



AIMS K-12 College Prep Charter District

June Regular Board Meeting

Date and Time

Tuesday June 19, 2018 at 6:30 PM PDT

Location

171 12th Street, Oakland, CA, 94607

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

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:30 PM
Opening Items			
A. Call the Meeting to Order			
B. Record Attendance and Guests	Vote		2 m
Roll Call for the directors of the board, and introduction of any guest presenters			
C. Adoption of Agenda	Vote		2 m
D. Public Comment on Non-Agenda Items			10 m

	Purpose	Presenter	Time
<p>Public Comment on Non-Agenda Items is set aside for members of the Public to address the items not on the Board’s agenda. The Board of Directors will not respond or take action in response to Public Comment, except that the board may ask clarifying questions or direct staff. <u>Comments are limited to two (2) minutes per person, and a total time allotted for all public comment will not exceed thirty (30) minutes (10 minutes per section).</u></p>			
E.	Public Comment on Agenda Items		10 m
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II.	Non-Action Items		6:54 PM
A.	Recognition of AIMS Alumni who Graduated in 2018	FYI	5 m
	- Superintendent Woods-Cadiz		
B.	Recognition of CBO Susan Schickman’s Service to AIMS	FYI	5 m
	- Superintendent Woods-Cadiz		
C.	President's Report	FYI	5 m
	- Board President, Mr. Steven Leung		
D.	Spring Board Retreat to be Held at 12th Street Site	FYI	5 m
	- Board President, Mr. Steven Leung		
E.	Superintendent’s Report	FYI	5 m
	- Superintendent Woods-Cadiz		
F.	AIMS K-12 Report	FYI	5 m

	Purpose	Presenter	Time
- Head of School - Mr. Tareyton Russ - Division Heads - Mr. Peter Holmquist, Mr. Maurice Williams, Mr. Christopher Ahmad, & Ms. Erin Oh			
G. AVID Presentation	FYI		5 m
- Head of School, Mr. Tareyton Russ - ELD Coordinator, Ms. Vannee Chand			
H. Human Resources Report	FYI		5 m
- Director of Human Resources, Mr. Rob Mayfield			
I. Operations Report	FYI		5 m
- Data, Accountability, and Operations Director, Ms. Marisol Magana - Data, Accountability, and Operations Manager, Ms. Tiffany Tung			
J. Finance Report	FYI		5 m
- CSMC School Business Manager, Ms. Adrienne Barnes, & Chief Business Officer, Ms. Susan Schickman			
K. ELD Coordinator Report	FYI		5 m
- ELD Coordinator, Ms. Vannee Chand			
L. College Bound Kids Report	FYI		5 m
- CBK Coordinator, Mr. Matthew Gordan			
III. Action Items			7:54 PM
A. Consent Calendar	Vote		5 m
1. Personnel Report			
- Director of Human Resources, Mr. Rob Mayfield			
2. Approval Board Meeting Minutes for 5/15/2018 & 5/29/2018			
- Secretary to the Board of Directors, Mr. Joe Schickman			
3. Approval of AVID Contract			

	Purpose	Presenter	Time
-	Division Head, Mr. Peter Holmquist		
4.	Approval of Fiscal Services Technician Job Description		
-	Director of Human Resources, Mr. Rob Mayfield		
5.	Approval of Transfer of \$20,000 from Non-Profit Funds to Support the After School Program		
-	Superintendent Woods-Cadiz		
6.	Approval of Enroll Oakland MOU		
-	Data, Accountability, and Operations Director, Ms. Marisol Magana		
7.	Approval of Illuminate Contract		
-	Data, Accountability, and Operations Director, Ms. Marisol Magana		
8.	Approval of Vacation Payout		
-	Chief Business Officer Susan Schickman		
9.	Approval of Math Camp Contracts and Recovery		
-	Director of Human Resources, Mr. Rob Mayfield		
10.	Approval of May-June Lunchmasters/Nob Hill Invoices		
-	Chief Business Officer, Ms. Susan Schickman		
11.	Approval of April - May Young Minney & Corr Invoices		
-	Chief Business Office, Ms. Susan Schickman		
12.	Approval of April - May Fagen, Freifman, & Fulfrost Invoices		
-	Chief Business Officer, Ms. Susan Schickman		
B.	Approval of AIMS Board Resolution to Have All Campuses on AIMS Owned Properties	Vote	5 m
-	Superintendent Woods-Cadiz		
C.	Approval of AIPCS I Protected Prayer Board Resolution	Vote	5 m
-	Superintendent Woods-Cadiz		

	Purpose	Presenter	Time
D. Approval of AIPCS II Protected Prayer Board Resolution - Superintendent Woods-Cadiz	Vote		5 m
E. Approval of AIPHS Protected Prayer Board Resolution - Superintendent Woods-Cadiz	Vote		5 m
F. Approval of AIPCS I Education Protection Account Board Resolution Chief Business Officer, Ms. Susan Schickman	Vote		5 m
G. Approval of AIPCS II Education Protection Account Board Resolution - Chief Business Officer, Ms. Susan Schickman	Vote		5 m
H. Approval of AIPHS Education Protection Account Board Resolution - Chief Business Officer, Ms. Susan Schickman	Vote		5 m
I. Approval of AIPCS I Consolidated Application for Federal Funding - Chief Business Officer, Ms. Susan Schickman	Vote		5 m
J. Approval of AIPCS II Consolidated Application for Federal Funding - Chief Business Officer, Ms. Susan Schickman	Vote		5 m
K. Approval of AIPHS Consolidated Application for Federal Funding - Chief Business Officer, Ms. Susan Schickman	Vote		5 m
L. Approval of 2018/2019 Employee Contracts - Director of Human Resources, Mr. Rob Mayfield	Vote		5 m

	Purpose	Presenter	Time
M.	Approval of the following Job Descriptions: Facilities Technician, Financial Manager, & Site Technol	Vote	5 m
	- Director of Human Resources, Mr. Rob Mayfield		
N.	Approval of BACR Contract	Vote	5 m
	- Data, Accountability, and Operations Director, Ms. Marisol Magana		
O.	Approval of AIPCS I, AIPCS II, & AIPHS 2018-2019 LCAPs	Vote	5 m
	- Superintendent Woods-Cadiz		
P.	Approval of AIPCS I, AIPCS II, & AIPHS 2018-2019 Budgets	Vote	5 m
	- Superintendent Woods-Cadiz		
Q.	OUSD's Final Offers for Prop 39 Facilities for AIPHS & AIPCS II (K-1st)	Vote	5 m
	- Superintendent Woods-Cadiz		
R.	Approval for Travel and Attendance to National Superintendent's 2018 Legislative Advocacy Conferenc	Vote	5 m
	- Superintendent Woods-Cadiz		
S.	Review and Selection of Back Office Support from RFP Responses	Vote	5 m
	- Board Treasurer, Mr. Chris Edington		
T.	Approval of July CSMC Invoice, if their Response to AIMS Back Officer Support RFP is Approved	Vote	5 m
	- Chief Business Officer, Ms. Susan Schickman		

	Purpose	Presenter	Time
U. Approval of AP Exam Invoice	Vote		5 m
- Chief Business Officer, Ms. Susan Schickman			
V. Regarding Approval of Regional Employee Benefits Council Trust Account HRA Invoice for May 2018	Vote		5 m
- Chief Business Officer, Ms. Susan Schickman			
W. Approval of 2018-2019 Board Meeting Calendar Dates	Vote		5 m
- Secretary to the Board of Directors, Mr. Joe Schickman			
IV. Closed Session			9:49 PM
A. Public Comment on Closed Session Items	FYI		10 m
Public Comment on closed session items is set aside for members of the Public to address items on the Board’s agenda for closed session. The Board of Directors will not respond or take action in response to Public Comment, except that the board may ask clarifying questions or direct staff. <u>Comments are limited to two (2) minutes per person, and a total time allotted for all public comment will not exceed thirty (30) minutes (10 minutes per section).</u>			
B. Recess to Closed Session	FYI		60 m
1. Conference with Labor Negotiators (§54957.6)			
- Attorney, Mr. Doug Freifeld			
C. Reconvene from Closed Session	Vote		
Roll Call			
D. Report from Closed Session	FYI		5 m
V. Closing Items			11:04 PM
A. Items for Next Agenda	Discuss		5 m
-			
-			
-			

	Purpose	Presenter	Time
-			
B. Adjourn Meeting	FYI		

Coversheet

Adoption of Agenda

Section: I. Opening Items
Item: C. Adoption of Agenda
Purpose: Vote
Submitted by:
Related Material: 2018-6-19 Board Meeting Agenda.pdf

American Indian Model Schools

BOARD MEETING AGENDA

Tuesday, June 19th, 2018 @ 6:30 pm

171 12th Street

Oakland, CA 94607



I. CALL TO ORDER

II. ROLL CALL

III. ADOPTION OF AGENDA

IV. PUBLIC COMMENT ON NON-AGENDA ITEMS

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V. PUBLIC COMMENT ON AGENDA ITEMS

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VI. NON-ACTION ITEMS

1. **Recognition of AIMS Alumni who Graduated in 2018**
 - Superintendent Woods-Cadiz
2. **Recognition of CBO Susan Schickman's Service to AIMS**
 - Superintendent Woods-Cadiz
3. **President's Report**
 - Board President, Mr. Steven Leung
4. **Spring Board Retreat to be Held at 12th Street Site**
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5. **Superintendent's Report**
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6. **AIMS k-12 Report**
 - Head of School, Mr. Tareyton Russ, & Division Heads, Mr. Maurice Williams, Mr. Peter Holmquist, Mr. Christopher Ahmad, & Ms. Erin Oh
7. **AVID Presentation**
 - Head of School, Mr. Tareyton Russ, & ELD Coordinator, Ms. Vannee Chand
8. **Human Resources Report**
 - Director of Human Resources, Mr. Rob Mayfield
9. **Operations Report**
 - Data, Accountability, and Operations Director, Ms. Marisol Magana
 - Data, Accountability, and Operations Manager, Ms. Tiffany Tung

10. **Finance Report**
 - CSMC School Business Manager, Ms. Adrienne Barnes, & Chief Business Officer, Ms. Susan Schickman
11. **ELD Coordinator Report**
 - ELD Coordinator, Ms. Vannee Chand
12. **College Bound Kids Report**
 - CBK Coordinator, Mr. Matthew Gordan

VII. ACTION ITEMS

1. **Consent Calendar**
 - i. **Personnel Report**
 - Director of Human Resources, Mr. Rob Mayfield
 - ii. **Approval Board Meeting Minutes for 5/15/2018 & 5/29/2018**
 - Secretary to the Board of Directors, Mr. Joe Schickman
 - iii. **Approval of AVID Contract**
 - Division Head, Mr. Peter Holmquist
 - iv. **Approval of Fiscal Services Technician Job Description**
 - Director of Human Resources, Mr. Rob Mayfield
 - v. **Approval of Transfer of \$20,000 from Non-Profit Funds to Support the After School Program**
 - Superintendent Woods-Cadiz
 - vi. **Approval of Enroll Oakland MOU**
 - Data, Accountability, and Operations Director, Ms. Marisol Magana
 - vii. **Approval of Illuminate Contract**
 - Data, Accountability, and Operations Director, Ms. Marisol Magana
 - viii. **Approval of Vacation Payout**
 - Chief Business Officer Susan Schickman
 - ix. **Approval of Math Camp Contracts and Recovery**
 - Director of Human Resources, Mr. Rob Mayfield
 - x. **Approval of May-June Lunchmasters/Nob Hill Invoices**
 - Chief Business Officer, Ms. Susan Schickman
 - xi. **Approval of April - May Young Minney & Corr Invoices**
 - Chief Business Office, Ms. Susan Schickman
 - xii. **Approval of April - May Fagen, Freifman, & Fulfroost Invoices**
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2. Discussion and Possible Action Regarding **Approval of AIMS Board Resolution to Have All Campuses on AIMS Owned Properties**
 - Superintendent Woods-Cadiz
3. Discussion and Possible Action Regarding **Approval of AIPCS I Protected Prayer Board Resolution**
 - Superintendent Woods-Cadiz
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 - Superintendent Woods-Cadiz
18. Discussion and Possible Action Regarding **Approval for Travel and Attendance to National Superintendent's 2018 Legislative Advocacy Conference in Washington DC**
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19. Discussion and Possible Action Regarding **Review and Selection of Back Office Support from RFP Responses**
 - Board Treasurer, Mr. Chris Edington
20. Discussion and Possible Action Regarding **Approval of July CSMC Invoice, if their Response to AIMS Back Officer Support RFP is Approved**
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23. Discussion and Possible Action Regarding **Approval of 2018-2019 Board Meeting Calendar Dates**
 - Secretary to the Board of Directors, Mr. Joe Schickman

VIII. PUBLIC COMMENT ON CLOSED SESSION ITEMS

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IX. RECESS TO CLOSED SESSION

1. **Conference with Labor Negotiators (§54957.6)**
 - Attorney Doug Freifeld

X. RECONVENE FROM CLOSED SESSION

XI. ROLL CALL

XI. REPORT FROM CLOSED SESSION

XII. ITEMS FOR NEXT AGENDA

XIII. ADJOURNMENT

NOTICES: The next regular meeting of the Board of Directors Meeting will be held on August 21st, 2018 at 6:30 pm. AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Marisol Magana has been designated to receive requests for disability-related modifications or accommodations in order to enable individuals with disabilities to participate in open and public meetings at AIMS. Please notify Marisol Magana at (510)220-9985 at least 24 hours in advance of any disability accommodations being needed in order to participate in the meeting.

I, _____ hereby certify that I posted is agenda at the AIMS Campus 171 12th Street, Oakland, CA 94607 on, _____, at _____ PM Certification of Posting

Coversheet

Public Comment on Non-Agenda Items

Section: I. Opening Items
Item: D. Public Comment on Non-Agenda Items
Purpose: FYI
Submitted by:
Related Material: Public Comment Speaker Cards.docx
Public Comment Speaker Cards.pdf

Public Comment Speaker Cards

Name: _____ Date: _____

I am a: Parent _____ Student _____ Staff _____ Grade _____

Other (please specify) _____

Action Item (if applicable) _____

Comment: _____

Public Comment Speaker Cards

Name: _____ Date: _____

I am a: Parent _____ Student _____ Staff _____ Grade _____

Other (please specify) _____

Action Item (if applicable) _____

Comment: _____

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Other (please specify) _____

Agenda Item (if applicable) _____

Comment: _____

Public Comment Speaker Cards

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Other (please specify) _____

Agenda Item (if applicable) _____

Comment: _____

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Agenda Item (if applicable) _____

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Other (please specify) _____

Agenda Item (if applicable) _____

Comment: _____

Coversheet

Recognition of AIMS Alumni who Graduated in 2018

Section: II. Non-Action Items
Item: A. Recognition of AIMS Alumni who Graduated in 2018
Purpose: FYI
Submitted by:
Related Material: 2018 College Grads AIMS Alumni (1).pdf



American Indian
Model Schools
A School at Work!

Maya Woods-Cadiz
Superintendent

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

W. 510.893.8701 Ext. 16
E. maya.woods-cadiz@aimschools.org

Recognition of AIMS Alumni who Graduated in 2018

AIMS recognizes the following alumni who graduated this year and are or have served at AIMS. They understand the true meaning of the work family as embodied in the AIMS model. As Superintendent I cannot express enough my pride and joy in their accomplishments.

- Jimmy Quach, St. Mary's College/BS Business Administration - Entrepreneurship
- Justin Shelmire, SF State/BA African Studies, Minor-Criminal Justice
- Carlos Rodriquez, SF State/BA Broadcast & Electronic Communications Arts Minor-African Studies
- Irene Vega, SF State/BA Liberal Studies, Teacher Preparation Emphasis
- Helen Ma, University of California, Davis/BA Sustainable Agriculture and Food Systems
- Vince Ma, University of California, Davis/BA English
- Benjamin Wang, Randolph College, BS Engineering Physics
- Andrea Ochoa, SF State/ BA Liberal Studies, Teacher Preparation Emphasis, Minor in Education.

In addition, we also recognize Laila Ahmad, SJ State/BS Public Health



Coversheet

Superintendent's Report

Section: II. Non-Action Items
Item: E. Superintendent's Report
Purpose: FYI
Submitted by:
Related Material: Supt Board Report June 2018.pptx
Supt Board Report June 2018.pdf



SUPERINTENDENT BOARD REPORT

AIMS K-12

June 2018

Finance

- Completed RFP process with Finance committee
- Completed budget planning process with senior leadership
- Submitted Final 2018-2019 budget to OUSD
- Engaged in succession plan for AIMS finance department

Operations

- Worked with Facilities Committee to review building security systems
- Engaged in Satellite Planning
- Led prop 39 process
- Met with potential funders for site
- Finalized facilities resolution
- Met regarding community partnership about homeless concern.

Community Engagements

Attended the following:

- SOBE Educator Event
- Young Minney Corr Training
- Ed Tech Training
- DMS Training
- Alameda County of Education Dashboard Training
- Alameda County of Education Consortium Celebrating Teachers Completion of Clear and Credential Certificates
- Senior Prom
- AIPHS Sports Banquet
- 5th Grade Graduation
- 8th Grade Graduation
- 12th Grade Graduation

Conclusion

2017-2018 was a year of success. AIMS now has a counseling and wellness program, more targeted ELD support, an organization wide college readiness department, and a fully comprehensive sports program for our Middle and High school.

We have been able to maintain our academic success and will be ending the year again with a sizeable surplus which will be applied to our protective reserves.

Our future is solid with a resolution for housing, preliminary plans for growth, and a best and final offer given to the union.



SUPERINTENDENT BOARD REPORT
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Coversheet

AIMS K-12 Report

Section:	II. Non-Action Items
Item:	F. AIMS K-12 Report
Purpose:	FYI
Submitted by:	
Related Material:	K-12 Report.pptx K-12 Report.pdf

AIMS K-12 Board Report

June 19th, 2018

Superintendent Maya Woods-Cadiz

Mrs. Erin Oh (K-2 Division Head)

Mr. Christopher Ahmad (3-5 Division Head)

Mr. Maurice Williams (6-8th Division Head)

Mr. Tareyton Russ (AIPHS Head of School)

Mr. Peter Holmquist (AIPHS Head of Academics)

Ms. Marisol Magana (Operations Director)

Ms. Tiffany Tung (Operations Manager)

Enrollment Numbers

AIPCS

145

AIPCS II

654

AIPHS

359

ADA & ADA %

AIPCS - 139.50 - 96.21%

AIPCS II - 621.60 - 95.34%

AIPHS - 318.73 - 88.78%

K-2 Updates



*Bedtime Math: Pajama Party
-Over 100 families participated and downloaded the Bedtime Math app

*Each class attended at least 4 field trips by the end of the year

*We met our goal that at least 90% of students who began the school year at risk for retention would be promoted.

K-2 Updates

Next year:

- ESGI programming to track data
- Continuation with Center for Collaborative Literacy (high reading and metacognitive outcomes)
- GATE-like differentiation
- Partnership with Roosevelt: SEL
- Implement the recommendations from First 5's kindergarten readiness assessment
 - EDUCATING Parents
- 1:1 iPad usage



3-5 Updates

5th-grade graduation took place on June 8th,

There was a Hollywood theme

Students walked to get their graduation certificates on a red carpet

Students were able to take pictures with their parents and a Hollywood backdrop



3-5 Updates



3-5 Updates

NEW ELA CURRICULUM!!!!

Grades 2-5 will be using Benchmark Advance

I reached out to the top 150 schools and school districts in California to see what curriculum they were using for various subjects

27 School districts using Benchmark Advance were ranked in the top 100 out of a total of 849



Teacher of the Year

Brian Cabrera won teacher of the year for grades 3-5

He has taught at AIMS for 3 years

Over 89% of his students met or exceeded the standard on the 2016-2017 SBAC test in both ELA and math

Mr. Cabrera was given a plaque for this great achievement on graduation day

2018 AIMS Middle School Graduation



2018 MS Graduation



6 Graduating Classes; One Scholar From Each Class was recognized as Outstanding Scholar for their class.

AIPHS Alumnus, and recent SFSU Graduate Mr. Justin Shelmire, served as the Keynote Speaker.



