public meeting.

3. Composition

- Two Board members, appointed annually by [the Board Chair / vote of the Board]. The Committee must remain below a quorum of the Board.
- The Committee Chair is designated by [the Board Chair].
- The Superintendent serves as a non-voting staff liaison.
- The Committee may invite non-voting advisors for specific tasks.

4. Open Meeting Requirements

As a standing committee, the Committee is subject to the Ralph M. Brown Act. Agendas for regular meetings are posted at least 72 hours in advance and special meetings at least 24 hours in advance. Minutes are kept and shared with the full Board. Members do not discuss Committee business outside noticed meetings.

5. Responsibilities

A. Board Composition and Recruitment

- Maintain a Board skills matrix aligned with AIMS priorities, including special education, finance, and ACOE MOU compliance.
- Identify gaps, maintain a pipeline of prospective members, and recommend candidates to the Board.

B. Onboarding and Board Development

- Provide orientation for new members covering the charter, ACOE MOU, bylaws, Brown Act, conflict of interest rules, and finances.
- Recommend an annual Board training plan.

C. Board Self-Assessment

- Lead an annual Board self-assessment and present results and recommended improvements to the Board.

D. Policy and Bylaws Review

- Review all AIMS policies, at every level, before they go to the Board for adoption, amendment, or repeal. Review the bylaws annually.
- When a policy falls within another committee's area, such as fiscal policies from the Finance Committee, that committee reviews the substance. The Governance Committee reviews it for consistency, legal compliance, and alignment with existing policy.
- Maintain a policy review calendar.

E. Ethics and Compliance

- Monitor compliance with the Brown Act, Political Reform Act (including Form 700 filing), and Government Code Section 1090.
- Review the Conflict of Interest Code as required under the Political Reform Act and recommend updates.

F. Officer Nominations and Succession

- Recommend an annual slate of Board officers and maintain a Board leadership succession plan.

G. Stakeholder Input Channels

- Oversee structured parent, student, and community input channels adopted by the Board, keeping governance roles distinct from advocacy roles.

H. Superintendent Search

- When the position is vacant, lead the Superintendent search: recommend a search process and firm to the Board, form and oversee any search advisory committee, and bring finalists to the Board.
- The Board holds final hiring authority. Any search advisory committee created by Board action is also subject to the Brown Act.

I. Board and Superintendent Role Clarity

- Maintain a written delineation of Board and Superintendent responsibilities and lead its review with each new Superintendent.

6. Outside the Committee's Scope

- Superintendent evaluation and compensation (full Board).
- Financial oversight, budget, and audit (Finance Committee).
- Operations, staffing, and personnel matters (Superintendent).

7. Meetings and Reporting

The Committee meets at least quarterly and reports to the Board at [each regular Board meeting / quarterly]. It presents an annual report to the Board each June.

8. Annual Work Plan

Timing	Deliverable
Year-round	Review all policies before Board action
July–August	Seat new officers; onboard new Board members; Board adopts annual Committee work plan
September	Board development plan; annual Brown Act and ethics training
October–November	Update Board skills matrix; refresh recruitment pipeline
January	Bylaws review; Conflict of Interest Code review (even-numbered years)
March	Form 700 reminders (annual statements due April 1)
April–May	Board self-assessment; recommend officer slate
June	Annual report to the Board; review this charter

9. Charter Review

The Committee reviews this charter annually. Amendments take effect upon adoption by the Board.

Adopted by the Board of Directors on _____ (Resolution No. _____)

Coversheet

Scope & Sequence for Governance

Section:	III. Non-Action Items
Item:	C. Scope & Sequence for Governance
Purpose:	Discuss
Submitted by:	
Related Material:	AIMS Governance Committee 26-27.pdf

26-27 AIMS Governance Committee Scope and Sequence

Governance Committee Purpose:

The Governance Committee strengthens the effectiveness, sustainability, and integrity of the Board by ensuring that the Board has the people, structures, policies, knowledge, and practices necessary to fulfill its governance responsibilities.

The committee will maintain an intentional annual cycle focused on:

1. Board composition and succession — maintaining the skills, experience, representation, and leadership capacity needed for effective governance.
2. Board development — providing orientation, ongoing learning, and professional development for trustees.
3. Board effectiveness and accountability — facilitating annual self-evaluation and monitoring progress toward board goals.
4. Governance policies and structures — periodically reviewing bylaws, policies, committee structures, and governance practices.
5. Recruitment, nomination, and onboarding — maintaining a strong pipeline for board positions and ensuring thoughtful transitions.
6. Governance culture — supporting collective responsibility, professionalism, trust, integrity, and clarity between board and staff roles.

Annual Goal: *By June, develop and approve a comprehensive Board Governance Handbook that clearly defines the Board's purpose, roles, responsibilities, operating procedures, expectations, policies, leadership structures, and annual governance practices.*

Month	Governance Focus	Key Activities & Agenda Items	Key Deliverables/Outcomes
July	Strategic Alignment & Foundations	- Establish the purpose, audience, and goals of the handbook. - Review existing governance documents, bylaws, policies, strategic priorities, and current	Handbook project charter, proposed table of contents, and development timeline.

		onboarding materials. Determine what should be included in the handbook versus maintained as separate policies.	
August	Board Composition & Roles	- Draft sections addressing Board composition, elected/appointed positions, terms, qualifications, desired competencies, attendance expectations, vacancies, and trustee responsibilities. - Include a Board composition/skills matrix.	Draft: Board Composition & Trustee Expectations
September	Board Effectiveness	Draft the Board's governance philosophy, norms, code of conduct, expectations for preparation and participation, confidentiality, collective responsibility, and board/staff role distinctions.	Draft: Governance Principles, Norms & Code of Conduct
October	Recruitment & Selection	- Establish and document the recruitment, nomination, vetting, interview, selection, and appointment processes for non-elected trustees. - Include candidate criteria and standard interview procedures.	Draft: Recruitment, Selection & Appointment Procedures
November	Accountability & Compliance	Draft sections covering conflict of interest, required disclosures, ethics, confidentiality, legal responsibilities, annual Board self-evaluation, attendance, and accountability expectations.	Draft: Ethics, Compliance & Board Accountability
December	Bylaws, Policies & Governance	Cross-reference bylaws and key	Draft: Governance

	Structure	Board policies. Define Board authority, committee structures, advisory groups, meeting procedures, voting expectations, and decision-making protocols. Identify inconsistencies or policies requiring Board action.	Structure, Committees & Decision-Making
January	Leadership & Succession	- Define responsibilities of the Chair, Vice-Chair, Treasurer, Secretary, committee chairs, and other leadership positions. - Establish officer selection, terms, transitions, and succession expectations.	Draft: Board Leadership & Succession
February	Board Operations	Draft expectations for Board meetings, agenda development, meeting preparation, consent agendas, minutes, communication protocols, committee reporting, Board requests for information, and Board/staff communication.	Draft: Board Operations & Meeting Practices
March	Board Development & Learning	- Develop orientation and continuing education expectations. - Define the onboarding process, mentor/buddy structure, annual training expectations, professional development opportunities, and Board learning calendar.	Draft: Orientation & Board Development Program
April	Full Handbook Review	Assemble all sections into one draft. Conduct Governance Committee review for clarity, consistency, accessibility, and alignment with	Complete Board Governance Handbook – Draft 1

		bylaws and policies. • Obtain legal/policy review where necessary. • Gather feedback from Board members and organizational leadership.	
May	Finalize and prepare for implementation	• Incorporate feedback. Resolve inconsistencies between the handbook, bylaws, and policies. • Determine which provisions require formal Board action. • Present final handbook to the full Board for review and adoption/acceptance.	• Final Board Governance Handbook + Board approval
June	Launch & Continuous Improvement	• <i>Operationalize the handbook</i>	• <i>Introduce the handbook as part of annual Board transition and onboarding.</i> • <i>Establish where it will be housed, who maintains it, and how updates will be tracked.</i> • <i>Conduct Governance Committee reflection on the development process.</i>

Coversheet

Professional Governance Standards

Section:	III. Non-Action Items
Item:	D. Professional Governance Standards
Purpose:	Discuss
Submitted by:	
Related Material:	PGS-SchoolBoards_Brochure-2021-WEB.pdf

PUBLIC OVERSIGHT OF LOCAL GOVERNMENT IS THE FOUNDATION OF AMERICAN DEMOCRACY.

Nowhere is this more evident than in our public schools, where local boards of education are entrusted by their diverse communities to uphold the Constitution, protect the public interest in schools and ensure that a high quality education is provided to each student. To maximize the public's confidence in local government, our local boards must govern responsibly and effectively.

CSBA

PROFESSIONAL GOVERNANCE STANDARDS

for School Boards

3251 Beacon Boulevard
West Sacramento, CA 95691
800.266.3382 | FAX: 916.371.3407
www.csba.org

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THE CALIFORNIA SCHOOL BOARDS ASSOCIATION (CSBA), representing nearly 1,000 local school districts and county boards of education, recognizes there are certain fundamental principles involved in governing responsibly and effectively. These principles — or Professional Governance Standards — reflect consensus among hundreds of board members, superintendents and other educational leaders throughout the state.

These Professional Governance Standards describe the three components vital to effective school governance:

- 1 the attributes of an effective **individual trustee**,
- 2 the attributes of an effective governing **board**, and
- 3 the **specific jobs** the board performs in its governance role.

The intent of these standards is to enhance the public's understanding about the critical responsibilities of local boards and to support boards in their efforts to govern effectively.



1 THE INDIVIDUAL TRUSTEE

In California's public education system, a trustee is a person elected or appointed to serve on a school district or county board of education. Individual trustees bring unique skills, values and beliefs to their board. In order to govern effectively, individual trustees must work with each other and the superintendent to ensure that a high quality education is provided to each student.

TO BE EFFECTIVE, AN INDIVIDUAL TRUSTEE:

- » Keeps learning and achievement for *all* students as the primary focus.
- » Values, supports and advocates for public education.
- » Recognizes and respects differences of perspective and style on the board and among staff, students, parents and the community.
- » Acts with dignity, and understands the implications of demeanor and behavior.
- » Keeps confidential matters confidential.
- » Participates in professional development and commits the time and energy necessary to be an informed and effective leader.
- » Understands the distinctions between board and staff roles, and refrains from performing management functions that are the responsibility of the superintendent and staff.
- » Understands that authority rests with the board as a whole and not with individuals.

2 THE BOARD

School districts and county offices of education are governed by boards, not by individual trustees. While understanding their separate roles, the board and superintendent work together as a "governance team." This team assumes collective responsibility for building unity and creating a positive organizational culture in order to govern effectively.

TO OPERATE EFFECTIVELY, THE BOARD MUST HAVE A UNITY OF PURPOSE AND:

- » Keep the district focused on learning and achievement for all students.
- » Communicate a common vision.
- » Operate openly, with trust and integrity.
- » Govern in a dignified and professional manner, treating everyone with civility and respect.
- » Govern within board-adopted policies and procedures.
- » Take collective responsibility for the board's performance.
- » Periodically evaluate its own effectiveness.
- » Ensure opportunities for the diverse range of views in the community to inform board deliberations.

3 THE BOARD'S JOBS

The primary responsibilities of the board are to set a direction for the district, provide a structure by establishing policies, ensure accountability and provide community leadership on behalf of the district and public education. To fulfill these responsibilities, there are a number of specific jobs that effective boards must carry out.

EFFECTIVE BOARDS:

- » Involve the community, parents, students and staff in developing a common vision for the district focused on learning and achievement and responsive to the needs of all students.
- » Adopt, evaluate and update policies consistent with the law and the district's vision and goals.
- » Maintain accountability for student learning by adopting the district curriculum and monitoring student progress.
- » Hire and support the superintendent so that the vision, goals and policies of the district can be implemented.
- » Conduct regular and timely evaluations of the superintendent based on the vision, goals and performance of the district, and ensure that the superintendent holds district personnel accountable.
- » Adopt a fiscally responsible budget based on the district's vision and goals, and regularly monitor the fiscal health of the district.
- » Ensure that a safe and appropriate educational environment is provided to all students.
- » Establish a framework for the district's collective bargaining process and adopt responsible agreements.
- » Provide community leadership on educational issues and advocate on behalf of students and public education at the local, state and federal levels.

Coversheet

Charter School Governance & Oversight

Section:	III. Non-Action Items
Item:	E. Charter School Governance & Oversight
Purpose:	Discuss
Submitted by:	
Related Material:	201809CharterSchoolTFReport.pdf nUSD-governance-handbook-12-18-24.pdf 2026-Board-Governance-Calendar.pdf

Uncharted Waters

Recommendations for Prioritizing Student Achievement
and Effective Governance in California's Charter Schools



Uncharted Waters

Recommendations for Prioritizing Student Achievement
and Effective Governance in California's Charter Schools

Authors

Manuel Buenrostro, *Education Policy Analyst*

Carlos Machado, *Legislative Advocate*



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Contributors

Editor

Kimberly Sellery, *Managing Editor*

Content Review

Mike Ambrose, *Staff Attorney*

Vernon M. Billy, *CEO & Executive Director*

Aaron Davis, *Legislative Analyst*

Naomi Eason, *Assistant Executive Director, Member Services*

Troy Flint, *Senior Director, Communications*

Julie Maxwell-Jolly, *Senior Director, Policy and Programs*

Dennis Meyers, *Assistant Executive Director, Governmental Relations*

Elaine Yama-Garcia, *Associate General Counsel/Director, Human Resources*

Contributors

Chris Ungar, *Chair, Charter Schools Task Force*

Special thanks to former CSBA President Chris Ungar for his tireless work and contributions to this report.

Charter School Task Force

Chris Ungar, *Chair*
NSBA Director, San Luis Coastal USD

Greg Krikorian, *Delegate*
Region 23, Glendale USD

Peter Lara, *Delegate*
Region 12, Porterville USD

Josephine Lucey, *CSBA Past President*

Michael Matsuda, *Superintendent*
Region 15, Anaheim Union HSD

Patrice Marshall McKenzie, *Deputy Chief of Staff*
Region 21, Los Angeles USD

Mike McQuary, *Delegate*
Region 17, San Diego USD

Jesse Ortiz, *Superintendent*
Region 6, Yolo COE

Jane Smith, *Delegate*
Region 16, Yucaipa-Calimesa Joint USD

Emma Turner, *CSBA President-elect*
La Mesa-Spring Valley SD

Mike Walsh, *CSBA President*
Butte COE

Michael Watkins, *Superintendent*
Region 9, Santa Cruz COE

Anne White, *Delegate*
Region 7, Livermore Valley Joint USD

Darrel Woo, *Director*
Region 6, Sacramento City USD

Jill Wynns, *CSBA Past President*

Introduction

Throughout California, significant growth in the number of charter schools operating statewide—as well as a Charter Schools Act that is markedly outdated—has led to a number of governance challenges for school district and county boards of education. These challenges have grown in number and severity in recent years as overdue reforms and updates to the Act have proven to be elusive for state policymakers. In some cases, the only avenue available to resolve rising disputes has been through the courts, where expensive and time-consuming legal cases can lead to significant costs for local educational agencies (LEAs).

CSBA's work to improve California's charter school landscape for all students has led to legislative, legal, and other efforts on behalf of school boards and county boards of education. CSBA has lobbied for better charter school transparency for years and co-sponsored Assembly Bill 276 (2018) this session, which would have required charter school boards and charter management organizations to adhere to the Brown Act, California Public Records Act, the Political Reform Act of 1974, and Government Code 1090. CSBA and its Education Legal Alliance (ELA) have successfully challenged the practice of operating charter school resource centers outside of the geographic boundaries of the authorizing school district, successfully challenged the State Board of Education's process for approving statewide benefit charter schools, and are currently challenging the State Board's practice of approving charter school petitions that are materially different from the petition presented to the school district. CSBA continues to update its sample policies and other guidance to reflect best practices for reviewing charter school petitions and authorizer oversight of charter schools. Despite these successes and efforts, significant work remains to improve California's charter school landscape.

In May 2016, at the request of then-President Chris Ungar, CSBA created the Charter Schools Task Force to examine the persistent challenges that its members face with charter school authorization and oversight. Sixteen members were appointed to serve on the Task Force, including school district and county board members, superintendents, and staff from regions throughout the state. The group held its first meeting in July 2016 and continued its work through December 2017.

Over the course of six meetings, the Task Force heard from many voices with diverse viewpoints on charter school issues—from the local to the statewide level. The group began its work by examining charter school-related trends and research and reviewed key legal cases and legislative proposals. County board members shared county-specific challenges and ideas for improving charter school authorization and for building capacity at county offices of education. Task Force members also heard from social justice advocates on the issues of equity, access, and governance transparency. Deeper dives into oversight issues featured presentations by governing board members, district oversight staff, charter school staff, and administrators.

While these discussions highlighted the need for clearer standards for both authorizers and charter school operators, they also revealed many innovative, locally developed best practices that have helped lead to more effective authorizing and oversight.

This valuable input helped inform the Task Force while it carried out its responsibility to develop recommendations “to guide CSBA’s policy and advocacy work related to charter schools.”¹ The Task Force was also asked to identify “advocacy priorities and additional support, information, and training that is needed to better help governance teams in carrying out their responsibilities.”² Areas of particular focus included the petition review process, oversight responsibilities, and expanded flexibility for non-charter schools.

This report represents the culmination of the Task Force’s work and includes its final recommendations.

The California Landscape

Since passage of the Charter Schools Act in 1992, California has become the state with the most charter schools and the most students attending charter schools in the nation (it is also the state with the most schools and public school students). During the 2017–18 school year, 1,271 California charter schools served 628,849 students—roughly 10 percent of all K-12 public school students.³ Expansion has been dramatic, increasing by 595 schools and 380,210 students in 10 years, from the 2007–08 to 2017–18 school years.⁴

After more than 25 years of continued charter school growth, California now finds itself far removed from the original mission and vision of the Act, which was, in part, meant to improve student learning with an emphasis on those who are academically low achieving, and to help generate innovation to benefit students in all schools. California is now a state where only one in three charter schools produces student outcomes that are significantly better than those of the traditional public schools that those students would have otherwise attended.⁵ Moreover, rapid expansion has brought about examples of inequitable access to schools of choice, financial misconduct, and governance challenges.

Managing charter school growth remains a challenge for school districts and county offices of education as they adapt to meet their oversight responsibilities and account for changes in enrollment. Limited resources are a real threat to the ability of authorizers to build the needed oversight capacity. This is especially true in school districts that are dealing with charter schools for the first time. While there are charter schools in nearly every county (55 out of 58), only one in three districts has at least one charter within its boundaries. Moreover, the vast majority of school districts with charter schools (nearly 80 percent) oversee three or fewer charters. As a result, most California board members have limited and varying experience with charter schools.

As such, strategies for effective petition review and oversight, and the support that CSBA can provide to its members, should consider district size and capacity. It is clear that more accountability and a stronger emphasis on empowering local school district and county boards of education are essential to ensure that school quality and equitable access are a reality in all of our communities. Moreover, authorizers need more resources and stronger alignment between the expectations of local districts, county offices of education, and the State Board of Education to ensure that the system is coherent and responsive to community needs.

The Four Focus Areas

During Task Force meetings, the group discussed challenges and solutions surrounding four focus areas, and arrived at a vision for each of these four areas related to charter schools:

- 1) **Quality Expectations**
- 2) **Equitable Access and Equity**
- 3) **Governance and Transparency**
- 4) **Elevating and Replicating What Works in Public Education**

FOCUS AREA 1: Quality Expectations

All public schools must produce quality outcomes for all students, including those student groups prioritized under the Local Control Funding Formula (LCFF). Operating a public school with public funds is a responsibility not to be taken lightly and, as such, the public should expect all charters to benefit students and the broader educational landscape in a district or community. In order to support these quality expectations, authorizers need the tools, resources, and support to hold charters accountable for meeting student outcome goals during the petition review, ongoing oversight, and renewal processes.

Vision. All charter schools operating within California should produce outcomes for all student groups that they serve that are better than those of the public schools to which those students would have otherwise attended—or produce at least equal student outcomes in an innovative program that would otherwise not be available to students. Moreover, all students attending charter schools should be prepared to matriculate to the public school option of their choice after finishing their years at that school.

For example, students attending a middle school charter school should be able to enroll in any high school within the district without a disruption to their course sequence, and students graduating from a high school charter should have the same postsecondary options as all other high school graduates. Charter schools should also add value to the broader educational landscape by having systems in place to share what works with the district and other public schools.

FOCUS AREA 2: Equitable Access and Equity

All students should have equal access to a quality education, and any practices that create or spread inequity harm public education. Flexibility is not a blank check, but an opportunity to significantly improve services for specific student groups and ensure that no student is shortchanged.

Vision. All charter schools operating within California should serve a student population that reflects the diversity of the school district and community in which it operates. With this frame, all charters should make commitments to provide equitable access to all students that wish to attend that school (including economically disadvantaged students, English learners, special education students, homeless students, foster youth, and other student groups), and ensure that this commitment is reflected in practices intended to leave no student behind. These practices include those for enrollment, discipline, recruitment, transportation, and the availability of services that are of equal or greater quality to those services offered by the school district (including the provision of school meals). Charter schools should also display a clear and genuine commitment to the community by having accessible board meetings (in location, frequency, and transparency), maintaining a board composed of members that properly represent the community, staff that can engage with and relate to the community, and opportunities for parent and community feedback in the operations of the charter school.

FOCUS AREA 3: Governance and Transparency

All entities that operate with public funds must be transparent and held to high standards of governance. While there has been much debate about whether the Brown Act, the Public Records Act, the Political Reform Act, and Government Code 1090 apply to charter schools, the Task Force strongly believes that they do, and this must be cemented in *every* charter contract at the local level. If these laws apply to locally elected public school boards, then they must apply to charter schools and their boards that receive public funding, without exception.

Vision. All charter schools in California must operate with a high level of transparency in regard to their meetings, operations, finances, and decision-making process. Charter board meetings should be open, accessible to the public, and held at or near the school site—with meeting times, agendas, and minutes posted. Charter board members should also be accessible and publicly accountable for what happens in the charter school and disclose information (including financial disclosures) to ensure transparency. The finances of each charter school should be sound, meet quality accounting procedures, and be open to public scrutiny.

FOCUS AREA 4: Elevating and Replicating What Works in Public Education

Across California, district-operated (traditional public) schools are achieving great student outcomes and providing choice and innovative options to parents that are comparable to or better than what some charter schools provide. These examples of great public schools should be celebrated, and board members (as well as CSBA) should explore how districts can be supported to make these models more readily available to families and parents. Within this discussion, a conversation about district policies that allow for flexibility and innovation at the school site is prudent, as are ideas for any state legislation that can help districts in this endeavor. Another aspect of these conversations should be the clear decla-

ration that public schools need *partners*, not *competitors*. There is no reason why the best and most successful school models cannot be replicated and implemented in all school districts. Furthermore, the public should expect school leaders with an innovative program to try implementing that program within the district before attempting it through a charter school. Moreover, the full potential of public education will require full and fair funding for all public schools, which will allow for the most effective practices and school models to flourish in every district.

Vision. A strong system of public schools where a community school that offers choice, quality, and access is available to every student. Within this system, districts should have a process in place for sharing best practices from all public schools including charter schools, and charter schools should share their most innovative and successful strategies with all schools in the district. This system should encourage education leaders to work together toward the common goal of educational equity and ensure collaboration, not competition, is the norm. Within this system, charter schools should only exist when they can clearly show that their proposed model has not been implemented yet within the confines of the school district, and all potential school leaders see implementing the charter school's vision within the school district as the first and best choice to achieve success.

Recommendations

The recommendations developed by the Task Force cover each of the four focus areas. CSBA can:

1) **Collect and share model language, best practices, and sample commitments.**

These can be used by authorizer staff to develop checklists for use during the petition review, annual review, and renewal processes. Specifically, these can include sections on:

■ **Promoting quality student outcomes**, including:

- » Establishing student outcome goals that are expected of all newly authorized charter schools.
- » Conducting a yearly analysis of student outcomes disaggregated by all students and significant student groups, including outcomes in English Language Arts (ELA), mathematics, science, and other subjects; high school graduation and dropout rates; graduates meeting A-G requirements; and outcomes post-high school graduation (i.e. college enrollment and employment rates).
- » Defining what constitutes a “sound educational program” that authorizers can consider for adoption.

■ **Governance and transparency**, including establishing:

- » Charter board commitments, including considerations for meeting times, requirements for posting agendas, and requirements for the composition of the board.
- » Sound and transparent fiscal practice commitments, including on accounting procedures and financial reporting.

- » Governance commitments, including to abide by the Brown Act, the Public Records Act, the Political Reform Act, and Government Code 1090.
- » Local Control and Accountability Plan (LCAP) development and annual update commitments, including details on stakeholder engagement and the expected involvement of the district.