AIMS veteran teacher Ms. Rebecca Gustafson-O'Hare (Spencer) was selected as the AIMS 6-8 Teacher of the Year

Priorities for 2018-2019

“Back to the Basics” - Emphasis on High Academic Rigor, Structure, Support

Visual Performing Arts integration as part of curriculum (Art and Music Classes)

New Science Curriculum that meets NGSS Standards

New History Curriculum that meets new History-Social Science Framework

Summer Math/ELA Camp

July 9 - July 23, from 10AM - 3PM.

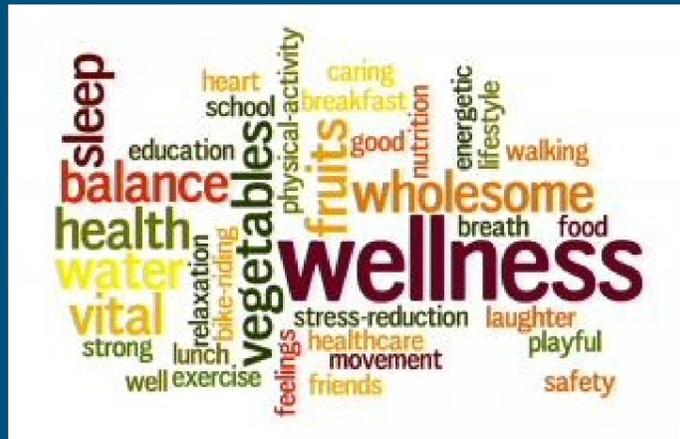
Retained or failing students (Math / ELA), new AIMS Students, and students with less than 85% in Math / ELA are eligible to attend.

Students will be given an assessment prior to Math Camp to determine their placement in one of three tiers (Math 1 - Below Standard); (Math 2 - Near Standard); (Math 3 - Standard Met)

Students in ELA will do an in-depth study of a novel and 5-page paper upon completion of Math/ELA Camp

This is the largest graduating class yet!

Graduation for 65 young adults from
AIPHS last Tuesday!



K-12th Wellness Committee



AIMS K-12 Board Report

June 19th, 2018

Superintendent Maya Woods-Cadiz

Mrs. Erin Oh (K-2 Division Head)

Mr. Christopher Ahmad (3-5 Division Head)

Mr. Maurice Williams (6-8th Division Head)

Mr. Tareyton Russ (AIPHS Head of School)

Mr. Peter Holmquist (AIPHS Head of Academics)

Ms. Marisol Magana (Operations Director)

Ms. Tiffany Tung (Operations Manager)

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The 3rd highest ranked school district in CA uses Benchmark Advance



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He has taught at AIMS for 3 years

Over 89% of his students met or exceeded the standard on the 2016-2017 SBAC test in both ELA and math

Mr. Cabrera was given a plaque for this great achievement on graduation day

2018 AIMS Middle School Graduation



2018 MS Graduation



6 Graduating Classes; One Scholar From Each Class was recognized as Outstanding Scholar for their class.

AIPHS Alumnus, and recent SFSU Graduate Mr. Justin Shelmire, served as the Keynote Speaker.



AIMS veteran teacher Ms. Rebecca Gustafson-O'Hare (Spencer) was selected as the AIMS 6-8 Teacher of the Year

Priorities for 2018-2019

“Back to the Basics” - Emphasis on High Academic Rigor, Structure, Support

Visual Performing Arts integration as part of curriculum (Art and Music Classes)

New Science Curriculum that meets NGSS Standards

New History Curriculum that meets new History-Social Science Framework

Summer Math/ELA Camp

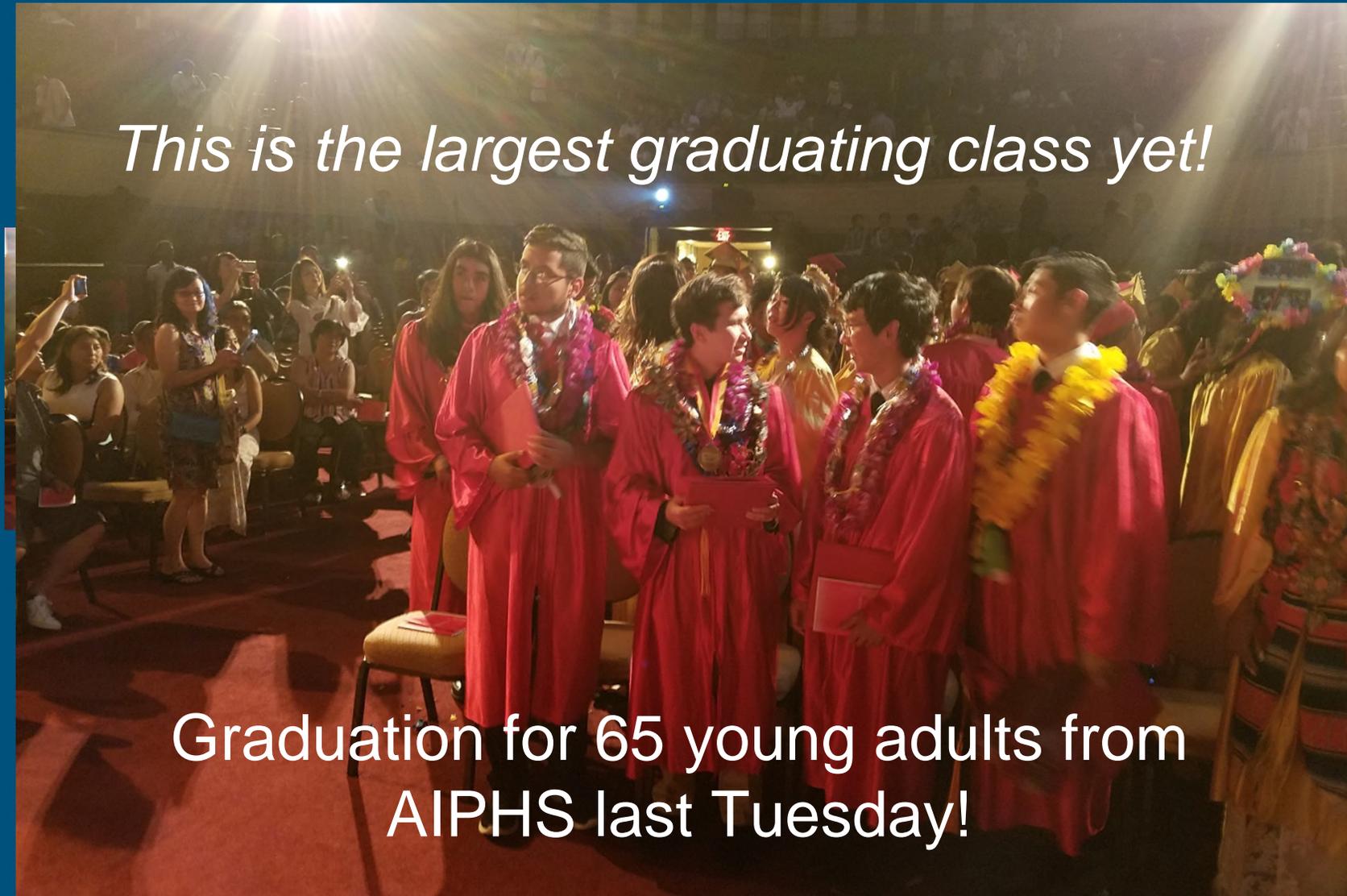
July 9 - July 23, from 10AM - 3PM.

Retained or failing students (Math / ELA), new AIMS Students, and students with less than 85% in Math / ELA are eligible to attend.

Students will be given an assessment prior to Math Camp to determine their placement in one of three tiers (Math 1 - Below Standard); (Math 2 - Near Standard); (Math 3 - Standard Met)

Students in ELA will do an in-depth study of a novel and 5-page paper upon completion of Math/ELA Camp

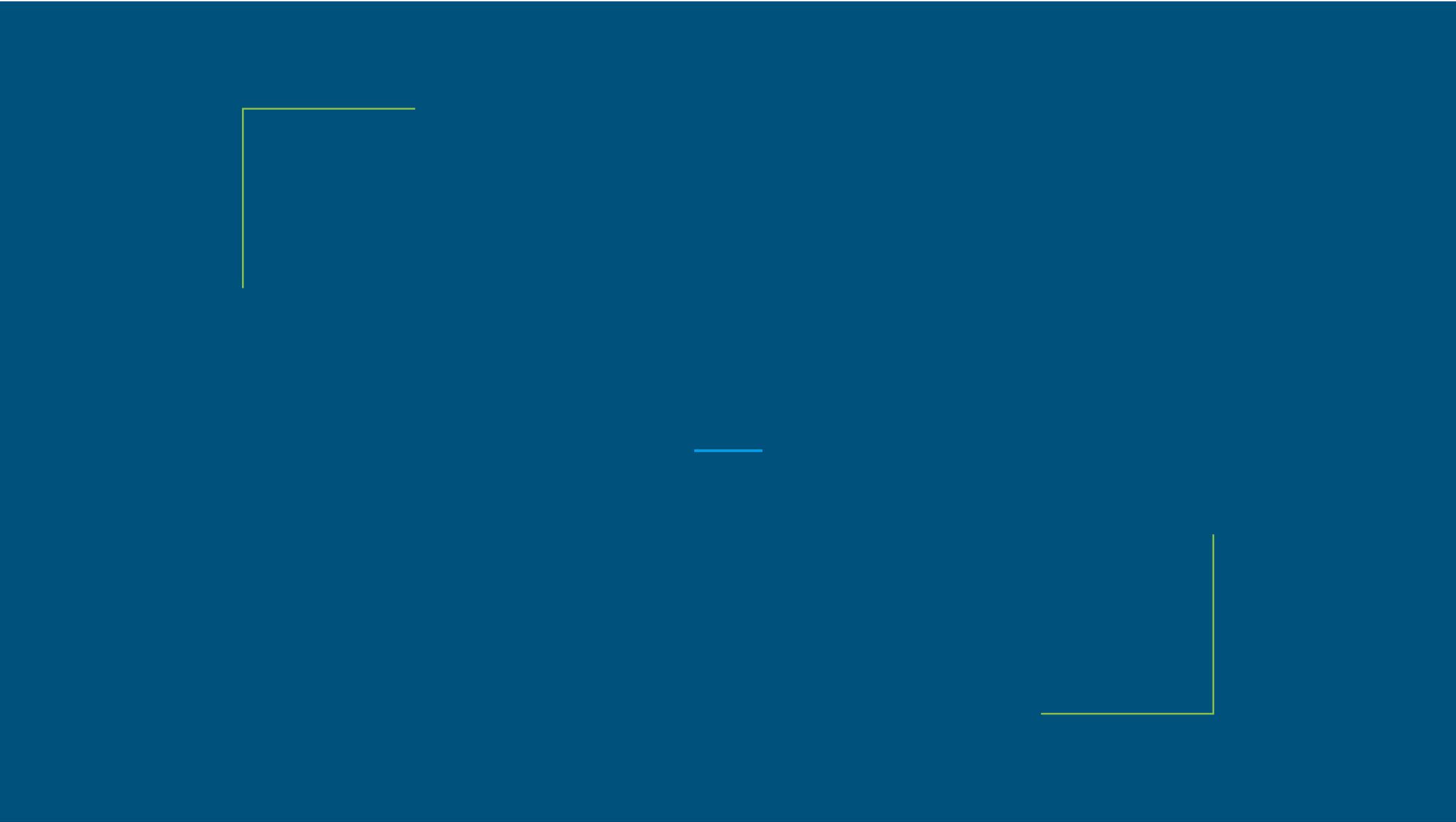
This is the largest graduating class yet!



Graduation for 65 young adults from
AIPHS last Tuesday!



K-12th Wellness Committee



Coversheet

AVID Presentation

Section:	II. Non-Action Items
Item:	G. AVID Presentation
Purpose:	FYI
Submitted by:	
Related Material:	AVID Proposal Presentation.pptx AVID Proposal Presentation.pdf

AVID proposal

2018-2019

There are two main reasons that AVID matches our needs

- 1) AVID is a proven collaborative program for all students, to build skills that lead towards college entrance and success
- 2) AVID provides a systematic approach to using many of the strategies that are required for a strong ELD program.

Academic support from AVID

- AVID = Advancement Via Individual Determination
- AVID's mission is "to close the achievement gap by preparing all students for college readiness and success in a global society." This is very similar to AIMS' stated mission.
- AVID is structured, college preparatory system working directly with schools and districts.
- AVID is intended to be a schoolwide approach to curriculum and rigor. It has been adopted by over 6,200 schools in 48 states and 16 countries, over 1700 schools in California alone (as of 2011).

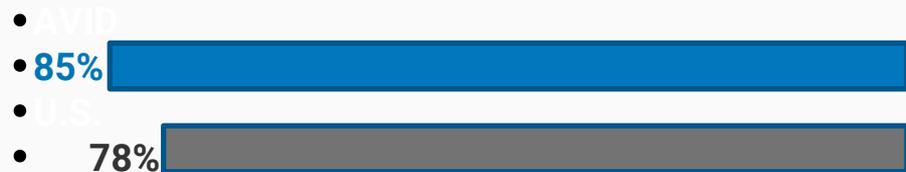
Students participating in AVID



86%

identify as a race or ethnicity historically underrepresented in higher education

- **AVID students** continue into their second year of college at a higher rate than the **U.S. overall**.



- AVID is a direct support structure for students' academic and career success.
- AVID is also a professional development program providing training throughout the world.
- AVID strategies support the Common Core State Standards.

ELD support from AVID

- AVID organizes typical strategies relating to specially designed academic instruction in English (SDAIE). These are mirrored in the **WICOR** strategies
- **W**riting to learn- writing process; **I**nquiry- deep thinking & reading ;
Collaboration- group projects, tutorials, study groups, jigsaws;
Organization-offering both tools (notetaking & time management) and methods (Socratic seminar, writing groups); **R**eading to learn- understanding text structure and text processing
- AVID participants significantly close the achievement gap for typically underserved subgroups.

AVID Meets the needs of ELs

Long Term English Learners
needs to master vocabulary and
academic language.

Structured lesson in reading,
writing, speaking and listening.

Explicit instruction
Specific EL strategies

- AVID program is specifically designed to support English Learners with college readiness. Students will utilize AVID strategies, systems and thinking to foster success in their academic courses. Students may take field trips to local colleges, businesses and other places within the community.
- Newcomers-WICOR Strategies
- Focus on Long Term English Learners
 - WICOR Strategies

Academic Language

AVID Excel - Elective

- As a new district we cannot offer this in the first year. Data is required to design and target the elective.

The elective provides explicit instruction in English language development and academic language through reading, writing, oral language, academic vocabulary, and college readiness skills.

Focus:

Long Term ELLs (Most “stuck” subgroup)

- Require specific support

Acceleration

Access

Explicit Instruction

Re-engagement

Relationships

Role Models

Costs for implementation of the AVID program

- Teacher training - Summer Institute (June 27, 28, 29) for four teachers from middle school and four teachers from high school
- Program materials - digital library license and weekly materials for middle school and for high school
- Required district director training (this is usually the most expensive piece at \$15,000 alone).

Cost breakdown for 2017-18 & 2018-19 financial years

2017-2018 - Summer Institute and associated costs: \$3,703.99

2018-2019 - AVID program fees: \$11,864.00

We suggest using some remaining professional development funds for 2017-2018, and splitting the rest of the costs between various appropriate line items for 2018-2019.

AVID presentation

- These costs have been gathered to make the Board aware of a direction that seems good to move in for the continuing improvement of our academic program throughout our secondary schools (6-12) and the district-wide ELD initiative, and for this reason we ask the Board's support.
- The AVID program will begin simultaneously in the high school, across different subject areas, and begin in 8th grade with ELD students.
- From there the AVID trained teachers will have the opportunity to share best practices with colleagues; 1) to utilize instructional time more efficiently, as well as 2) build the skills that are leading to so many underrepresented students being successful in college and beyond.

AVID proposal

2018-2019

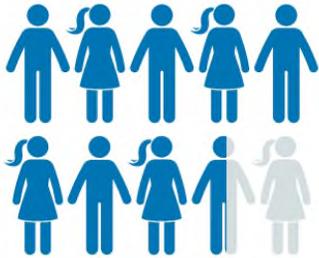
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Students participating in AVID



86%

identify as a race or ethnicity historically underrepresented in higher education

• **AVID students** continue into their second year of college at a higher rate than the **U.S. overall**.

• AVID

• 85%



• U.S.

• 78%



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- Focus on Long Term English Learners
 - WICOR Strategies
 - Academic Language

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 - Access
 - Explicit Instruction
 - Re-engagement
 - Relationships
 - Role Models

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- Required district director training (this is usually the most expensive piece at \$15,000 alone).

Spreadsheet link

\$ 9,000.00 - District leadership
Discounts on these prices + \$1,350.00
 **total \$2,400.00**

\$ 3,899.00 - Secondary - High School
 \$ 0.00 - digital library (included)
 \$ 0.00 - weekly secondary (included)
 \$ 870.00- Summer Institute - 4 ppl
Discounts on these prices + \$1,670.00
 **total \$5,709.00**

\$ 3,899.00 - Secondary - Middle School
 \$ 0.00 - digital library (included)
 \$ 0.00 - weekly secondary (included)
 \$ 870.00- Summer Institute - 4 ppl
Discounts on these prices + \$3,624.00
 **total \$3,755.00**

\$ 2,400.00- hotel for teachers at conference
 \$ 450.00- food for conference
 \$ 853.99- gas/mileage costs
Summer Institute personnel costs - \$3,703.99
 **Grand total \$15,567.99**

Total costs to implement (incl. Summer Institute travel and housing) - \$15,567.99

Cost breakdown for 2017-18 & 2018-19 financial years

2017-2018 - Summer Institute and associated costs: **\$3,703.99**

2018-2019 - AVID program fees: **\$11,864.00**

We suggest using some remaining professional development funds for 2017-2018, and splitting the rest of the costs between various appropriate line items for 2018-2019.

AVID presentation

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Coversheet

Consent Calendar

Section: III. Action Items
Item: A. Consent Calendar
Purpose: Vote
Submitted by:
Related Material:

- 1. Personnel Report.zip
- Personnel Report June 6.13.18 - Human Resources.pdf
- 2. Board Meeting Minutes DRAFTS.zip
- Personnel Report 2017-18.pdf
- 7. Illuminate.zip
- 2018-5-29 Board Meeting Agenda Minutes DRAFT.pdf
- 2018-5-15 Board Meeting Agenda Minutes DRAFT.pdf
- 11. YM&C Invoice.zip
- 4. Fiscal Services Technician Job Description.zip
- AVID Proposal.pdf
- 8. Vacation Payout.zip
- AVID Agreement Request Form.pdf
- 12. FFF Invoice.zip
- AVID Proposal Presentation.pdf
- 6. Enroll Oakland.zip
- AVID Summer Institute Payment Coversheet.pdf
- 3. AVID.zip
- AVID Proposal Summary.pdf
- 10. LunchMasters.zip
- Fiscal Services Technician.pdf
- Oakland Enrolls MOU for SY19-20 Enrollments v1.2 - AIMS.pdf
- Illuminate contract.pdf
- Vacation Payouts.pdf
- Lunch Master May & June Invoice Nob Hill May and June.pdf
- b. YM&C May 2018 Invoice.pdf
- b. YM&C June 2018 Invoice.pdf
- FAGEN FRIEDMAN FULFROST April Invoice.pdf

Notice

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

1. Personnel Report.zip

	A	B	C	D	E
1	Personnel Report AIPCS,AIPCSII,AIPHS June				
2					
3	Name	AIPCS I, II, or HS	Position	Hire/ Termination Date	Employ, Resign, Or Terminate
4	Hernandez, Luis	I, II	Instructional Aide I	05/15/18	Resign
5	Ademaj, Irena	HS	Substitute	05/16/18	Resign
6	Baylor, Imani	II	Afterschool Instructor	06/13/18	Non-Renewal
7	Bowen, Meredith	I	Teacher	06/13/18	Resign
8	Cabrera, Lauren	I, II	Teacher	06/13/18	Resign
9	Felix, Joe	I, II	Teacher	06/13/18	Resign
10	Henriquez, David	I, II	Instructional Aide III	06/13/18	Resign
11	Jung, Nicole	II	Teacher	06/13/18	Resign
12	Kamga, Serge	II	Teacher	06/13/18	Non-Renewal
13	Migdale, Lawrence	I	Teacher	06/13/18	Resign
14	Nakashima, Tadatomo	I	Teacher	06/13/18	Non-Renewal
15	Noukhay, Koulee	HS	Teacher	06/13/18	Non-Renewal
16	Pak, Amy	I, II	Instructional Aide III	06/13/18	Non-Renewal
17	Saefong, Carol	II	Afterschool Instructor	06/13/18	Non-Renewal
18	Xu, Yihui	I, II	Teacher	06/13/18	Non-Renewal
19	Yu, Taiqin	I, II	Teacher	06/13/18	Non-Renewal
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27					

Notice

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

2. Board Meeting Minutes DRAFTS.zip

	A	B	C	D	E
1	Personnel Report AIPCS,AIPCSII,AIPHS June				
2					
3	Name	AIPCS I, II, or HS	Position	Hire/ Termination	Employ, Resign, Or Terminate
4	Hernandez, Luis	I, II	Instructional Aide I	05/15/18	Resign
5	Ademaj, Irena	HS	Substitute	05/16/18	Resign
6	Baylor, Imani	II	Afterschool Instructor	06/13/18	Non-Renewal
7	Bowen, Meredith	I	Teacher	06/13/18	Resign
8	Cabrera, Lauren	I, II	Teacher	06/13/18	Resign
9	Felix, Joe	I, II	Teacher	06/13/18	Resign
10	Henriquez, David	I, II	Instructional Aide III	06/13/18	Resign
11	Jung, Nicole	II	Teacher	06/13/18	Resign
12	Kamga, Serge	II	Teacher	06/13/18	Non-Renewal
13	Migdale, Lawrence	I	Teacher	06/13/18	Resign
14	Nakashima, Tadatomo	I	Teacher	06/13/18	Non-Renewal
15	Noukhay, Koulee	HS	Teacher	06/13/18	Non-Renewal
16	Pak, Amy	I, II	Instructional Aide III	06/13/18	Non-Renewal
17	Saefong, Carol	II	Afterschool Instructor	06/13/18	Non-Renewal
18	Xu, Yihui	I, II	Teacher	06/13/18	Non-Renewal
19	Yu, Taiqin	I, II	Teacher	06/13/18	Non-Renewal
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27					

	A	B	C	D	E
1	Personnel Report AIPCS,AIPCSII,AIPHS May				
2					
3	Name	AIPCS I, II, or HS	Position	Hire/ Termination	Employ, Resign, Or Terminate
4	Landron, Stacey	AIPCS II	Teacher	05/10/18	Employ
5	Morales, Alma	Central Office	Human Resources	4/27/18	Employ
6	Nguyen, Thanh Tommy	AIPHS	Teacher	05/08/18	Terminate
7	Quintanilla, Joseph	AIPCS I, II	Student Supervisor Aide	5/4/18	Resign
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	A	B	C	D	E	F	G	H	I	J	K
1											
2	Employee Name	Position	School	Salary (2017-2018)	Benefits	Total Days	Vacation	Sick Leave	Summer Pay	Credential	Credential Expires
3	Morales, Alma	Resources	Central	\$67,915.75	Yes	241	32	12	N/A	N/A	N/A
4	Landron, Stacey	Teacher	AIPCS II	\$54,710.00	Yes	190	26	10	Up to 14 days	N/A	N/A
5											
6											
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10											
11	Salary, Work Days, Holidays, Vacation, and Sick Leave is pro-rated based upon starting date*										

	A	B	C	D	E
1	Personnel Report AIPCS,AIPCSII,AIPHS April				
2					
3	Name	AIPCS I, II, or HS	Position	Hire/ Termination	Employ, Resign, Or Terminate
4	Choi, Peter	AIPCS II	Clerk	3/26/18	Re-hire
5	Bakheit, Zubida	AIPHS	Instructional Aide II	3/26/18	Employ
6	Chau, Nhi	AIPCS I, II, HS	Resource Specialist	04/09/18	Employ
7	Baker, Christopher	AIPCS II	Teacher	04/16/18	Employ
8	Tyler, Lori	AIPCS II	Teacher	03/30/18	Terminate
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15					
16					

	A	B	C	D	E	F	G	H	I	J	K
1											
2	Employee Name	Position	School	Salary (2017-2018)	Benefits	Total Days	Vacation	Sick Leave	Summer Pay	Credential	Credential Expires
3	Choi, Peter	Clerk	AIPCS II	\$15.45/hr	No	190	26	10	N/A	N/A	N/A
4	Bakheit, Zubida	Instructional Aide II	AIPHS	\$43,615.00	Yes	190	26	10	Up to 14 days	N/A	N/A
5	Chau, Nhi	Resource Specialist	AIPCS I, II, HS	\$56,363.00	Yes	190	26	10	Up to 14 days	Education Specialist	6/1/19
6	Baker, Christopher	Teacher	AIPCS II	\$52,320.00	Yes	190	26	10	Up to 14 days	Multiple Subject	Pending
7											
8											
9											
10											
11	Salary, Work Days, Holidays, Vacation, and Sick Leave is pro-rated based upon starting date*										

Personnel Report AIPCS,AIPCSII,AIPHS March

Name	AICS I, II, or HS	Position	Hire/ Termination	Employ, Resign, Or Terminate
Eshiett-Nwachukwu, Neneyen	AIPCS II	Teacher	2/21/18	Terminate
Riley, John	AIPHS	Teacher	2/28/18	Resign
Thrash-Ketterson, Veronica	AIPCS I, II	Instructional Aide III	03/09/18	Terminate

	A	B	C	D	E
1	Personnel Report AIPCS,AIPCSII,AIPHS February				
2					
3	Name	AICS I, II, or HS	Position	Hire/ Termination	Employ, Resign, Or Terminate
4	Bach, Anna	HS	Administrative Assistant	1/22/18	Change in Position
5	Williamson, Shontrice	II	6th Grade - Math/Science	1/26/18	Resign
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	A	B	C	D	E	F	G	H	I	J	K
1											
2	Employee Name	Position	School	Salary (2017-2018)	Benefits	Total Days	Vacation	Sick Leave	Summer Pay	Credential	Credential Expires
3	Bach, Anna	Administrative Assistant	HS	\$54,818.00	Yes	241	32	12	N/A	N/A	N/A
4											
5											
6											
7											
8											
9											
10											
11	Salary, Work Days, Holidays, Vacation, and Sick Leave is pro-rated based upon starting date*										

	A	B	C	D	E	F	G	
1	Personnel Report AIPCS,AIPCSII,AIPHS January					No board meeting in December		
2								
3	Name	AICS I, II, or HS	Position	Hire/ Termination	Employ, Resign, Or Terminate			
4	Kamga, Serge	AIPCS II	8th Grade - Math/Science	11/16/17	Employ			
5	Quintanilla, Joseph	AIPCS I,II	Student Supervisor Aide	11/16/17	Employ			
6	Gaston, Stephanie	AIPCS II	Substitute	12/12/17	Re-hire (Substitute)			
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	A	B	C	D	E	F	G	H	I	J	K
1											
2	Employee Name	Position	School	Salary (2017-2018)	Benefits	Total Days	Vacation	Sick Leave	Summer Pay	Credential	Credential Expires
3	Kamga, Serge	Teacher	AIPCS II	\$52,320.00	Yes	190	26	10	n/a	Pending STSP	n/a
4	Quintanilla, Joseph	Student Supervisor Aide	AIPCS I,II	\$15.45/hr	Yes	190	26	10	n/a	n/a	n/a
5											
6											
7											
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9											
10											
11	Salary, Work Days, Holidays, Vacation, and Sick Leave is pro-rated based upon starting date*										

	A	B	C	D	E
1	Personnel Report AIPCS,AIPCSII,AIPHS November				
2					
3	Name	AICS I, II, or HS	Position	Hire/ Termination	Employ, Resign, Or Terminate
4	Baylor, Imani	AIPCS I, II	After School Instructor	09/27/17	Employ
5	Castellano, Anthony	AIPCS I, II	Counselor	10/16/17	Employ
6	Draper, Matthew	AIPCS II	Substitute	10/27/17	Employ
7	Eshiett - Nwachukwu, Neneyen	AIPCS I	Teacher	10/09/17	Employ
8	Riley, John	AIPHS	Teacher	10/10/17	Employ
9	Williamson, Shontrice	AIPCS II	Teacher	10/30/17	Employ
10	Yu, TaiQin	AIPCS II	Teacher	10/09/17	Employ
11	Saefong, Teresa	AIPCS II	Teacher	10/09/17	Re-Hire
12	Thrash-Ketterson, Veronica	AIPCS I, II	Instructional Aide III	10/19/17	Re-Hire
13	Henderson, Corliss	AIPCS II	Substitute	10/02/17	Change in Position
14	Duong, John	AIPCS II	Teacher	10/04/17	Employ
15	Duong, John	AIPCS II	Teacher	10/06/17	Resignation
16	Adams, David	AIPCS II	Teacher	10/16/17	Termination
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	A	B	C	D	E	F	G	H	I	J	K
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2											
3	Employee Name	Position	School	Salary (2017-2018)	Benefits	Total Days	Vacation	Sick Leave	Summer Pay	Credential	Credential Expires
4	Baylor, Imani	After School Instructor	AIPCS I, II	\$15.45	n/a	190	26	10	n/a	n/a	n/a
5	Castellano, Anthony	Licensed Clinical Social Worker	AIPCS I, II	\$75,000.00	Yes	190	26	10	n/a	Pupil Personnel Services	7/1/19
6	Eshiett - Nwachukwu, Neneyen	Teacher	AIPCS I	\$55,531.00	Yes	190	26	10	Up to 14 days	Multiple Subject	11/1/18
7	Riley, John	Teacher	AIPHS	\$57,363.00	Yes	190	26	10	Up to 14 days	Pending GELAP	n/a
8	Williamson, Shontrice	Teacher	AIPCS II	\$52,320.00	Yes	190	26	10	Up to 14 days	Pending STSP	n/a
9	Yu, TaiQin	Teacher	AIPCS II	\$53,320.00	Yes	190	26	10	n/a	Single Subject	9/1/22
10	Saefong, Teresa	Teacher	AIPCS II	\$54,105.00	Yes	190	26	10	Up to 14 days	Multiple Subject	8/1/2022
11	Thrash-Ketterson, Veronica	Instructional Aide III	AIPCS I, II	\$48,613.00	Yes	190	26	10	Up to 14 days	Multiple Subject	10/1/21
12	Salary, Work Days, Holidays, Vacation, and Sick Leave is pro-rated based upon starting date*										

New Hire, Resign, Or Terminate

Only one employee, so bumped everyone to November board meeting

	A	B	C	D	E
1	Personnel Report AIPCS,AIPCSII,AIPHS September				
2					
3	Name	AICS I, II, or HS	Position	New Hire/ Termination	New Hire, Resign, Or Terminate
4	Ha, Melissa	AIPCS I, II	Instructional Aide II	09/15/17	New Hire
5	Cadiz, Sydney	AIPCS I, II	Substitute	08/29/17	Rehire
6	Contreras, Mayra	AIPCS I, II	Clerk III	07/01/17	Change in Position
7	Hernandez, Luis	AIPCS I, II	Instructional Aide I	09/05/17	Change in Position
8	Clark, Sabrina	AIPCS II	Student Supervisor Aide	09/05/17	Change in Position
9	Russ, Tareyton	AIPHS	Head of School	07/01/17	Change in Position
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Employee Name	Position	School	Salary (2017-2018)	Benefits
Ha, Melissa	Instructional Aide II	AIPCS I, II	\$44,945.00	Yes
Contreras, Mayra	Clerk III	AIPCS I, II	\$20.60/Hour	Yes
Hernandez, Luis	Instructional Aide I	AIPCS I, II	\$18.03/Hour	Yes
Clark, Sabrina	Student Supervisor Aide	AIPCS II	\$15.45/Hour	No (Part-time)
Russ, Tareyton	Head of School	AIPHS	\$115,000.00	Yes

Salary, Work Days, Holidays, Vacation, and Sick Leave is pro-rated based upon starting date*

Total Days	Vacation	Sick Leave	Summer Pay	Credential	Credential Expires
190	0	10	Up to 14 Days	N/A	N/A
241	32	12	N/A	N/A	N/A
190	26	10	N/A	N/A	N/A
190	0	10	N/A	N/A	N/A
241	32	12	N/A	Single Subject	08/01/2022

	A	B	C	D	E	F	
1	Personnel Report AIPCS,AIPCSII,AIPHS August						
2							
3	Name	AICS I, II, or HS	Position	New Hire/ Termination	New Hire, Resign, Or Terminate		
4	Adams, David	AIPCS II	Teacher	07/27/17	New Hire		
5	Bevans, Guiying	AIPCS II	Teacher	08/01/17	New Hire		
6	Gilman, Devyn	AIPCS II	Teacher	08/18/17	New Hire		
7	Henderson, Corliss	AIPCS II	Teacher	08/18/17	Change in Position		
8	Kinser, Jeong	AIPCS II	Teacher	07/27/17	New Hire		
9	Tyler, Lori	AIPCS II	Teacher	08/21/17	New Hire		
10	Vasquez, Morning Star	AIPCS II	Teacher	07/27/17	New Hire		
11	Correia, Natasha	AIPHS	Teacher	07/27/17	New Hire		
12	Garnica, Luis	AIPHS	Teacher	07/27/17	New Hire		
13	Noukhay, Koulee	AIPHS	Teacher	07/27/17	Re-hire		
14	Nguyen, Thanh Tommy	AIPHS	Teacher	07/27/17	New Hire		
15	Rubino, Jesse	AIPHS	Teacher	07/27/17	New Hire		
16	Weiss, Joshua	AIPHS	Teacher	08/14/17	New Hire		
17	Bowen, Meredith	AIPCS I	Teacher	08/10/17	New Hire		
18	Lacebal-Valdez, Maria	AIPCS I	Teacher	08/02/17	New Hire		
19	Gordan, Matthew	AIPCS II	Educational Coordinator (CBK)	08/01/17	Re-hire		12m
20	Hernandez, Luis	AIPCS II	Student Supervisor Aide	08/01/17	New Hire		10m
21	Radmanovic, Nemanja	AIPCS II	Student Supervisor Aide	08/09/17	New Hire		
22	Blondeau, Janet	AIPCS II	Instructional Aide III	08/14/17	New Hire		
23	Masalmeh, Mohammad	AIPCS II	Instructional Aide III	07/27/17	New Hire		
24	Pak, Amy	AIPCS II	Instructional Aide III	07/27/17	Re-hire		
25	Hollie, Sharroky	AIPHS	Instructional Aide II	07/27/17	New Hire		
26	Lee, Eric	AIPHS	Instructional Aide III	08/09/17	New Hire		
27	Vega, Jesus	AIPHS	Coach	08/16/17	New Hire		
28	Clark, Elenora	AIPCS I, II	Clerk II	08/21/17	Change in Position		10m
29	Dunn, Olivia	AIPCS II	Teacher	07/20/17	Resign		
30	Fox, Joel	AIPCS I	Teacher	07/21/17	Resign		
31	Herron, Alana	AIPCS I	Teacher	07/28/17	Resign		
32	Diaz, Jaime	AIPCS II	Teacher	07/24/17	Resign		
33	Wang, Benjamin	AIPCS II	Clerk I	08/18/17	Resign		
34	Tung, Isabel	AIPHS	Clerk I	07/28/17	Resign		
35	Hinds, Christopher	AIPHS	Clerk I	06/30/17	Resign		

	A	B	C	D	E	F
36						
37						

Employee Name	Position	School	Salary (2017-2018)	Benefits
Adams, David	Teacher	AIPCS II	\$52,320.00	Yes
Bevans, Guiying	Teacher	AIPCS II	\$53,320.00	Yes
Gilman, Devyn	Teacher	AIPCS II	\$52,320.00	Yes
Henderson, Corliss	Teacher	AIPCS II	\$52,320.00	Yes
Kinser, Jeong	Teacher	AIPCS II	\$55,756.00	Yes
Tyler, Lori	Teacher	AIPCS II	\$56,363.00	Yes
Vasquez, Morning Star	Teacher	AIPCS II	\$52,320.00	Yes
Correia, Natasha	Teacher	AIPHS	\$52,320.00	Yes
Garnica, Luis	Teacher	AIPHS	\$54,932.00	Yes
Noukhay, Koulee	Teacher	AIPHS	\$54,710.00	Yes
Nguyen, Thanh Tommy	Teacher	AIPHS	\$54,710.00	Yes
Rubino, Jesse	Teacher	AIPHS	\$55,756.00	Yes
Weiss, Joshua	Teacher	AIPHS	\$57,441.00	Yes
Bowen, Meredith	Teacher	AIPCS I	\$53,320.00	Yes
Lacebal-Valdez, Maria	Teacher	AIPCS I	\$56,363.00	Yes
Gordan, Matthew	Educational Coordinator (CBK)	AIPCS II	\$65,000.00	Yes
Hernandez, Luis	Student Supervisor Aide	AIPCS II	\$15.00/Hour	Yes
Radmanovic, Nemanja	Student Supervisor Aide	AIPCS II	\$15.00/Hour	Yes
Blondeau, Janet	Instructional Aide III	AIPCS II	\$48,613.00	Yes
Masalmeh, Mohammad	Instructional Aide III	AIPCS II	\$48,613.00	Yes
Pak, Amy	Instructional Aide III	AIPCS II	\$48,613.00	Yes
Hollie, Sharroky	Instructional Aide II	AIPHS	\$44,954.00	Yes
Lee, Eric	Instructional Aide III	AIPHS	\$48,613.00	Yes
Vega, Jesus	Coach	AIPHS	\$2,250.00	NO
Clark, Elenora	Clerk II	AIPCS I, II	\$18.03/Hour	NO (Part-time)

Salary, Work Days, Holidays, Vacation, and Sick Leave is pro-rated based upon starting date*

Total Days	Vacation	Sick Leave	Summer Pay	Credential	Credential Expires
190	26	10	Up to 14 Days	Short Term Staff Permit	Pending
190	26	10	Up to 14 Days	Single Subject: Mandarin	02/01/2022
190	26	10	Up to 14 Days	Multiple Subject	Pending
190	26	10	Up to 14 Days	Short Term Staff Permit	Pending
190	26	10	Up to 14 Days	Multiple Subject	02/01/2020
190	26	10	Up to 14 Days	Multiple Subject	09/01/2022
190	26	10	Up to 14 Days	Short Term Staff Permit	Pending
190	26	10	Up to 14 Days	Short Term Staff Permit	Pending
190	26	10	Up to 14 Days	Single Subject: Physics	06/01/2022
190	26	10	Up to 14 Days	Single Subject: Biology	Pending
190	26	10	Up to 14 Days	Single Subject: Math	07/01/2019
190	26	10	Up to 14 Days	Single Subject: P.E.	07/01/2021
190	26	10	Up to 14 Days	Single Subject: Social Science	05/01/2022
190	26	10	Up to 14 Days	Multiple Subject	11/01/2020
190	26	10	Up to 14 Days	Multiple Subject	02/01/2020
241	32	12	N/A	30 Day Substitute	11/01/2017
190	26	10	Up to 14 Days	N/A	N/A
190	26	10	Up to 14 Days	N/A	N/A
190	26	10	Up to 14 Days	Multiple Subject	05/01/2018
190	26	10	Up to 14 Days	30 Day Substitute	04/01/2018
190	26	10	Up to 14 Days	30 Day Substitute	05/01/2018
190	26	10	Up to 14 Days	N/A	N/A
190	26	10	Up to 14 Days	30 Day Substitute	08/01/2018
Seasonal	N/A	3	N/A	N/A	N/A
190	0	10	N/A	N/A	N/A

Notice

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

7. Illuminate.zip

American Indian Model Schools

BOARD MEETING AGENDA

Tuesday May 29th, 2018 @ 6:00 pm

171 12th Street

Oakland, CA 94607



I. CALL TO ORDER 6:06 pm

II. ROLL CALL

Steven Leung	
Toni Cook	P
Benson Wan	P
Clifford Thompson	P
Christopher Edington	P

Quorum Established

III. ADOPTION OF AGENDA

Motion: Director Edington moves to adopt the agenda

2nd: Director Thompson

Steven Leung	
Toni Cook	Y
Benson Wan	Y
Clifford Thompson	Y
Christopher Edington	Y

Motion Passes

IV. PUBLIC COMMENT ON NON-AGENDA ITEMS

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

V. PUBLIC COMMENT ON AGENDA ITEMS

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

VI. NON-ACTION

1. BoardOnTrack Familiarization Training

VII. PUBLIC COMMENT ON CLOSED SESSION ITEMS

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

VIII. RECESS TO CLOSED SESSION 7:00 pm

1. Public Employee Appointment – Secretary to the Board (§ 54957)
2. Public Employee Performance Evaluation - Superintendent (§ 54957)
3. Conference with Legal Counsel – Existing Litigation (§ 54956.9)

IX. RECONVENE FROM CLOSED SESSION 10:04 pm

X. ROLL CALL

Steven Leung	P
Toni Cook	P
Benson Wan	P
Clifford Thompson	P
Christopher Edington	P

Quorum Established

XI. REPORT FROM CLOSED SESSION –

Director Clifford Thompson: The AIMS Board authorized the personnel committee to represent the full board in making recommendations vis-a-vis all personnel matters, including the Superintendent’s contract. After several hours of ascertaining the score of each sub-category within the five domains of her evaluation, we recommend that the Board approves the proposed Superintendent contract and extend 3 years, from July 1, 2018 to June 30th, 2021. The contract offer will remain at \$165,000/year, and all bonuses as listed in the contract remain in effect, up to 20% of annual salary in performance bonuses, and up to \$20,000 in additional bonuses.