■ **Equitable access and equity**, including:

- » Establishing goals for student enrollment demographics that reflect those of the district or the community in which the school is located.
- » Providing services and programs critical to meeting the needs of all students that are of greater or equal quality to those provided by the school district, including transportation, staff quality and demographics, English learner student supports, special education (SPED) student supports, school meals, athletics and physical education options, college-level coursework, and others.
- » Establishing open and non-discriminatory enrollment, suspension, and expulsion processes and policies (and possible coordination with the district on any of these).
- » Developing inclusive decision-making processes, including ensuring that key stakeholders and communities are represented on the *appointed* charter school governing board, and that meeting times and locations are accessible and welcoming.
- » Conducting a yearly analysis of enrollment, suspension, and expulsion data by student group compared to the goals established in the petition process.

■ **Proactive corrective measures** that authorizers can take to provide better oversight of charter schools across all of the themes above. This can include expected notifications and timelines during the life of a charter and expected

yearly reports that can notify a charter school of its performance and potential for non-renewal or revocation based on its outcomes. This can also include automatic revocation triggers based on poor performance on certain measures.

2) **Highlight innovation and quality in district-operated schools.**

District, county, and state leadership is needed to send a clear signal that quality schools and choice is possible and is already happening within district-operated public schools. To support these efforts, we recommend supporting strategies for districts to communicate and promote the benefits, achievements, and options available to parents within local public schools. This includes the development of effective public awareness campaigns to educate the whole community (not just parents and guardians with students) about the benefits of local public schools and dispel myths.

3) **Support great public schools and innovation.**

In order to ensure that every student has access to a great public school, districts and county offices of education need support to find and share best practices, expand successful programs, and encourage innovation to provide more options for students. To provide this support, CSBA can:

- Develop district and county office of education policies and guidance that will allow for school success and innovation. This includes encouraging districts and county offices of education to review policies and procedures to incentivize and allow for additional innovations in their public schools.
- Advocate for state-level policies that increase flexibility and innovation in district schools in order to level the playing field.

- Collect and share examples of innovation and quality within public schools that district and county office of education leaders can learn from.
- Encourage discussions for school leaders to share best practices, reflect on potential gaps in district services, and explore services and school models that stakeholders might demand. These discussions can be through a panel, workshop, or seminar (venues can include an online webinar, the CSBA Annual Education Conference, or existing training opportunities).

4) **Create a CSBA-produced study on charter schools results.**

This analysis can focus on specific case studies; explain and define the difference between charter schools and traditional public schools for legislative advocacy purposes (i.e. focusing on the realities of “what we have to do that charter schools do not”); and evaluate the quality of charter schools that are authorized by county boards of education or the State Board of Education on appeal, versus those that are authorized directly by local school and county boards.

5) **Ensure that all board members have access to guidance, training, and other support regarding their responsibilities as charter authorizers.**

CSBA will continue to update its board policies, administrative regulations, and publications (including briefs, fact sheets, and the *Charter Schools Guide*) to provide guidance and updated information to governance teams about their roles and responsibilities as charter school authorizers. In addition, CSBA will continue to bring forth opportunities for board members to explore issues related to charter schools during its Annual Education Conference and will explore additional options to engage board members on their responsibilities, which might include virtual learning opportunities.

Legislative Priorities

The Task Force is charged with developing recommendations to help guide CSBA's policy and advocacy work related to charter schools and recommends CSBA prioritize changes to the law that help promote transparency, improve decision-making, and preserve local control.

Improve charter school governance and transparency by requiring charter governing boards to comply with the Brown Act, Public Records Act, Political Reform Act, and state conflict-of-interest statutes. Charter schools are, fundamentally, public school entities that spend billions of dollars in taxpayer funds and impact hundreds of thousands of school-aged children. Their boards must adhere to the same statutory requirements as locally elected school board members to uphold the public trust and ensure that the public education resources are used appropriately. This includes ensuring that charter board members do not profit from their positions.

This recommendation will protect funding for public education by applying to charter schools the requirements that have proven to be effective in minimizing conflicts of interest in traditional public schools. Transactions between charter school board members and their schools would be prohibited, with limited exceptions, and charter school board members could not attempt to influence a decision in which they have a financial interest.

Considering the billions of dollars in Proposition 98 funds that are spent annually by charter schools and the organizations that manage them, it is only prudent that they comply with an already agreed-upon level of transparency to their students, parents, employees, and authorizers.

Prohibit changes to the charter petition on appeal. State law should be changed to require material changes to the original petition on appeal to be considered first by the authorizing school district. In some cases, substantive changes are made to a petition after it has been denied, but before it is heard on appeal. In many cases, these petitions are significantly different than the one denied locally.

To preserve local accountability, the revised petition should instead be considered first by the school board. This change would help reduce the number of appeals to county boards of education and to the State Board of Education.

Appeals also hurt a school district's efforts to demand quality and commitment to equity at their charter schools. The high expectations that an authorizer demands of its charter schools are undermined when a modified petition is approved by an appellate body without regard for the concerns of the community that those demands were meant to address. These actions not only weaken local charter school authorizing, but also impact all charter schools that have committed to meeting the highest expectations.

Provide districts with more time to act on a petition. By requiring a governing board to decide on a petition within 60 days of its receipt, current state law limits the authorizer's ability to give the petition the thorough review it deserves to ensure that the proposed educational plan will adequately serve students.

These short deadlines place a heavier burden on smaller and rural districts whose staff split their time on authorizing and oversight activities with other duties, and on districts that must act on multiple petitions simultaneously to meet the statutory requirement.

Require petitions to demonstrate why their proposed model cannot be accomplished within the school district structure. While "a sound educational program" is important for any quality school, the bar should be set higher when public school dollars

are entrusted to another school operator. Charter school petitions should clearly demonstrate why implementing a program through a charter school model would be more successful than operating within the existing district structure.

School districts need partners in equity, not competitors. The starting point for all school leaders should be to work with the district to implement new or innovative educational programs within a district school. If it is determined through this process that implementing a charter school would lead to better services and outcomes for students, then the proposed charter school will benefit from the stronger rationale and support from the community and the board.

Seek flexibility for school districts to innovate. With additional flexibility, districts can do more to better serve students. District-operated schools should have the same opportunity to benefit from the freedom to innovate in curriculum, purchasing, business operations, and other areas. Previously in this report, the Task Force cited the need for charter schools to identify and share innovative practices. In order to fully realize the Act's promise of innovation, the Legislative Analyst's Office should compile and report on innovations that can benefit all schools.

Evaluating charter school impact on districts. A district governing board must be able to consider the potential enrollment and fiscal impact of a charter school on the district and the students it serves. For example, existing law authorizes broad discretion to county boards of education, which for countywide charter schools may consider factors beyond those identified in existing law to deny a petition if it finds they justify the denial of the petition (See Education Code 47605.6 (b)(7)).

CSBA supported Senate Bill 329 (2015) and SB 1362 (2018), which would have authorized consideration of the charter school's impact on the district to the list of specific findings sufficient to authorize the school district's governing board to deny a petition.

Collect and make available reliable statewide data on charter schools. As charter schools continue to grow in California and state-wide leaders consider updates to the charter school law, the need for more reliable and specific data on charter schools is critical. There is currently no reliable data on the number of petitions, denials, appeals, closures, and renewals/non-renewals in the state. Moreover, when looking at data for individual schools, it is not easy to identify which charter schools have been granted authorization on appeal by the county office of education or the State Board. This information would allow state and local education leaders to make better-informed decisions on current and proposed policies related to charter schools. A system for the collection and dissemination of innovative practices would also permit students at other schools to benefit from innovative practices.

Strengthen requirements for charter resource centers and limit out-of-district charters. Clear statutory guidance is needed to ensure the appropriate siting, location, and use of resource centers, meeting spaces, and charter school satellite facilities. Out-of-district charters and their facilities continue to be a major issue in some parts of the state. CSBA should also continue to pursue changes to state law that limit instances when a charter school can be authorized to operate outside of its district's boundaries.

Fully fund oversight activities. Statutorily set oversight fees need to be adjusted to ensure oversight duties are adequately funded. Current law authorizes a chartering authority to charge a charter school for oversight costs, not to exceed 1 percent of revenue for the charter school. If the authorizer provides the charter school with substantial rent-free facilities, it may charge up to 3 percent. However, the actual oversight costs can vary depending on several factors, including the number and location of the charters in the district and the complexity of the oversight issues. Furthermore, as school funding continues to fall behind rising education costs, greater strain is placed on tightening school budgets.

CSBA Resources

CSBA Webpage on Charter Schools. Includes briefs and other resources related to charter schools, available at www.csba.org/GovernanceAndPolicyResources/EffectiveGovernance/CharterSchools. These resources include:

- **Charter Schools in Focus: Ensuring Effective Oversight** (October 2017). This brief focuses on effective monitoring practices that can help authorizers ensure that their charter schools are meeting the goals and obligations agreed upon through the charter petition process.
- **Charter Schools in Focus: Managing the Petition Review Process** (November 2016). This brief focuses on steps and strategies for governing boards to consider upon receiving a charter petition.
- **Charter Schools: A Guide for Governance Teams** (February 2016). CSBA's nuts-and-bolts explanation of charter law and regulations to help school boards and county boards of education negotiate charter petitions, renewals, facility requests, and other topics related to charter school oversight.
- **Education Insights: Legal Update Webcast, Season 3, Ep. 3** (March 2016). This webcast focuses on charter schools and board member responsibilities. Watch as legal and policy experts discuss each governing board's oversight responsibilities and other issues such as facility requests and the petition and appeals process.

- **Gamut Online.** Subscribers to CSBA's policy services have access to the following charter school-specific sample policies and regulations for school districts:

- » BP/AR 0420.4 - Charter School Authorization
- » BP/E 0420.41 - Charter School Oversight
- » BP 0420.42 - Charter School Renewal
- » BP 0420.43 - Charter School Revocation
- » BP/AR 7160 - Charter School Facilities

Appendix A

Additional Questions to Explore

The following, more-specific questions were discussed during the meetings and remain of importance to CSBA. Although aspects of these questions might have already been explored in this report, they are included here for further reflection.

- **Facilities and Property.** What improvements are needed with the Proposition 39 facilities requirements? What additional flexibility do governing boards need in accommodating facility requests? Should state law be clarified regarding the disposition of real property purchased or improved with state funds after the charter school has ceased its operations?
- **Liabilities.** Do authorizers, districts, and county offices of education require greater protection from the outstanding debts and liabilities of a charter school that ceases to operate? What statutory and regulatory changes are needed to ensure charter schools plan for the full payment of expenses that outlive the life of the school, including costs related to pension and employee benefits? LEAs and their students must not bear the burden of costs that they did not incur.
- **Special Education.** How well are charter special education local plan areas (SELPAs) meeting the needs of students with special needs? Is this service model efficient and effective? What impact do these SELPAs have on the students with special needs in the district where the charter is located?

- **Petition Signatures.** Should a percentage of signatures from teachers or parents within the district's boundaries be required to create a new charter or convert an existing school?
- **WASC Accreditation.** Should charter high schools be required to obtain accreditation as a condition of approval and/or renewal?
- **Charter Governing Board Training.** Should charter school boards receive training from CSBA in order to facilitate better governance meetings?
- **Evaluation of Private Donations and Sponsorship.**
How should authorizers evaluate private donations and sponsorship when determining the long-term viability of a proposed charter school or of a charter school being considered for renewal? How should donations be reported to authorizers in a way that clearly distinguishes between core funding (per-pupil funding) and funding that might be for a set period of time?

Endnotes

- 1 CSBA Charter Schools Task Force Protocol, approved and ratified May 2016.
- 2 Task Force Protocol.
- 3 California Department of Education, Dataquest. 2017-18 Enrollment in California Public Schools by Ethnic Designation. Retrieved on June 12, 2018 from <https://bit.ly/2Pz4RY7>
- 4 California Department of Education, Dataquest. 2007-08 Enrollment in California Public Schools by Ethnic Designation. Retrieved on October 17, 2017 from <https://bit.ly/2MtDe4x>
- 5 Center for Research on Education Outcomes (CREDO). (2014). Charter School Performance in California. Retrieved from <https://stanford.io/2PyGQjJ>



Governance Handbook

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Revised March 1, 2016
Revised March 3, 2020
Revised October 10, 2021
Revised August 8, 2023
Revised December 18, 2024

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***Never doubt that a small group of thoughtful
committed people can change the world.
Indeed it is the only thing that ever has.***

-Margaret Mead

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NUSD Mission

Engage, inspire and empower all students, in a rapidly changing world, to realize their life goals.

Vision

Novato Unified School District will provide an innovative and personalized learning experience for every student in a caring and supportive environment to develop the knowledge and skills necessary to be successful and productive citizens.

District Motto

Engage. Inspire. Empower.

Core Values and Behaviors

NUSD Values	Behaviors
Innovation	• Set high standards • Reach beyond limits • Strive toward academic excellence • Encourage new visions • Think without boundaries • Dare to build and travel new paths • Dare to ask how and why • Surpass the sum of what you are taught • Stretch beyond what you are told or observe
Equity	• Honor and appreciate differences • Value other cultures • Meet individual goals, and help others achieve their goals • Dedicate ourselves to lifelong learning in service of others • Devote ourselves to excellence for all
Caring	• Communicate honestly, openly, and consistently • Do as you say; say as you do • Model behaviors that inspire trust in others
Inclusion	• Listen to understand • Celebrate self-expression
Collaboration	• Serve through collaboration and teamwork • Challenge ourselves and others to achieve

Definitions

Universal Goal

What we want to be true for each and every student in the Novato Unified School District.

All students will demonstrate proficiency in the academic and social skills identified in the Graduate Profile, which includes meeting the UC/CSU entrance requirements upon graduation so that they are prepared for and successful in college and career.

Equity Imperative

We know that some students have better access and opportunity to meet the Graduate Profile than others and there are major differences in access based on multiple factors such as race and ethnicity, socio-economic status, one's primary language, and special needs. With this in mind we are committed to giving each student the support and resources they need, recognizing that some students may need more or less support as they are each situated differently to our goal.

Our equity imperative is to eliminate the predictability of success and failure to meet the Graduate Profile that currently correlates with race, ethnicity and other factors mentioned above by targeting specific improvement strategies to our students who are farthest away from being able to achieve our universal goal.

Culture

Culture is the positive or negative atmosphere created by the way people in an organization treat each other. Teams have unwritten, (implicit), or written, (explicit), agreements about how they will behave with each other and others. These behavioral ground rules, often called norms, enable teams to build and maintain a positive culture or shift a negative one.

Roles

Effective governance teams value and respect their essential roles, reach mutual agreement on the roles of the board and superintendent and strive to operate within them.

Structure and Process

Effective governance teams discuss and agree on the formal structures and processes used by the board and superintendent in their functioning as a team (e.g., agenda structure, visiting schools, handling complaints or concerns from the community, bringing up a new idea); how boards operate.

National School Boards Association's Definition: Equality vs Equity

Equality in education is achieved when students are all treated the same and have access to similar resources.

Equity is achieved when all students receive the resources they need so they graduate prepared for success after high school.

Definition and Role of Public Education

1. Prepare students for college and the workforce including preparing them for jobs that may not yet even exist due to rapidly changing technology.
2. Enforce education law and regulation for elementary and second school programs, and child care programs.
3. Provide quality education for all students from early childhood to adulthood to prepare to live, work, and thrive in a highly connected world.

Role and Definition of California Department of Education and what School Districts are Accountable for:

1. Student achievement for all groups
2. Build capacity for student to achieve standards
3. Improve systems of support for teachers to instill excellence in each classroom
4. Provide effective use of technology
5. Increase efficiency in record keeping and financial management
6. Provide referrals and resources for physical, emotional, and intellectual support for students to succeed.
7. Provide effective communication between school and home.
8. Advocate for resources to ensure student success for all students.

Effective Governance*

Governance – A Definition

School district governance is the act of transforming the needs, wishes and desires of the community into policies that direct the community's schools.

As the governance team fulfills responsibilities in the areas of setting direction, human resources, policies, student learning and achievement, finance, judicial appeals, collective bargaining, and community relations and advocacy, the way in which governance team members perform the governance role is critical.

Whether in the boardroom, online or on social media, out in the community or at home, board members are always trustees for the district. The integrity of the school district's educational program is dependent upon the responsible and professional manner in which each board member, and the board collectively, fulfills governance roles and responsibilities with the superintendent. The demeanor of governance team members sends an important message to the public.

Utilizing effective governance techniques, private citizens, once elected to school boards, work with the superintendent to keep all district efforts focused on student learning. Effective governance tenets encompass the basic characteristics and behaviors that enable governance team members to effectively create a climate for excellence in a school district.

The community elects school board members to set and monitor the direction of the school district, but the district superintendent will translate all efforts into action. It is therefore vital that the board and superintendent have a respectful and productive working relationship based on trust and open communications.

Working as a group, board members and the superintendent leverage the efforts of the professional staff by setting a direction for the district reflective of the community's wishes for its students, by creating a supportive framework for action in the district, by holding the system accountable through mutually agreed upon mechanisms, by providing support to students and staff through behaviors and actions, and by demonstrating community leadership on behalf of students, district schools and public education. When this is done effectively, the chances of a climate for excellence being created in which students thrive increases dramatically.

*Created with guidance from the California School Boards Association

Working as an Effective Team

To effectively focus all district efforts on student learning and achievement for all students, a governance team needs to have a unity of purpose, a mutual understanding of roles, positive working relationships and supportive structures and processes. One of the chief ways a governance team can strengthen or maintain its effectiveness is to periodically assess its own performance in these areas.

Working Agreements

- Respect each other's input
- Contribute with positive intent
- Take responsibility
- Be accountable
- Practice open and honest dialogue
- And above all: Focus on students' best interest!

The NUSD governance team's agreements on culture include statements on How We Want to be Perceived. These statements will provide guidance for the way governance team members will behave with others and themselves.

Governance Roles

Effective teams value and respect their essential roles, reach mutual agreement on the roles of the board and superintendent, and are committed to operate within them.

There are important distinctions to be made between the board's role and that of the superintendent and staff. The board and superintendent team together to ensure our district has effective leadership. Just as board members should govern and not manage a school district, a superintendent should not administer a district in isolation from the representatives whom the public has entrusted with the schools. School board "trustees" are the representatives of the people, elected to ensure all of our community schools educate the students in accordance with the wishes of our community.

Board members have collective, not individual authority. Authority to make decisions is only granted to the board as a whole. The full board gives direction to the superintendent, most commonly at board meetings. Individual board members do not have the authority to direct the superintendent or staff, unless otherwise agreed to by the board and superintendent.

The role of the school board is not to run the schools, but to see that the schools are well run.

Defining Roles and Responsibilities

The board sets the tone for the entire district. Through its actions and behavior, the board will establish a climate in which learning is valued, professional growth is enhanced, and the most important goals are student success and making a difference for the community.

1. Set the Direction for the Community's Schools

- Setting the direction involves adopting policies that establish the vision and mission of the district. It requires that trustees are strategic in their thinking and focused on the future learning needs of their entire community. Trustees must be aware of the broad and diverse community values and needs across the district.

2. Establish the Structure

- Trustees set a positive climate for collective bargaining and dispute resolution and model principled negotiations.
- Trustees make budget allocations in order to achieve the mission, goals, and educational priorities of the district.
- Trustees establish the direction of the curriculum, approve course outlines, and adopt textbooks.

3. Provide Support

- Trustees are an essential link to the community and will govern on behalf of the public.

- Trustees both represent the community to the district and advocate for the entire district in the community.
- Trustees model a positive work environment through interactions as a board and as individual Trustees.
- Trustees model open, straightforward, and tactful communication in order to build trust at all times.

4. Ensure Accountability

- The board establishes the criteria and indicators used to monitor progress on and adherence to policies and goals prior to the actual monitoring, so that the superintendent and the staff know what is expected of them.
- The board establishes the criteria and indicators used to monitor student achievement prior to the actual monitoring, so that the superintendent and the staff know what is expected of them.
- The board adopts a budget that provides stability and effective use of funds.
- The board promotes a safe and appropriate educational environment is provided to all students and staff by maintaining the district's assets and facilities.
- The board selects, evaluates, and works with the superintendent. The board will establish clear parameters and expectations for the superintendent's performance and evaluation.

5. Demonstrate Leadership

- Trustees provide positive leadership when they focus on futuristic visions for the district, model integrity and ethical behavior, support risk taking, and positively challenge the superintendent and staff to strive for excellence.
- Trustees provide clear information about the fiscal condition of the district.
- Trustees provide guidance to the community about the district's policies and procedures such as parental rights, the uniform complaint policy, and specialized programs.
- Trustees advocate for students, district programs and public education to the community, local, state, and national leaders.

6. National School Boards Association's Definition: Equality vs Equity

- Equality in education is achieved when students are all treated the same and have access to similar resources.
- Equity is achieved when all students receive the resources they need so they graduate prepared for success after high school.
- Equity in education addresses the following:
 1. Achievement gap by race, ethnicity, and family income
 2. On time graduation rates among all student groups
 3. The percent of high school students taking Algebra II
 4. The percent of high school course offerings of high level science and math that represent inclusion of all student groups
 5. The percent of students receiving out of school suspensions

6. The disproportionate percent of students of color being suspended

- Areas of focus: Promote equity of student engagement in academic, co-curricular, and athletics by:
 1. Closing the opportunity gap
 2. Closing the achievement gap
 3. Closing the access gap
 4. Ensuring mental health support
 5. Ensure a safe learning environment.

Understanding Roles & Responsibilities*



Five Responsibilities of the BOARD



5-Demonstrate Community Leadership Throughout

1-Set The Direction



*From the California School Boards Association

Board of Trustees - Protocols & Procedures

1. What is the purpose?

- Understanding of acceptable behavior by individual trustees
- Protocols provide a way to respond; invites dialogue
- Guide on how to proceed; use to work within a framework; to respond within appropriate behavior
- Agreed upon behaviors; honor Team agreements
- Breaking agreements hurts the team and the district
- Provide consistency

2. Protocols - Community

- If you anticipate there may be a quorum, notify the board president or superintendent if attending a community meeting
- Be clear to the community if attending a meeting that you are not representing the board
- Share pertinent information at board meetings
- School site visits: Superintendent will invite trustees to attend school visits. Trustees will notify superintendent of their scheduled school visits.

3. Protocols - Staff

- Notify the board president/superintendent if invited to a Staff meeting
- Be clear that if attending a Staff meeting, that while you are a trustee, you are not representing the board and don't speak for the District
- Ask questions of the author of the board report to clarify issues prior to the board meeting
- Staff needs to provide ample time for the Board to review agenda items, prior to final decision being made

4. Protocols - Self

- Assume positive intent
- Clarify comments to ensure mutual understanding
- Clarify issues with the individual, so that they are resolved in a timely manner
- Agree to respect the decision and move on together (respectfully agree to disagree and move on)
- Take the time necessary to become knowledgeable about the work of the district
- Seek to be informed by asking timely and substantive questions
- Attend local school events, educational conferences, countywide workshops and training sessions.
- Network with community leaders and trustees from other districts
- Ensure ample time to review agenda items, prior to a final decision being made

Governance Protocols

Structure and process agreements about how the Governance Team operates and conducts business

Procedure	Agreement/ Written Protocol
1. Individual board member requests for information	The intention of the protocol is to keep the superintendent informed of requests for information; to encourage efficient and effective flow of information; and to ensure that information requests are relevant to the mission of the district. - Trustees are encouraged to directly ask questions of district office staff. - A trustee will ask the superintendent for assistance when additional information is needed. - The staff being asked should be prepared to provide available and relevant information. - Staff will notify the superintendent and the trustee if a question or request is overly time-consuming. Superintendent will discuss this with the individual trustee. - All safety issues are immediately directed to the principal and superintendent. - Individual relevant questions and responses will be distributed among all trustees. - If question is from a trustee/parent, the question is between the school and the trustee/parent. (refer to 3 below) - Trustees will attempt (in so far as possible) to let the superintendent or staff know when requests for information will be made in a public forum so the staff can be prepared to provide a thorough response.
2. Individual board member requests for action	- When an individual trustee requests an action, they will present that information to the superintendent/board president to determine the appropriate next steps. - The trustee may request that an issue or action be placed on the board agenda.

Procedure	Agreement/ Written Protocol
3. Board members dealing with staff about their students	a. When a situation arises with a school board member's student that requires parental attention, the board member will use their best judgment on a case-by-case basis to determine how to work through the situation with site or district staff. Board members will start at the most appropriate level in attempting to find a solution to the situation, and will honor district lines of authority and chains of command. In some situations, the board member may decide to confer with the superintendent to determine the best or most sensitive way to approach a situation.
4. Use of district committees. All groups listed make recommendations to the Board 1. Board only Committee a. Golden Bell Committee b. Joint Legislative Advisory Committee c. Efficiency & Effectiveness Collaborative (E2) d. Marin County School Boards Association e. North Marin Council PTA f. Safe Routes to Schools g. School Fuel 2. Board appointed Committees a. Parcel Tax Oversight Committee b. Independent Citizen's Bond Oversight Committee c. Educator Workforce Housing Committee 3. District appointed Committees a. District Advisory Committee	Attendance, participation, and reporting out at board meetings are the responsibility of individual board members. (BB 9130) 1. Board only committees are community-wide committees not appointed by Trustees or the district, but require Trustee representation. North Marin Council PTA and School Fuel are not voting members. All other committees may require a voting member. 2. Board appointed committees are appointed by NUSD Trustees and the committees must follow the Brown Act meeting guidelines. Trustees are non-voting members. (President makes trustee appointment.) 3. Superintendent committees are either required by state or federal guidelines and/or deemed necessary for district operations.

Procedure	Agreement/ Written Protocol
b. District Budget Advisory Committee c. District English Language Acquisition Committee d. District Special Education Advisory Committee e. Health Benefits Committee	Trustees are non-voting members. (President makes trustee appointment)
5. Board/superintendent communications	a. The superintendent will prepare the weekly written communication. b. Superintendent will be available to meet as needed with individual trustees. c. Superintendent will respond in a timely manner to board members' emails.
6. Response to emails or other communications sent to all board members	a. All emails or other written communications received by all board members about school district business or situations will be handled by the superintendent and/or board president. The superintendent or board president will follow up with all members of the board so they are aware of the status of the situation. (BB 9012)
7. Social media	a. It is each trustee's right to use social media; however, they must clearly distinguish between their personal opinion and a board position. (BB 9012)
8. Handling complaints from the community	a. Compliance with policy (BP 1312.1, 1312.2, 1312.3, 1312.4) b. Uniform Complaint Policy required by law c. Listen carefully. Clarify comments to ensure mutual understanding. Explain that as individuals, board members do not have authority to fix the problem. Direct the person to the appropriate staff member in the district that will be able to help them solve their concern (teacher, principal, then superintendent). Make them aware of the Uniform Complaint Policy. As representatives of the public, invite the person with the concern to ultimately get back to you if the issue is not resolved.
9. Handling complaints from the staff	a. Compliance with policy (BP 1312.1)

Procedure	Agreement/ Written Protocol
10. Welcome new board members to the team	a. New board members should feel welcomed, and have opportunities to get to know other members of the governance team. They will be provided educational support and training from the governance team, district staff and outside sources. New board members should learn about the district and understand the district's vision, purpose and culture. The board president, vice president, or designee will provide support as new board members become familiar with governance team operations, roles and responsibilities. The superintendent and each department will meet with each new board member to answer any questions and familiarize him/her with district operations. (BB 9230)
11. Board Subcommittee	a. A board subcommittee is an ad hoc advisory committee with no decision-making authority. The subcommittee will be comprised of three (3) members of the School Board, which is less than a quorum. A subcommittee will be formed when needed and dissolved when the work is done.

The Role of the Board President – BB 9121

The role of the board president is very important to the effectiveness of the board, the superintendent/board relationship, and the organization. Careful thought must be given to the selection process for and expectations of the position. The board president is the leader of the board and facilitator of board process.

Responsibilities

The board president, as all trustees, has no legal authority as an individual other than that delegated by the trustees. He or she is a member of the board team, but has greater responsibility to create a positive climate, lead the board, and work closely with the superintendent.

1. Develops the board team

Trustees who work together well contribute to the effectiveness of their board.

The board president:

- Builds a sense of team
- Assists in having trustees work together
- Ensures respectful and ongoing communication among trustees
- Assists in helping trustees understand their roles and responsibilities
- Applies conflict resolutions skills to prevent discord that can hurt the organization
- Works directly with individuals who are being disruptive or do not work as a unit (refer to Board Policy 9271 p. 5 of 6 Procedures for Violation of the code of Ethics Policy)
- Reminds trustees of legal, ethical, and appropriate behavior
- Orients new trustees on procedures and responsibilities
- Encourages all board members to participate in development activities
- Ensures the board engages in regular self-evaluation and uses the results of the evaluation to improve effectiveness (BB 9400)
- Assigns the clerk/vice president or designee to lead or serve in their absence.

2. Represents the board and district

The board president often acts as the lead spokesperson for the board. They must be knowledgeable about the district, board policy, and external issues and trends.

The board president:

- Communicates board decisions and district actions
- Is knowledgeable of key district goals, strategies, and initiatives
- Advocates for district issues with locally-elected officials, community, state, and national governments
- Is articulate, informed, and willing to represent the board's actions, not personal views
- Performs ceremonial duties, such as community events, graduations, fundraisers, speaking in the community

- Has excellent public relations skills and is comfortable dealing with the media
- Communicates with the media in writing once all trustees have thoroughly reviewed the document

3. Works closely with the Superintendent

The board president is a major support and counsel to the superintendent. They communicate regularly with the superintendent and shares information on behalf of the board.

The board president:

Fosters an environment of communication

- Promotes a culture of “no surprises”
- Shares responsibility with the superintendent to make contact with trustees
- Prepares the board agenda with the superintendent and vice president, and on Board meeting nights, schedules a guest Trustee to attend the agenda planning session
- Makes committee assignments
- Ensures the superintendent is regularly evaluated and facilitates the process which ensures trustee input

4. Presides over board meetings

The board president presides over the board meetings.

The board president:

- Ensures that discussion and decision-making are orderly, deliberate, and appropriate
- Seeks balance between facilitating open exploration of diverse opinions
- Runs the meeting efficiently
- Seeks to reach closure on issues
- Handles disorderly audience conduct
- Has knowledge of the Brown Act
- Has knowledge of parliamentary procedure
- Sets the meeting agenda with the superintendent
- Is familiar with all agenda items

5. Other Board President Responsibilities

- Encourages trustees to stick to policy making, and avoid administrative-type actions
- Supports the district’s mission, vision and goals

The beneficiaries of a well-functioning board are students, citizens, and employees.

The Role of the Vice President/Clerk – BB 9123

1. Reports closed session items at a public meeting in accordance with the law.
2. Presides in the absence of the president. In the event that the office of the president becomes vacant, the vice president assumes the president's duties.
3. Signs all necessary documents.
4. Certifies or attests to actions taken by the board when required.
5. Attends agenda planning meetings with board president and superintendent.
6. Assists the president in providing leadership to the Board of Trustees.

Role of Student Board Members – BB 9150

1. Understand the Brown Act.
2. Focus on the Governance Handbook guidelines.
3. Ensure effective communication.
4. Use social media appropriately.
5. Know education policy and how LCAP and LCFF funding works
6. Learn presentation skills to represent the full student population
7. Learn how to give broader perspective and share broad based opinions for all students in the school as a liaison between the school and district.
8. Survey students through broad-based data collection and present data representing the full student body.
9. Student Board member positions shall be filled by a vote of students enrolled in the high school(s) in accordance with procedures prescribed by the Board.
(Education Code 35012)

The Role of the Superintendent

The overarching role of the superintendent is to lead the district in the direction set by the board. There are several areas of focus for the superintendent. These include:

1. Educational Programs and Services

- Administers the delivery of high quality programs
- Seeks board approval of curriculum
- Ensures student progress and achievement
- Ensures standards based instruction
- Ensures accountability
- Carries out the vision with ongoing dialogue and accountability
- Annual performance measures are completed for district, state and federal mandated assessments

2. Strengthening Relationships

- Maintains ongoing communication by providing trustees with pertinent information and no surprises
- Provides information to ensure trustees have enough information to come to a decision
- Provides information and counsel to the board
- Communicates with trustees – up-to-date/hot buttons/heads up
- Prepares agendas with the board president and vice president (with input from the board); coordinates meeting details
- Provides clarification of agenda action items
- Provides advance notice and public information on meetings
- Serves as board secretary

3. Organizational leadership

- Leads and administers the district
- Implements board policy
- Creates a positive climate
- Articulates future trends, needs, and opportunities
- Ensures alignment of all district plans
- Informs trustees on progress toward accomplished goals
- Is an active community leader, and participates in county, state, and national conferences
- Serves as chief executive officer

4. Fiscal Management

- Ensures legal, ethical, and prudent management of resources
- Presents clear and informative budget reports
- Ensures a budget development process
- Seeks board approval for the adopted budget, 1st interim and second interim and budget revisions

- Develops long range financial plans
- Monitors financial adherence
- Ensures accurate information is shared with trustees regarding parcel tax and bond
- Supports school foundations and fundraising

5. Human Resources

- Ensures fair and legal hiring practices
- Implements personnel practices
- Ensures grievance procedures are followed
- Provides timely information to trustees
- Engages in positive bargaining practices
- Informs trustees of contract proposals
- Ensures the employee evaluation process is completed

6. Community Relations

- Ensures district programs align with community needs
- Advocates for the district
- Maintains links with business, government and community leaders
- Ensures responsiveness to the community
- Participates in community events
- Keeps trustees informed of issues that may result in media coverage

7. Legislative Relations

- Stays up to date on policy, issues, and trends
- Keeps trustees informed on the impact of legislation
- Makes key contacts with legislators
- Provides opportunities for trustee advocacy

8. Legal Management

- Informs trustees about major laws and regulations
- Ensures procedures comply with law
- Monitors compliance
- Recommends appropriate legal counsel
- Informs trustees of legal action and lawsuits
- Ensures appropriate liability insurance

Trustee/Cabinet Relations and Protocols

1. Roles - What and How

- Mutual Expectations
 1. Board sets policy and direction; staff implements and executes
 2. Overlapping responsibilities (what and how) will be discussed with board and Cabinet/Admin jointly to determine how to proceed
 3. Staff provides comprehensive plans and clear recommendations for board consideration in a timely manner
- Board/Staff Leadership
 1. Develop a timeline and calendar that include board discussion items

2. Teamwork and Communications

- Board and Staff
 1. Agreement to ask each other clarifying questions goes in both directions
 2. Give and receive with positive intent
 3. Create opportunities to have more informal interaction

Superintendent's Evaluation

The Governance Team discussed the key elements in the superintendent evaluation.

1. The superintendent's priorities are aligned with district goals
2. The priorities are measurable, qualitative, and realistic
3. There is available data to use for measurement
4. The evaluation process is linked to the superintendent Governance Standards
5. The evaluation is based on a multiyear perspective with specific focus areas highlighted annually (e.g. enrollment; financial enhancement / grants; student achievement).

Code of Ethics

Board Responsibility to Community

The Board of Education recognizes that trusteeship brings with it certain responsibilities and expectations. The community expects its leaders and representatives to uphold high standards in the performance of their duties.

Specifically, BP 9271 will address the Board's legal responsibilities and trustee conduct and behavior.

By adopting this policy, the Board expresses its intention that each member will hold him/herself to the highest standard of ethical conduct.

Trustee Conduct/Behavior

1. Student/Education Focus

In all actions, a trustee's first commitment is to the education and well-being of our youth.

As a trustee I will:

1. Protect the interests of students in every decision and assure the opportunity for a high quality education for every student.
2. Maintain consistent and vigilant oversight of the district as policy setting board with emphasis on instructional quality, operational efficiency, and fiscal stability.

2. Represent Common Good

Trusteeship is an expression of civic leadership and citizenship.

As a trustee I recognize that:

1. The Board derives its authority from and is accountable to the community as a whole.
2. The Board's primary responsibility is to govern the district with awareness at all times of the needs of all students.
3. I am responsible to all residents of the district and not solely to those who elected me; not solely to any organization to which I may belong, or which may have supported my election.

3. Board as a Unit

A basic principle of effective trusteeship is the recognition that governing authority rests with the entire Board, not with any individual trustee.

As a trustee I recognize that:

1. As an individual trustee I have no legal authority to direct staff, determine programs and procedures, or represent the district.
2. The Board's voice is expressed through the policies and actions it takes in its official meetings. Once the Board has decided a policy or position, I must be prepared to support its implementation.

4. Board Relations and Communication

As a trustee I will:

1. Develop and maintain good relations with fellow trustees by recognizing the importance of keeping an open mind and promoting the opportunity to think through other facts and points of view.
2. Work with my fellow trustees in a spirit of cooperation in spite of differences of opinion that may arise during vigorous debates of points at issue.
3. Maintain an atmosphere in which controversial issues can be debated openly and fairly, protecting the dignity of individuals.
4. Work with my fellow trustees to achieve common goals, looking beyond self interest and encouraging compromise and positive change when necessary.
5. Set a good example for others by communicating thoughtfully and representing the district well in my interactions.

5. Advocate/Support District

The Board recognizes that the first and foremost priority of every trustee is to the education and well being of every student in the district.

As a trustee I will:

1. Integrate the wide variety of public and community needs into decisions which benefit the district as a whole.
2. Use the powers of the office honestly and constructively, communicating and promoting the needs of the community to the district and the needs of the district to the community.

6. Board/Superintendent/Staff Relationship

The Board and Superintendent function best as a team. Board develops policies that set the direction for the district, while the Superintendent implements those policies and leads the district in the direction set by the Board.

As a trustee I will:

1. Respect the delegation of authority to the Superintendent to administer the day to day operations of the district.
2. Promote a healthy working relationship with the Superintendent through supportive, open, and honest communication and regular evaluation.
3. Support district staff in the appropriate performance of their duties and ensure that they have the requisite responsibility, adequate resources, and necessary authority to perform effectively.
4. Recognize that staff time is valuable and is best spent furthering the educational mission of the district. I will avoid making undue demands on staff time and will carefully consider the impact of requests for information on the ability of staff to fulfill their responsibilities to the district.
5. Work with fellow trustees and the Superintendent to establish mutually agreed upon clear descriptions and expectations of roles and responsibilities to ensure open communication, confidence and trust.

7. Communicating with staff and students

As a trustee I will:

1. Refer any student or employee complaints directly through appropriate channels or to the Superintendent.
2. Encourage and safeguard open access to the Board while maintaining appropriate and well defined communication and decision-making protocols.

8. Communicating with community members and media

As a trustee I recognize that:

1. As an individual trustee I do not speak for the Board unless specifically delegated to do so.
2. The Board president is the lead media contact on behalf of the Board.

9. Maintaining confidentiality

While most of what the Board does is public, the law defines specific issues that must be discussed in private.

As a trustee I will:

1. Maintain confidentiality about issues discussed in closed session or as otherwise required by law.

10. Create a Positive Climate

The Board sets an example for the entire District.

As a trustee I will:

1. Encourage and support innovation and creativity in district programs and operations.
2. Act with integrity and reflect values of trustworthiness, respect, fairness, caring, creativity, and inquisitiveness at all times when performing my responsibilities.
3. Focus my commitment to the achievement of all students
4. Support the district by attending school and community events, expressing appreciation for employee's commitment and accomplishments, and recognizing student success and achievement.

11. Fiduciary Responsibility

As a trustee I will:

1. Fulfill my fiduciary responsibility for sound budgetary and fiscal management by reviewing financial reports, asking questions, and making decisions that provide direction to the Superintendent.
2. Accurately account for expenses.
3. Establish and uphold fair and prudent expense standards and reporting procedures.

Ethics Laws

In addition to ethical standards of conduct, there are many laws and regulations which affect what the Board does and how individual trustees conduct themselves.

Incompatible activities

Trustees shall not engage in any employment or activity which is inconsistent with, incompatible with, in conflict with or contrary to the Trustee's duty as an officer of the District.

Conflict of Interest Code

Designated employees of the district, including Board members, shall adhere to the district's conflict of interest code adopted pursuant to the provisions of Government Code 87300. (BB 9270)

Financial Interest

Board members and designated employees shall not be financially interested in any contract made by the Board or in any contract they make in their capacity as Board members or designated employees. (BB 9270)

Gifts

Board members and designated employees shall not accept from any single source in any calendar year any gift in excess of the prevailing gift limitation specified in law if the employee would be required to report the receipt of income or gifts from that source on their statement of economic interests. (BB 9270)

Use of Public Funds

Trustees shall not use public funds for personal or political purposes. (cf. 9270 – Conflict of Interest)

Honoraria

Board members and designated employees shall not accept any honorarium as defined above if the employee would be required to report the receipt of income or gifts from the source on their statement of economic interests. (cf. 9270 – Conflict of Interest)

Confidentiality

Trustees shall maintain confidentiality about issues discussed in closed session or as otherwise required by law.

Procedures for Violations of the Code of Ethics Policy

All board members are expected to maintain the highest standards of conduct and adhere to the Board code of Ethics. The Board will investigate the factual basis behind any charge or complaint of trustee misconduct.

- Charges by any person that a trustee has violated laws and regulations governing board behavior or the Board's code of Ethics shall be directed to the Board President.
- The Board President will first discuss the violation with the trustee to reach a resolution. The reasons and motivations for the behavior and of those who have identified the behavior as unethical will be explored.
- If resolution is not achieved and further action is deemed necessary, the Board President may appoint an ad hoc committee composed of two trustees not subject to the complaint. The committee will examine the matter and, if warranted, recommend further courses of action to the Board President. The committee shall be guided in its inquiry by the standards set forth in the Code of Ethics as defined in policy 9721. The trustee subject to the charge of misconduct shall have the opportunity to present information to the committee.

Possible courses of action may include:

- If the alleged behavior violates laws governing board behavior, including but not limited to conflict of interest, open and public meetings (Brown Act), confidentiality, and use of public resources, legal counsel may be sought and the violations referred to the District Attorney or Attorney General as provided for in law.
- If the alleged behavior violates board policy on ethical conduct, the committee will determine the appropriate sanctions, including but not limited to:
 - The Board may in a meeting make a public statement of expected board behavior, adopt a resolution about what expected behavior is, and/or publicly reaffirm the ethics policy.
 - At a meeting, the Board may issue a public statement in which it expresses concern with an individual trustee's behavior.
 - As a last resort the Board may vote to censure the trustee's behavior. Censure distances the Board from the unethical behavior of one of its members and is a clear public statement that unethical behavior is not condoned or tolerated.
- If the Board President is perceived to have violated the code, the Vice President/Clerk is authorized to pursue resolution.

Board Governance Calendar

2026

JOB AREA	January 14	28	February 11* (+CVPAA)	25	March 11	25	April 15	29	May 13* (+CVPAA)	27	June 17	24
Finance	Public hearing for Audit report; Audit report approval		Budget update report		2nd Interim Report		Budget update report			Present Governor's May budget revise to the board	LCAP update /approval Adopt the budget	EPA Projection /Update
			Schedule budget study sessions as necessary									
Facilities										Present summer maintenance plan		
Policy					CSBA Policy Update				CSBA Policy Update			
Human Resources	Supt's mid-year progress report on goals				Lay-off notification to staff by March 15		Superintendent Evaluation		Final layoff deadline May 15	Approval: PLC Leads, Directors, Advisors, AP teachers	Approval: Categorical, Prob & Temp staff	
								Management contracts	Approval: Summer Recovery teacher			
							Staff Recognition					
Community Relations	Develop and disseminate key messages about important district topics & issues including progress on LCAP; Notice for public input on LCAP						Supt meets with parent advisory groups. Communicate with and engage the community (internal and external) in schools; involvement and/or attendance at school and community events.				LCAP on website	
	----- Involvement and/or attendance at school and community events -----											
Effective Governance							Conduct board self evaluation and develop action plan				Register for CSBA AEC Conference	
Student Learning & Achievement		Adopt SARCS (School Accountability Report Cards)	Approve Annual Safety Plan	Adopt school calendar	Review CalPads enrollment data	Every Student Succeeds Recognition	Employees Who Make A Difference recognition	Teacher of the Year recognition	LCAP final draft presented to board		LCAP Public Hearing	Adoption of budget & LCAP
	LCAP report to board				LCAP report to board		Instructional materials adoption recommendations				Approve consolidated application & local education agency plan	
							LCAP board study session/public input				Readmission hearing	
		----- Schedule presentations and progress reports on curriculum implementation -----										
	----- Schedule progress reports about professional development implementation -----											
Resolutions / Required reports	Williams Quarterly Report				Res. Board's Authorization of the Issuance of Preliminary Layoffs		Williams Quarterly Report	Res. Day of the Teacher		Res. Final Release of Temp Cert Employees		Res. EPA
	Res. School Board Recognition Month				Res. Elimination of Categorical Assignments			Res. Classified Employees Week				
					Res. Release of Prof Experts							
					Res. Release of Temp Cert Employees							
Athletics			Approve Spring Coaches									Approve Fall coaches
Program Spotlight		Science	Sp. Ed Perf. Arts	Soc. Sci.		Tech	Acadec Mock Trial	ASB		Math Dept.		

Board Governance Calendar

2026

JOB AREA	July NO MEETING	August 12	26	September 9	23	October 14	28	November 18* (+CVPAA)	December 9
Finance		Approval: Consolidated Application		Unaudited Actuals Report					1st Interim Report
		Approval: 45- day budget revision							
		CBO closes books; defines actuals; determines ending balance							
Facilities					Review Facilities Inspection Tool (FIT)		Review 5- year maintenance plan		
Policy	CSBA Policy Update					CSBA Policy Update			
Human Resources		Approval: Home & Hospital; Essay Readers							
		Approval: CVPAA Prof Experts							
		Approval: Event Supervision	Induction contracts / MOUs						
Community Relations			Attend Back to School night; Solicit input from parents, students and community on LCAP					Attend theater, art and music events; solicit input from parents on CVPAA programs	
		----- Involvement and/or attendance at school and community events -----							
Effective Governance		Orientation for board candidates						Adopt reorg meeting date	Approve
								First reading Governance Handbook & Board Goals	governance handbook and board governance calendar
Student Learning & Achievement		Review master schedule	Opening of school report	LCAP Goal setting; identify desired outcomes for students		Program Planning Study Session: identify needs; approved program budgets; engage community; revise LCAP			New course proposals
			CAASPP results				Healthy Kids Survey Report	Single plan for student achievement	Readmission hearing
		----- Schedule presentations and progress reports on curriculum implementation -----							
		----- Schedule progress reports about professional development implementation -----							
Resolutions / Required reports		Williams Quarterly Report	Res. Authorizing Temp. Transfer of funds	Res. GANN Limit Calculation	Res. Week of the School Administrator	Williams Quarterly Report			
		Declaration of Need for Fully Qualified Educators		Public hearing resolution/ adoption of sufficient instructional materials	Res. Establish Committed Fund Balances GASB 54				
		Res. Local Authorization							
Athletics							Approve Winter coaches	Post season report	
Program Spotlight		TBD	TBD		TBD	New Staff & Class Intros			

Coversheet

AIMS High School Charter Renewal Staff Report

Section:	III. Non-Action Items
Item:	F. AIMS High School Charter Renewal Staff Report
Purpose:	Discuss
Submitted by:	
Related Material:	2026-27 AIMS High Renewal Staff Report (1).pdf

Renewal Petition Staff Report

AIMS College Prep High

Decision Hearing: October 6, 2026

School Overview

AIMS College Prep High			
Charter Management Organization (CMO):	AIMS K-12	Previous Renewal Year(s):	2010-11, 2015-16, 2020-21
Year Opened:	2006-07	Campus Address:	746 Grand Ave, Oakland, CA 94610
OUSD Board District:	1	Current Enrollment: ¹	367
Current Grades Served:	9-12	5-Year Projected Enrollment	355, 355, 355, 355, 355
Renewal Performance Category	Middle Tier	Charter Term, if Renewed	July 1, 2027-June 30, 2032

Renewal Overview

AIMS College Prep High (“AIMS High” or “Charter School”) submitted a renewal petition on July 16, 2026, requesting renewal for a term beginning July 1, 2027, serving students in Grades 9-12 with projected enrollment as shown in the table above. AIMS High is categorized by the California Department of Education in the Middle Performance Category and, if renewed, is eligible for a five year renewal term through June 30, 2032.

This Staff Report provides an analysis of the Charter School’s performance over the course of the current charter term, including academic outcomes, fiscal condition, governance, and compliance, to inform the Board’s consideration of the Charter School’s renewal petition under the applicable statutory renewal criteria.

After considering the renewal petition, this Staff Report, and information presented at the initial and decision public hearings, the Board will vote to approve or deny renewal in accordance with applicable statutory requirements. A decision to deny renewal requires the Board to make written findings supported by specific facts. Section V, Summary and Board Action, summarizes the key strengths and challenges identified in the Staff Report, provides information relevant to whether closure would be in the best interest of pupils in the event of a denial, and outlines the statutory options and requirements for Board action.

¹ Per first month statistical report submitted to OUSD (as of August 28, 2026).