Director Chris Edington: The board approves the offered settlement agreement on the Lumbee matter for an amount of \$200,000.

XI. ACTION ITEMS

1. Discussion and Possible Action Regarding **The Approval of the Superintendent’s 2018-2019 School Year Contract**
 - President Leung

Motion: Director Edington moves to approve the Superintendent’s 2018-2019 Contract
2nd: Director Thompson

Steven Leung	Y
Toni Cook	Y
Benson Wan	Y
Clifford Thompson	Y
Christopher Edington	Y

Motion Passes

2. Discussion and Possible Action Regarding **Approval of AIMS Board Resolution to Set a Date for a Regular Board Meeting to Approve the Superintendent’s Contract**
 President Leung

Dies for lack of motion

- 3. Discussion and Possible Action Regarding **Review of CSMC Services to Determine if a Competitive Bid is Required**
 - Director Edington

Motion: Director Cook moves that the CSMC contract and need for competitive bids for compliance be brought to the Finance Committee and brought back at the June Board Meeting 2nd: Director Thompson

Steven Leung	Y
Toni Cook	Y
Benson Wan	Y
Clifford Thompson	Y
Christopher Edington	Y

Motion Passes

XII. ITEMS FOR NEXT AGENDA

XIII. ADJOURNMENT 10:20 pm

NOTICES: The next regular meeting of the Board of Directors Meeting will be held on June 19th, 2018 at 6:30pm. AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Marisol Magana has been designated to receive requests for disability-related modifications or accommodations in order to enable individuals with disabilities to participate in open and public meetings at AIMS. Please notify Marisol Magana at (510)220-9985 at least 24 hours in advance of any disability accommodations being needed in order to participate in the meeting.

I, _____ hereby certify that I posted is agenda at the AIMS Campus 171 12th Street, Oakland, CA 94607 on, _____, at _____ PM Certification of Posting

American Indian Model Schools

BOARD MEETING AGENDA

Tuesday, May 15th, 2018 @ 6:30 pm

171 12th Street

Oakland, CA 94607



I. CALL TO ORDER - 6:38 pm

II. ROLL CALL

President Leung	Present
Director Cook	Present
Director Thompson	Present
Director Wan	Present

Quorum Established

III. ADOPTION OF AGENDA

Motion: Director Cook moves to adopt the agenda

2nd: Director Thompson

President Leung	Yes
Director Cook	Yes
Director Thompson	Yes
Director Wan	Yes

Motion Passes

IV. PUBLIC COMMENT ON NON-AGENDA ITEMS

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

V. PUBLIC COMMENT ON AGENDA ITEMS

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VI. NON-ACTION ITEMS

- 1. President's Report**
 - Board President, Mr. Steven Leung
- 2. Spring Board Retreat to be Held at 12th Street Site**
 - Board President, Mr. Steven Leung
- 3. Superintendent's Report**
 - Superintendent Woods-Cadiz
- 4. Human Resources Report**
 - Director of Human Resources, Mr. Rob Mayfield
- 5. AIMS k-12 Report**
 - Head of School, Mr. Russ, & Division Heads, Mr. Maurice Williams, Mr. Peter Holmquist, Mr. Christopher Ahmad, & Ms. Erin Oh
- 6. Operations Report**
 - Data, Accountability, and Operations Director, Ms. Marisol Magana
 - Data, Accountability, and Operations Manager, Ms. Tiffany Tung
- 7. Finance Report**
 - CSMC School Business Manager, Ms. Adrienne Barnes
- 8. ELD Coordinator Report**
 - ELD Coordinator, Ms. Vanee Chand

VII. ACTION ITEMS

- 1. Consent Calendar**
 - i. Personnel Report**
 - Director of Human Resources, Mr. Rob Mayfield
 - ii. Approval of 4/17/2018 Board Meeting Minutes Draft**
 - Secretary to the Board of Directors, Mr. Joe Schickman
 - iii. 1/3 Projected SPED Invoice**
 - CBO, Ms. Susan Schickman
 - iv. 1% Oversight Fee**
 - CBO, Ms. Susan Schickman

- v. **CSMC June Invoice**
 - CBO, Ms. Susan Schickman
- vi. **Nob Hill Catering Invoice for April**
 - CBO, Ms. Susan Schickman
- vii. **Fagen Friedman & Fullfrost Invoice for March**
 - CBO, Ms. Susan Schickman
- viii. **Young Minney & Corr. Invoice for May**
 - CBO, Ms. Susan Schickman

Motion: Director Cook moves to approve the Consent Calendar
2nd: Director Thompson

President Leung	Yes
Director Cook	Yes
Director Thompson	Yes
Director Wan	Yes

Motion Passes

- 2. Discussion and Possible Action Regarding **Approval of the Superintendent's Contract**
 - President Leung

Motion: Director Cook moves to table this item until after it can be discussed in closed session per protocol
2nd: Director Thompson

President Leung	Yes
Director Cook	Yes
Director Thompson	Yes
Director Wan	Yes

Motion Passes - Item Tabled

3. Discussion and Possible Action Regarding Approval of Certificated, Classified, and Administrated Contracts

- Director of Human Resources, Mr. Rob Mayfield

Motion: Director Cook moves to approve the presented signed contracts, and requests to have any outstanding contract matters be presented at the June meeting for all employees

2nd: Motion Dies due to lack of a second

Motion: Director Thompson moves to approve the presented signed contracts so that AIMS will have employees for 18/19 school year

2nd: Director Cook

President Leung	Yes
Director Cook	Yes
Director Thompson	Yes
Director Wan	Yes

Motion Passes

4. Discussion and Possible Action Regarding Approval of AIPHS Lunch Program RFP

- Data, Accountability, and Operations Manager, Ms. Tiffany Tung

Motion: Director Cook moves to approve the presented RFP for the AIPHS Lunch Program

2nd: Director Thompson

President Leung	Yes
Director Cook	Yes
Director Thompson	Yes
Director Wan	Yes

Motion Passes

5. Discussion and Possible Action Regarding **Approval of the AIPCS I, AIPCS II, & AIPHS 2018-2019 Budgets, Subject to Review and Approval by the Finance Committee, to be submitted to OUSD by June 15th**
 - Superintendent Woods-Cadiz

Motion: Director Cook moves to approve the AIPCS I, AIPCS II, & AIPHS 2018-2019 Budgets, subject to the review and approval of the Finance Committee

2nd: Director Thompson

President Leung	Yes
Director Cook	Yes
Director Thompson	Yes
Director Wan	Yes

Motion Passes

6. Discussion and Possible Action Regarding **Approval of the AIPCS I, AIPCS II, & AIPHS 2018-2019 LCAPs, Subject to Review and Approval by the Finance Committee, to be Submitted to OUSD**
 - Superintendent Woods-Cadiz

Motion: Director Thompson moves to approve the AIPCS I, AIPCS II, & AIPHS 2018-2019 LCAPs, subject to the review and approval of the Finance Committee

2nd: Director Cook

President Leung	Yes
Director Cook	Yes
Director Thompson	Yes
Director Wan	Yes

Motion Passes

- 7. Discussion and Possible Action Regarding **Approval of AIMS Board Resolution for Board Director Service Resulting in a Loss of Income**
 - Director Cook

Motion: Director Thompson moves to approve Director Cook’s AIMS Board Resolution for Board Director Service Resulting in a Loss of Income, retroactive to the beginning of the fiscal year 2nd: President Leung

President Leung	Yes
Director Cook	Yes
Director Thompson	Yes
Director Wan	Yes

Motion Passes

VIII. PUBLIC COMMENT ON CLOSED SESSION ITEMS

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IX. RECESS TO CLOSED SESSION 8:00 pm

- 1. **Conference with Legal Counsel** – Existing Litigation (54956.9) 1 Case
- 2. **Conference with Legal Counsel** – Anticipated Litigation (54956.9) 1 Case
To Be rescheduled
- 3. **Public Employee Performance Evaluation** - Superintendent (§ 54957)
- 4. **Conference with Real Property Negotiations** – Lakeview (§ 54956.8)

X. RECONVENE FROM CLOSED SESSION 9:48 pm

XI. ROLL CALL

President Leung	Present
Director Cook	Present
Director Thompson	Present
Director Wan	Present

Quorum Established

XI. REPORT FROM CLOSED SESSION – nothing to report

XII. ITEMS FOR NEXT AGENDA

XIII. ADJOURNMENT 9:50

NOTICES: The next regular meeting of the Board of Directors Meeting will be held on June 19th, 2018 at 6pm. AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Marisol Magana has been designated to receive requests for disability-related modifications or accommodations in order to enable individuals with disabilities to participate in open and public meetings at AIMS. Please notify Marisol Magana at (510)220-9985 at least 24 hours in advance of any disability accommodations being needed in order to participate in the meeting.

I, _____ hereby certify that I posted is agenda at the AIMS Campus 171 12th Street, Oakland, CA 94607 on, _____, at _____ PM Certification of Posting

DRAFT

Notice

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

11. YM&C Invoice.zip

Notice

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

4. Fiscal Services Technician Job Description.zip



Proposal

Proposal : Q-02065-1
Date: 5/30/2018

AVID Center

9797 Aero Drive #100
 San Diego, CA 92123
 USA

Contact Information

Name: Carrie Barnett
Phone:
Email: cbarnett@avid.org

Quote Prepared For: American Indian Model Schools

District Products

PRODUCT NAME	QTY	UNIT PRICE	DISC	EXTENDED
AVID District Leadership Year 1	1	\$9,000.00	\$1,350.00	\$2,400.00
District Products TOTAL:				\$2,400.00

American Indian Public CS HS

PRODUCT NAME	QTY	UNIT PRICE	DISC	EXTENDED
AVID Membership Fees Secondary	1	\$3,899.00	\$1,370.00	\$2,529.00
Secondary Digital Library Set - 8 Licenses	1	Included	\$0.00	\$0.00
AVID Weekly Secondary	1	Included	\$0.00	\$0.00
AVID Summer Institute Registration Fee	4	\$870.00	\$300.00	\$3,180.00
American Indian Public CS HS TOTAL:				\$5,709.00

American Indian Public CS II

PRODUCT NAME	QTY	UNIT PRICE	DISC	EXTENDED
AVID Membership Fees Secondary	1	\$3,899.00	\$3,324.00	\$575.00
Secondary Digital Library Set - 8 Licenses	1	Included	\$0.00	\$0.00
AVID Weekly Secondary	1	Included	\$0.00	\$0.00
AVID Summer Institute Registration Fee	4	\$870.00	\$300.00	\$3,180.00
American Indian Public CS II TOTAL:				\$3,755.00

TOTAL: \$11,864.00

All value packages outlined above are non-binding and for evaluation purposes only. These items and prices are subject to change until Agreement is agreed to by both parties.

Notice

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

8. Vacation Payout.zip

Your form has been submitted. Please contact contracts@avid.org if you'd like to make edits to this page.

Agreement Request Form

Welcome to the 2018-19 AVID Agreement Request Form.

The information you enter here will be used to generate an AVID College Readiness System Services and Products Agreement for your school system for the 2018-19 school year.

For any inquiries regarding the Agreement Request Form, please contact your AVID Division representative.



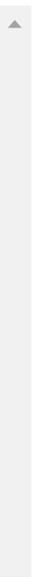
Important Notes Prior to Filling out the Agreement Request Form:

- Before exiting the Agreement Request Form, or if you are going to step away from your computer for a period of time, please ensure that you click on the "Save Agreement Request" button at the bottom of the webpage. Exiting the webpage will cause you to lose any unsaved data.
- If you are experiencing issues with the Agreement Request Form, please try using another Internet Browser (i.e. Google Chrome, FireFox, Internet Explorer, etc.)
- * Starred fields are mandatory.
- If you hover over a "?" with your cursor, it will display a ToolTip with information pertaining to that specific field.

District Contact Information

*Legal Name of Entity	?
<hr/>	
Preferred Name	?
<hr/>	
Website	?
<hr/>	

Address Information



?

*Street

*City

*State/Province

*Zip/Postal Code

Contract Contact Information

?

*First Name

*Last Name

Salutation

*Title

*Telephone

Fax

*Email

Address Information:

Street

City

State/Province

Zip/Postal Code

District Director

?

District Director Selection

*First Name

*Last Name

Salutation

*Title

*Telephone

Fax

*Email

Address Information:

Street

City

State/Province

Zip/Postal Code

Co-District Directors:

+ ADD CO-DISTRICT DIRECTOR

Billing Contact Information

?

Billing Contact Selection



*First Name

*Last Name

Salutation

*Title

*Telephone

Fax

*Email

Address Information:

Street

City

State/Province

Zip/Postal Code

Additional Contacts

?

Additional Contact 1 Tareyton Russ	EDIT DELETE
--	---

+ ADD ADDITIONAL CONTACT

Site(s) Information

NOTE: Be sure to click on the Edit button by each contract site to verify or update the information.

- **Existing Secondary Sites:** Sites that are renewing will automatically have AVID Weekly selected. AVID Center highly recommends each site purchase this subscription. If the district/site wishes to opt out, please make sure to deselect this product.
- **New Secondary Sites** will receive AVID Weekly with the purchase of the Secondary Library.
- **New/Existing Elementary Sites** will always receive AVID Weekly with their Membership.
- AVID Weekly access codes will be sent to the Principal of each participating site for distribution.

Agreement Sites

	Contract Site Name	Elementary	Secondary	SI Quantity	Elem AVID Weekly	S
Edit	American Indian Public CS HS		New	8	No	lr
Edit	American Indian Public CS II		New	8	No	lr

+ ADD NEW SITES

Additional Comments

Please change the name of the school sites: American Indian Public High School and American Indian Public Charter I& II.





SAVE AGREEMENT REQUEST

SUBMIT TO AVID CENTER

Notice

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

12. FFF Invoice.zip

AVID proposal

2018-2019

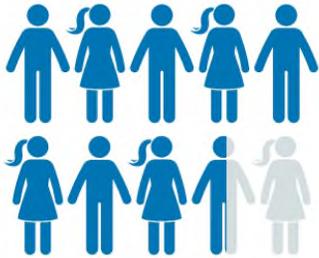
There are two main reasons that AVID matches our needs

- 1) AVID is a proven collaborative program for all students, to build skills that lead towards college entrance and success
- 2) AVID provides a systematic approach to using many of the strategies that are required for a strong ELD program.

Academic support from AVID

- AVID = Advancement Via Individual Determination
- AVID's mission is "to close the achievement gap by preparing all students for college readiness and success in a global society." This is very similar to AIMS' stated mission.
- AVID is structured, college preparatory system working directly with schools and districts.
- AVID is intended to be a schoolwide approach to curriculum and rigor. It has been adopted by over 6,200 schools in 48 states and 16 countries, over 1700 schools in California alone (as of 2011).

Students participating in AVID



86%

identify as a race or ethnicity historically underrepresented in higher education

• **AVID students** continue into their second year of college at a higher rate than the **U.S. overall**.



- AVID is a direct support structure for students' academic and career success.
- AVID is also a professional development program providing training throughout the world.
- AVID strategies support the Common Core State Standards.

ELD support from AVID

- AVID organizes typical strategies relating to specially designed academic instruction in English (SDAIE). These are mirrored in the **WICOR** strategies
- **Writing to learn-** writing process; **Inquiry-** deep thinking & reading ;
Collaboration- group projects, tutorials, study groups, jigsaws; **Organization-** offering both tools (notetaking & time management) and methods (Socratic seminar, writing groups); **Reading to learn-** understanding text structure and text processing
- AVID participants significantly close the achievement gap for typically underserved subgroups.

AVID Meets the needs of ELs

Long Term English Learners needs to master vocabulary and academic language.

Structured lesson in reading, writing, speaking and listening.

Explicit instruction

Specific EL strategies

- AVID program is specifically designed to support English Learners with college readiness. Students will utilize AVID strategies, systems and thinking to foster success in their academic courses. Students may take field trips to local colleges, businesses and other places within the community.
- Newcomers-WICOR Strategies
- Focus on Long Term English Learners
 - WICOR Strategies
 - Academic Language

AVID Excel - Elective

- As a new district we cannot offer this in the first year. Data is required to design and target the elective.

The elective provides explicit instruction in English language development and academic language through reading, writing, oral language, academic vocabulary, and college readiness skills.

Focus:

Long Term ELLs (Most “stuck” subgroup)

- Require specific support
 - Acceleration
 - Access
 - Explicit Instruction
 - Re-engagement
 - Relationships
 - Role Models

Costs for implementation of the AVID program

- Teacher training - Summer Institute (June 27, 28, 29) for four teachers from middle school and four teachers from high school
- Program materials - digital library license and weekly materials for middle school and for high school
- Required district director training (this is usually the most expensive piece at \$15,000 alone).

Spreadsheet link

\$ 9,000.00 - District leadership
Discounts on these prices + \$1,350.00
..... total \$2,400.00

\$ 3,899.00 - Secondary - High School
\$ 0.00 - digital library (included)
\$ 0.00 - weekly secondary (included)
\$ 870.00- Summer Institute - 4 ppl
Discounts on these prices + \$1,670.00
..... total \$5,709.00

\$ 3,899.00 - Secondary - Middle School
\$ 0.00 - digital library (included)
\$ 0.00 - weekly secondary (included)
\$ 870.00- Summer Institute - 4 ppl
Discounts on these prices + \$3,624.00
..... total \$3,755.00

\$ 2,400.00- hotel for teachers at conference
\$ 450.00- food for conference
\$ 853.99- gas/mileage costs
Summer Institute personnel costs - \$3,703.99
..... Grand total \$15,567.99

Total costs to implement (incl. Summer Institute travel and housing) - \$15,567.99

Cost breakdown for 2017-18 & 2018-19 financial years

2017-2018 - Summer Institute and associated costs: **\$3,703.99**

2018-2019 - AVID program fees: **\$11,864.00**

We suggest using some remaining professional development funds for 2017-2018, and splitting the rest of the costs between various appropriate line items for 2018-2019.

AVID presentation

- These costs have been gathered to make the Board aware of a direction that seems good to move in for the continuing improvement of our academic program throughout our secondary schools (6-12) and the district-wide ELD initiative, and for this reason we ask the Board's support.
- The AVID program will begin simultaneously in the high school, across different subject areas, and begin in 8th grade with ELD students.
- From there the AVID trained teachers will have the opportunity to share best practices with colleagues; 1) to utilize instructional time more efficiently, as well as 2) build the skills that are leading to so many underrepresented students being successful in college and beyond.

Notice

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

6. Enroll Oakland.zip

2018 AVID Summer Institute Payment Coversheet

1. **Register the attendees** at my.avid.org. Log in and click on the Event Registration tab on your homepage. If you don't have a MyAVID account, contact your District Director or email us at sichange@avid.org.
2. **Send payment(s)** with completed worksheet to AVID Center.

District and Site Information * *Please do not abbreviate.*

 DISTRICT SCHOOL SCHOOL PHONE

 SCHOOL ADDRESS CITY STATE ZIP

Registrar: Please provide contact information for the person entering registrations online.

 FIRST AND LAST NAME PHONE EMAIL

Attendees: List only those attending the same Institute. Use a separate form for each Institute.

** Please note: This coversheet does not register your team. In order for these registrations to be valid you must register your team in MyAVID.*

Last Name		First Name	Email <small>The registration system requires a unique email address for each attendee.</small>	Job Title/ AVID Role	Strand <small>Check strand availability at the Institute you're attending at my.avid.org</small>
1					
2					
3					
4					
5					
6					
7					
8					

Summer Institute: Mark only one. Please use a separate worksheet for each Summer Institute.

- | | | |
|---|---|---|
| <input type="checkbox"/> Denver June 12-14 | <input type="checkbox"/> Sacramento June 27-29 | <input type="checkbox"/> Seattle July 10-12 |
| <input type="checkbox"/> San Diego 1(MV) June 13-15 | <input type="checkbox"/> Anaheim June 28-30 | <input type="checkbox"/> Philadelphia July 18-20 |
| <input type="checkbox"/> Dallas June 20-22 | <input type="checkbox"/> Orlando July 9-11 | <input type="checkbox"/> Minneapolis July 31-Aug 2 |
| <input type="checkbox"/> Tampa June 20-22 | <input type="checkbox"/> San Antonio July 10-12 | <input type="checkbox"/> San Diego 2(DT) August 1-3 |

Payment Method(s):

- Purchase Order # _____ Email copy of PO* and coversheet(s) to at avidregistration@avid.org or by fax to 800-524-9917.
**Copy of purchase order MUST accompany this worksheet for payment to be applied.*
- Check # _____ Mail check and completed coversheet(s) to: AVID Center-SI Payment, Dept. 270, PO Box 509015, San Diego, CA 92150-9015.
- Credit Card Select *Pay Now with Credit Card* online or call (858) 380-4800 and press 2 for Events.
- Other Please specify: _____

Cancellation Policy: Cancellations must be submitted in writing by completing the [Contact Form](#). Please refer to the full [AVID Center Cancellation Policy](#).

Contact for Payment: Whom may we contact with questions about payment?

 FIRST AND LAST NAME PHONE EMAIL

	Last Name	First Name	Email <small>The registration system requires a unique email address for each attendee.</small>	Job Title/ AVID Role	Strand <small>Check strand availability at the Institute you're attending at my.avid.org</small>
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
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35					
36					
37					

Please send completed worksheet(s) with payment to AVID Center:
 Email purchase orders to: avidregistration@avid.org.
 Fax purchase orders to: 800-524-9917.
 Mail checks to: AVID Center–SI Payment, Dept. 270, PO Box 509015, San Diego, CA 92150-9015.

Notice

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

3. AVID.zip

AVID proposal

AVID’s mission is to close the achievement gap by preparing all students for college readiness and success in a global society. (Advancement Via Individual Determination)

AVID aligns well with [other programs including AP and IB](#)

AVID utilizes and supports many of the same strategies as other ELD programs and tools, including collaborative work, graphic organizers, and other successful (research based) tools.

Collaboration, inquiry and organization - often [attributed as part of the AVID world](#), have not originated there, but come together systematically. This is part of what we are paying for - not skills we could get separately, but how to integrate them into our whole culture.

Equity and culturally relevant pedagogy is part of the training - This is [an area of growth](#) for our teachers and our school culture. AVID training has the potential to come at this from outside our organization, providing another voice for this change - in addition to current administration and other professional development.

Data - current [AVID data](#)

Description	cost	discounts	totals due in 2018-19	totals due in 2019-20
District leadership	\$9,000.00	\$1,350.00	\$2,400.00	\$2,400.00
Secondary - HS	\$3,899.00	\$1,370.00	\$2,529.00	\$2,529.00
digital library	\$0.00	\$0.00	\$0.00	\$0.00
weekly secondary	\$0.00	\$0.00	\$0.00	\$0.00
Summer Institute - 4 ppl	\$870.00	\$300.00	\$3,180.00	\$3,180.00
Secondary - MS	\$3,899.00	\$3,324.00	\$575.00	\$575.00
digital library	\$0.00	\$0.00	\$0.00	\$0.00
weekly secondary	\$0.00	\$0.00	\$0.00	\$0.00
Summer Institute - 4 ppl	\$870.00	\$300.00	\$3,180.00	\$3,180.00
TOTALS	\$18,538.00	\$6,644.00	\$11,864.00	\$11,864.00
hotel for teachers at Jun2018 conf.	150	2 nights x 8 ppl.	\$2,400.00	\$2,400.00
food for conference	50	9 people	\$450.00	\$450.00
gas/mileage costs	81.8	X \$0.58	\$853.99	\$853.00
Summer Institute personnel costs			\$3,703.99	\$3,703.00
Total costs to implement			\$15,567.99	

These costs for totals due in 2018-2019 may also be spread into the current year, since the Summer Institute event will be taking place in June 2018.

Notice

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

10. LunchMasters.zip



American Indian Model Schools

171 12th Street 3rd Floor
Oakland, CA 94607

DRAFT

JOB DESCRIPTION – FISCAL SERVICES TECHNICIAN

PRIMARY FUNCTIONS

Under the supervision of the Chief Business Officer the Fiscal Services Technician is responsible for assisting the Chief Business Officer in administering the financial systems/procedures of American Indian Model Schools (AIMS) and providing financial support. All accounting work is to be completed in accordance with the AIMS established systems of internal control, per the Business Office Policy & Procedure Manual.

ESSENTIAL DUTIES:

Accounts Payable

- Processes payments of bills, matching up checks with invoices, obtaining signatures, mailing, and filing.
- Maintains Vendor W9's and prepares annual 1099 information for CSMC.
- Tracks Sales & Use Tax transactions on a calendar basis and assists in preparation of the annual Sales & Use tax filing to State of California.

Payroll

- Collects timesheets, Swipe Clock records, collates hours, reviews final results, confirms changes, updates benefits, coding, and location allocation.
- Compiles, prepares, processes semi-monthly hourly and salaried payroll through a third-party vendor.
- Processes approved leave changes, new hires, terminations, withholding changes, direct deposits and enters into the payroll system.
- Maintains employee payroll deductions.
- Calculates payouts for accrued sick leave and vacation payouts.
- Distributes paychecks.
- Enters payroll employee data into QuickBooks.
- Files reports and maintain records.
- Meets calendar schedule for payroll including pay dates and processing schedule.

Purchasing

- Processes all school purchases through a purchase order system, including coordinating all annual classroom book, supply purchases and field trips for faculty.
- Confirms receipt of all approval and budgetary paperwork.
- Confirms receipt of materials ordered for invoice approval.

- Provides regular budget reports to division and department heads.
- Maintains internal controls.
- Maintains and posts to credit card payment system.

Other

- Maintains Business Office records and filing maintenance.
- Performs other duties as assigned by the Chief Business Officer or designee.

ABILITIES AND EXPECTATIONS

- Ability to interact in a timely and accurate manner with outsourced third-party payroll and back office accounting provider.
- Ability to communicate effectively with a wide range of personalities to describe and exchange accounting and financial information, policies and procedures.
- Ability to communicate verbally and in writing so others will understand.
- Ability to quickly master new software and accounting procedures.
- Ability to work independently.
- Ability to function under pressure.
- Expected to demonstrate attention to detail and thorough completion.
- Expected to provide excellent customer service with effective communication.
- Expected to be dependable.
- Expected to maintain confidentiality in all situations.
- Expected that duties and responsibilities will be performed with a high level of accuracy.

QUALIFICATIONS

- BA Degree in Accounting, Finance, Business or related field.
- Experienced in QuickBooks, Excel and MS Office.
- Familiarity with school accounting and/or administration.
- Strong computer skills for using accounting software and spreadsheets.
- Excellent computational and mathematical reasoning.
- Organized.

This is a non-exempt position. The incumbent is eligible for overtime compensation. The Board of Directors reserves the right to waive any minimum qualifications.

Board Approved: _____



**OAKLAND ENROLLS
MEMORANDUM OF UNDERSTANDING
FOR PARTICIPATING CHARTER PARTNERS
(2018-2019 School Year)**

This **Memorandum of Understanding (“MOU”)** is entered into by American Indian Model Schools (“**Charter Partner**”) and Oakland Enrolls, a California Nonprofit Public Benefit Corporation, effective August 1, 2018 (“**Effective Date**”) Charter Partner and Oakland Enrolls are sometimes referred to in this MOU individually as “**Party**” and together as “**Parties.**”

BACKGROUND

Oakland Enrolls is responsible for the EnrollOak project. Prior to the EnrollOak project a fragmented system of school enrollment existed in Oakland, making it difficult for families to navigate the public-school enrollment process. The EnrollOak project aims to address this problem, in collaboration with the Oakland Unified School District, charter schools, and other stakeholders, by providing a universal enrollment process, where families can use one single platform to fill out one application for district schools and another for charter schools, applying to multiple schools at once. Charter Partner wishes to participate in this EnrollOak project, in order to enhance school choice, make the process for families easier, and share data to gain more insight into application and enrollment trends in Oakland. Therefore, in exchange for good and valuable consideration, the Parties agree as follows:

RIGHTS AND RESPONSIBILITIES

1. Description of EnrollOak Project.

- a. ***Timeline*** – Charter Partners participating in the city-wide charter enrollment system will follow the following timeline for the 2018-2019 School Year (“**SY**”). The timeline is subject to change at the discretion of Oakland Enrolls, and Charter Partner will be required to follow any changes implemented by Oakland Enrolls:

- October 19, 2018 - Review and finalize lottery preferences
- November 1, 2018 - Round 1 application launch
- January 2019 - Lottery verification
- February 15, 2019 - Round 1 applications due
- March 4 - 8, 2019 - Schools run lotteries and notify families of results
- March 11, 2019 - All offers made public
- April 2, 2019 – Round 1 lottery confirmation deadline
- April 3, 2019 - Bulk rescind of round 1 lottery offers

- b. Key System Functionalities of Charter Enrollment Program**
- i. *Multiple Languages*: the common application is available in six languages.
 - ii. *Single Accept*: A family is only allowed to accept one offer per student in the common charter application system.
 - iii. *Round 1 Lottery Offer Launch*: All Charter Partners will publicize round 1 lottery offers to families on the same date.
 - iv. *Round 1 Lottery Offer Rescind*: Oakland Enrolls will automatically rescind any outstanding round 1 lottery offers on the same date - April 2nd 2019. Oakland Enrolls currently only has policy around rescinding initial lottery offers, Charter Partners set their own offer expiration timeframe for subsequent offers after the Round 1 lottery.
- c. Data Sharing Features** – The EnrollOak project involves and requires data sharing related to applications, enrollments, transfers, waitlists, and accepted offers, as follows:
- i. Upon signing this MOU, Charter Partners will share their Fall 1 Submission CALPADS 8.1 Student Profile List data from October 2017 with Oakland Enrolls;
 - ii. By the start of December 2018, Charter Partner will share their Fall 1 Submission CALPADS 8.1 Student Profile List as of October 2018;
 - iii. Enroll Oakland will use the CALPADS data to assess the full enrollment pipeline, subgroups enrollment information, pipeline attrition, and to mimic the OUSD Strategic Regional Analysis (See <http://www.ousddata.org/strategic-regional-analysis.html>). Oakland Enrolls agrees to handle this data in accordance with the terms set out in **Appendix C**.
 - iv. Shared data will also be used for joint marketing and outreach activities by the Parties and Oakland Enrolls' individual marketing and outreach activities.
 - v. Charter Partner represents and warrants that in sharing information with Oakland Enrolls including, but not limited to (Confidential Information as defined in Appendix C) that Charter Partner is in compliance with the provisions of FERPA, and any amendments thereto. Oakland Enrolls represents and warrants that it is also in compliance with any applicable provisions of FERPA, if any, and any amendments thereto. Nothing in this Agreement may be construed to allow either Party to maintain, use, disclose or share information in a manner not allowed by federal law or regulation.

2. Charter Partner's Commitments.

- a. Charter Partner will complete the following Appendixes:
 - i. **Appendix A** – Confirmation of Commitments and Services.
 - ii. **Appendix B** – Key Organization Contacts.
- b. Oakland Enrolls implements the charter enrollment program, in part, through its use of SchoolMint, an online school enrollment platform. To participate in the charter enrollment program, Charter Partner must create a SchoolMint portal and to give Oakland Enrolls access to Charter Partner's SchoolMint portal. Charter Partner agrees and understands that Oakland Enrolls will have the certain access to data and the permission to alter data on Charter Partner's SchoolMint portal as stated in *Oakland Enrolls Multi Org Access*, attached to this MOU **Appendix E**.

- c. Charter Partner will only accept applications to its school(s) through the OakEnrolls project. All applicants to Charter Partner's school(s) must submit an Oakland Enrolls common charter application during the Round 1 (Open Enrollment) and Round 2 (Post Enrollment) periods during the common application timeline. Charter Partner will not create or distribute a school-specific application for any grades it serves and will only accept applications per the Oakland Enrolls common application timeline.
- d. Charter Partner will provide information to Oakland Enrolls for school choice collateral in a timely fashion and will maintain its editable [SchoolFinder](#) profile attributes.
- e. Charter Partner will use Oakland Enrolls' tools and protocols for lotteries, waitlist management, collecting verification documentation, and communicating offers to families. If the tools provided by Oakland Enrolls cannot accommodate specific lottery configurations, Oakland Enrolls will collaborate with the software vendor and Charter Partner to develop a solution.
- f. Charter Partner will not require verification documentation before running any lottery.
- g. Charter Partner will publicly post on each of its schools' websites links to Oakland Enrolls website and display the common application verbiage and lottery date(s).
- h. Charter Partner will participate in Oakland Enrolls community outreach activities (such as city-wide charter school fairs, regional transition grade fairs, and targeted events with community-based organizations) and Charter Partner will host at least one event for transition grade students (5th and 8th grade) focused on the common application, timeline, and resources.
- i. Charter Partner will have the appropriate people in its organization review Oakland Enrolls' training materials and best practices and attend training session as required.
- j. **Participation Fees Optional Services**
 - i. *Enrollment System Participation Fee:* Charter Partner agrees to pay a \$3,000 participation fee ("**Enrollment System Participation Fee**") for each of its schools connected to the city-wide charter enrollment system and using the common application and timeline for the 2018-2019 SY. The Enrollment System Participation Fee covers, among other things, the right to use the common application form, assistance and communications from Oakland Enrolls during the enrollment process, and the license fee for the SchoolMint modules: application, communication, lottery, and waitlist. Enrollment System Participation Fee covers the period August 1, 2018 through July 31, 2019.

ii. In addition to the services provided for the Enrollment System Participation Fee, Charter Partner can elect to pay additional fees to participate in the following optional components of the EnrollOak Program:

1. **Common Registration** – Common Registration is an online registration packet accessible by families and school administrators. Families can easily upload documents and monitor their registration verification status. Administrators can easily transfer all registration information onto their Student Integration System. The Common Registration packets are available in six languages. The fee for Common Registration services is \$900 per school. Please see further information, see **Appendix D**.
2. **Common Intent to Return** – Oakland Enrolls is in the process of creating a common timeline for processing intents to return (referred to as reenrollment in SchoolMint) to help provide consistency and simplification for families. In parallel to piloting a common timeline, Oakland Enrolls is exploring piloting the use of SchoolMint to process intents to return. The fee for Common Intent to Return services is \$750 per school.

k. *Indemnification* – Charter Partner agrees that it will defend, indemnify and hold harmless Oakland Enrolls and its officers, directors, employees, and agents (collectively, the “indemnified parties”) against and from any and all claims, actions, demands, losses, causes of action, damages, expenses or liabilities, including attorneys’ fees, to which any indemnified party may become subject or which it may suffer as a result of or arising out of any negligent, willful or reckless acts or omissions, dishonesty or fraud of or by Charter Partner, its agents, employees or representatives.

l. LIMITATION OF LIABILITY. CHARTER PARTNER AGREES AND UNDERSTANDS THAT OAKLAND ENROLLS SHALL NOT BE LIABLE UNDER ANY CIRCUMSTANCES, WHETHER IN CONTRACT, TORT, EQUITY OR OTHERWISE, FOR ANY INDIRECT, INCIDENTAL, CONSEQUENTIAL, SPECIAL, PUNITIVE OR EXEMPLARY DAMAGES (EVEN IF SUCH DAMAGES ARE FORESEEABLE, AND WHETHER OR NOT OAKLAND ENROLLS HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES), INCLUDING DAMAGES FOR LOSS OF PROFITS, ANY OVERHEAD EXPENSES, OR COMMITMENTS TO THIRD PARTIES. OAKLAND ENROLLS MAXIMUM AGGREGATE LIABILITY UNDER THIS MOU SHALL BE LIMITED TO THE AMOUNTS PAID BY CHARTER PARTNER UNDER THIS MOU.

3. Oakland Enrolls’ Commitments. In addition to the services described elsewhere in this MOU, Oakland Enrolls commits to the following:

- a.** Charter Partner’s participation in the uniform charter enrollment program will be fully supported by Oakland Enrolls, with training and development of school staff, standard operating procedures, communication templates and best practices, direct support provided to families, school and sector-level data analysis, and information sharing including real-time visibility of applications to Charter Partner’s school(s).
- b.** Oakland Enrolls will collaborate with Oakland Unified School District on choice collateral, options activities, summary data sharing, and developing a blueprint towards a citywide application system.

- c. Oakland Enrolls is and will continue to exploring new policies to enhance the universal enrollment process. In assessing new policies, Oakland Enrolls retains ultimate decision-making authority to decide what policies to implement and how, but it commits to discussing potential policies with the Steering Committee and to bring them to the Council for review. Policies under consideration this year include:
- i. *Round 2 Cutoff Date*: Setting up a system-wide cutoff date based on best practice and volume of applications in Round 2 by month.
 - ii. *Standard policies around offers and confirming waitlists*: Developing best practice policies on how many days to give families to accept subsequent offers after the Round 1 lottery and how to determine if families are interested in remaining on a waitlist.
 - iii. *Timeline for intent to return process*: Defining when participating Charter Partners should be requesting intent to return commitments from families.
 - iv. *Limiting the number of schools a family can apply to*: Assessing data to determine if limiting the number of schools a family can apply to in the common application will help reduce the number of erroneous offer/waitlists applications.

4. Mutual Commitments, Terms Conditions.

- a. **Term** – The term of this MOU is from August 1, 2018 to July 31, 2019 (“**Term**”), at which point Oakland Enrolls shall have no obligation or duties to Charter Partner to provide services under this MOU. Charter Partner’s obligation to pay any fees due under this MOU shall survive the Term of this MOU. The provisions of section 3(k) and 3(l), all of the provisions of section 4, and any other provision reasonably intended to survive the Term of this MOU will survive the termination or expiration of this MOU.
- b. **Governing Law** – This MOU is governed by California law, without regard to any conflict of laws rules. Each Party consents to jurisdiction and venue in Oakland, California.
- c. **Assignment** – Charter Partner may not assign its rights or obligations under this MOU without the express prior written consent of Oakland Enrolls.
- d. **Integration, Modification, Waiver** – This MOU, and its appendixes, constitute the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements whether oral or written relating to Oakland Enrolls and the EnrollOak project. This MOU may be amended or modified only in writing, signed by all Parties. No delay or omission by Oakland Enrolls in exercising any right under this MOU will operate as a waiver of that or any other right provided for in this MOU.
- e. **Counterparts, Electronic Signatures and Delivery** – This MOU may be executed in counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. The Parties agree that electronic signatures of the Parties shall have the same force and effect as original signatures. Delivery of a copy of this MOU by facsimile, electronic mail as an attached file (e.g., pdf), or by any other electronic means (e.g., DocuSign) shall be acceptable to bind the Parties and shall not in any way affect this MOU’s validity.