Criteria for Evaluation and Procedural Background

Criteria for Renewal

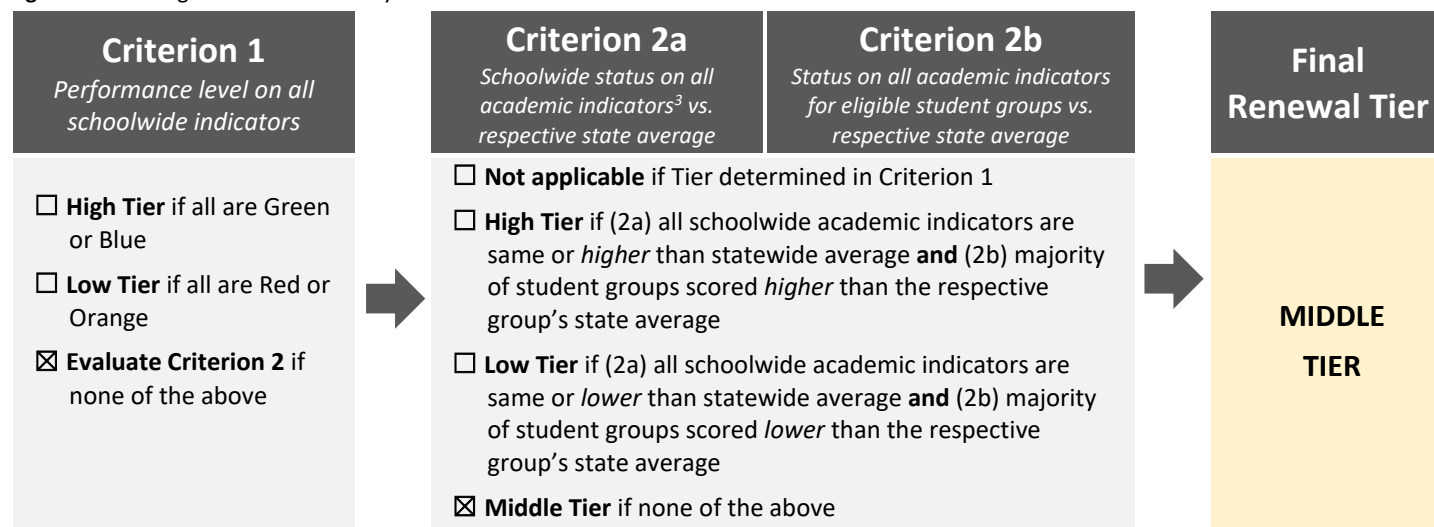
The Charter Schools Act of 1992 and subsequent amendments established the criteria by which charter renewal applications must be evaluated. In order to recommend the approval of a charter school renewal, Office of Charter Schools (“OCS”) Staff must determine that the charter school has met the requirements set forth in Education Code (“Ed Code”) Sections 47605, 47607, and 47607.2. Specifically, in order to be recommended for renewal, OCS Staff determines whether the charter school has met the following renewal criteria:

- I. *Has the Charter School Presented a Sound Educational Program?*
- II. *Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?*
- III. *Is the Petition Reasonably Comprehensive?*
- IV. *Is the School Serving All Students Who Wish to Attend?*

Renewal Tier Analysis

In addition to the criteria outlined above, Education Code outlines a three-tiered system of performance categories for most² charter schools seeking renewal. This system provides additional criteria and conditions for evaluating the charter school’s renewal petition based on the performance category, or “Tier”, in which the school is placed. Figure 1 below shows a summary of the criteria used by the California Department of Education (“CDE”) to determine AIMS High’s Renewal Tier. A more detailed analysis of the Charter School’s Renewal Tier, including analyses of each criterion and sub-criterion, can be found in Figures 2-4.

Figure 1: AIMS High Renewal Tier Analysis



Sources: California School Dashboard; CDE Charter School Performance Category Data File; CDE “Determining Charter School Performance Category” Flyer

Criterion 1 Analysis

Criterion 1 is based on the performance colors received for **all** state indicators on the Dashboard for the two previous State Dashboard years. Per Education Code, if all state indicators are Blue or Green, the Charter School is assigned to the High Tier. If all state indicators are Orange or Red, the Charter School is assigned to the Low Tier. In all other circumstances, an evaluation of Criterion 2 is necessary to determine the Charter School’s Tier. As shown in Figure 2 below, AIMS High did not fit the requirements for Low Tier or for High Tier in Criterion 1, thus, an evaluation of Criterion 2 is necessary.

² The three-tiered system does not apply to schools that qualify for the Dashboard Alternative School Status (DASS) program.

³ “Academic indicators” refer to the ELA, Math, Science, English Learner Progress, and College and Career Readiness Indicators on the California School Dashboard.

Figure 2: Criterion 1 Analysis – Schoolwide Results

Indicator	2024	2025
ELA	Orange	Orange
Math	Yellow	Orange
Science	N/A	Orange
EL Progress	Red	Blue
College/Career	Blue	Green
Graduation Rate	Blue	Orange
Suspension Rate	Yellow	Blue

Source: California School Dashboard

Criterion 2 Analysis

Criterion 2 is based on the “Status” (or the current year data) for all **academic** indicators (ELA, Mathematics, Science, EL Progress, and College/Career) with a performance color for the two previous Dashboard years. Performance determinations are then based on the overall status compared with the statewide averages for the previous two Dashboard years. Criterion 2 is broken into two sub-criteria – Criterion 2a evaluates the Charter School’s schoolwide performance and Criterion 2b evaluates the Charter School’s student group performance, specifically for student groups which scored below the statewide average⁴. Per Education Code, if (Criterion 2a) all **schoolwide** academic indicators are same or higher than the statewide average *and* (Criterion 2b) the majority of eligible student groups are higher than their group’s respective statewide average, then the Charter School is placed in the High Tier. If (Criterion 2a) all **schoolwide** academic indicators are same or lower than the statewide average *and* (Criterion 2b) the majority of eligible student groups are lower than their respective statewide average, then the Charter School is placed in the Low Tier. In all other circumstances, the Charter School is placed in the Middle Tier. As shown in Figure 3 and Figure 4 below, the Charter School did not meet the requirements for High Tier or for Low Tier, thus, AIMS High is placed in the Middle Tier⁵.

Figure 3: Criterion 2a Analysis

Academic Indicator	2024			2025		
	School Status	State Status	Result	School Status	State Status	Result
ELA	-23.6	-13.2	Lower	-37.5	-8.1	Lower
Math	-31	-47.6	Higher	-63.9	-42.4	Lower
Science	N/A	N/A	N/A	44.3	52.6	Lower
EL Progress	21.4%	45.7%	Lower	76.7%	46.4%	Higher
College / Career	73.3%	45.3%	Higher	88.2%	51.7%	Higher

Source: California School Dashboard

⁴ For more information regarding which student groups are included in the analysis for Criterion 2b, please see the CDE’s Performance Categories Flyer: <https://www.cde.ca.gov/sp/ch/documents/categoryflyer.pdf>

⁵ Charter school performance categories for all California charter schools can be found here: <https://www.cde.ca.gov/sp/ch/performcategory.asp#files>

Figure 4: Criterion 2b Analysis

Indicator	Student Group	2024			2025		
		School Status	State Status	Result	School Status	State Status	Result
ELA	SED	-16.6	-40.9	Higher	-47.2	-35.3	Lower
Math	SED	-21	-78.2	Higher	-70.4	-72.9	Higher
Science	SED	N/A	N/A	N/A	43.8	47.1	Lower
College / Career	SED	74.7%	37.4%	Higher	88.2%	44.8%	Higher
EL Progress		21.4%	45.7%	Lower	76.7%	46.4%	Higher

Source: California School Dashboard

Additional Guidance for Middle Tier Schools

As noted previously, there are additional criteria and conditions for evaluating a Charter School's petition depending on the assigned Renewal Tier. Figure 5 below outlines the renewal conditions and additional evaluation guidance applicable to schools placed in the Middle Tier.

Figure 5: Renewal Tier Additional Guidance

MIDDLE TIER - Additional Guidance and Decision Criteria	
Term	May only be renewed for a 5-year term.
Additional Renewal Conditions	May be denied upon making written findings that: <i>The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school; AND</i> <i>The closure is in the best interest of the pupils; AND</i> <i>The decision provided greater weight to performance on measurements of academic performance (if applicable).</i> May also be denied with a written finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to a finding which demonstrates either: <i>Substantial fiscal or governance concerns; or</i> <i>The school is not serving all pupils who wish to attend, as documented by data provided by the CDE or by any substantiated complaints that the charter school has not complied with suspension, expulsion, or involuntary disenrollment procedures.</i> A chartering authority may only deny for either of the two reasons listed above only after it has provided at least 30 days' notice to the charter school of the alleged violation and provided the charter school with a reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school. The chartering authority may deny renewal only by making either of the following findings: <i>The corrective action proposed by the charter school has been unsuccessful; or</i> <i>The violations are sufficiently severe and pervasive as to render a corrective action plan unviable.</i>

**Verified
Data⁶**
(Optional)

If the charter school chooses to submit, the authorizing entity shall also consider clear and convincing evidence, demonstrated by verified data, showing either:

- A. *The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school; or*
- B. *Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.*

Source: Education Code §47607.2(b)

Procedure

1. The Charter School submitted a renewal petition to the District on July 16, 2026.
2. OCS Staff conducted an interview with 2 members of the AIMS K-12 Governing Board on August 13, 2026, after all 4 members submitted a self-evaluation to assess strengths and gaps in the Governing Body.
3. The initial public hearing was held on August 24, 2026.
4. The OUSD review team conducted a site visit on August 31, 2026. This site visit involved classroom observations and focus group interviews with students, families, teachers, and school leadership.
5. The review team conducted a review of the school's documents, policies, financials, academic performance, and renewal petition to assist in developing the staff report.
6. This Staff Report was made public by the 15-day posting requirement, which was September 21, 2026.
7. The decision public hearing is being held on October 6, 2026.

⁶ Ed Code §47607.2(c) defines verified data as data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. The State Board of Education established criteria to define verified data and identify an approved list of valid and reliable assessments that shall be used for this purpose. For more information, please review the CDE's Verified Data website page: <https://www.cde.ca.gov/sp/ch/verifdata.asp>

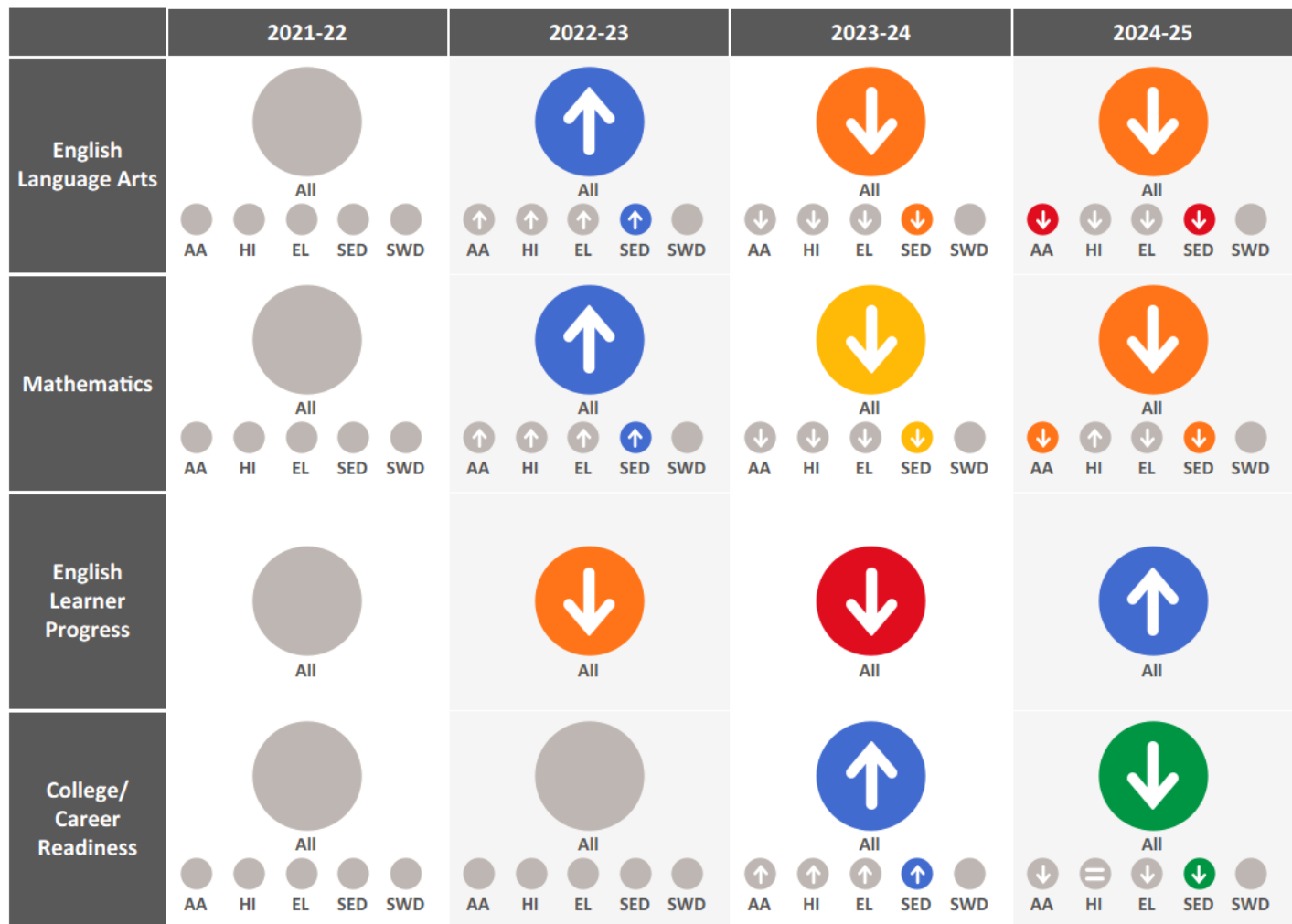
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I. Renewal Criteria I: Has the Charter School Presented a Sound Educational Program?

In order for a charter school's renewal petition to be approved, it must present a sound educational program for its students. For schools in the Middle Tier, the District is required to consider the school's performance on California School Dashboard indicators, providing greater weight to performance on academic indicators. To provide a comprehensive overview of the educational program, the evaluation below includes evidence from the California School Dashboard as well as results from the California Assessment of Student Performance Progress ("CAASPP") Smarter Balanced Assessment Consortium ("SBAC") assessments, graduation data, ELPAC results, a summary of the renewal site visit, and verified data submitted by the Charter School. As a high-level summary, Figure 6 below represents the academic indicator results from the California School Dashboard over the course of the charter term, details for which can be found in the subsequent sections.

Figure 6: California School Dashboard Academic Indicator Summary



Source: California School Dashboard

A. SBAC Performance Summary – English Language Arts

The below section represents a summary of the results from the ELA SBAC assessment at the Charter School including schoolwide average proficiency rates, average Distance from Standard ("DFS") results disaggregated by student group, and California School Dashboard growth results. Results for the California Alternate Assessments ("CAAs") were not

included as AIMS High did not surpass the required threshold of tested students and, therefore, no data is available. While a more detailed analysis can be found in the subsequent sections, a summary of these data is below:

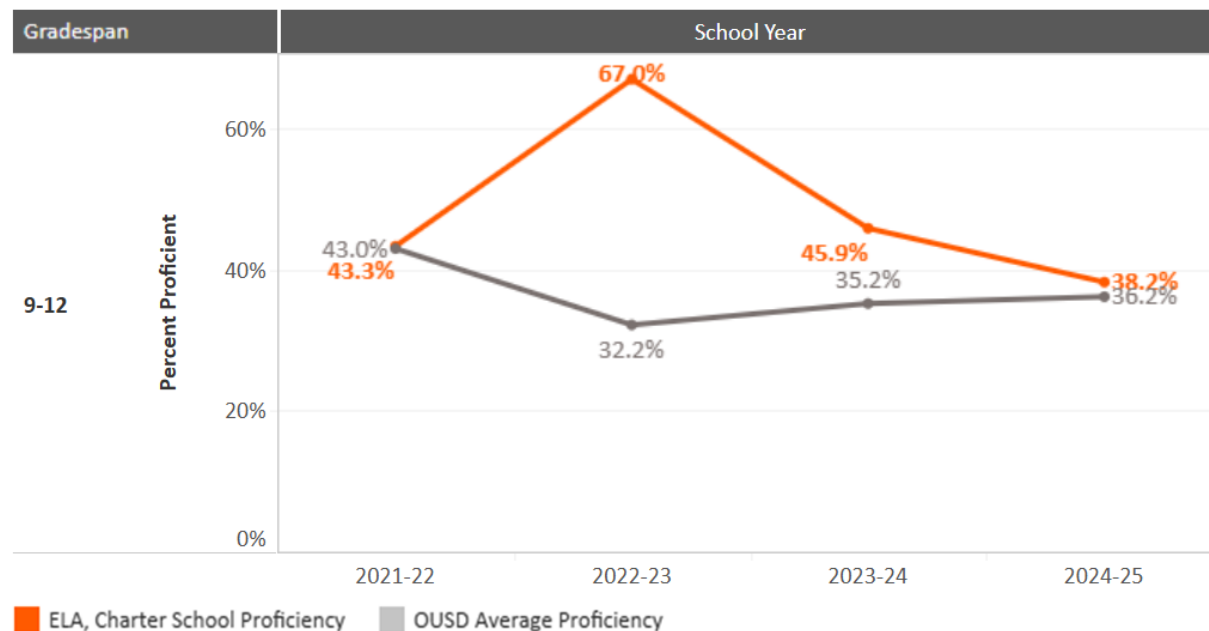
- **Schoolwide Trends:** *In 2022-23, AIMS High's schoolwide proficiency and average DFS increased before declining significantly for the following two years.*
- **Student Group Trends:** *Average DFS increased in 2022-23 then declined significantly for all student groups from 2022-23 to 2024-25.*

Average Proficiency Rates and Grade Span Results

To supplement the information provided in the California School Dashboard, additional analyses of the results from the ELA SBAC assessment are provided in this and subsequent sections. Below, Figure 7 represents the Charter School's average proficiency rates on the ELA SBAC over the course of the charter term, or the percentage of students who have met or exceeded the "Standard" threshold for this exam. As shown below:

- *In 2022-23, AIMS High's proficiency rate significantly increased about 24 percentage points but has declined in each of the following two years. From 2022-23 to 2024-25, AIMS High's proficiency rate declined about 29 percentage points.*
- *Throughout the charter term, AIMS High's proficiency rate was either similar to or above the District average, although the 34.8 percentage point difference in 2022-23 narrowed to 2 percentage points by 2024-25.*

Figure 7: Schoolwide ELA SBAC Proficiency Rates Over Time – AIMS High and OUSD



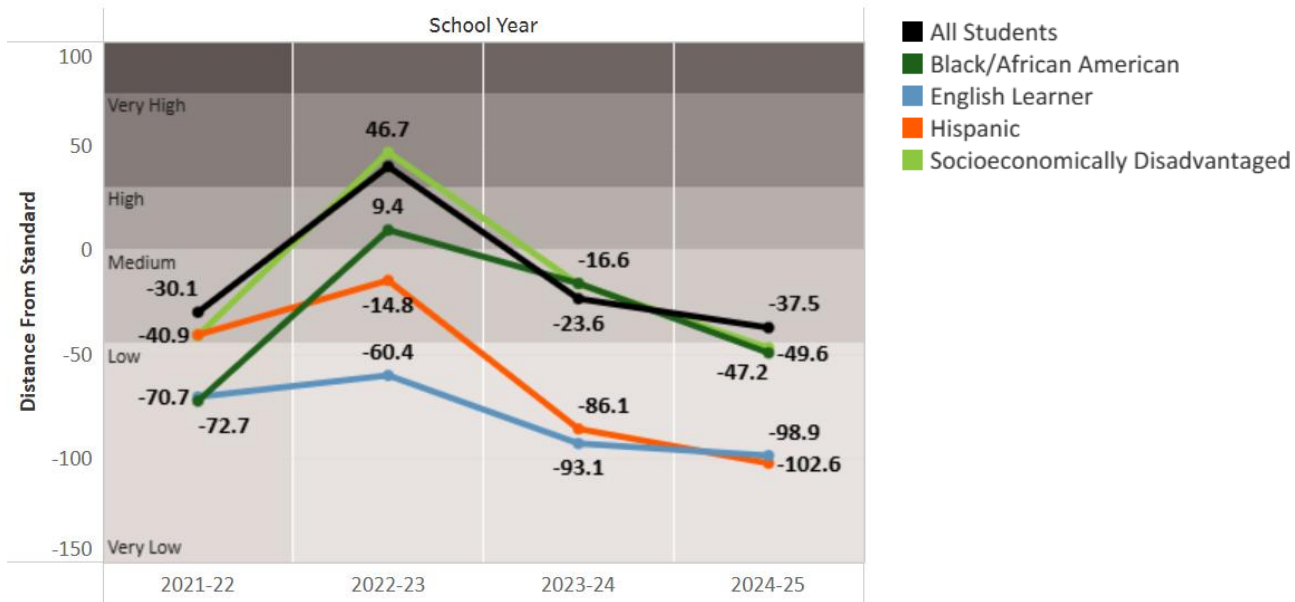
Source: Downloadable CAASPP Research Files

Distance from Standard (DFS) and Student Group Results

Figures 8 and 9 below represent the Charter School's average Distance from Standard ("DFS") on the ELA SBAC assessment over the course of the charter term. While average proficiency rates illustrate the percentage of students scoring at or above the "Standard Met" threshold on the SBAC assessment, average DFS measures how far, on average, student results deviate from the "Standard Met" threshold, providing a more granular analysis. As shown in Figure 8 below:

- *Average DFS increased across all student groups in 2022-23, followed by a significant decline through 2024-25. In that time period, AIMS High's Socioeconomically Disadvantaged and Hispanic student groups experienced the sharpest declines, dropping approximately 93.9 and 87.8 points, respectively.*

Figure 8: AIMS High ELA DFS Over Time

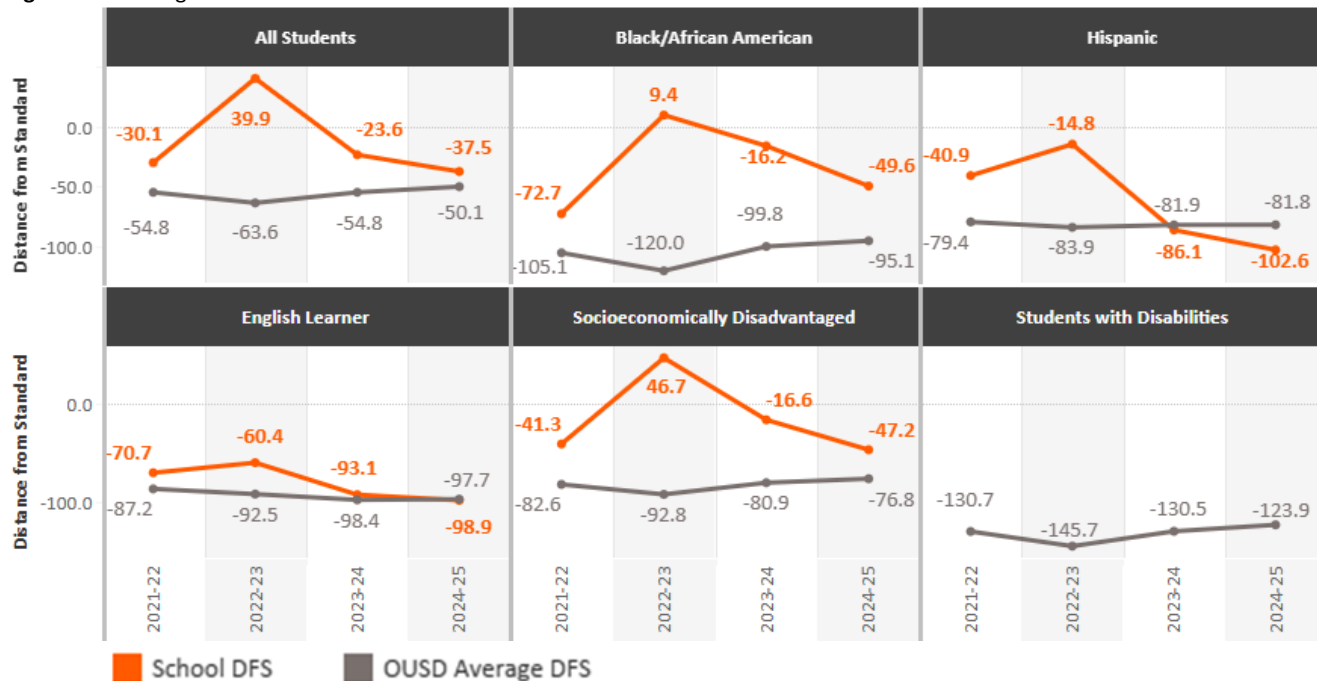


Source: Downloadable CAASPP Research Files

Figure 9 below again shows the average DFS, both schoolwide and for key student groups, over the course of the charter term, but also compares these results with the OUSD average for each corresponding group. Please note, despite the comparisons below, students within the same group may be quite different from one another (e.g. severity of disability for special education students, progress levels for English Learners). As shown below:

- Average DFS was higher than the respective District averages schoolwide and for the Black/African American and Socioeconomically Disadvantaged student groups.
- In 2024-25, average DFS for the English Learner and Hispanic student groups were below the respective District averages.

Figure 9: AIMS High and OUSD ELA DFS Over Time*



Source: Downloadable CAASPP Research Files

B. SBAC Performance Summary – Mathematics

The below section represents a summary of the results from the Math SBAC assessment at the Charter School including schoolwide average proficiency rates, average Distance from Standard (“DFS”) results disaggregated by student group, and California School Dashboard results. Results for the California Alternate Assessments (“CAAs”) were not included as AIMS High did not surpass the required threshold of tested students and, therefore, no data is available. While a more detailed analysis can be found below, a summary of these data is below:

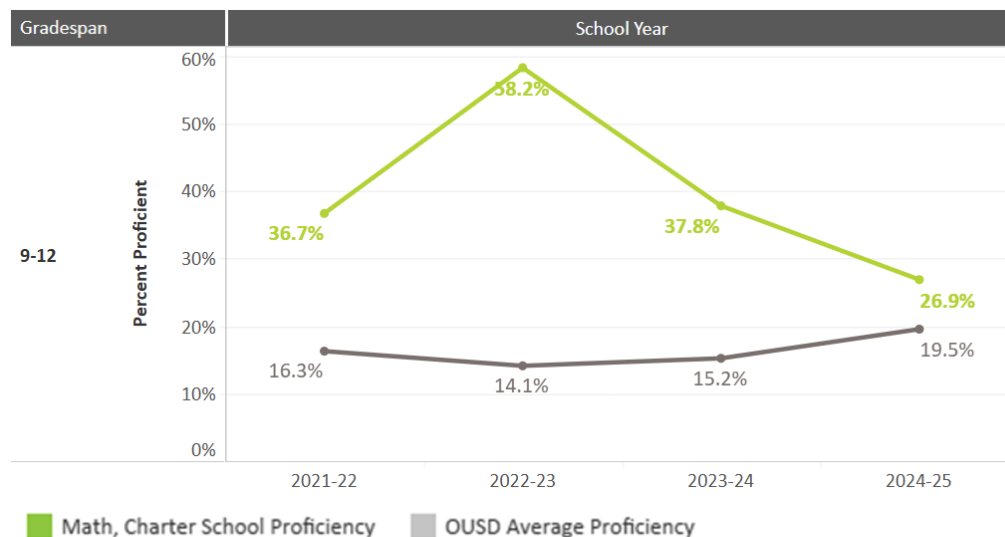
- **Schoolwide Trends:** Proficiency and average DFS sharply increased in 2022-23 before declining significantly for the following two years.
- **Student Group Trends:** Average DFS sharply increased in 2022-23 before declining significantly for the following two years for most student groups.

Average Proficiency Rates and Grade Span Results

To supplement the information provided in the California School Dashboard, additional analyses of the results from the Math SBAC assessment are provided in this and subsequent sections. Below, Figure 10 represents the Charter School’s average proficiency rates on the Math SBAC over the course of the charter term, or the percentage of students who have met or exceeded the “Standard” threshold for this exam. The figure additionally includes average proficiency rates for the corresponding grade spans at OUSD for further context. As shown below:

- In 2022-23, AIMS High’s proficiency rate increased about 22 percentage points but has declined in each of the following two years. From 2022-23 to 2024-25, AIMS High’s proficiency rate declined about 31 percentage points.
- Throughout the charter term, AIMS High’s proficiency rate was above the District average.

Figure 10: Schoolwide Math SBAC Proficiency Rates Over Time – AIMS High and OUSD*



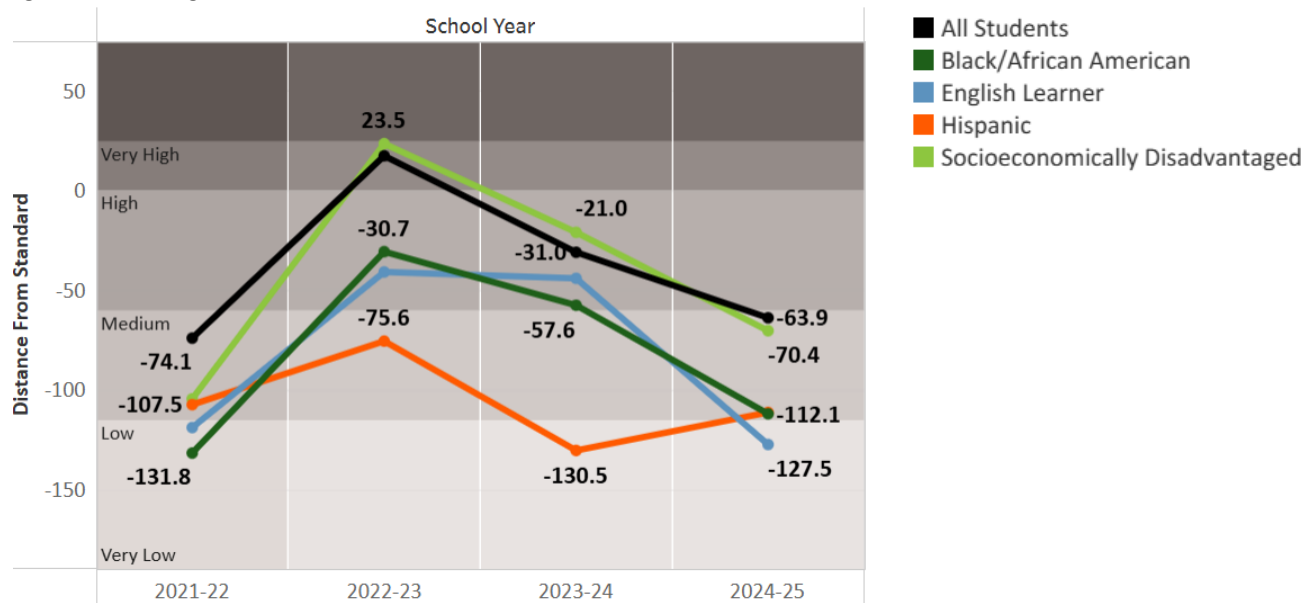
Source: Downloadable CAASPP Research Files

Distance from Standard (DFS) and Student Group Results

Figures 11 and 12 below represent the Charter School’s average Distance from Standard (“DFS”) on the Math SBAC assessment over the course of the charter term. While average proficiency rates illustrate the percentage of students scoring at or above the “Standard Met” threshold on the SBAC assessment, average DFS measures how far, on average, student results deviate from the “Standard Met” threshold, providing a more granular analysis. As shown in Figure 11 below:

- Average DFS increased across all student groups in 2022-23, followed by a significant decline through 2024-25. In that time period, AIMS High's Socioeconomically Disadvantaged student group experienced the sharpest decline, dropping approximately 93.9 points.

Figure 11: AIMS High Math DFS Over Time

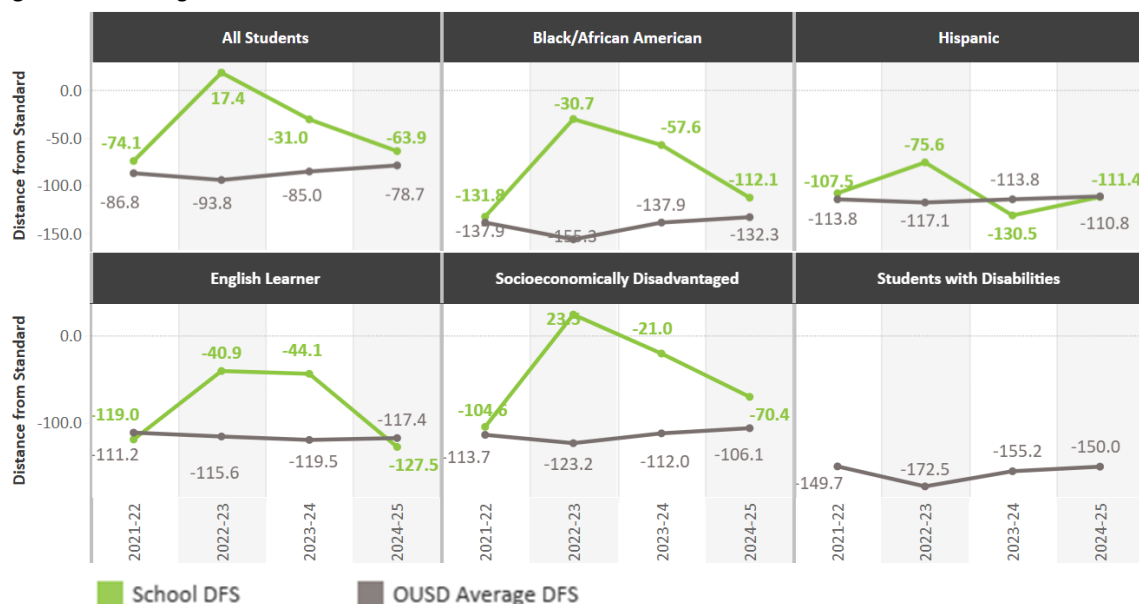


Source: Downloadable CAASPP Research Files

Figure 12 again shows the average DFS, both schoolwide and for key student groups, over the course of the charter term, but also compares these results with the OUSD average for each corresponding group. Please note, despite the comparisons below, students within the same group may be quite different from one another (e.g. severity of disability for special education students, progress levels for English Learners). As shown below:

- Average DFS was higher than the respective District averages schoolwide and for the Black/African American and Socioeconomically Disadvantaged student groups.
- In 2024-25, average DFS for the Hispanic and English Learner student groups were below their respective District averages.

Figure 12: AIMS High and OUSD Math DFS Over Time



Source: Downloadable CAASPP Research Files

C. Science

The below section represents a summary of the results from the California Science Test (“CAST”) at the Charter School including schoolwide average proficiency rates and average Science Points⁷ (“SPs”) results disaggregated by student group. Please note, CAST results below reflect data starting from the 2024–25 school year, as this marked the first year Science was included as an accountability metric with a Dashboard color on the California School Dashboard. Results for the California Alternate Assessment for Science (“CAAs for Science”) were not included as AIMS High did not surpass the required threshold of tested students and, therefore, no data is available. While a more detailed analysis can be found below, a summary of these data is below:

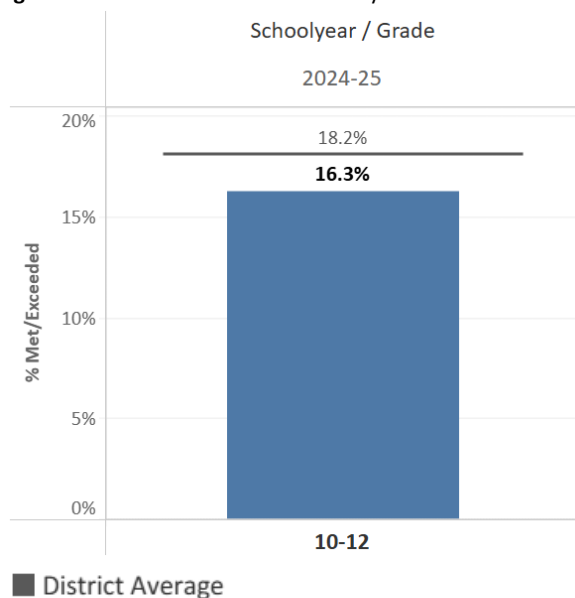
- **Schoolwide Results:** *AIMS High’s schoolwide proficiency was 16.3%, and the schoolwide average was 44.3 Science Points.*
- **Student Group Results:** *Average Science Points ranged from 32.6 to 43.8 among student groups with reportable results, with the Hispanic student group scoring the lowest at 11.7 SPs below the schoolwide average.*

Average Proficiency Rates and Grade Span Results

To supplement the information provided in the California School Dashboard, additional analyses of the results from the CAST are provided in this and subsequent sections. Below, Figure 13 represents the Charter School’s average proficiency rates on the CAST in the 2024-25 school year, or the percentage of students who have met or exceeded the “Standard” threshold for this exam. The figure additionally includes average proficiency rates for the corresponding grade span at OUSD for further context. As shown below:

- *AIMS High’s average proficiency rate was 16.3%, about 2 percentage points below the respective District average.*

Figure 13: Schoolwide CAST Proficiency Rates From 2024-25 – AIMS High and OUSD



Source: Downloadable CAASPP Research Files

Science Points (SPs) and Student Group Results

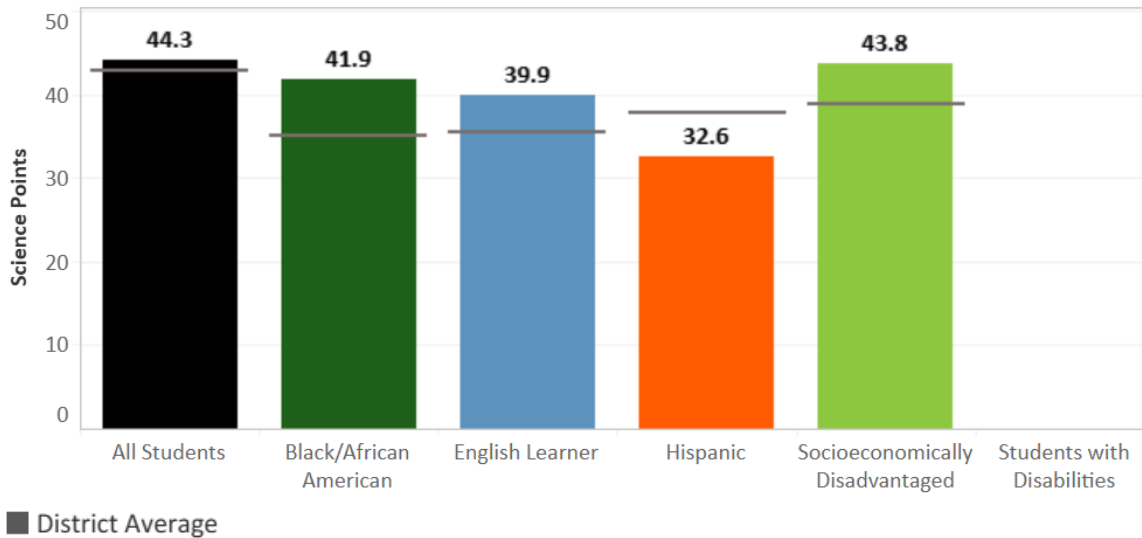
Figures 14 below represent the Charter School’s average Science Points (“SPs”) on the CAST in the 2024-25 school year, both schoolwide and for key student groups, compared with the corresponding OUSD average. While average

⁷ Science Points translate the science assessment scales to a range from zero, as the lowest possible score, to 100 points, as the highest possible score.

proficiency rates illustrate the percentage of students scoring at or above the “Standard Met” threshold on the CAST, average SPs measures how far, on average, student results deviate from the “Standard Met” threshold, providing a more granular analysis. As shown in Figure 14 below:

- *In 2024-25, AIMS High’s schoolwide average was 44.3 Science Points, with student group averages ranging from 32.6 to 44.3. Schoolwide SP and all student group average SPs were above the respective District averages, with the exception of the Hispanic student group.*

Figure 14: AIMS High CAST SPs from 2024-25



Source: Downloadable CAASPP Research Files

D. College and Career Readiness Measures

The below section represents a summary of the results from various college and career readiness measures, including results from the California School Dashboard College/Career Indicator (“CCI”) and graduation metrics.

Graduation Metrics

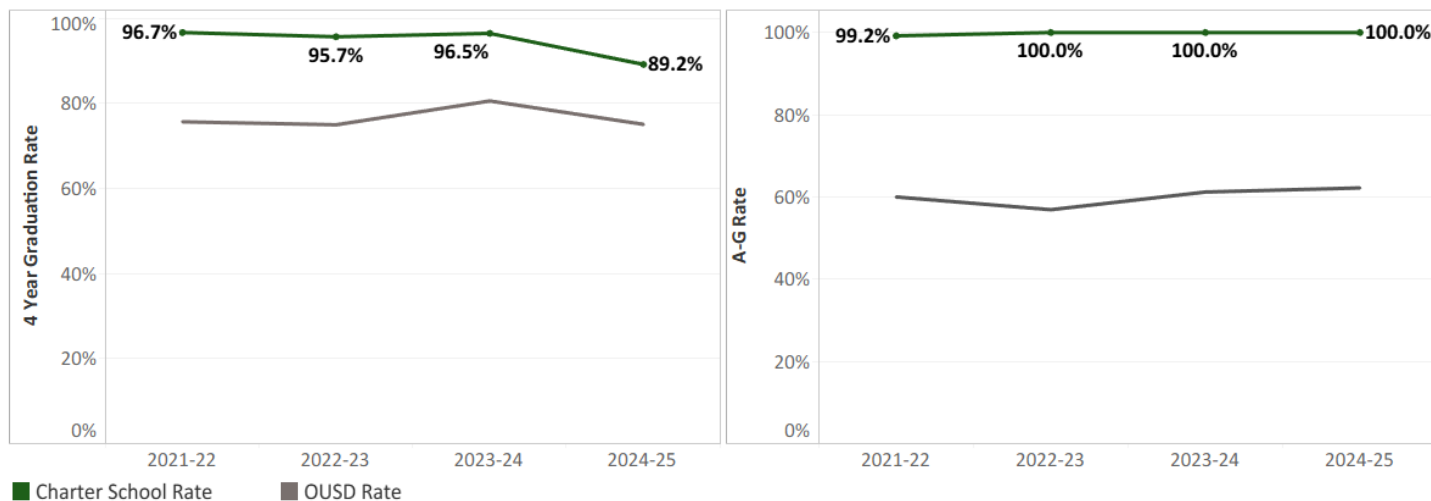
The figures below compare the four-year cohort graduation⁸ and A-G graduation rates⁹ between OUSD and AIMS High. As shown below:

- *AIMS High’s schoolwide four-year cohort graduation rate was above the District average throughout the charter term, although it declined in the most recent year. In 2024-25, graduation rates for all student groups were above their respective District averages.*
- *The A-G completion rate remained at or near 100% throughout the charter term and above the District average.*

⁸ The four-year cohort graduation rate is the number of students who graduate from high school in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class.

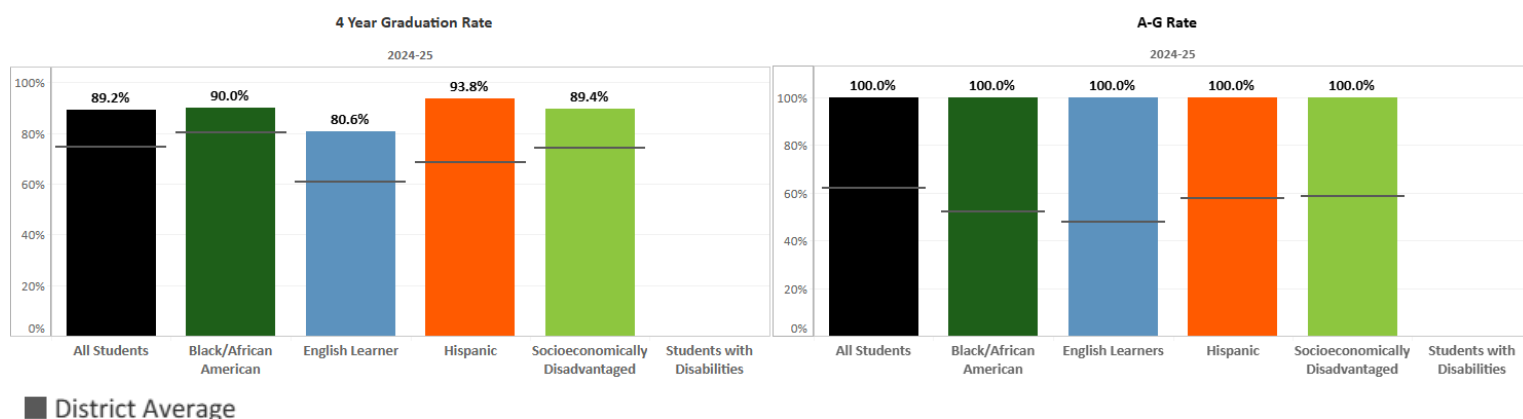
⁹ The A-G graduation rate refers to the percentage of high school graduates who successfully complete the A-G course sequence with a grade of “C” or better, making them eligible to apply to the University of California (UC) or California State University (CSU) systems.

Figure 15: Four-Year Graduation Rate and A-G Rate Over Time – Charter School and OUSD



Source: CDE Downloadable Data Files

Figure 16: 2024-25 Four-Year Graduation Rate – Charter School and OUSD



Source: CDE Downloadable Data Files

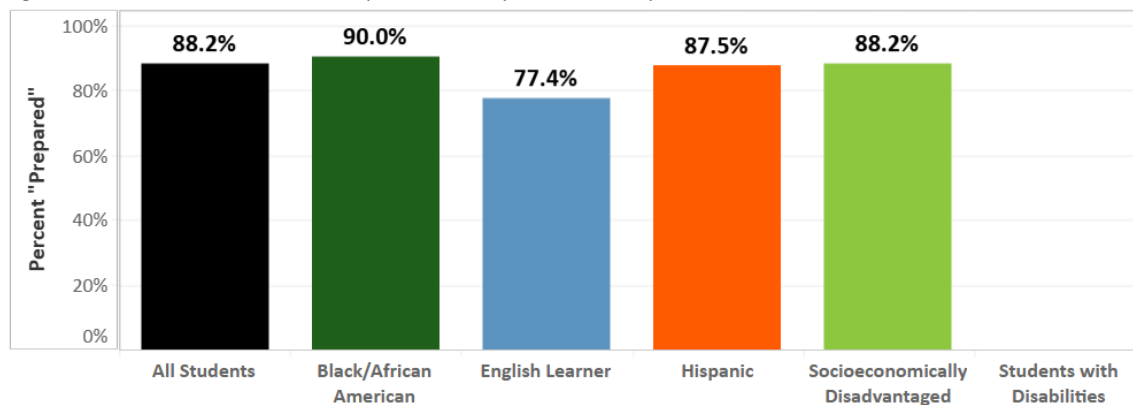
CCI Indicator Summary

The figure below represents the percentage of students in various student groups who were considered “Prepared”¹⁰ on the CCI Indicator in the 2024-25 school year. As shown below:

- 88% of AIMS High students were considered “Prepared” on the CCI Indicator in 2024-25, with the Black/African American student group having the highest rate while the English Learner student group had the lowest rate.

¹⁰ For more information on how graduates can meet the CCI “Prepared” Criteria, please see <https://www.cde.ca.gov/ta/ac/cm/documents/collegcareer26.pdf>

Figure 17: 2024-25 CCI Indicator “Prepared” Rate by Student Group



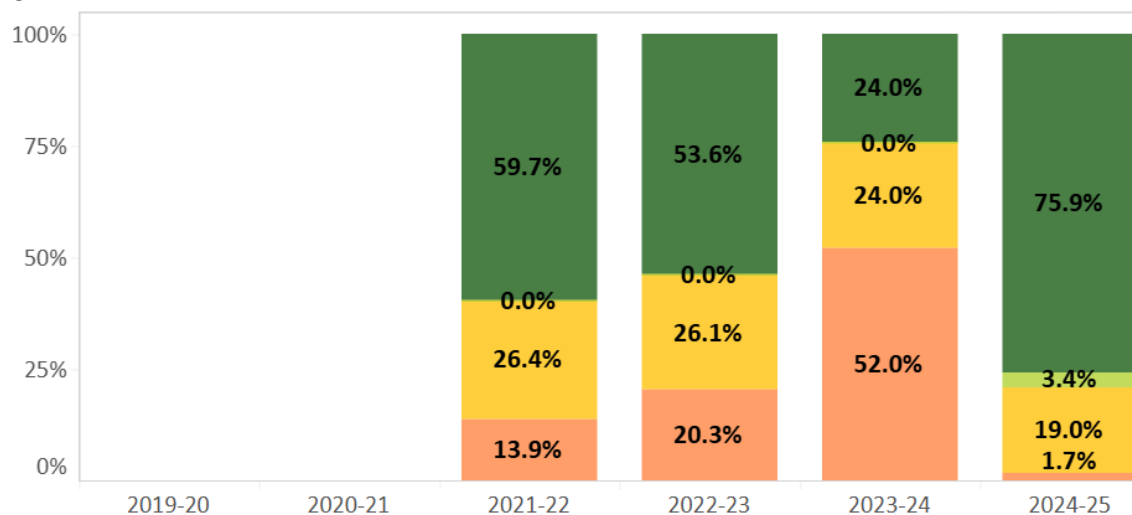
Source: CDE Downloadable Data Files

E. English Learner Progress

In the past four years with available data, AIMS High tested 72, 69, 50, and 58 students on the Summative English Language Proficiency Assessment (“ELPAC”), respectively. The figure below shows the percentage of these students who progressed at least one English Learner Progress Indicator (“ELPI”) level, maintained ELPI level 4, maintained lower ELPI levels, and decreased at least one ELPI level. As shown below:

- *The percentage of English Learner students making progress towards English proficiency declined between 2021-22 and 2023-24 before increasing to 75.9% in 2024-25, representing a 51.9% increase from 2023-24.*

Figure 18: Summative ELPAC Results



Source: California School Dashboard

F. Renewal Site Visit Summary

School Quality Review Rubric Report

Charter school renewal site visits are guided by the District’s School Quality Review (“SQR”) process. The process is based on a rubric¹¹ which describes three key domains (Mission and Vision, Quality Program Implementation, and Collective Leadership and Professional Learning) which are further broken into three threads (Instruction, Culture, and Systems and Structures). In order to gather evidence for each of these domains, the OUSD Review Team conducted

¹¹ The School Quality Review Rubric can be found here: <https://www.ousd.org/officeofcharterschools/for-charter-school-staff/charter-petitions#renewal>

classroom observations, document reviews, an interview with Charter School leadership, and focus groups with students, families, and teachers. Following the renewal site visit, the OUSD Review Team rated each domain and sub-domain collaboratively using the SQR Rubric Ratings range from 1 (low) to 4 (high): 1 = Emerging, 2 = Developing, 3 = Implementing, and 4 = Sustaining.