WITH INTENT TO BE BOUND, Charter Partner and Oakland Enrolls, by signature of their authorized representatives, have executed this MOU as of the Effective Date.

Accepted and agreed to by: American Indian Model Schools

Accepted and agreed to by: Oakland Enrolls

Signature: _____

Signature: 

Name: _____

Name: Luis Rodriguez

Title: _____

Title: Executive Director

APPENDIX A:

Confirmation of Commitments and Services for

August 1, 2018 through July 31, 2019

Charter Partner will participate in:	Brief Description	Cost Per School	Number of Schools
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Common charter application and timeline with the following SchoolMint modules: application, communication, lottery, and waitlist	\$3,000 per school	3
<input type="checkbox"/> Yes <input type="checkbox"/> No	Common registration module - see Appendix D	\$900 per school	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Pilot common intent to return module - see Appendix D	\$750 per school	
	Total Fees Due for 2018-2019 Participation		

Note: You must sign up for the common registration module if you would like to participate in the common intent to return (re enrollment) module pilot. EnrollOak will select a small number of schools to participate in the intent to return pilot, but the common registration module is open to any school that would like to participate.

Accepted and agreed to by: American Indian Model Schools

Signature: _____

Name: _____

Title: _____

APPENDIX B:

Key Organization Contacts

In the spaces provided below please identify the key contacts in your organization for each of the following roles. If a staff member serves multiple roles, please enter their name and contact information for each role.

Representative for Oakland Enrolls Council: Each Charter Partner should have at least one member on the Oakland Enrolls Council. Ideally, council members have **decision-making authority** at their school and are well-informed about enrollment processes and challenges at their organization. Oakland Enrolls expects a council member to attend quarterly meetings to participate in key decision making.

Lottery Configuration Signatory: A person with **the authority to** review and approve final lottery preferences, weightings, and quotas prior to the Round 1 launch. For a multi-school organization, please list a lottery configuration signatory for each school.

Operations contact(s): Charter Partner may have as many operations contacts as needed. Operations contacts are staff at your organization who deal with applications and enrollment on a regular basis and need to be “in-the-know”. Please clearly identify the lead operations contact for each individual school in your organization (if applicable).

Special Education information: Each Charter Partner should identify an individual who Oakland Enrolls can contact when families have questions about Special Education services.

Registration and/or Intent to Return contact(s): If Charter Partner is participating in the Common Registration or Common Intent to Return processes, Charter Partner should identify an individual who Oakland Enrolls can contact when families have questions about Registration and/or Intent to Return.

Name:	School:
School Role/Title:	Email Address:
Phone Number:	Oakland Enrolls Role:

Name:	School:
School Role/Title:	Email Address:
Phone Number:	Oakland Enrolls Role:

Name:	School:
School Role/Title:	Email Address:
Phone Number:	Oakland Enrolls Role:

APPENDIX B (Cont.):

Name:	School:
School Role/Title:	Email Address:
Phone Number:	Oakland Enrolls Role:

Name:	School:
School Role/Title:	Email Address:
Phone Number:	Oakland Enrolls Role:

Name:	School:
School Role/Title:	Email Address:
Phone Number:	Oakland Enrolls Role:

Name:	School:
School Role/Title:	Email Address:
Phone Number:	Oakland Enrolls Role:

Name:	School:
School Role/Title:	Email Address:
Phone Number:	Oakland Enrolls Role:

Name:	School:
School Role/Title:	Email Address:
Phone Number:	Oakland Enrolls Role:

Name:	School:
School Role/Title:	Email Address:
Phone Number:	Oakland Enrolls Role:

Name:	School:
School Role/Title:	Email Address:
Phone Number:	Oakland Enrolls Role:

Name:	School:
School Role/Title:	Email Address:
Phone Number:	Oakland Enrolls Role:

APPENDIX C:Policy Regarding Data Shared under the MOU

One of the purposes of the MOU is the sharing of information by Charter Partners with Oakland Enrolls to enable Oakland Enrolls to analyze enrollment data, in a manner that is consistent with the Family Education Records Privacy Act of 1974 ("FERPA"), in order to develop reports regarding application, offer, and acceptance patterns. Oakland Enrolls agrees to abide by the following policies with respect to certain data shared with it under the MOU.

1. In the performance of its services under the MOU, Oakland Enrolls may have access to or receive "Confidential Information," which shall include: (i) student data comprised of (a) directory information, or (b) aggregate and individual level student information, including information that identifies or could reasonably be used to identify a particular student; and (ii) school level data comprised of information or data not generally known to the public which identifies or could reasonably be used to identify a particular school. Confidential Information does not include any information that (x) is or becomes generally known or available by publication, commercial use or otherwise through no fault of each Party; (y) lawfully obtained by each Party from a third party who has the right to make such disclosure; or (z) is released for publication by another Party in writing.
2. Oakland Enrolls will exercise at least the same degree of care with respect to Confidential Information that it uses with its own data and confidential information, but in no event less than reasonable care, to protect the Confidential Information from unauthorized use or disclosure. For example, Oakland Enrolls agrees to limit internal distribution of Confidential Information only to its employees and agents who have a need to know, and to take reasonable steps to ensure that the dissemination is so limited.
3. When transmitting Confidential Information, Oakland Enrolls will take reasonable steps to ensure that the following things are done:
 - a. Confidential Information is encrypted prior to transmitting it electronically.
 - b. Descriptions of the Confidential Information are not included with passwords.
 - c. Physical copies of Confidential Information are secure under lock and key, or that other sufficient physical access control measures are in place to prevent unauthorized access.
 - d. Confidential Information stored on portable or removable electronic media, such as electronic CDs, DVDs, or flash drives, is encrypted and that such media is stored under lock and key or in another controlled manner to prevent unauthorized access.
 - e. That workstations and laptops are password protected and that enabling screen locks are activated.
4. Within five business days of becoming aware of an unauthorized use or disclosure of Confidential Information, Oakland Enrolls shall promptly provide an impacted Charter Partner with notice of the unauthorized use or disclosure. In the event of an unauthorized use or disclosure, Oakland Enrolls shall cooperate with a remediation that Charter Partner reasonably determines is necessary to fulfill any reporting obligations required by law and to mitigate any effects of such unauthorized use or disclosure of the Confidential Information, including measures necessary to restore good will with teachers, students, or other stakeholders.

APPENDIX D:

Screen 1

General Information and Verification

Welcome to the online registration process!

To complete this packet please have all required documents ready. If you need assistance completing the packet, please contact your school.

PART I: STUDENT AND FAMILY INFORMATION

This information may already be pre-filled. Please review and make changes if necessary.

Today's Date *
 May 1 2018

Student Birth Date *
 March 1 2005

Student Next Grade Level *
 Eighth Grade

Student First Name *
 John

Student Middle Name

Student Last Name *
 Doe

Student Gender *
 Male

Child Birthplace: City, State and Country *
 Oakland, CA, USA

The location that your child was born.

Guardian's Information

Please enter parent/guardian information. If already pre-filled, please review.

This is a screenshot of the common registration module from the parent's perspective. As noted in the description above, most of the sections are pre-filled from the application to help complete the registration packet. The Oakland Unified School District and a few participating charter schools, used SchoolMint's registration module for the 2018-2019 School Year. Online enrollment benefits both schools and families by making registration more accessible, easier, and friendlier.

Screen 2

Registration status for John Doe
 Academy, Sixth Grade

[Edit Registration](#)
[Send Email/Text Message](#)
[Sync to SIS](#)

Item #	Item	Type	Status	Verified <input type="checkbox"/>
1	Welcome to the Online Registration!	Form	Unstarted	<input type="checkbox"/>
2	General Information and Verification	Form	Completed	<input type="checkbox"/>
3	Grade Verification: (view document)	Document Upload	Uploaded	<input type="checkbox"/>
4	Please upload a copy or picture of the child's Birth Certificate. (view document)	Document Upload	Uploaded	<input type="checkbox"/>
5	Upload multiple documents as one file here:	Document Upload	No Upload	<input type="checkbox"/>
6	Residence Verification Document #1 (view document)	Document Upload	Uploaded	<input type="checkbox"/>
7	Residence Verification Document #2 (view document)	Document Upload	Uploaded	<input type="checkbox"/>

This is a screenshot of the registration checklist from a school administrator's perspective. Administrators will have the ability to verify all registration documents online and can easily communicate with families regarding any missing documentation.

Once the registration packet is verified, the family will be updated with a new status, "Registration Verified". The status will inform families that all of their registration documentation has been reviewed and accepted by the school. All verified registration packets can be effortlessly transferred from School Mint onto the school's Student Integration Systems.

Screen 3

Student Dashboard. * = Required

Welcome to the Online Registration!	-List of requirements	▼
General Information and Verification	-Pre-filled student and guardian information	▼
Emergency Information	-Emergency Contacts	▼
Student Background Information	-Student Health and Language	▼
Permissions & Certification	-School permissions and student contracts	▼
Exams and Immunizations	-Immunization copies	▼
Household Income Data	-Household information	▼

This screenshot includes a list of all the Common Registration packet tabs. Participating charter schools can add their custom/school specific questions in a separate form.

If you would like to see all of the forms in the Oakland Enrolls Common Registration packet, please contact leticia.martinez@enrolloak.org.

APPENDIX E:

Oakland Enrolls Multi Org Access

Purpose: Building on the MOU, this document will help establish a clear understanding about the permissions and access levels Oakland Enrolls has while logged into participating school organization SchoolMint portals.

Overview: To improve Oakland Enrolls ability to support school organizations participating in the Common Application, SchoolMint has implemented an enhancement that simplifies how Oakland Enrolls can access portals of participating school organizations. Once logged into a participating school organization portal, Enroll Oakland (OE admin) can perform the following actions (Yes). Please review this document and follow-up with Luis.Rodriguez@enrolloak.org if you have questions or concerns.

AREA	Yes or No	Notes
Edits to Student Family Information		
Can this OE admin edit information about existing guardians?	Yes	
Can this OE admin add new guardians to an existing applicant account?	Yes	
Can this OE admin edit information about a student like name, date of birth, and address?	Yes	
Can this OE admin update the account login?	Yes	
Can this OE admin update the account password?	Yes	
Can this OE admin update the account preferred language?	Yes	
Application Processing		
Can this OE admin edit application data?	Yes	
Can this OE admin attach sibling information to an application?	Yes	
Can this OE admin leave a note on an applicant's profile?	Yes	
Can this OE admin assign or remove priorities?	Yes	
Can this OE admin approve priorities?	NO	
Can this OE admin change the status of an application (revert to previous status)?	Yes	

Lottery Management		
Can this OE admin view the lottery configuration?	Yes	
Can this OE admin modify the lottery configuration?	NO	
Can this OE admin view the results of the lottery?	Yes	
Can this OE admin make offers to eligible applicants?	NO	Only participating schools will make offers to eligible applicants
Can this OE admin accept / reject offers on behalf of parents?	Yes	
Can this OE admin rescind offers?	Yes	
Communications		
Can this OE admin send school specific communications to families?	NO	Oakland Enrolls only sends bulk communications to families that are not school specific in SchoolMint
Can this OE admin view the communications log to see messages that were previously sent?	Yes	
Can this OE admin edit school specific automated messages that get sent when triggered?	NO	Oakland Enrolls creates standard automated messaging, schools may customize
Settings		
Can this OE admin add new schools or edit information about existing schools (including grade levels)?	NO	
Can this OE admin create new or edit existing school specific forms, including application templates?	NO	Oakland Enrolls can edit the Common Registration and Common Re Enrollment forms
Can this OE admin update the enrollment calendar dates (application open/close, enrollment open/close, etc.)?	Yes	
Can this OE admin create new events or edit existing events that families can RSVP to?	NO	

DnA Software Services Agreement

This DnA Software Services Agreement (“**Agreement**”) is entered into effective as of May 25, 2018 (“**Effective Date**”) by and between Illuminate Education, Inc., a California corporation (“**Illuminate**”), and American Indian Model School (“**Organization**”).

RECITALS

WHEREAS, Organization desires to implement a web-based software system for student data and assessment management;

WHEREAS, Illuminate has developed, owns and hosts online such a system known as the Illuminate Data and Assessment Management System (the “**System**”);

WHEREAS, Illuminate also has acquired from third parties the right to make available in conjunction with the System (i) a database of test questions known as (“**Item Bank**”);

WHEREAS, Organization desires to access and use the System and obtain the other services as provided herein.

NOW, THEREFORE, in consideration of the mutual representations, warranties and agreements contained herein, the parties hereto agree as follows:

AGREEMENT

1. Term of Agreement. Unless earlier terminated as provided herein, the initial term of this Agreement shall be from the Effective Date through June 30, 2021 (“**Term**”).

2. System Services; Third Party Services.

(a) System Services. Subject to the terms of this Agreement, during the Term, Organization and Organization Users (as defined below) may access and use the System for the benefit of Organization’s students, but only with respect to the schools identified on Exhibit A hereto. Exhibit A may be amended for future school years to include additional Organization schools. Organization is responsible for the actions of all Organization Users and other Organization employees and agents, for ensuring that only Organization Users are provided access to the System (including ensuring ID and password security), and that access of Organization Users is limited to that portion of the System and Organization Data (as defined below) as is reasonably necessary in order to fulfill the purposes of this Agreement. “**Organization Users**” means Organization employees, students and such students’ parents or guardians holding a valid ID and password to use the System issued by the Organization.

(b) Third Party Services. Illuminate has entered into agreements with third parties that permit it to authorize Organization Users to download from such third parties’ servers, or otherwise access, and use, through the System, (A) the Item Bank, subject, in certain instances, to execution of a standard end user license agreement with the third party provider. So long as Illuminate continues to have the right from the applicable third party to authorize Organization to use the Item Bank in connection with the System, it will enable the System to allow Organization Users to do so. In the event that Illuminate ceases to have such right, or the applicable third party dissolves or otherwise ceases to make such product available to Illuminate, Illuminate will work with Organization to identify an alternative product providing substantially similar functionality and on substantially similar terms, and make such product available to Organization. If Illuminate is unable to find or obtain the right to provide an alternative product on such terms, Organization's sole remedy will be either (i) a reduction in the Annual Fee by the per student fee indicated in the table below in 3 (b), in the case of the unavailability of the Item Bank, or (ii) termination of this Agreement. Illuminate makes no representations or warranties regarding the functionality, quality or continuing availability of either the Item Bank (or any alternative product) and will have no liability with respect thereto.

3. Fees.

(a) **Annual Fee.** Organization agrees to pay to Illuminate an annual fee (the “**Annual Fee**”) for access and use of the System and applicable third party services each school year during the Term.

(b) **Student Count.** The parties agree that the number of students to be used in calculating the Annual Fee for each school year (the “**Student Count**”) shall be the number of students during the preceding school year based upon the official California state website for schools in the Organization that will be using or are authorized to use the System.

By way of example, the estimated Annual Fees for the Term assuming the following Student Count(s) would be as follows:

Year 1 Dates: 7/1/2018 - 6/30/2019

QTY	PRODUCT	DESCRIPTION	LIST	UNIT	TOTAL PRICE
1,153	DnA Licenses	Per Student Licenses - Illuminate Data and Assessment™	\$3.50	\$3.00	\$3,459.00
1,153	Grading Software	Assessment Scanning and Scoring	\$1.00	\$1.00	\$1,153.00
1,153	KDS Inspect (Legacy)	Access to Key Data Systems' KDS Inspect Item Bank and Pre-built Assessments.	\$1.50	\$1.50	\$1,729.50
				Total	\$6,341.50

Year 2 Dates: 7/1/2019 - 6/30/2020

QTY	PRODUCT	DESCRIPTION	LIST	UNIT	TOTAL PRICE
1,153	DnA Flat Rate License	Flat Rate - Illuminate Data and Assessment™	\$7,500.00	\$6,500.00	\$6,500.00
1,153	---- Grading Software	Assessment Scanning and Scoring	\$0.00	\$0.00	\$0.00
1,153	KDS Inspect (Legacy)	Access to Key Data Systems' KDS Inspect Item Bank and Pre-built Assessments.	\$1.50	\$1.50	\$1,729.50
				Total	\$8,229.50

Year 3 Dates: 7/1/2020 - 6/30/2021

QTY	PRODUCT	DESCRIPTION	LIST	UNIT	TOTAL PRICE
1,153	DnA Flat Rate License	Flat Rate - Illuminate Data and Assessment™	\$7,500.00	\$7,500.00	\$7,500.00
1,153	---- Grading Software	Assessment Scanning and Scoring	\$0.00	\$0.00	\$0.00
1,153	KDS Inspect (Legacy)	Access to Key Data Systems' KDS Inspect Item Bank and Pre-built Assessments.	\$1.50	\$1.50	\$1,729.50
				Total	\$9,229.50

(c) **Additional Training and Services.** Upon written request and authorization by Organization, Illuminate will conduct additional training and provide additional services to Organization. Training after initial training is exhausted will be at a rate equal the initial training rate for on-site training and \$500 per day for on-line training.

(d) **Payment.** The Annual Fee for each school year and fees for training and services shall be paid by Organization within 30 days of receipt of an invoice from Illuminate. Illuminate may submit an invoice for the Annual Fee in advance of each school year on or after the first day of such school year. Illuminate may submit an invoice for training and other services following the provision of such training or service.

(e) **Failure to Make Payment.** In the event Organization fails to pay the Annual Fee or other fees due hereunder when due it will constitute a material breach of this Agreement and, upon written notice from Illuminate, Organization agrees to immediately cease, and to cause Organization Users to immediately cease, using the System and Illuminate will have no further obligation to provide any maintenance or support to Organization or Organization Users.

(f) Taxes. The fees in this Section 3 do not include sales, use or similar taxes which may be applicable. Organization is solely responsible and liable for payment of all sales, use, excise, value added or similar taxes, duties or charges imposed by any federal, state or local government or jurisdiction with respect to any fees or other payments to be made by Organization to Illuminate under this Agreement, excluding taxes based on Illuminate's overall net income.

4. Ownership of System; Third Party Materials. Illuminate and its third party providers are and will remain the exclusive owners of all right, title and interest in and to the System and all derivative works, and in the materials licensed or provided by such third parties to Illuminate ("**Third Party Materials**"), including but not limited to copyrights, patent rights, and trade secrets and all other intellectual property rights as may exist now and/or hereafter come into existence, subject only to the rights of third parties in open source components. In addition, Illuminate shall own any and all other ideas, concepts, themes, technology, algorithms, programming codes, documentation or other intellectual property or copyrightable material conceived, developed, created, written or contributed by Illuminate pursuant to this Agreement ("**Specific Developments**"). Organization will have no rights in the System, any derivative works, the Specific Developments or Third Party Materials, except the right to access and use them as expressly set forth in this Agreement. Organization agrees not to (i) alter, merge, modify, adapt or translate the System or Third Party Materials, or decompile, reverse-engineer, disassemble, or otherwise reduce the System or Third Party Materials to a human-perceivable form, (ii) sell, rent, lease or license the System or Third Party Materials, (iii) create derivative works based upon the System or Third Party Materials or (iv) permit anyone other than Organization Users to use the System. Organization acknowledges that the System is confidential in nature and constitutes a trade secret of Illuminate and agrees to use reasonable efforts to prevent inadvertent disclosure of the System, or elements thereof, to any third party during the Term or thereafter.

5. Implementation, Data Conversion and Hosting. Illuminate agrees to provide the services associated with the implementation of the System and Organization Data conversion and hosting as follows:

(a) Hosting. The System and Organization Data will be hosted on Illuminate's servers.