Figure 19: Renewal Site Visit Summary

AIMS High Renewal Site Visit, August 31, 2026			
OUSD Review Team: Kelly Krag Arnold (OCS Director), Madison Thomas (OCS Deputy Director), Guadalupe Nuño (OCS Community Liaison), Marwa Doost (OCS Compliance Specialist), Kristy Lu (OCS Analytics Specialist), Jenn Blake (OUSD Executive Director, Special Education), Vanessa Sifuentes (Deputy Chief of Post-Secondary Readiness), Jason Yamashiro (Academic Consultant)			
SQR Domains and Threads	Domain 1: Mission and Vision	Domain 2: Quality Program Implementation	Domain 3: Collective Leadership and Professional Learning
Thread A: Instruction	2.2	2.2	1.9
Thread B: Culture	2.3	2.3	2.8
Thread C: Systems and Structures	2.1	2.2	2.1

Within each Domain and Thread in the SQR Rubric, there are multiple “sub-domains”. The following represent the three highest rated and the three lowest rated sub-domains for AIMS High.

Figure 20: Highest and Lowest Rated SQR Sub-Domains

Highest Rated Sub-Domains		
Score	Sub-Domain	Description of Sub-Domain
3.2	2C.2 Safety	The school has a comprehensive safety plan that is focused on building and implementing systems and structures to ensure a physically safe campus. The plan includes an articulated crisis plan to respond to immediate and acute emergencies. All members of the school community know what to do in case of emergency and report feeling safe on the campus.
3.0	3B.2 Communication Practices	The school utilizes timely and effective communication practices with staff, students and families to convey important messages, decisions and potential impact through newsletters, website and other media. The school has established norms for communication and for dealing with conflict, including restorative practices for adults to learn from conflict.
2.8	1B.2 Asset-Based and Anti-Racist Mindset	Students, staff, and families hold an asset-based and anti-racist mindset. Teachers and staff create safe spaces for learning, implementing culturally responsive, trauma-informed and anti-racist practices, and actively encouraging risk-taking. School policies and practices and classroom instruction are culturally and linguistically affirming.
Lowest Rated Sub-Domains		
Score	Sub-Domain	Description of Sub-Domain
1.3	3A.3 Coaching, Observation and Feedback	Teachers are regularly observed and provided with specific and actionable feedback in order to improve teaching and learning in their classroom and across the school. Educators receive regular 1:1 coaching to reflect on impact and improve practice.
1.4	2C.5 Special Education Policies and Procedures, including IEPs	Special Education Case Managers write timely, student-centered, and data-driven IEPs that are individualized to support student growth and educational benefit. Special Education Department policies and procedures are followed for initial assessments, student discipline, and change of least restrictive environment (LRE) determinations.

1.9	2A.3 Meaningful Inclusion & Targeted Intervention	Students with IEPs, Newcomer students, and other marginalized student groups are meaningfully included in the general education program – including core grade-level instruction, electives/specials, lunch, recess, and school-wide events – as much as possible based on their individualized plan. They have access to grade-level content, and receive the interventions, supports, and services that they need to meet their goals.
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Renewal Site Visit Strengths and Areas for Improvement

The OUSD Review Team noted the following strengths and areas for improvement based on the evidence collected throughout the site visit.

Strengths:

1. The school demonstrated a commitment to supporting physical safety of students and to highly structured classrooms. New school leaders have established good communication with students, increasing the feeling of psychological safety at AIMS High. Students appeared comfortable in classes and in the hallways and were confident that staff care for their safety.
2. Communication has been a focus for the new leadership team at AIMS High. There was evidence of strong practices by the principal and superintendent and all stakeholders felt heard. Ongoing work was taking place to enhance communication protocols and ensure stakeholder feedback.
3. AIMS High demonstrated a commitment towards an asset based and anti-racist approach to teaching and learning. There is a clearly shared mission to support student identity and push students to high levels of academic achievement. While there has been a drop in performance overall, staff continues to be dedicated to the mission of high achievement and its asset based anti-racist approach is incorporated into its improvement work.

Areas for Improvement

1. It was clear through observation and discussion that the leadership turnover at AIMS High School has led to very inconsistent observation and feedback coaching sessions, as well as a lack of a strong protocol. There is a need for leadership to pursue best practices in this area including a differentiated structure for veteran vs. new teachers, high expectations for the feedback meetings and follow up implementation, and a way to create a continuous improvement model for educator development.
2. While AIMS High leadership is aware of the need for ongoing work in special education policies and procedures, there is a significant need for work to improve the program overall. There is a need to improve core instructional services both in standard classes and in specialized classes within the master schedule to better meet the needs of Students with Disabilities as well as all legal requirements.
3. As AIMS High designs both services to all students and its master schedule, there is a clear need for leadership to reflect on new ways to both include and meet the needs of all students in the school. While its AP focused curriculum has served some of its students well, the lack of needed support for many students has led to low average AP scores, as well as other issues around academic, social, and emotional needs of students.

G. Additional Verified Data Provided by the School

Verified Data Background

For schools in the Middle Renewal Tier, Education Code requires that the District consider clear and convincing evidence submitted by the charter school and demonstrated by verified data showing either of the following:

- The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school; or
- Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

The California State Board of Education (“SBE”) adopted a list¹² of academic progress indicators and post-secondary indicators that met the established criteria outlined in Education Code Section 47607.2 and that may be used in the renewal process. Assessments or data sources that are not on this list may not be used as verified data. To be eligible for inclusion as verified data, a data source must include the results of at least 95 percent of eligible students.

The Charter School provided the District with data from National Student Clearinghouse StudentTracker to be considered as a postsecondary indicator for the purposes of verified data. Upon review, AIMS High did surpass the 95 percent participation threshold, and thus, the District’s analysis is included below. Additionally, the Charter School’s Performance Report, included in the renewal petition, includes the Charter School’s own analysis of the results.

Verified Data Analysis – National Student Clearinghouse StudentTracker, Postsecondary Indicator

The National Student Clearinghouse (“NSC”) provides longitudinal data about the postsecondary enrollment of high school graduates through its StudentTracker report. AIMS High submitted this report with data showing first-fall college enrollment for its graduating students at postsecondary institutions.

As noted above, Education Code defines “strong postsecondary outcomes” as college enrollment, persistence, and completion rates equal to those of similar peers. The data submitted by the Charter School only provides college enrollment data, and the Charter School did not submit data regarding college persistence or completion.

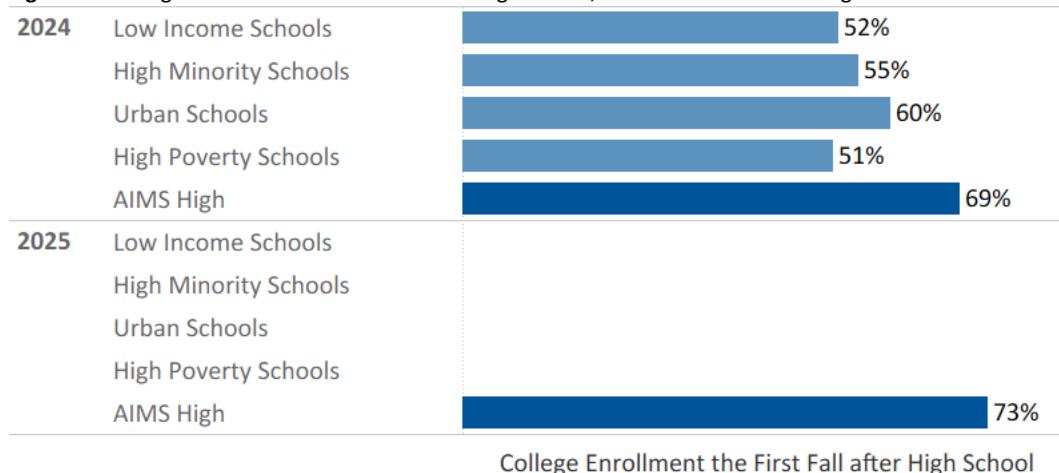
The District considered national averages reported from the National Student Clearinghouse High School Benchmarks reports for additional context. However, these are national averages and not an exact comparison group of schools.

Figures 21, 22, and 23 below show the percentage of graduates enrolled in college the first Fall immediately after high school. According to this data, the analysis is below:

- **College Enrollment**
 - *For the graduating class of 2024, 69% of AIMS High graduates enrolled in college during the first fall after high school. This exceeded the national average for low-income, high-minority, urban, and high-poverty schools. For the graduating class of 2025, that rate increased by approximately 4 percentage points.*
 - *For the graduating class of 2025, enrollment in 2-year institutions increased about 9 percentage points, while enrollment in four-year institutions declined about 4 percentage points.*
 - *For the graduating class of 2025, the first fall college enrollment rates increased among Black/African American and Socioeconomically Disadvantaged graduates, while the first fall college enrollment declined about 22% among Hispanic graduates.*

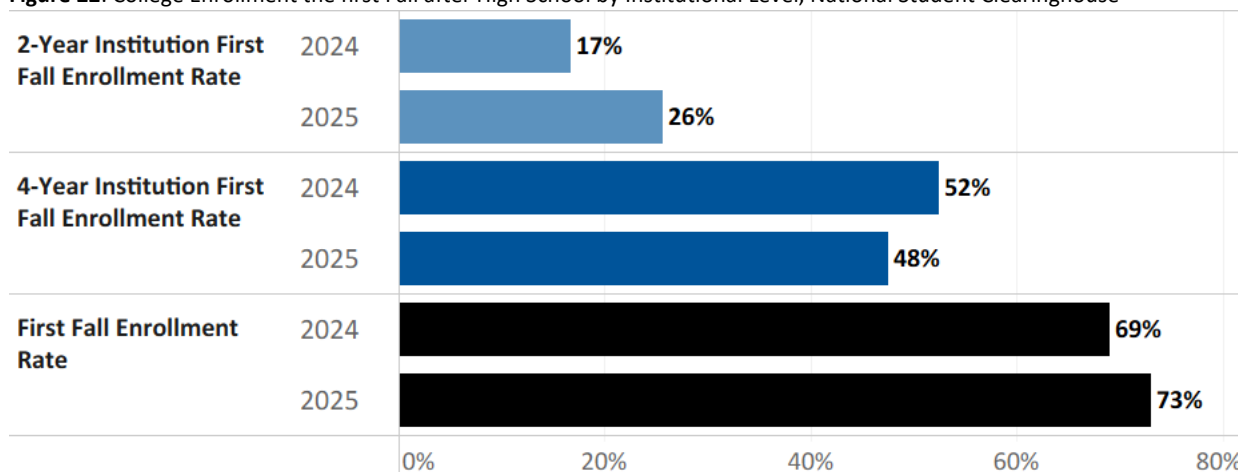
¹² A full list of the adopted academic progress and postsecondary indicators can be found here: <https://www.cde.ca.gov/sp/ch/verifdataacadprogress.asp>

Figure 21: College Enrollment the first Fall after High School, National Student Clearinghouse



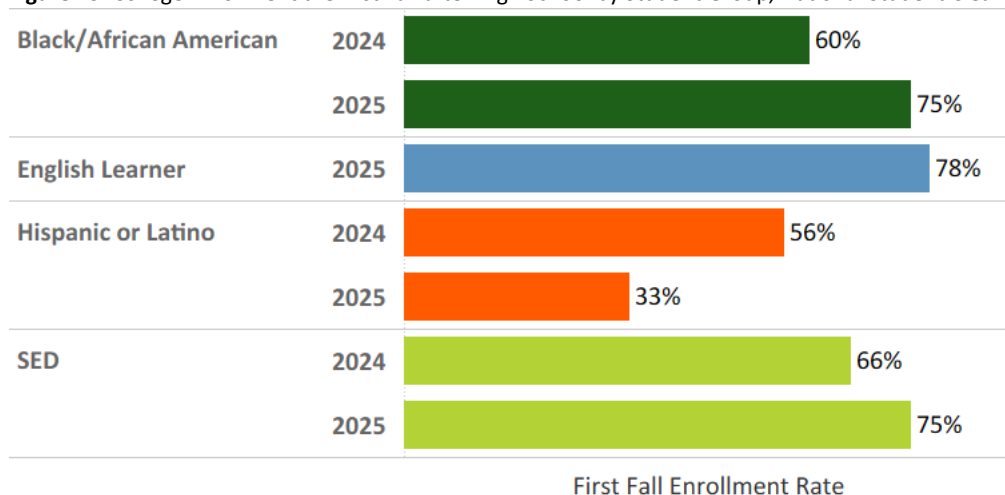
Source: Verified Data submitted by AIMS High to OUSD; National Student Clearinghouse StudentTracker

Figure 22: College Enrollment the first Fall after High School by Institutional Level, National Student Clearinghouse



Source: Verified Data submitted by AIMS High to OUSD

Figure 23: College Enrollment the first Fall after High School by Student Group, National Student Clearinghouse



Source: Verified Data submitted by AIMS High to OUSD

H. Academic Performance Improvement Plan

While not required, AIMS High submitted a Performance Improvement Plan (“PIP”) with its renewal petition addressing its academic performance, including the Charter School’s Orange 2025 Dashboard results in ELA, Math, and Science.

The plan identifies several factors contributing to the Charter School’s declining performance, including inconsistent instructional practices across content areas, uneven implementation of English Learner instructional strategies, loss of instructional coaching capacity, inconsistent implementation of the school’s cycles of inquiry, and the lack of systematic criteria for assigning students to academic interventions.

The plan proposes four primary instructional strategies: a common evidence-based writing and reasoning framework across content areas, expanded use of integrated ELD strategies, increased monitoring and accountability for Cycles of Inquiry, and use of NWEA results and defined criteria to assign students to MTSS interventions. The plan also identifies instructional coaching, staffing, and teacher credentialing as necessary supports for implementation.

The plan establishes annual improvement targets for ELA, Math, and Science, including differentiated targets for student groups. The plan generally addresses the areas of concern identified in the school’s performance data and includes specific strategies, owners, timelines, and measurable targets. However, many of the proposed strategies and systems are new or beginning in 2026-27, and therefore there is limited evidence available regarding their implementation or effectiveness.

If AIMS High is renewed, OCS Staff will monitor the implementation of the PIP and AIMS High’s progress towards its annual goals throughout the charter term. AIMS High will be expected to implement the strategies identified in the plan and meet the performance targets it has established in the PIP.

I. Course Offerings and Access

The educational program proposed in the charter renewal petition includes multiple core subjects in which students have access only to AP or Honors courses. For example, the English sequence provides only AP or Honors courses in Grades 11 and 12. In both Science and History/Social Studies, only AP or Honors is offered for Grades 9, 10 and 11.

Based on the graduation requirements and course offerings identified in the charter renewal petition, students would be required to complete Honors or AP coursework in multiple core subject areas in order to graduate.

While the program detailed in the petition provides students broad access to advanced coursework, the absence of non-honors or AP options in multiple grade levels and subjects raises equity concerns regarding whether the course offerings appropriately serve students with differing academic needs.

II. Renewal Criteria II: Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?

In order for a charter school's renewal petition to be approved, it must be demonstrably likely to successfully implement the program set forth in the petition.¹³ Evidence considered for this criterion include an analysis of the Charter School's operations, financial condition, enrollment, enrollment demographics, compliance with regulatory elements (Notices of Concern), board health and effectiveness, and staffing and credentialing.

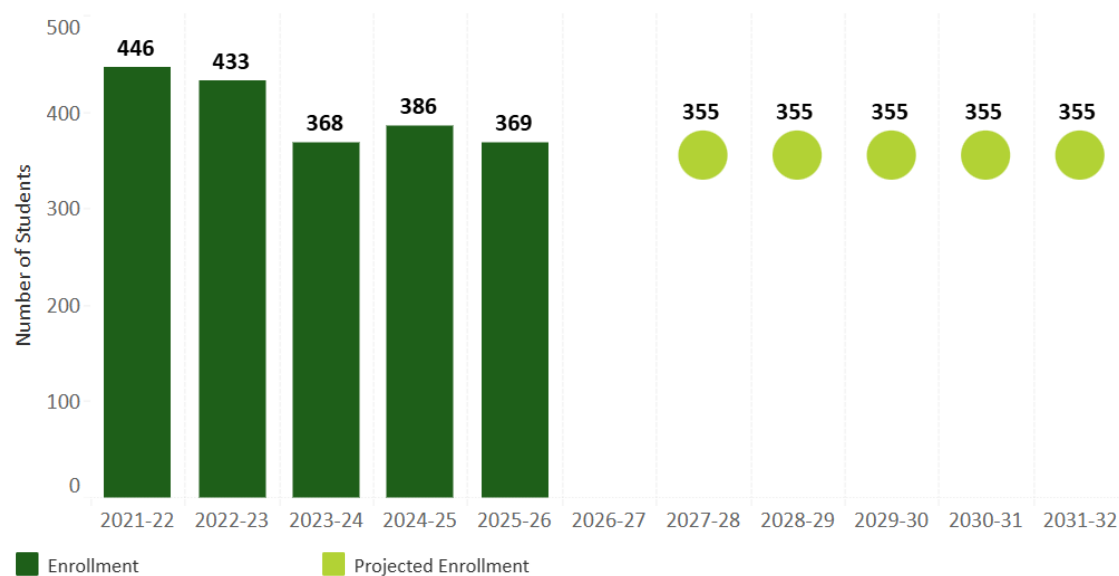
A. Enrollment

Total Enrollment by Year – Actual and Projected

The figure below includes the total enrollment of the Charter School over the course of the term and the projected enrollment included in the Multi-Year Projection ("MYP"). The 2026-27 enrollment figures were not yet available at the time this staff report was published. As shown below:

- AIMS High total enrollment declined overall during the charter term.
- The current 2026-27 total enrollment of 367 is similar to the 2025-26 total enrollment and is above the 2027-28 projected enrollment of 355¹⁴.
- Incoming Grade 9 enrollment for the 2025-26 school year decreased by about 28% compared to 2024-25.

Figure 24: Total Enrollment Over Time, Actual and Projected



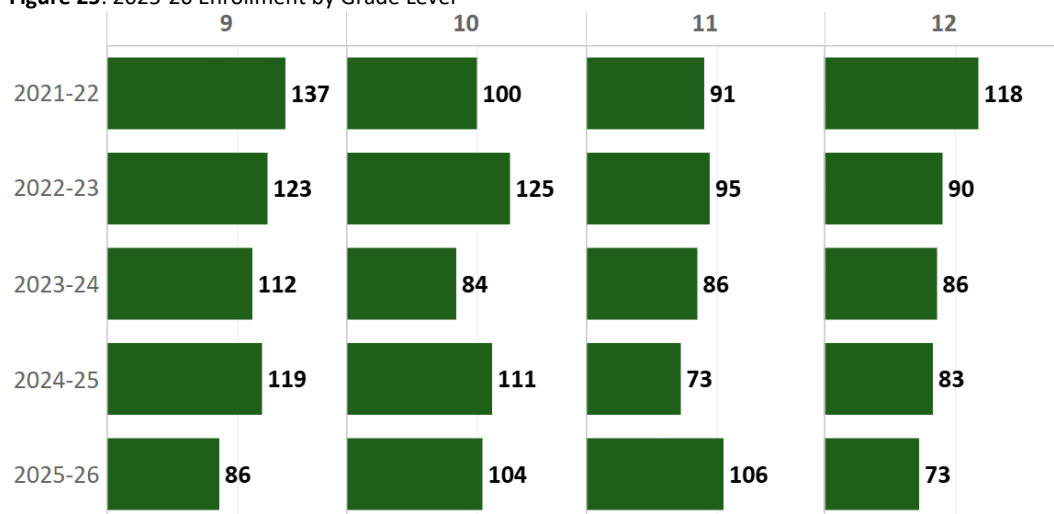
Source: CDE Downloadable School Enrollment Data Files; August Enrollment Submission to OCS, MYP

¹³ EC §47605(c)(2)

¹⁴ 2026-27 enrollment per the first month statistical report submitted to OUSD (as of August 28, 2026).

Enrollment by Grade Level

Figure 25: 2025-26 Enrollment by Grade Level



Source: CDE Downloadable School Enrollment Data Files

B. Financial Condition

Summary

The Charter School's financial condition is good based on its fiscal health indicators, audit results, and multi-year budget projections. The Charter School's forecast realistically considers the school's historical and present enrollment trends, while its growing fund balance suggests efficient resource management.

Fiscal Health

The figure below summarizes key fiscal indicators throughout the current charter. As shown below:

- The Charter School maintained a positive ending fund balance throughout the charter term, although it reported a deficit in 2021-22.
- Although the debt ratio increased slightly during the charter term, it remains below 1.0, indicating assets exceeded liabilities and the school retains borrowing capacity if needed.
- The Charter School's cash reserve was 0% in the first two years of the charter term, but exceeded FCMAT's recommended 5% floor in the past two audit reports and is projected to remain above the minimum in 2025-26.
- The CMO's maintained a positive ending fund balance throughout the charter term, and its debt ratio decreased from 0.63 to 0.57.¹⁵

¹⁵ See Appendix B. Charter Management Organization's Fiscal Health Summary

Figure 26: Fiscal Health Summary

Financial Indicator	2021-22	2022-23	2023-24	2024-25	2025-26 (2nd Int.)
Annual Surplus or (Deficit) <i>Indicates whether the school spent more or less than it received in revenue during the year. Deficits are shown in parentheses.</i>	(74,506)	925,598	488,246	85,570	518,608
Ending Fund Balance <i>Typically represents unrestricted funds, although in some cases, restricted funds that were not fully spent in previous years may be included.</i>	1,639,188	2,564,786	3,053,032	3,138,602	3,657,210
Debt Ratio <i>A ratio less than 1 indicates the school has lower debts than assets, representing a lower level of financial risk.</i>	0.34	0.35	0.66	0.39	Unavailable
Budgetary Reserve <i>Given the school's ADA, FCMAT¹⁶ prescribes a minimum 4% reserve (calculated as Unrestricted Net Assets / Total Expenditures) as a set aside to prepare for potential liabilities. Reserve rates below this rate indicates poor financial condition.</i>	14%	38%	48%	42%	54%
Cash Reserve <i>FCMAT recommends 5%+ cash reserve of the total of all budgeted expenditures (calculated as Unrestricted Cash / Total Expenditures). Below 5% is indicative of a poor financial condition.</i>	0%	0%	66%	50%	63%

Source: 2021-22 through 2024-25 Annual Audit Reports and 2025-26 2nd Interim Budget Report

Annual Financial Audit Reports

The figure below summarizes the CMO's annual audit results and submission history during the current charter term. As shown below:

- *The Charter School's CMO received unmodified audit opinions throughout the charter term, and the audit report was submitted on time in the past two years.*
- *During the charter term, no material weaknesses or significant deficiencies were identified for the CMO nor any statutory compliance findings specific to AIMS High.*

Figure 27: Annual Financial Audit Reports Summary

Indicator		2021-22	2022-23	2023-24	2024-25
Audit Submitted by Statutory Deadline <i>December 15 deadline for the fiscal years shown.</i>		No	No	Yes	Yes ¹⁷
Audit Opinion <i>"Unmodified" indicates the financial statements fairly represent the school's financial position in accordance with accounting standards. "Modified, qualified" opinion indicates a material issue or insufficient evidence in a specific area of the financial statements, while the remainder are considered reliable.</i>		Unmodified	Unmodified	Unmodified	Unmodified
Material Weakness(es) <i>A material weakness is a deficiency in internal controls that creates a reasonable possibility that a material error in the financial statements could occur and go uncorrected.</i>	Number of Findings	-	-	-	-
	Initial Year of Finding(s)	-	-	-	-
Significant Deficiency <i>A significant deficiency is a flaw in internal controls that is less severe than a material weakness, but still merits attention.</i>	Number of Findings	-	-	-	-
	Initial Year of Finding(s)	-	-	-	-
Statutory Compliance <i>Statutory compliance is adherence to specific state and federal laws and regulations that govern operations, funding, and program requirements within the scope of the audit.</i>	Number of Findings	-	-	-	-
	Initial Year of Finding(s)	-	-	-	-

Source: 2021-22 through 2024-25 Annual Audit Reports

¹⁶ Financial Crisis and Management Assistance Team

¹⁷ The Charter schools' CMO requested an audit extension for the 2024-25 audit report, citing the delayed issuance of the Federal Office of Management and Budget's 2025 Compliance Supplement. The CMO subsequently issued the 2024-25 audit report within the OUSD-approved extension period.

Attendance and Enrollment in Multi-Year Budget Projections

The enrollment and attendance rate assumptions underlying the Charter School’s Multi-Year Budget Projections (“MYP”) included with the renewal petition, as shown in the figure below, appear realistic and are aligned to the projected enrollment listed in Element 1 of the charter petition. As shown below:

- *Projected enrollment is generally consistent with the Charter School’s historical patterns.*
- *Actual 2026-27 enrollment, as of August 28, is 3.38% higher than the projected enrollment for 2026-27.*
- *Projected attendance rates are slightly higher than the recent annual averages of 94.18% and 93.54% in 2024-25 and 2025-26, respectively but could be reasonably attainable.*

Figure 28: MYP Summary: Projected Enrollment and Attendance Rates

	2026-27 (Actual YTD)	2026-27 (Projected)	2027-28 (Projected)	2028-29 (Projected)
Enrollment	367	355	355	355
Attendance Rate	95.7%	96.7%	96.7%	96.7%

Source: 2026-27 Enrollment and Attendance Rate – 2026-27 Month 1 Statistical Report (as of August 28, 2026); 2027-28 through 2028-29 - LCFF Calculator submitted with renewal petition

C. Enrollment Demographics

Per California Education Code Section 47605(c)(5)(G), a charter school must include in the renewal petition a reasonably comprehensive description of “*the means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted*”. This description is included on page 124 of the charter petition. The current section includes a summary of the school’s enrollment demographic data for further context.

As of the 2026-27 school year, AIMS High does participate in an Oakland-wide common charter enrollment system, Oakland Enrolls. OCS Staff strongly encourages all OUSD-authorized charter schools to coordinate participation in an Oakland-wide common charter enrollment application system. OCS Staff believes that a unified charter enrollment approach supports educational equity by reducing barriers that can disproportionately affect families whose primary language is not English, have limited technology access, or lack the time and resources to navigate many application processes with different deadlines, websites, and requirements.

Enrollment Demographics Comparison

Enrollment demographics for the 2025-26 school year are included in the table below. Although Education Code specifies that a charter school should seek to achieve a demographic balance which is reflective of the *entire* District, the average enrollment demographics of the District schools which serve a similar grade span and are located in the High School Attendance Area (HSAA) in which the majority of the Charter School’s students reside, Oakland Tech, is included for reference.

Figure 29: 2025-26 Enrollment Demographics

Student Group Type	Student Group	Charter School	OUSD schools in Comparison HSAA ¹⁸	OUSD
Race/ Ethnicity	Hispanic/Latino	16.5%	26.8%	47.7%
	Black/African American	47.4%	31.5%	19.2%
	Asian	25.7%	14.1%	9.3%
	White	5.1%	14.1%	11.9%
	Two or More Races	1.6%	9.2%	7.1%
	Other Race/Ethnicity	2.1%	1.5%	1.9%
	Not Reported	1.4%	2.8%	3.0%
Other Student Groups	Socioeconomically Disadvantaged	66.9%	77.7%	80.9%
	Homeless Youth	0.0%	6.9%	5.3%
	Foster Youth	0.8%	0.7%	0.4%
	English Learners	19.2%	16.2%	30.2% (9-12 only: 26.5%)
	Special Education	4.9%	15.7%	18.1% (9-12 only: 18.7%)

Source: Ethnicity/English Learners – CDE Downloadable Data Files (School Enrollment, English Learners); Socioeconomically Disadvantaged/Special Education – CDE DataQuest School Enrollment by Subgroup Report

English Learner Enrollment

As shown previously, during the 2025-26 school year, 19.2% of AIMS High’s total enrollment were English Learners. The following tables are included to further disaggregate this data to give a fuller context of the English Learners served at AIMS High and their level of need. As a note, this data does not provide any indication as to how well the Charter School is serving these students. The English Learner Progress Indicator on the California School Dashboard is a more appropriate metric for evaluating the strength of the English Learner program. As shown below:

- Over the course of the charter term, the percentage of “0-3 Year” English Learner students at AIMS High School has decreased, from 27.1% in 2021-22 to 7.0% in 2025-26.
- The proportion of “At-Risk” students followed a similar pattern, decreasing from 16.5% in 2021-22 to 4.2% in 2025-26, while LTEL rates similarly dropped from 54.1% in 2021-22 to 35.2% in 2025-26.
- In 2025-26, AIMS High School had a lower proportion of EL, At-Risk, and LTEL students than OUSD.

Figure 30: English Learner Breakdown Over Time

Year	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL
2021-22	27.1%	16.5%	54.1%	2.4%
2022-23	21.7%	18.5%	22.8%	37.0%
2023-24	7.0%	16.9%	46.5%	29.6%
2024-25	11.6%	10.1%	62.3%	15.9%
2025-26	7.0%	4.2%	35.2%	53.5%

Source: CDE Downloadable Data Files

¹⁸ Includes 4 OUSD-operated schools serving students in Grades 9-12 located in the Oakland Tech HSAA. Specifically, Gateway, Oakland International, Oakland Tech, and Street Academy.

Figure 31: 2025-26 English Learner Breakdown by Grade Span and Category

	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL
Charter School	7.0%	4.2%	35.2%	53.5%
OUSD (9-12 Only)	39.1%	7.2%	39.0%	14.7%

Source: CDE Downloadable Data Files

Special Education Enrollment

As shown previously, during the 2025-26 school year, 4.9% of AIMS High’s total enrollment were Students with Disabilities. The following figures are included to further disaggregate this data to give a fuller context of the Students with Disabilities served at AIMS High and their level of need. As shown below:

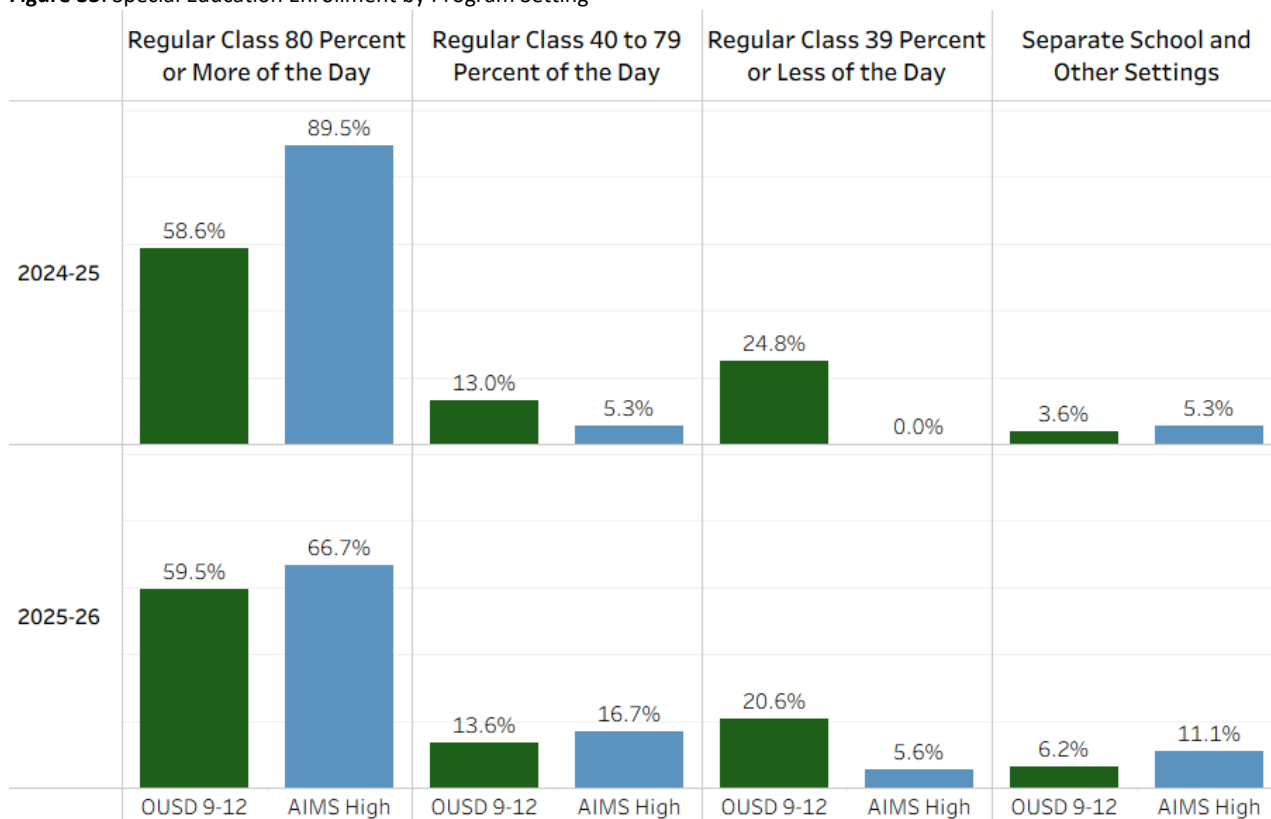
- *The majority of Students with Disabilities at AIMS High had a Specific Learning Disability, Speech or Language Impairment, or Emotional Disturbance as the primary disability in 2025-26.*
- *In 2025-26, approximately 67% of Students with Disabilities at AIMS High were in a regular classroom setting for 80 percent or more of the school day, which represents a significant decrease from the prior year.*
- *In 2025-26, approximately 36% of Students with Disabilities at AIMS High were receiving more than 450 service minutes weekly.*

Figure 32: Special Education Enrollment by Disability Type

Disability Type	2021-22	2022-23	2023-24	2024-25	2025-26
Autism	0%	0%	0%	0%	9%
Deaf-Blindness	0%	0%	0%	0%	0%
Deafness/Hearing Impairment	0%	0%	0%	0%	0%
Emotional Disturbance	6%	7%	26%	16%	18%
Established Medical Disability	0%	0%	0%	0%	0%
Hard of Hearing	0%	0%	0%	0%	5%
Intellectual Disability	0%	0%	0%	0%	0%
Multiple Disabilities	0%	0%	0%	0%	0%
Orthopedic Impairment	0%	0%	0%	0%	0%
Other Health Impairment	28%	47%	26%	16%	5%
Specific Learning Disability	50%	33%	42%	58%	45%
Speech or Language Impairment	17%	13%	5%	11%	14%
Traumatic Brain Injury	0%	0%	0%	0%	5%
Visual Impairment	0%	0%	0%	0%	0%

Source: CALPADS End-of-Year SELPA 16.12 Report - Students with Disabilities – Education Plan by Primary Disability (EOY 4)

Figure 33: Special Education Enrollment by Program Setting



Source: CDE Downloadable Data Files

Figure 34: Special Education by Placement and Weekly Service Minutes

	2024-25	2025-26
Percentage of students with IEPs receiving fewer than 450 ¹⁹ service minutes weekly	73.7%	59.1%
Percentage of students with IEPs receiving more than 450 service minutes weekly	21.1%	36.4%
Percentage of students with IEPs in nonpublic school (NPS) placement	5.3%	4.5%

Source: Charter School Performance Report

D. Special Education Compliance

During the AIMS High charter term, OCS Staff identified numerous concerns regarding the special education programming across the AIMS CMO. While many arose at other schools within the AIMS CMO rather than at AIMS High specifically, they are relevant and outlined below as the CMO's special education department is centralized - its special education program operates as a single K-12 system under one Special Education Manager, with shared staffing, compliance processes, and service-delivery structures.

In October 2022, OCS Staff issued a Notice of Concern to American Indian Public School II ("AIPCS II") for failing to conduct a manifestation hearing before expelling a student with a suspected disability. As a requested remedy, the CMO provided Child Find data showing that only one student had been newly referred for evaluation across AIPCS II and AIMS Middle School in 2021-22. This data, along with witness statements noting similar concerns regarding special education

¹⁹ The 450 minute threshold was chosen as a conservative estimate of the point at which a student may be considered to have moderate needs.

compliance at AIMS, were included in a 30-Day Notice issued to AIPCS II in September 2023 under Education Code section 47607(e). AIPCS II submitted a Corrective Action Plan in November 2023, but many issues persisted. In July 2025, for example, OCS Staff issued another Notice of Concern to AIMS Middle School for a significant delay in responding to a parent's evaluation request. As a requested remedy, AIMS provided CALPADS data showing that, as of the end of 2024-25, nine annual plan reviews were held late while 11 were overdue and four reevaluation meetings were held late while four were overdue. OUSD no longer authorizes AIPCS II as of June 30, 2025 (it is currently authorized by the Alameda County Board of Education), and AIMS Middle School closed effective June 30, 2026.

In spring 2026, the AIMS CMO commissioned Seneca Family of Agencies to conduct a review of its K-12 special education program, including focus groups and an audit of 30 randomly selected IEPs across all three schools. The Seneca review identified concerns including untimely IEP meetings and evaluations, the absence of centralized compliance tracking, inconsistent IEP documentation, mismatches between required service minutes and available staffing, and students being missed for services. Additional concerns included staffing and provider continuity, transition planning, family communication, staff understanding of special education responsibilities, and placement and inclusion practices. These findings were identified across the K-12 special education program and are not disaggregated by campus.

AIMS High-specific CALPADS data provided by AIMS is consistent with the IEP-timeliness concerns identified in the Seneca review. Specifically, as of June 10, 2026, 5 of the 19 AIMS High students had an annual plan review identified as noncompliant due to lateness (26.3%) and 10 of the 19 AIMS High students had a reevaluation identified as noncompliant due to lateness (52.6%). Of the reevaluation meetings, three were late as of the 2023-24 school year, two as of the 2024-25 school year, and five as of the 2025-26 school year. Despite the untimely IEP meetings and evaluations, as of June 10, 2026, there were no instances of overdue plan review or reevaluation meetings.

AIMS has noted that staff capacity and leadership turnover has been one key driver of special education compliance issues. In particular, AIMS's special education program has experienced multiple changes and vacancies in department-level leadership since the start of the charter term. From October 2020 to May 2022, AIMS employed a SPED/Compliance Manager until a Director of Special Education was hired in June 2022. The Director of Special Education position became vacant in November 2025 and remained vacant until March 2026, when AIMS appointed an Interim Manager of Special Education. The Interim Manager served through August 31, 2026. AIMS reports that it has hired a new Director of Special Education and Student Services who is currently onboarding. As of September 1, 2026, AIMS's organizational chart continued to identify both the Director of Student Services and Special Education and Manager of Special Education positions as vacant.

In June 2026, the AIMS Governing Board adopted a five-year Special Education Performance Improvement Plan. The plan includes centralized compliance tracking, regular internal compliance audits, standardized service-delivery processes, staff training, equity and LRE monitoring, and regular reporting to the Governing Board. Many of the systems identified in the plan are scheduled for implementation during 2026-27. As part of the renewal review, AIMS provided a current student-level AIMS High special education caseload/compliance tracker, indicating that a centralized tracking tool has been established.

If AIMS High is renewed, OCS Staff will monitor the Charter School's implementation of the Special Education Performance Improvement Plan and AIMS's progress in addressing the compliance, service delivery, staffing, and program capacity concerns.

E. Notices of Concern and/or Notices to Cure and Correct

If credible evidence suggests that a charter school has violated state or federal law or the terms of its charter petition, the Office of Charter Schools will send the school, charter school board, or charter management organization a Notice of Concern regarding the issue, which includes remedies the charter school must implement to rectify the issue and resolve

the Notice of Concern.²⁰ AIMS High and its CMO, AIMS K-12, have collectively been issued 10 Notices of Concern during the current charter term (0 issued to the Charter School and 10 issued to the CMO) as of September 17, 2026. Notices issued to other schools operated by the CMO are not included below.

Figure 35: Notices of Concern and/or Notices to Cure and Correct

School Year	Notices of Concern	Area(s) of Concern	Remedy
2021-22	3	AB 361 Virtual Meeting Violation; Incomplete CalSAAS Submission; Brown Act Violation	AIMS abided by all virtual meeting requirements; AIMS assigned a CalSAAS contact for the 2021-22 cycle; AIMS agreed to abide by Brown Act requirements moving forward.
2022-23	0	--	--
2023-24	2	Violation of Ed Code §47604.3; Brown Act Violation	AIMS provided OCS with the requested information; AIMS acknowledged error and outlined steps to remedy the Brown Act Violation
2024-25	3	Brown Act Violation; Exposure of Confidential Student and Staff information; Second Exposure of Confidential Information	AIMS acknowledged the error and agreed to abide by all remedies in the future for the Brown Act; AIMS acknowledged the concerns in the Notices and responded to all remedies to ensure student and staff privacy is protected
2025-26	2	Attendance Reporting; Brown Act	AIMS acknowledged the concerns and described corrective action; AIMS acknowledged the error and agreed to abide by all remedies in the future for the Brown Act
2026-27	1	Violation of Charter Petition and Board Bylaws	AIMS acknowledged its noncompliance with the minimum board membership requirement and added two additional members in August 2026.

Source: OUSD Office of Charter Schools Notice of Concern documentation

E. Board Health and Effectiveness

Governing Board Evaluation

A charter school governing board's decisions have a significant impact on the health and viability of its schools, as well as the quality of education students receive. Governing boards are responsible for decisions on the operations, vision, and policies of the charter school. Most importantly, governing boards are also responsible for ensuring that the charter school and its charter management organization (if applicable) is serving the best interest of students. The below table provides an overview of the AIMS K-12 Governing Board and its composition.

²⁰ If, after sending a Notice of Concern, the Office of Charter Schools determines based on the school's response that the violation listed in the notice did not occur, the notice may be rescinded.

Figure 36: Charter School Governing Board Overview and Composition

AIMS K-12 Governing Board Overview			
Schools Overseen ²¹	3	Total Enrollment of all Schools Overseen	1,017 students
Required Minimum # of Members	5	Current # of Members (as of July 16, 2026)	4
Regular Meeting Frequency	Monthly	Brown Act Committees	Governance, Finance
Virtual Meeting Access	Yes	Minutes and Board Packet Posted Publicly	Yes
AIMS K-12 Governing Board Composition			
Name, Role	Time on Board	Name, Role	Time on Board
Kimi Kean, Chair	1.5 years	Tiffany Rose Naputi Lacsado, Secretary	1 year
Megan Sweet, Treasurer	2 years	Steven Leung, Member	14 years

Source: Charter School Board Self-Evaluations submitted to OUSD, CDE Dataquest

As part of the renewal process, Staff evaluates the governing board’s overall health and effectiveness using the Charter School’s performance report, a governing board interview, governing board audits, a board self-evaluation tool, the governing board’s meeting agendas, minutes, and related documentation, and Element 4 of the charter renewal petition (along with any supporting documentation). These components are used as evidence in order to evaluate the Charter School governing board on the “Board Effectiveness Core Competencies” found below. The scale used for rating is aligned with the SQR Rubric Ratings, where the scores range from 1 (low) to 4 (high): 1 = Emerging, 2 = Developing, 3 = Implementing, and 4 = Sustaining.

Figure 37: Board Core Competency Ratings

Core Competency	Description	Score
Board Composition	Board members possess a diversity of backgrounds and an array of appropriate and relevant skills with which to oversee the school/CMO.	2.0
Mission Alignment	Board members have a shared understanding of and commitment to the school’s mission and vision.	2.5
School Familiarity	Board members are knowledgeable about the school’s operations, successes, and challenges.	2.75
Role Familiarity	Board members demonstrate an understanding of their role in providing oversight to the charter school.	2.5
Community Engagement	Board members actively engage with school staff, families, and community members in order to govern effectively.	1.4
Accessibility	All governing board meetings are accessible to the community and the decision-making process is clear and transparent.	2.67
Compliance	The board complies with (and has systems in place to ensure compliance with) its own board policies and bylaws as well as with applicable state and federal laws regarding governance. The board is free of real or perceived conflicts of interest.	1.5
Effectiveness	The governing board is an effective decision-making body which is active and meets its governance obligations.	2.0

Source: Staff evaluation of Charter School performance report, Charter School renewal petition, Charter School board member self-evaluations, Charter School board member interview, Charter School board observations

²¹ Schools overseen and corresponding total enrollment as of the 2025-26 school year.

Governance Transition and Board Capacity

The AIMS Charter Management Organization (“CMO”) experienced significant governance and compliance concerns during the charter term, including repeated Brown Act violations and two instances in which documents containing sensitive confidential information, including Social Security numbers, were publicly disclosed in board materials. Additionally, from April 22 through August 20, 2026, the AIMS governing board operated with four members, below the five-member minimum required by its bylaws and the AIMS High charter petition. These concerns resulted in multiple Notices of Concern, as outlined above.

The AIMS governing board experienced substantial turnover during the charter term. As of September 2026, five of the Board’s six current members were appointed since June 2024, including two members appointed in August 2026. The current governing board and new leadership have taken steps to address a number of longstanding governance, compliance, and operational concerns²². While these efforts represent progress, the CMO remains in the early stages of addressing many of the issues identified over the course of the charter term. The Board’s recent turnover has occurred during a period of significant corrective and systems-building work across the organization.

F. Leadership Stability

The Charter School and associated CMO have experienced significant leadership turnover during the current charter term. The school has had six different school leaders during the charter term, including one who served during two different periods in an interim capacity. Since August 2025, the school has experienced five leadership changes and is currently operating with an interim principal.

The CMO has also experienced recent turnover in executive leadership. Maya Woods-Cadiz ceased serving as Superintendent on June 30, 2025, and was followed by Marco Menendez, who served as Interim Executive Director through June 30, 2026. LaResha Huffman currently serves as Superintendent. AIMS has also indicated that it has hired a new Chief Academic Officer who is currently onboarding.

G. Staffing and Teacher Credentialing

Education Code sections 47605(l)(1) and 47605.4 require all charter school teachers to hold the credential required for their assignment. Pursuant to Education Code Section 44258.9, all charter schools must participate in annual teacher assignment monitoring through the California Statewide Assignment Accountability System (“CalSAAS”). The Office of Charter Schools Staff acts as the “Monitoring Authority” for all charter schools authorized by OUSD, which requires the annual review of educator assignments. The figures below represent the Teacher Assignment Monitoring Outcomes results for 2023-24 and the CalSAAS results for educator assignments in the 2024-25 school year, the most recent years for which data is available. As shown below:

- *During the 2023-24 school year, more than 70% of assignments at AIMS High were considered “Ineffective”, meaning the teacher had no legal authorization or was authorized by an emergency credential, variable term waiver, or substitute permit, which is significantly above the OUSD average.*
- *During the 2024-25 school year, there were 20 total misassignments at AIMS High out of 93 total assignments.*

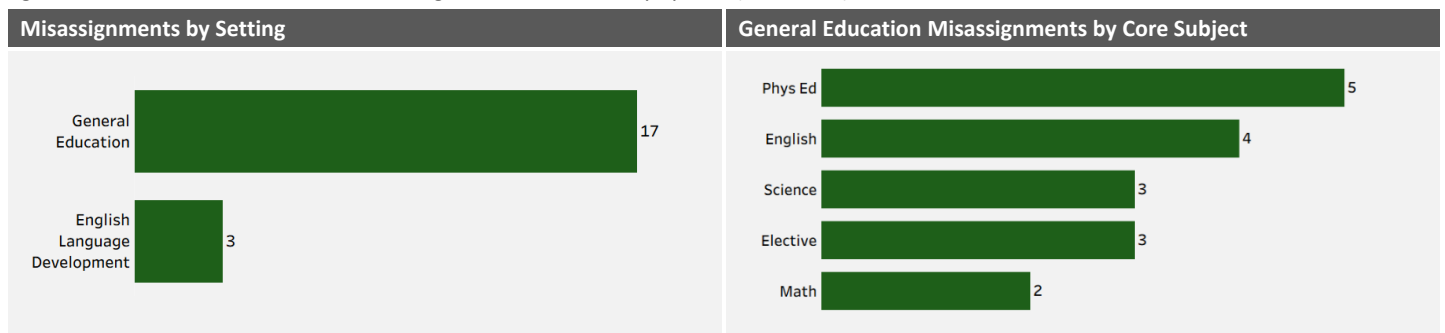
²² For additional background and detail on these concerns, see the AIMS K-8 OUSD Renewal Staff Report: <https://ousd.legistar.com/LegislationDetail.aspx?ID=6368253&GUID=23CAC94D-A5FE-4F18-8BA0-65075805B9C7&Options=&Search=>

Figure 38: 2023-24 Educator Credentials by Type

	Charter School	OUSD (9-12 Only) ²³
Clear <i>Authorized by clear or preliminary credential or by local assignment option</i>	28.6%	57.3%
Intern <i>Authorized by intern credential</i>	0.0%	1.4%
Out-of-Field <i>Authorized by GELAP, SELAP, short-term waiver, emergency EL permit, or Local Assignment Option</i>	0.0%	2.5%
Ineffective <i>No legal authorization or authorized by emergency credential (PIP, STSP), variable term waivers, or substitute permits</i>	71.4%	37.9%
Incomplete <i>Missing or incorrect information was reported to CALPADS about the assignment</i>	0.0%	0.9%

Source: CDE Teaching Assignment Monitoring Outcomes by FTE Report

Figure 39: 2024-25 California Statewide Assignment Accountability System (“CalSAAS”) Results



Source: 2024-25 CalSAAS Monitoring Audit Report

In addition to the CalSAAS results, the Charter School submitted information regarding educator retention as part of its Renewal Performance Report. As shown below:

- The Charter School had very high educator turnover rates, particularly in 2023-24 when only 17% of educators returned from the prior year.
- The Charter School had minimal early separations at the start of the charter term but had 4 educators leave mid-year in 2025-26.