6. System Maintenance and Support. Illuminate agrees to provide maintenance and support of the System to Organization. Such maintenance and support will include coverage in the form of bug fixes and other corrections to the System; telephone and e-mail support for questions regarding operations of the System; change the System as necessary to incorporate upgrades and new features; support to Organization in resolving problems/errors resulting from misuse or hardware/software failure; telephone or web conferences with Organization to address future growth or modifications to the System. Maintenance and support of the System is provided at no additional cost to Organization. Illuminate is not responsible for, nor will it have any liability resulting from, (a) modifications to or alterations of the System or databases by Organization or Organization Users, Organization employees or agents, unless such modification or alteration is approved in writing by Illuminate, or (b) any failure of Organization equipment or software.

7. Responsibilities of Organization. Organization agrees to prepare and furnish to Illuminate upon request such information as is reasonably requested by Illuminate in order for Illuminate to perform its obligations under this Agreement.

8. Organization Data.

(a) Ownership and Control. Organization will retain ownership of, and the ability to control, all Organization information, including Pupil Records (as defined below), imported into the System ("**Organization Data**"). Illuminate may, however, internally use Organization Data that has been de-identified, including aggregated de-identified information, in order to improve its educational products, to demonstrate the effectiveness of its products and in the development and improvement of educational sites, services or applications. Upon the termination of this Agreement, to the extent Organization Data resides on Illuminate servers, Illuminate agrees to assist in the transfer all Organization Data back to Organization in an industry standard open format such as SQL at no charge.

(b) Sharing of Organization Data. Illuminate will not share Organization Data with or disclose it to any third party, except (i) to Organization Users, (ii) as directed by Organization or Organization Users, (iii) to Illuminate's subcontractors who need access to fulfill Illuminate's obligations under this Agreement and who have agreed to maintain the confidentiality of such information or (iv) as required by applicable law. When Illuminate believes that any disclosure is required by applicable law, it will promptly notify Organization prior to the disclosure and give Organization a reasonable opportunity to object to the disclosure.

(c) Storage and Process. Illuminate will store and process Organization Data in accordance with commercially reasonable practices, including appropriate administrative, physical, and technical safeguards, to secure such data from unauthorized access, disclosure, alteration, and use.

(d) Social Security Numbers. Organization agrees that it will not collect or store as part of the Organization Data or otherwise any social security numbers.

9. Privacy and Security of Student Data.

(a) Definitions.

(i) ***"Pupil-Generated Content"*** means materials created by a pupil, excluding pupil responses to a standardized assessment where pupil possession and control would jeopardize the validity and reliability of that assessment.

(ii) ***"Pupil Records"*** means any information (i) directly related to a pupil that is maintained by Organization or (ii) acquired directly from the pupil through the use of instructional software or applications assigned to the pupil by a teacher or other Organization employee, but does not include de-identified information, including aggregated de-identified information, used by Illuminate to improve its educational products, to demonstrate the effectiveness of its products and in the development and improvement of educational sites, services or applications.

(b) Ownership and Control of Pupil Records. Pupil Records obtained by Illuminate from Organization will continue to be the property of and under the control of the Organization.

(c) Possession and Control of Pupil-Generated Content. Pupils may retain possession and control of their own Pupil-Generated Content, and may transfer their own Pupil-Generated Content to a personal account, by submitting a written request directly to the Organization.

(d) Use of Pupil Records. Illuminate will not use any information in a Pupil Record for any purpose other than those required or specifically permitted by this Agreement and specifically will not use personally identifiable information in a student's Pupil Records to engage in targeted advertising.

(e) Correction of Pupil Records. A parent, legal guardian, or student who has reached 18 years of age may review personally identifiable information in the student's Pupil Records and correct erroneous information contained therein by submitting a written request for access or a written description of the erroneous information and request for correction to Organization and furnishing Organization, upon request, such information as is reasonably required to respond to the request. Organization is responsible for correcting all such erroneous information and Illuminate agrees to fully cooperate with Organization to make such corrections.

(f) Security and Confidentiality. Illuminate will take all legally required actions to ensure the security and confidentiality of Pupil Records, including but not limited to the designation and training of responsible individuals. Illuminate will identify those employees and subcontractors who will have access to Pupil Records and ensure that such individuals receive instructions as to compliance with the security and confidentiality requirements of this Agreement with respect to Pupil Records. Illuminate warrants that all Pupil Records will be encrypted in transmission. Illuminate further warrants that it will deploy electronic security tools and technologies, including anti-virus protection and intrusion-detection methods in providing the services under Agreement.

(g) Notice of Unauthorized Disclosure. In the event of an unauthorized disclosure of Pupil Records, each party agrees to advise the other promptly upon discovery of such a disclosure and, if required by law, Organization will notify affected parents, legal guardians, or students who have reached 18 years of age, as applicable, in writing of such unauthorized disclosure.

(h) Certification of Non-Retention. Illuminate certifies that, in accordance with this Agreement, Pupil Records will not be retained or available to Illuminate upon completion of the terms of this Agreement. This certification may be enforced through any lawful means, including but not limited to civil action.

(i) FERPA and State Equivalent Compliance. Organization and Illuminate each represents and warrants that it and its agents, employees and subcontractors have and will continue to receive training so as to be familiar with the provisions of the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, and equivalent state provisions, and each party agrees that it will comply with such provisions and take all reasonable measures necessary to protect Pupil Records from disclosure.

(j) Other Third Party Content. Nothing in this Section shall be construed to impose liability on Illuminate for content provided by any third party.

10. Illuminate Warranty.

(a) System Warranty. Illuminate warrants to Organization that the System as delivered, will materially comply with the published specifications of Illuminate for such System. Illuminate does not warrant that the operation of the System will be uninterrupted or error-free. **IN PARTICULAR, FOR PURPOSES OF THE FOREGOING WARRANTY, ILLUMINATE AND ORGANIZATION ACKNOWLEDGE THAT THE SYSTEM IS NOT AND CANNOT BE MADE TO BE 100% ACCURATE, AND THAT ANY ERRORS OR FAILURE TO PERFORM SHALL NOT BE DEEMED A BREACH OF SUCH WARRANTY UNLESS THEY ARE SIGNIFICANT AND NOT TO BE EXPECTED IN LIGHT OF THE LIMITATIONS OF SYSTEMS OF THIS TYPE.**

(b) Disclaimer of Warranties. **EXCEPT FOR THE EXPRESS WARRANTY SET FORTH ABOVE, THE SYSTEM AND ALL ILLUMINATE SERVICES ARE PROVIDED “AS IS” AND ILLUMINATE HEREBY DISCLAIMS ALL WARRANTIES, WHETHER EXPRESS, IMPLIED, STATUTORY OR OTHER, AND ILLUMINATE SPECIFICALLY DISCLAIMS ALL IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, TITLE AND NON-INFRINGEMENT, AND ALL WARRANTIES ARISING FROM COURSE OF DEALING, USAGE OR TRADE PRACTICE. ALL THIRD-PARTY SERVICES ARE PROVIDED “AS IS” AND ANY REPRESENTATION OR WARRANTY OF OR CONCERNING ANY THIRD PARTY SERVICES IS STRICTLY BETWEEN ORGANIZATION AND THE THIRD-PARTY OWNER OR DISTRIBUTOR OF THE THIRD-PARTY SERVICES.**

11. Indemnification.

(a) By Illuminate. Illuminate agrees to defend, indemnify and hold harmless Organization and its directors, officers, employees, and agents from and against all damages, costs (including reasonable attorneys’ fees), judgments and other expenses arising out of or on account of any third party claim: (i) alleging that Organization’s use of the System infringes or misappropriates the proprietary or intellectual property rights of any third party, except to the extent that such infringement results from Organization’s misuse of or modifications to the System; (ii) that results from the gross negligence or intentional misconduct of Illuminate or its employees or agents; or (iii) that results from any material breach of any of the representations, warranties or covenants contained herein by Illuminate.

(b) By Organization. To the extent permitted under applicable law, Organization agrees to defend, indemnify and hold harmless Illuminate and its directors, officers, employees, and agents from and against all damages, costs (including reasonable attorneys’ fees), judgments and other expenses arising out of or on account of any third party claim that results from (i) the gross negligence or intentional misconduct of

Organization or its employees or agents or (ii) any material breach of any of the representations, warranties or covenants contained herein by Organization.

(c) Indemnification Procedure. The parties' obligation to indemnify is subject to the conditions that the party with the obligation to indemnify ("**Indemnifying Party**") is given prompt notice of any such claims and is given primary control of and all reasonably requested assistance (at the other party's cost) for the defense of such claims (with counsel reasonably satisfactory to the party being indemnified ("**Indemnified Party**"), provided that the Indemnified Party shall under no circumstances be required to admit liability, and provided further that any delay in notification shall not relieve the Indemnifying Party of its obligations hereunder except to the extent that the delay materially impairs its ability to indemnify. Without limiting the foregoing, the Indemnified Party may participate in the defense at its own expense and with its own counsel; provided that if the Indemnified Party reasonably concludes that the Indemnifying Party has conflicting interests or different defenses available with respect to such claim, the reasonable fees and expenses of one counsel to the Indemnified Party shall be borne by the Indemnifying Party. The Indemnifying Party shall not enter into or acquiesce to any settlement containing any admission of or stipulation to any guilt, fault, liability or wrongdoing on the part of the Indemnified Party or which would otherwise adversely affect the Indemnified Party without the Indemnified Party's prior written consent (which shall not be unreasonably withheld). The Indemnifying Party shall keep the Indemnified Party advised of the status of the claims and the defense thereof and shall consider in good faith the recommendations made by the Indemnified Party with respect thereto.

12. Insurance. Illuminate agrees to carry a comprehensive general and, if Illuminate has any company-owned or company-leased vehicles, automobile, liability (including cyber) insurance with limits of Two Million Dollars (\$2,000,000.00) per occurrence combined single limit for bodily injury and property damage in a form mutually acceptable to both parties to protect Illuminate and Organization against liability or claims of liability which may arise out of this Agreement. Illuminate agrees to maintain workers' compensation insurance as required under applicable law.

13. Termination.

(a) Termination by Organization. Organization may terminate this Agreement without cause prior to the expiration of the Term, effective upon the end of a Organization fiscal year, by giving Illuminate written notice of its intent to so terminate at least sixty (60) days prior to the end of such Organization fiscal year.

(b) Termination for Cause. Either party may terminate this Agreement prior to the expiration of the Term, effective immediately upon written notice to the other party, in the event of a material breach of this Agreement by the other party hereto, which breach remains uncured for more than thirty (30) days after written notice thereof. In addition, either party may terminate this Agreement upon ten (10) days written notice to the other party upon the occurrence of any one or more of the following: (i) the institution by or against the other party of insolvency, receivership, or bankruptcy proceedings or any other proceedings for the settlement of the other party's debts; (ii) the other party making an assignment for the benefit of creditors; or (iii) the other party's dissolution.

(c) Rights in Law and Equity Remain. The foregoing rights to terminate are in addition to, not in lieu of, all other rights and remedies which may be available to either party under this Agreement, at law and/or in equity.

(d) Survival. The obligations in the following Sections will survive any expiration or termination of this Agreement: Sections 4, 8, 9, 10, 11, 13 and 14 and any obligations to pay for license fees, services, training or taxes pursuant to Section 3 that were earned or payable relating to the period prior to termination.

14. Miscellaneous.

(a) Entire Agreement; Counterparts. This Agreement and the Exhibits hereto contain the entire agreement between the parties with respect to the transactions contemplated hereby and supersedes all prior negotiations, commitments, agreements and understandings between them with respect thereto. This Agreement may be executed in two or more counterparts, all of which when taken together shall be considered one and the same agreement and will become effective when counterparts have been signed by each party and

delivered to the other party, it being understood that both parties need not sign the same counterpart. In the event that any signature is delivered by facsimile transmission, or by e-mail delivery of a “.pdf” data file, such signature will create a valid and binding obligation of the party executing (or on whose behalf such signature is executed) with the same force and effect as if such facsimile signature page were an original thereof.

(b) Notices. All notices, requests, demands and consents to be made hereunder to the parties hereto pursuant to this Agreement will be in writing and will be sufficiently given if personally delivered, sent by other means of electronic transmission (including electronic mail) or sent by mail, postage prepaid to the party at the following addresses or to such other address as either party may hereafter designate to the other in accordance herewith:

If to Illuminate:
Illuminate Education, Inc.
6531 Irvine Center Drive, Suite 100
Irvine, California 92618
Attention: Contracts Administrator
E-mail: Contracts@IlluminateEd.com

If to Organization:
American Indian Model School
171 12th Street, 3rd Floor
Oakland, California 94607
Attention: Marisol Magana
E-mail: marisol.magana@aimschools.org

(c) Assignment; Successors and Assigns. Neither party may assign this Agreement or its obligations hereunder without the prior written consent of the other party hereto, except that either party may assign this Agreement in connection with a sale of all or substantially all its outstanding equity or assets without the consent of the other party hereto. Subject to the foregoing, this Agreement will be binding upon, and inure to the benefit of, each of the parties hereto and, except as otherwise expressly provided herein, their respective legal representatives, successors and assigns.

(d) Amendments, Waivers and Severability. Except as otherwise provided herein, this Agreement may be amended, and compliance with any provision of this Agreement may be omitted or waived, only by written agreement duly signed by Illuminate and Organization. Any provision of this Agreement that is prohibited or unenforceable in any jurisdiction will not invalidate or render unenforceable the remaining provisions of this Agreement.

(e) Governing Law. This Agreement will be governed by, and construed and enforced in accordance with, the substantive laws of the State of California, without regard to its principles of conflicts of laws.

(f) Relationship of the Parties. Nothing contained in this Agreement will be construed as creating any agency, partnership, or other form of joint enterprise between the parties. The relationship between the parties will at all times be that of independent contractors. Neither party will have authority to contract for or bind the other in any manner whatsoever. This Agreement confers no rights upon either party except those expressly granted herein.

(g) Interpretation. This Agreement will be construed without regard to any presumption or rule requiring construction or interpretation against the party drafting an instrument or causing any instrument to be drafted. The headings in this Agreement are for reference only and will not affect the interpretation of this Agreement.

(h) No Third-Party Beneficiaries. Except for the indemnification rights of certain directors, officers, employees and agents expressly set forth in Section 11, this Agreement is for the sole benefit of the parties hereto and their respective successors and permitted assigns and nothing herein, express or implied, is

intended to or will confer upon any other person or entity any legal or equitable right, benefit or remedy of any nature whatsoever under or by reason of this Agreement.

(i) Improper Payments. Illuminate represents and warrants that it has not directly or indirectly offered or given, and will not directly or indirectly offer or give, to any employee, agent or representative of Organization any cash or noncash gratuity or payment with a view toward securing any business from Organization or influencing such person with respect to the conditions, or performance of any contracts with or orders from Organization, including without limitation this Agreement.

(j) EXCLUSION OF DAMAGES. IN NO EVENT WILL EITHER ORGANIZATION OR ILLUMINATE BE LIABLE UNDER OR IN CONNECTION WITH THIS AGREEMENT OR ITS SUBJECT MATTER UNDER ANY LEGAL OR EQUITABLE THEORY, INCLUDING BREACH OF CONTRACT, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY AND OTHERWISE, FOR ANY: (a) IMPAIRMENT, INABILITY TO USE OR LOSS, INTERRUPTION, OR DELAY OF THE SYSTEM, (b) LOSS, DAMAGE OR CORRUPTION OF DATA OR (c) CONSEQUENTIAL, INCIDENTAL, INDIRECT, EXEMPLARY, SPECIAL, ENHANCED OR PUNITIVE DAMAGES, REGARDLESS OF WHETHER SUCH PERSONS WERE ADVISED OF THE POSSIBILITY OF SUCH LOSSES OR DAMAGES OR SUCH LOSSES OR DAMAGES WERE OTHERWISE FORESEEABLE, AND NOTWITHSTANDING THE FAILURE OF ANY AGREED OR OTHER REMEDY OF ITS ESSENTIAL PURPOSE.

(k) CAP ON MONETARY LIABILITY. IN NO EVENT WILL THE AGGREGATE LIABILITY OF EITHER PARTY UNDER OR IN CONNECTION WITH THIS AGREEMENT OR ITS SUBJECT MATTER, UNDER ANY LEGAL OR EQUITABLE THEORY, INCLUDING BREACH OF CONTRACT, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY AND OTHERWISE, EXCEED THE ANNUAL FEE FOR ONE YEAR SET FORTH IN SECTION 3. THE FOREGOING LIMITATION APPLIES NOTWITHSTANDING THE FAILURE OF ANY AGREED OR OTHER REMEDY OF ITS ESSENTIAL PURPOSE.

(l) Force Majeure. In no event will either party be liable or responsible to the other party, or be deemed to have defaulted under or breached this Agreement, for any failure or delay in fulfilling or performing any term of this Agreement (except for any payment obligation), when and to the extent such failure or delay is caused by any circumstance beyond such party's reasonable control (a "***Force Majeure Event***"), including acts of God, flood, fire, earthquake or explosion, war, terrorism, invasion, riot or other civil unrest, embargoes or blockades in effect on or after the date of this Agreement, national or regional emergency, strikes, labor stoppages or slowdowns or other industrial disturbances, passage of law or any action taken by a governmental or public authority, or national or regional shortage of adequate power or telecommunications. Performance times will be considered extended for a period of time equivalent to time lost because of any such delay by providing prompt written notice of such expected delay to the other party.

(m) Due Authority of Signatories. Each individual signing this Agreement on behalf of a party represents and warrants that he or she has been duly authorized by appropriate action of such party to execute, and thereby bind such party to, this Agreement.

IN WITNESS WHEREOF, the parties have entered into this Agreement as of the Effective Date.

American Indian Model School

**ILLUMINATE EDUCATION,
INC.**

Date

May 25, 2018
Date

Signature


Scott Hickson, CFO

Print

Title

**EXHIBIT A
LOCATIONS**

American Indian Public Charter
American Indian Public Charter II
American Indian Public High

Vacation Payouts

Superintendent Woods-Cadiz:

2017-2018 Vacation	Vacation Days Used	Vacation Days Remaining
15 Days	0 Days	15 Days

\$165,000.00 annual salary / 226 work days per contract = \$730.09 daily rate

\$730.09 daily rate * 15 vacation days = **\$10,951.35 vacation payout**

Susan Schickman:

2017-2018 Vacation	2016-2017 Rollover	Vacation Used	Vacation Remaining
96 Hours	24 Hours	93 Hours	27 Hours

\$107,500.00 annual salary / 241 working days per contract = \$446.06 daily rate

\$446.06 daily rate / 8 hours = \$55.76 hourly rate

\$55.76 hourly rate * 27 vacation hours = **\$1,505.52 vacation payout**

Invoice



Nob Hill Catering Inc
 San Carlos, CA 94070
 601 Taylor Way

Date	Invoice #
5/31/2018	AIMS053118

Bill To
American Indian Model Schools 171 12th St. Oakland, CA 94607

Ship To

P.O. Number	Terms	Rep	Ship	Via	F.O.B.	Project
	Net 30		5/31/2018			

Quantity	Item Code	Description	Price Each	Amount
1,875	AIMS-Lunch	5/1/18-5/4/18 Lunch	2.88	5,400.00
2,320	AIMS-Lunch	5/7/18-5/11/18 Lunch	2.88	6,681.60
2,300	AIMS-Lunch	5/14/18-5/18/18 Lunch	2.88	6,624.00
2,300	AIMS-Lunch	5/21/18-5/25/18 Lunch	2.88	6,624.00
1,400	AIMS-Lunch	5/28/18-5/31/18 Lunch	2.88	4,032.00

Jeffrey Ford

Please remit payment directly to: NOB HILL CATERING, INC. 601 Taylor Way San Carlos, CA 94070	Total	\$29,361.60
--	--------------	-------------



Lunchmaster School Lunch Program
Brought to you by Nob Hill Catering, Inc.

601 Taylor Way
 San Carlos, CA 94070
 Phone: 650.596.8008
 Fax: 650.596.8006

INVOICE

Friday, May 04, 2018

American Indian Model Schools
 5/01/18-5/04/18
 AIMS050418

American Indian Model Schools
 171 12th St.
 Oakland, CA 94607

Quantity	
Date range: 5/01/18-5/04/18	
Lunch	
Tuesday, May 01, 2018	460
Wednesday, May 02, 2018	460
Thursday, May 03, 2018	460
Friday, May 04, 2018	495
Week Total	1,875



Lunchmaster School Lunch Program
Brought to you by Nob Hill Catering, Inc.