Figure 40: Educator Retention Over Time (Self-Reported)

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Percent of Educators Retained from Prior Year	55%	31%	17%	53%	37%	63%
Early Separations	1/16	0/18	2/17	2/19	4/16	N/A

Source: Charter School Renewal Performance Report

²³ The 2023-24 Teaching Assignment Monitoring Outcomes report on CDE Dataquest only disaggregates data into K-6, 6-9, 9-12, or K-12. Therefore, 9-12 was chosen as the most similar comparison point to AIMS High.

III. Renewal Criteria III: Is the Petition Reasonably Comprehensive?

In order for a charter school’s renewal petition to be approved, the petition must include all of the following, which are described in detail in this section:

- Reasonably comprehensive descriptions of all 14 required elements
- All other information required by the Ed Code
- All OUSD-specific requirements

Evidence considered for this criterion includes a review of the corresponding sections of the charter petition, including changes made from the prior petition, as well as checks for any additional requirements enacted since the charter was last approved.

A. The Required Fourteen Elements

All charter petitions must include a “reasonably comprehensive” description of 14 required elements related to the school’s operation.²⁴ The following table summarizes staff findings related to whether this standard was met for each element.

Figure 41: Petition Element Analysis

Element	Reasonably Comprehensive?
1. Description of the educational program of the school, including what it means to be an “educated person” in the 21st century and how learning best occurs.	Yes
2. Measurable student outcomes	Yes
3. Method by which student progress is to be measured	Yes
4. Governance structure	Yes
5. Qualifications to be met by individuals employed at the school	Yes
6. Procedures for ensuring health and safety of students	Yes
7. Means for achieving a balance of racial and ethnic, English learner, and special education students	Yes
8. Admission policies and procedures	Yes
9. Suspension and expulsion procedures	Yes
10. Manner for covering STRS, PERS, or Social Security	Yes
11. Attendance alternatives for students residing within the district	Yes
12. Employee rights of return, if any	Yes
13. Dispute resolution procedure for school-authorizer issues	Yes
14. Procedures for school closure	Yes

Source: Ed Code §47605(c)(5) subsection (A) thru (O) and staff analysis of the charter renewal petition

B. Other Required Information

In addition to the required 14 elements, the following information is specified by either Education Code or OUSD to be included in all charter petitions.

²⁴ EC §47605(c)(5)

Figure 42: Other Required Information

Required Information	Included in Petition?
An affirmation of each of the conditions described in EC §47605(h).	Yes
A declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Government Code §3540 through 3540.2 (California's public school collective bargaining law).	Yes
Information regarding the proposed operation and potential effects of the charter school on the authorizer, including: - The facilities to be used by the charter school, including specifically where the charter school intends to locate. - The manner in which administrative services of the charter school are to be provided. - Potential civil liability effects, of the charter school on the authorizer.	Yes
Financial statements that include the annual operating budget and 3-year cashflow and financial projections, backup and supporting documents and budget assumptions (i.e. anticipated revenues and expenditures, including special education, and projected average daily attendance).	Yes
If the school is to be operated by, or as, a nonprofit public benefit corporation, the petitioner shall provide the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school.	Yes
District Required Language	Yes

Source: Ed Code §47605(c)(4), §47605(c)(6), and §47605(h); staff analysis of the charter renewal petition, Staff analysis of the charter renewal petition

IV. Renewal Criteria IV: Is the Charter School Serving All Students Who Wish to Attend?

In order for a charter school's renewal petition to be approved, the school must be serving all students who wish to attend.²⁵ By State law, evaluation of this criteria is limited to consideration of two sources of information (1) State-provided enrollment data and (2) any substantiated complaints related to noncompliance with suspension/expulsion requirements included in law and/or the charter school's procedures. Denial under this criterion may only occur if (1) there is sufficient evidence in the abovementioned information sources demonstrating that the charter school is not serving all students who wish to attend and (2) the school has been given a reasonable opportunity to cure the violation. Therefore, evidence considered for this criterion includes:

- State-provided enrollment data
- Substantiated complaints and notices of concern related to noncompliance with suspension/expulsion requirements

A. State-Provided Enrollment Data

State law mandates that, upon request, the State provide charter school authorizers with certain aggregate data, specified in the law, reflecting student enrollment patterns for authorized charter schools. The State does not provide any guidance regarding how this data should be interpreted. This data includes the following for each year of the charter term²⁶:

²⁵ EC §47607(e)

²⁶ At the time of this report, the State provided data for 2016-17 through 2019-20 and 2022-23 through 2024-25. Due to the impact of the COVID-19 pandemic, there was insufficient data available for the 2020-21 and 2021-22 school years.

- **Data Set 1 (Mid-Year Exits):** The percentage of students enrolled at any time between the beginning of the school year and the census day who were not enrolled at the end of the same school year, and the average State test results for these students from the prior school year, if available.
- **Data Set 2 (Year-to-Year Exits):** The percentage of students enrolled during the prior school year who were not enrolled as of the census day of the school year in question (excluding students who completed the highest grade served by the school), and the average State test results for these students from the prior year, if available.

The tables below summarize the data provided by the State. To avoid exposing potentially personally identifiable information, State test results are excluded for any group with fewer than 11 students. Additionally, it is important to note the data provided is limited in that it can only show correlation, *not causation*. Therefore, while an analysis is included below, the data, on its own, cannot definitively show whether or not the school is serving all students who wish to attend. With this limitation in mind, the analysis is below:

- **Data Set 1 (Mid-Year Exits):** For the first set of data, the Charter School did not have a numerically significant number with State test results for any year of the charter term.
- **Data Set 2 (Year-to-Year Exits):** For the second set of data, the Charter School did not have a numerically significant number with State test results for any year of the charter term.

Figure 43: Charter School Enrollment Data – Education Code Section 47607(d)(1)(B)

Data Set 1: Mid-Year Exits	2022-23	2023-24	2024-25
Percent of students enrolled at the Charter School between start of the school year and census day who were not enrolled at the end of the school year	7.33% (33 of 450)	8.86% (35 of 395)	4.33% (17 of 393)
Number of these students with State test results from the prior year	3	1	0
ELA: Difference between average DFS of unretained students and schoolwide average	*	*	*
Math: Difference between average DFS of unretained students and schoolwide average	*	*	*

Source: Aggregate enrollment-pattern data provided by the State

* Data excluded due to an insufficient number of students with results for this group

Figure 44: Charter School Enrollment Data – Education Code Section 47607(d)(1)(C)

Data Set 2: Year-to-Year Exits	2022-23	2023-24	2024-25
Percent of students enrolled at the Charter School during the prior school year who were not enrolled as of the census day for the specified year (excluding graduating students)	8.14% (38 of 467)	22.22% (100 of 450)	11.39% (45 of 395)
Number of these students with State test results from the prior year	1	9	ELA: 4 Math: 3
ELA: Difference between average DFS of unretained students and schoolwide average	*	*	*
Math: Difference between average DFS of unretained students and schoolwide average	*	*	*

Source: Aggregate enrollment-pattern data provided by the State

* Data excluded due to an insufficient number of students with results for this group

B. Substantiated Complaints and Notices of Concern Related to Noncompliance with Suspension / Expulsion Requirements

During the current charter term, the Office of Charter Schools Staff did not receive any substantiated complaints related to noncompliance with suspension and/or expulsion requirements for the charter school.

V. Summary and Board Action

The following section summarizes the Charter School's strengths and challenges related to each applicable renewal criterion, provides information relevant to whether closure would be in the best interest of pupils if the Board denies renewal, and outlines the statutory options and requirements for Board action.

A. Renewal Criteria I: Has the Charter School Presented a Sound Educational Program?

Strengths	Challenges
• ELA Status (Charter Term): Average ELA DFS for the Black/African American and Socioeconomically Disadvantaged student groups were above the corresponding State averages in three of the four years with available data. • Math Status (Charter Term): Schoolwide average Math DFS was above the State average in two of the four years with available data, while the Socioeconomically Disadvantaged student group was above it in each of the past three years. • Graduation Metrics (Charter Term): Graduation and A-G completion rates remained high during the charter term, with the A-G rate at or near 100% for the past four years. In 2024-25, the CCI indicator was Green. • English Learner Progress (2024-25): English Learner Progress improved from Red to Blue between the 2024 and 2025 Dashboards.	• ELA Status (2023-24 and 2024-25): ELA performance declined significantly schoolwide (<i>Proficiency: -28.8 percentage points; DFS: -77.4 pts</i>) and for all student groups from 2022-23 to 2024-25. The schoolwide ELA indicator declined from Blue in 2022-23 to Orange in 2024-25, with the African American/Black and Socioeconomically Disadvantaged student groups both receiving a Red. Schoolwide ELA DFS was below the State average in both 2023-24 and 2024-25. • Math Status (2023-24 and 2024-25): Math performance declined significantly schoolwide (<i>Proficiency: -31.1 percentage points; DFS: -81.3 pts</i>) and for all student groups from 2022-23 to 2024-25. The schoolwide Math indicator declined from Blue in 2022-23 to Orange in 2024-25, with the African American/Black and Socioeconomically Disadvantaged student groups both receiving an Orange. Schoolwide Math DFS was below the State average in 2024-25. • Educational Program: The current and proposed educational program does not identify non-Honors/AP coursework sufficient for students to meet graduation requirements in several core subject areas. • EL Progress (Charter Term): English Learner Progress declined for the first three years with available data. • Site Visit (2025-26): AIMS High received below a 3.0 in all nine Site Visit Domain Threads and below a 2.5 in eight out of nine.

B. Renewal Criteria II: Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?

Strengths	Challenges
- The Charter School is in good financial condition, with positive fund balances, adequate reserves, and realistic enrollment and budget projections. - The current governing board and CMO leadership have taken steps to address governance, compliance, academic, and operational concerns identified during the charter term.	- AIMS High has had five executive leadership changes since August 2025 and is currently operating with an interim school leader. The CMO has also experienced recent executive leadership transitions. - The governing board has experienced substantial turnover and remains relatively new while overseeing significant corrective and systems-building work across the CMO. - The CMO had repeated governance and compliance issues during the charter term, including multiple Brown Act violations and two public disclosures of confidential information, including Social Security numbers. - AIMS's external special education review identified significant concerns related to compliance, IEP implementation, service delivery, staffing, and program capacity, in addition to special education concerns identified through OCS oversight. AIMS is currently transitioning special education leadership. - Over 70% of credentialed assignments were considered "ineffective" in the 2023-24 school year, with 20 misassignments in 2024-25.

C. Renewal Criteria III: Is the Petition Reasonably Comprehensive?

Strengths	Challenges
- Charter petition contains reasonably comprehensive descriptions of the required 14 elements. - OUSD-specified requirements are included in the petition.	N/A

D. Renewal Criteria IV: Is the School Serving All Students Who Wish to Attend?

Strengths	Challenges
- Based on the State-provided enrollment data, there is not sufficient evidence to support denial under this criterion. - OCS has not substantiated any complaints or issued any Notices of Concern related to suspension, expulsion, or involuntary disenrollment requirements that would support denial under this criterion.	The following concerns relate to student access but cannot provide a basis for denial under Criterion IV: - AIMS High serves a substantially lower percentage of Students with Disabilities than the OUSD average. - Complaints at AIMS K-8 have also raised concerns related to disenrollment/pushout; however, these concerns do not provide a basis for denial of AIMS High under Criterion IV.

E. Analysis of Other Public School Options if Renewal is Denied

When determining whether to recommend denial, OCS Staff consider other public-school options available to the Charter School's current students, and denial findings for a Middle Tier school must demonstrate, in part, that closure is in the best interest of students²⁷. The following provides an overview of the attendance areas where AIMS High students live and how nearby schools serving high school students perform relative to AIMS High.

A note about the Purpose and Scope of this Analysis

The purpose of this section is to identify public school options, based upon the high school attendance area in which the charter school is located and where its students reside available to students in the event the renewal petition is denied. This section is not intended to replicate the evaluation and analysis of the Charter School's overall academic performance and renewal eligibility. Applicable Dashboard indicators and other evidence relevant to the renewal criteria are provided elsewhere in this Report. The full analysis of the Charter School's academic performance is contained in Section I of this Report. The analysis below identifies the attendance areas in which the Charter School's students reside and compares the ELA and Math performance of the public schools in those attendance areas. CDE identifies ELA and Math as the Dashboard's only two Academic indicators²⁸. Accordingly, ELA and Math are used below to compare the academic performance of the other public school options below.

AIMS High Students Attendance Areas

Students attending AIMS High in 2025-26 lived in 6 different OUSD attendance areas. Additionally, 39 (10.6%) of its students reside outside of Oakland or their addresses are unknown. The table below shows all high school attendance areas where at least 5% of AIMS High students lived.

Figure 45: 2025-26 Charter School Enrollment by Attendance Area and Grade Span

Attendance Area Grade Level	Attendance Area	Number of AIMS High Students Living in Attendance Area (Percent of Total Enrollment)
High	OAKLAND TECH	102 (27.7%)
	MCCLYMONDS	63 (17.1%)
	OAKLAND HIGH	55 (14.9%)
	CASTLEMONT/CCPA/MADISON	45 (12.2%)
	FREMONT	37 (10.1%)
	SKYLINE	27 (7.3%)

Source: OUSD Department of Research, Assessment, and Data Live/Go Dashboard

Performance Comparison with Nearby Schools/Target Student Population Area

In order to evaluate the performance of AIMS High relative to other public-school options available to the Charter School's current students, the following list of comparison schools was created to include (A) any schools serving similar grade spans within the High School Attendance Area(s) for which at least 5% of students currently live and (B) any schools serving similar grade spans within the High School Attendance Area (HSAA) for which the school is located. The Figure below summarizes 2024-25 State test outcomes (in terms of Distance from Standard (DFS)), comparing outcomes to AIMS High. The table also includes some demographic information from that same year for additional context. As shown in Figure 46:

- **ELA:** AIMS High had a DFS which was greater than 14 of 23 comparison schools
- **Math:** AIMS High had a DFS which was greater than 22 of 23 comparison schools

²⁷ Ed Code 47607.2(b)(6)

²⁸ <https://www.cde.ca.gov/ta/ac/cm/dashboardacad.asp>

Figure 46: 2024-25 Performance Comparison of Nearby Schools for schools servings grades 9-12

Attendance Area	School	Grade Span	% SED	% EL	% SWD	ELA DFS	Math DFS
OAKLAND TECH	AIMS College Prep High	9-12	65%	18%	5%	-37.5	-63.9
	Envision Academy for Arts & Technology	6-12	77%	11%	23%	-49.6	-127.3
	Oakland School for the Arts	6-12	29%	1%	15%	24.9	-58
	Oakland Technical High	9-12	70%	7%	16%	-48.1	-118.1
MCCLYMONDS	McClymonds High	9-12	96%	11%	23%	-144.2	-206.7
	Oakland Military Institute, College Preparatory Academy	6-12	91%	35%	15%	-34.6	-106.6
OAKLAND HIGH	MetWest High	9-12	95%	17%	22%	-43.5	-138.5
	Oakland High	9-12	90%	21%	15%	-38.3	-100.1
CASTLEMONT/ CCPA/ MADISON	Alternatives in Action	9-12	94%	53%	18%	-162.5	-172.7
	Coliseum College Prep Academy	6-12	99%	41%	20%	-68.6	-134.6
	LPS Oakland R & D Campus	9-12	78%	34%	14%	-72.4	-165.3
	Castlemont High	9-12	99%	50%	19%	-176.7	-221.6
	Lodestar: A Lighthouse Community Charter Public	K-12	97%	44%	14%	-74.9	-83.4
	Oakland Unity High	9-12	79%	20%	17%	32.8	-78.3
	Aspire Lionel Wilson College Preparatory Academy	6-12	88%	18%	18%	-28.7	-115.6
	Lighthouse Community Charter High	9-12	94%	35%	20%	-14.9	-109.4
	Madison Park Academy 6-12	6-12	99%	40%	17%	-110.2	-171.5
FREMONT	ARISE High	9-12	89%	39%	18%	-4.3	-88.1
	Fremont High	9-12	99%	53%	13%	-150	-227.6
	Bay Area Technology	6-12	87%	23%	19%	-53.2	-108.9
	Latitude 37.8 High	9-12	73%	26%	22%	-2.8	-82.6
	LIFE Academy	6-12	98%	31%	19%	-31.5	-102.3
SKYLINE	East Bay Innovation Academy	6-12	43%	11%	20%	3.6	-65.2
	Skyline High	9-12	76%	15%	18%	-45.9	-116.5

 Indicates DFS above the Charter School  Indicates DFS below the Charter School

Source: English Learners – CDE Downloadable Data Files (School Enrollment, English Learners); Socioeconomically Disadvantaged/Special Education – CDE DataQuest School Enrollment by Subgroup Report; OUSD Special Education/Distance From Standard – CDE Academic Indicators Downloadable Data Files

F. Board Action

After reviewing the information presented in this Staff Report and at the initial and decision public hearings, the OUSD Board will vote to approve or deny the Charter School's renewal petition. In making its determination, the Board shall consider the Charter School's schoolwide and subgroup performance on the state indicators and its performance on the local indicators of the California School Dashboard, provide greater weight to performance on measurements of academic performance, and consider applicable verified data submitted by the Charter School.

OPTION 1: APPROVAL RENEWAL

Board Action

Vote to approve the Charter School's renewal petition for a five-year term, beginning July 1, 2027, through June 30, 2032.

Board Process

To approve renewal, the Board must adopt a resolution approving the Charter School's renewal petition.

OPTION 2: DENY RENEWAL

Board Action

Deny the Charter School's renewal petition on one or more of the following bases:

- The school presents an unsound educational program;
- The school is demonstrably unlikely to successfully implement the proposed program;
- The renewal petition does not contain reasonably comprehensive descriptions of the required charter elements.

Board Process

To deny renewal, the Board must adopt a resolution that:

1. Identifies one or more of the bases for denial listed above *and* sets forth the specific facts supporting each selected basis; *and*
2. Sets forth specific facts to support each of the following findings:
 - a. The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school; *and*
 - b. Closure of the charter school is in the best interest of pupils; *and*
 - c. The Board's decision provided greater weight to performance on measurements of academic performance.

The "Strengths" and "Challenges" set forth above are designed to provide findings aligned with Education Code criteria for renewal.

ADDITIONAL BASES FOR DENIAL – NOT APPLICABLE

Education Code section 47607(e) permits denial based on a finding that the charter school is demonstrably unlikely to successfully implement its program due to substantial fiscal or governance factors, or a finding that the Charter School is not serving all pupils who wish to attend. These grounds may be used as a basis for denial only following at least 30 days' notice and a reasonable opportunity for the Charter School to address the identified concerns. Accordingly, these additional grounds may not serve as bases for denial in this renewal.

VI. Appendices

Appendix A. Additional Program Implementation Information

Proposed Charter School Projected Student Enrollment and Grade Levels Served (as outlined in petition)

In its renewal petition (pg. 46), AIMS High is proposing to serve a projected student enrollment at each grade level, and at all grade levels combined, in each of the years of the term of the Charter as follows:

Figure 47: Projected Enrollment

Projected Student Enrollment for Each Year by Grade Level and Total Enrollment					
Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5
9	86	86	86	86	86
10	98	90	90	90	90
11	76	99	99	99	99
12	95	80	80	80	80
Total	355	355	355	355	355

Source: AIMS High renewal petition

Charter School Enrollment Demographics Over Time

Figure 48: AIMS High Enrollment Demographics

Group Type	Student Group	2021-22	2022-23	2023-24	2024-25	2025-26
Ethnicity	Hispanic/Latino	18%	18%	20%	17%	17%
	Black/African American	29%	35%	41%	47%	47%
	Asian	44%	38%	29%	25%	26%
	White	6%	5%	5%	4%	5%
	Two or More Races	2%	3%	3%	3%	2%
	Other Race/Ethnicity	1%	0%	1%	2%	2%
	Not Reported	0%	1%	2%	3%	1%
Other Student Groups	Socioeconomically Disadvantaged	66%	80%	76%	65%	67%
	Homeless Youth	0%	0%	0%	0%	0%
	Foster Youth	0%	0%	1%	0%	1%
	English Learners	19%	21%	19%	18%	19%
	Special Education	4%	4%	5%	5%	5%

Source: ETHNICITY/SOCIOECONOMICALLY DISADVANTAGED/ENGLISH LEARNERS/SPECIAL EDUCATION – CDE Dataquest (School Enrollment by Subgroup Report)

Charter School Educator Credentials

Figure 49: Educator Credentials by Type Over Time

	2021-22	2022-23	2023-24
Clear <i>Authorized by clear or preliminary credential or by local assignment option</i>	44.4%	37.9%	28.6%
Intern <i>Authorized by intern credential</i>	9.8%	0.0%	0.0%
Out-of-Field <i>Authorized by GELAP, SELAP, short-term waiver, emergency EL permit, or Local Assignment Option</i>	0.0%	0.0%	0.0%
Ineffective <i>No legal authorization or authorized by emergency credential (PIP, STSP), variable term waivers, or substitute permits</i>	42.6%	62.2%	71.4%
Incomplete <i>Missing or incorrect information was reported to CALPADS about the assignment</i>	0.0%	0.0%	0.0%

Source: CDE DataQuest

Charter School Complaints to OUSD

The OUSD Office of Charter Schools Staff logs the complaints it receives for OUSD-authorized charter schools. However, unless the allegations identify a potential violation of their charter petition or of local, state, or federal law, the Office of Charter Schools Staff typically refers the complainant to school leadership, who is ultimately responsible for addressing the complaint in compliance with its adopted complaint policy. Therefore, complaints included in the table below may not necessarily have been substantiated. Instead, the table is a record of what has been reported to the Office of Charter Schools Staff. Additionally, some complainants may not know that they can submit complaints to the Office of Charter Schools Staff. Therefore, the absence (or a low number) of complaints does not necessarily mean that other complaints were not reported directly to the school or charter management organization.

During the current charter term, the Office of Charter Schools Staff received 6 complaints regarding AIMS High and 10 complaints regarding the Charter School's CMO.

Figure 50: AIMS High Complaints to OUSD*

School Year	Complaints	Areas of Concern
2021-22	2	Discrimination, Communication, Credentialing, Hiring/Staffing
2022-23	3	Disenrollment, Staff Conduct, Pushout, Student Health/Safety, Conflict Resolution, Communication, Bullying, Hiring/Staffing, Staff Conduct, Governance
2023-24	3	Public Records/Brown Act Violation, School Practice, Student Health/Safety
2024-25	3	Student Health/Safety, Retaliation, Teacher Safety, Hiring/Staffing, Governance, School Practice, Human Resources, Special Education, Conflict Resolution, Financial Mismanagement, Bullying
2025-26	4	Governance, Health/Safety School Community, Hiring/Staffing, Communication, Governance, School Practice
2026-27	1	Academic Policies, Student Health and Safety, Support Services, Retaliation, Hiring/Staffing, Governance, School Practice, Human Resources

Source: OUSD Office of Charter Schools Complaint Records as of September 17, 2026

Appendix B. Charter Management Organization's Key Fiscal Indicators

Figure 51: AIMS Charter Management Organization's Key Fiscal Indicators

Financial Indicator	2021-22 Audited	2022-23 Audited	2023-24 Audited	2024-25 Audited
Annual Net Surplus or (Deficit) <i>Indicates whether the school spent more or less than it received in revenue during the year. Deficits are shown in parentheses.</i>	566,620	2,910,933	539,906	754,792
Ending Fund Balance <i>Typically represents unrestricted funds, although in some cases, restricted funds that were not fully spent in previous years may be included.</i>	6,889,412	9,800,345	10,340,251	11,095,043
Debt Ratio <i>A ratio less than 1 indicates the school has lower debts than assets, representing a lower level of financial risk.</i>	0.63	0.61	0.63	0.57
Budgetary Reserve <i>Given the school's ADA, FCMAT prescribes a minimum 4% reserve (calculated as Unrestricted Net Assets / Total Expenditures) as a set aside to prepare for potential liabilities. Reserve rates below this rate indicates poor financial condition.</i>	29%	47%	46%	41%
Cash Reserve <i>FCMAT recommends 5%+ cash reserve of the total of all budgeted expenditures (calculated as Unrestricted Cash / Total Expenditures). Below 5% is indicative of a poor financial condition.</i>	28%	63%	71%	57%

Source: 2021-22 through 2024-25 Annual Audit Reports