601 Taylor Way
 San Carlos, CA 94070
 Phone: 650.596.8008
 Fax: 650.596.8006

INVOICE

Friday, May 11, 2018

American Indian Model Schools
 5/07/18-5/11/18
 AIMS051118

American Indian Model Schools
 171 12th St.
 Oakland, CA 94607

	Quantity
Date range: 5/07/18-5/11/18	
Lunch	
Monday, May 07, 2018	470
Tuesday, May 08, 2018	470
Wednesday, May 09, 2018	460
Thursday, May 10, 2018	460
Friday, May 11, 2018	460
Week Total	2,320



Lunchmaster School Lunch Program
Brought to you by Nob Hill Catering, Inc.

601 Taylor Way
 San Carlos, CA 94070
 Phone: 650.596.8008
 Fax: 650.596.8006

INVOICE

Friday, May 18, 2018

American Indian Model Schools
 5/14/18-5/18/18
 AIMS051818

American Indian Model Schools
 171 12th St.
 Oakland, CA 94607

Date range: 5/14/18-5/18/18	
Lunch	
Monday, May 14, 2018	460
Tuesday, May 15, 2018	460
Wednesday, May 16, 2018	460
Thursday, May 17, 2018	460
Friday, May 18, 2018	460
Week Total	2,300



Lunchmaster School Lunch Program
Brought to you by Nob Hill Catering, Inc.

601 Taylor Way
 San Carlos, CA 94070
 Phone: 650.596.8008
 Fax: 650.596.8006

INVOICE

Friday, May 25, 2018

American Indian Model Schools
 5/21/18-5/25/18
 AIMS052518

American Indian Model Schools
 171 12th St.
 Oakland, CA 94607

	Quantity
Date range: 5/21/18-5/25/18	
Lunch	
Monday, May 21, 2018	460
Tuesday, May 22, 2018	460
Wednesday, May 23, 2018	460
Thursday, May 24, 2018	460
Friday, May 25, 2018	460
Week Total	2,300



Lunchmaster School Lunch Program
Brought to you by Nob Hill Catering, Inc.

601 Taylor Way
 San Carlos, CA 94070
 Phone: 650.596.8008
 Fax: 650.596.8006

INVOICE

Thursday, May 31, 2018

American Indian Model Schools
 5/28/18-5/31/18
 AIMS053118

American Indian Model Schools
 171 12th St.
 Oakland, CA 94607

Date range: 5/28/18-5/31/18	
Lunch	
Monday, May 28, 2018	
Tuesday, May 29, 2018	460
Wednesday, May 30, 2018	460
Thursday, May 31, 2018	480
Week Total	1,400



Nob Hill Catering Inc
 San Carlos, CA 94070
 601 Taylor Way

Invoice

Date	Invoice #
6/11/2018	AIMS061118

Bill To
American Indian Model Schools 171 12th St. Oakland, CA 94607

Ship To

P.O. Number	Terms	Rep	Ship	Via	F.O.B.	Project
	Net 30		6/11/2018			

Quantity	Item Code	Description	Price Each	Amount
2,790	AIMS-Lunch	6/1/18-6/8/18 Lunch	2.88	8,035.20
470	AIMS-Lunch	6/11/18-6/15/18 Lunch	2.88	1,353.60

Tiffery S

Please remit payment directly to:
 NOB HILL CATERING, INC.
 601 Taylor Way
 San Carlos, CA 94070

Total \$9,388.80



Lunchmaster School Lunch Program
Brought to you by Nob Hill Catering, Inc.

601 Taylor Way
 San Carlos, CA 94070
 Phone: 650.596.8008
 Fax: 650.596.8006

INVOICE

Friday, June 08, 2018

American Indian Model Schools
 6/01/18-6/08/18
 AIMS060818

American Indian Model Schools
 171 12th St.
 Oakland, CA 94607

	Quantity
Date range: 6/01/18-6/08/18	
Lunch	
Friday, June 01, 2018	460
Monday, June 04, 2018	470
Tuesday, June 05, 2018	470
Wednesday, June 06, 2018	500
Thursday, June 07, 2018	440
Friday, June 08, 2018	450
Week Total	2,790



Lunchmaster School Lunch Program
Brought to you by Nob Hill Catering, Inc.

601 Taylor Way
 San Carlos, CA 94070
 Phone: 650.596.8008
 Fax: 650.596.8006

INVOICE

Monday, June 11, 2018

American Indian Model Schools
 Monday, June 11, 2018
 AIMS061118

American Indian Model Schools
 171 12th St.
 Oakland, CA 94607

	Quantity
Date range: 6/11/18-6/15/18	
Lunch	
Monday, June 11, 2018	470
Week Total	470



LAW OFFICES OF YOUNG, MINNEY & CORR, LLP

655 UNIVERSITY AVENUE, SUITE 150
SACRAMENTO, CA 95825

TEL 916.646.1400 ■ FAX 916.646.1300
WWW.MYCHARTERLAW.COM

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

May 14, 2018

Invoice # 54890

American Indian Public Charter School 2 - P39 (2018-19)

Services through 4/30/2018.

Previous Balance	\$0.00
Total Payments and Credits	\$0.00
Current Charges	\$1,000.00
Payments From Retainer Account	<u>\$0.00</u>
Total Owed Firm	\$1,000.00
Remaining Retainer Credit Balance	\$0.00
Clients with no past due balance who pay within twenty days of the date of this invoice may receive a 5% discount on services by paying this amount:	\$950.00

All invoices are due and payable upon receipt. Thank you.

CONVENIENT LOCATIONS TO SERVE YOU
SACRAMENTO ■ LOS ANGELES ■ SAN DIEGO ■ WALNUT CREEK



LAW OFFICES OF YOUNG, MINNEY & CORR, LLP

655 UNIVERSITY AVENUE, SUITE 150
SACRAMENTO, CA 95825

TEL 916.646.1400 ■ FAX 916.646.1300
WWW.MYCHARTERLAW.COM

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

May 14, 2018

Invoice # 54889

American Indian Public Charter High School - P39 (2018-19)

Services through 4/30/2018.

Previous Balance	\$0.00
Total Payments and Credits	\$0.00
Current Charges	\$500.00
Payments From Retainer Account	<u>\$0.00</u>
Total Owed Firm	\$500.00
Remaining Retainer Credit Balance	\$0.00
Clients with no past due balance who pay within twenty days of the date of this invoice may receive a 5% discount on services by paying this amount:	\$475.00

All invoices are due and payable upon receipt. Thank you.

CONVENIENT LOCATIONS TO SERVE YOU

SACRAMENTO ■ LOS ANGELES ■ SAN DIEGO ■ WALNUT CREEK



LAW OFFICES OF YOUNG, MINNEY & CORR, LLP

655 UNIVERSITY AVENUE, SUITE 150
SACRAMENTO, CA 95825

TEL 916.646.1400 ■ FAX 916.646.1300
WWW.MYCHARTERLAW.COM

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

May 14, 2018

Invoice # 54891

American Indian Public Charter School - P39 (2018-19)

Services through 4/30/2018.

Previous Balance	\$0.00
Total Payments and Credits	\$0.00
Current Charges	\$160.00
Payments From Retainer Account	<u>\$0.00</u>
Total Owed Firm	\$160.00
Remaining Retainer Credit Balance	\$0.00
Clients with no past due balance who pay within twenty days of the date of this invoice may receive a 5% discount on services by paying this amount:	\$152.00

All invoices are due and payable upon receipt. Thank you.

CONVENIENT LOCATIONS TO SERVE YOU
SACRAMENTO ■ LOS ANGELES ■ SAN DIEGO ■ WALNUT CREEK



LAW OFFICES OF YOUNG, MINNEY & CORR, LLP

655 UNIVERSITY AVENUE, SUITE 150
SACRAMENTO, CA 95825

TEL 916.646.1400 ■ FAX 916.646.1300
WWW.MYCHARTERLAW.COM

American Indian Model Schools
Attn: Susan Schickman, Chief Business Officer
171 12th Street
Oakland, CA 94607

June 04, 2018

Invoice # 55271

Services through 5/31/2018.

Previous Balance	\$462.50
Total Payments and Credits	(\$462.50)
Current Charges	\$125.50
Payments From Retainer Account	<u>\$0.00</u>
Total Owed Firm	\$125.50
Remaining Retainer Credit Balance	\$0.00
<p>Clients with no past due balance who pay within twenty days of the date of this invoice may receive a 5% discount on services by paying this amount:</p>	\$119.22

All invoices are due and payable upon receipt. Thank you.

CONVENIENT LOCATIONS TO SERVE YOU

SACRAMENTO ■ LOS ANGELES ■ SAN DIEGO ■ WALNUT CREEK



Fagen Friedman & Fulfroft LLP

6300 Wilshire Blvd, Suite 1700
 Los Angeles, CA 90048-5204
 Tel 323-330-6300 Fax 323-330-6311
 Federal Tax ID: 42-1706595

Summary of Group Invoice 58169
 April 30, 2018

American Indian Model Schools
 Maya Woods-Cadiz, Superintendent
 171 12th Street
 Oakland, CA 94607

Client: 718

Summary of Charges for Services Rendered through April 30, 2018

Previous Balance for Client	25,919.76
Payments	-7,981.58
Advance Deposit Applied	-50.00
Balance Forward	17,888.18
Total Fees	26,530.50
Total Current Fees, Costs, Interest & Retainer	26,530.50
Total Current Charges for Client	26,530.50
Total Due for Client	44,418.68



Fagen Friedman & Fulfrost LLP

6300 Wilshire Blvd, Suite 1700
 Los Angeles, CA 90048-5204
 Tel 323-330-6300 Fax 323-330-6311
 Federal Tax ID: 42-1706595

American Indian Model Schools
 Maya Woods-Cadiz, Superintendent
 171 12th Street
 Oakland, CA 94607

April 30, 2018
 Invoice # 58169-1

Client/Matter: 718-00004
 Re: General Employment Matters
 For Services Rendered Through April 30, 2018

Previous Balance		821.50
Current Fees	2,849.00	
Total Current Due		2,849.00
	Total Due	3,670.50

Wire Instructions:

Bank : Comerica Bank, Los Angeles, CA 90048 FBO : Fagen Friedman & Fulfrost LLP
 A/C# : 1893086270 ABA#: 121137522
 Ref. # : 58169-1

Remittance due upon Receipt



Fagen Friedman & Fulfroft LLP

6300 Wilshire Blvd, Suite 1700
 Los Angeles, CA 90048-5204
 Tel 323-330-6300 Fax 323-330-6311
 Federal Tax ID: 42-1706595

American Indian Model Schools
 Maya Woods-Cadiz, Superintendent
 171 12th Street
 Oakland, CA 94607

April 30, 2018
 Invoice # 58169-2

Client/Matter: 718-00009
 Re: Workshops & Other Presentations
 For Services Rendered Through April 30, 2018

Previous Balance		0.00
Current Fees	79.50	
Total Current Due		79.50
	Total Due	79.50

Wire Instructions:

Bank : Comerica Bank, Los Angeles, CA 90048
 A/C# : 1893086270
 Ref. # : 58169-2

Remittance due upon Receipt



Fagen Friedman & Fulfroft LLP

6300 Wilshire Blvd, Suite 1700
 Los Angeles, CA 90048-5204
 Tel 323-330-6300 Fax 323-330-6311
 Federal Tax ID: 42-1706595

American Indian Model Schools
 Maya Woods-Cadiz, Superintendent
 171 12th Street
 Oakland, CA 94607

April 30, 2018
 Invoice # 58169-3

Client/Matter: 718-00108
 Re: Unfair Practice Charge SF-CE-3237-E
 For Services Rendered Through April 30, 2018

Previous Balance		583.00
Payments		-26.50
Balance Forward		556.50
Current Fees	3,312.50	
Total Current Due		3,312.50
	Total Due	3,869.00

Wire Instructions:

Bank : Comerica Bank, Los Angeles, CA 90048
 A/C# : 1893086270
 Ref. # : 58169-3

Remittance due upon Receipt

FBO : Fagen Friedman & Fulfroft LLP
 ABA#: 121137522



Fagen Friedman & Fulfroft LLP

6300 Wilshire Blvd, Suite 1700
 Los Angeles, CA 90048-5204
 Tel 323-330-6300 Fax 323-330-6311
 Federal Tax ID: 42-1706595

American Indian Model Schools
 Maya Woods-Cadiz, Superintendent
 171 12th Street
 Oakland, CA 94607

April 30, 2018
 Invoice # 58169-4

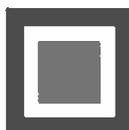
Client/Matter: 718-00109
 Re: Bargaining Impasse SF-IM-3161-E
 For Services Rendered Through April 30, 2018

Previous Balance		5,090.68
Payments		-3,153.50
Unapplied Cash/Credits		-50.00
Balance Forward		1,887.18
Current Fees	17,161.50	
Total Current Due		17,161.50
	Total Due	19,048.68

Wire Instructions:

Bank : Comerica Bank, Los Angeles, CA 90048
 A/C# : 1893086270
 Ref. # : 58169-4

Remittance due upon Receipt



Fagen Friedman & Fulfrost LLP

6300 Wilshire Blvd, Suite 1700
 Los Angeles, CA 90048-5204
 Tel 323-330-6300 Fax 323-330-6311
 Federal Tax ID: 42-1706595

American Indian Model Schools
 Maya Woods-Cadiz, Superintendent
 171 12th Street
 Oakland, CA 94607

April 30, 2018
 Invoice # 58169-5

Client/Matter: 718-00112
 Re: NLRB Decert Petition
 For Services Rendered Through April 30, 2018

Previous Balance		0.00
Current Fees	3,128.00	
Total Current Due		3,128.00
	Total Due	3,128.00

Wire Instructions:

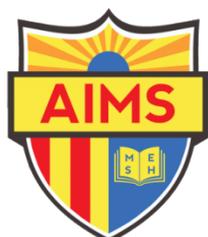
Bank : Comerica Bank, Los Angeles, CA 90048 FBO : Fagen Friedman & Fulfrost LLP
 A/C# : 1893086270 ABA#: 121137522
 Ref. # : 58169-5

Remittance due upon Receipt

Coversheet

Approval of AIMS Board Resolution to Have All Campuses on AIMS Owned Properties

Section: III. Action Items
Item: B. Approval of AIMS Board Resolution to Have All Campuses on AIMS
Owned Properties
Purpose: Vote
Submitted by:
Related Material: AIMS Board Resolution Re Owning AIMS Campus Properties.docx
AIMS Board Resolution Re Owning AIMS Campus Properties.pdf



American Indian
Model Schools
A School at Work!

AIMS School Board Resolution

AIMS Resolution to Own All AIMS Campus Properties

WHEREAS AIMS Board is committed to secure more suitable sites for the growing needs of AIMS

WHEREAS AIMS intends to use reserve funds in order to secure suitable campus sites

WHEREAS AIMS current owned site is in need of renovations and upgrades estimated at \$2,000,000

WHEREAS the current potential purchase price of a new campus is estimated between \$10,000,000 - \$15,000,000

IT IS RESOLVED BY THE AIMS BOARD OF DIRECTORS that the Board intends to secure and own suitable campuses for all of AIMS, and to make renovations and improvements to current AIMS property. Toward that endeavor, AIMS will need at a minimum 25% of the building price, which is estimated between \$10,000,000 - \$15,000,000, and an additional \$2,000,000 for renovations to meet the future needs of AIMS.

AIMS School Board Resolution Dated 19th of June, 2018

Director Stephen Leung
President, AIMS School Board

Director Toni Cook
Secretary, AIMS School Board

Director Chris Edington
Treasurer, AIMS School Board

Director Benson Wan
Director, AIMS School Board

Director Clifford Thompson
Director, AIMS School Board



AIMS School Board Resolution

AIMS Resolution to Own All AIMS Campus Properties

WHEREAS AIMS Board is committed to secure more suitable sites for the growing needs of AIMS

WHEREAS AIMS intends to use reserve funds in order to secure suitable campus sites

WHEREAS AIMS current owned site is in need of renovations and upgrades estimated at \$2,000,000

WHEREAS the current potential purchase price of a new campus is estimated between \$10,000,000 - \$15,000,000

IT IS RESOLVED BY THE AIMS BOARD OF DIRECTORS that the Board intends to secure and own suitable campuses for all of AIMS, and to make renovations and improvements to current AIMS property. Toward that endeavor, AIMS will need at a minimum 25% of the building price, which is estimated between \$10,000,000 - \$15,000,000, and an additional \$2,000,000 for renovations to meet the future needs of AIMS.

AIMS School Board Resolution Dated 19th of June, 2018

Director Stephen Leung
President, AIMS School Board

Director Toni Cook
Secretary, AIMS School Board

Director Chris Edington
Treasurer, AIMS School Board

Director Benson Wan
Director, AIMS School Board

Director Clifford Thompson
Director, AIMS School Board

Coversheet

Approval of AIPCS I Protected Prayer Board Resolution

Section:	III. Action Items
Item:	C. Approval of AIPCS I Protected Prayer Board Resolution
Purpose:	Vote
Submitted by:	
Related Material:	Protected Prayer Resolution AIPCS I.docx Protected Prayer Resolution AIPCS I.pdf



AIMS School Board Resolution

2019-2019 Protected Prayer Resolution for AIPCS I

IT IS RESOLVED BY THE AIMS BOARD OF DIRECTORS that the AIPCS I LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

AIMS School Board Resolution Dated 19th of June, 2018

Director Stephen Leung
President, AIMS School Board

Director Toni Cook
Secretary, AIMS School Board

Director Chris Edington
Treasurer, AIMS School Board

Director Benson Wan
Director, AIMS School Board

Director Clifford Thompson
Director, AIMS School Board



AIMS School Board Resolution

2019-2019 Protected Prayer Resolution for AIPCS I

IT IS RESOLVED BY THE AIMS BOARD OF DIRECTORS that the AIPCS I LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

AIMS School Board Resolution Dated 19th of June, 2018

Director Stephen Leung
President, AIMS School Board

Director Toni Cook
Secretary, AIMS School Board

Director Chris Edington
Treasurer, AIMS School Board

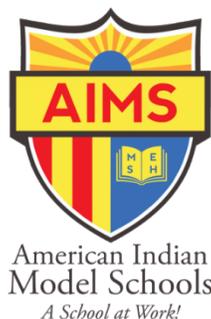
Director Benson Wan
Director, AIMS School Board

Director Clifford Thompson
Director, AIMS School Board

Coversheet

Approval of AIPCS II Protected Prayer Board Resolution

Section: III. Action Items
Item: D. Approval of AIPCS II Protected Prayer Board Resolution
Purpose: Vote
Submitted by:
Related Material: Protected Prayer Resolution AIPCS II.docx
Protected Prayer Resolution AIPCS II.pdf



AIMS School Board Resolution

2018-2019 Protected Prayer Resolution for AIPCS II

IT IS RESOLVED BY THE AIMS BOARD OF DIRECTORS that the AIPCS II LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

AIMS School Board Resolution Dated 19th of June, 2018

Director Stephen Leung
President, AIMS School Board

Director Toni Cook
Secretary, AIMS School Board

Director Chris Edington
Treasurer, AIMS School Board

Director Benson Wan
Director, AIMS School Board

Director Clifford Thompson
Director, AIMS School Board



AIMS School Board Resolution

2018-2019 Protected Prayer Resolution for AIPCS II

IT IS RESOLVED BY THE AIMS BOARD OF DIRECTORS that the AIPCS II LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

AIMS School Board Resolution Dated 19th of June, 2018

Director Stephen Leung
President, AIMS School Board

Director Toni Cook
Secretary, AIMS School Board

Director Chris Edington
Treasurer, AIMS School Board

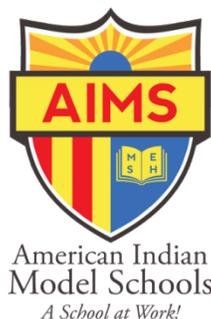
Director Benson Wan
Director, AIMS School Board

Director Clifford Thompson
Director, AIMS School Board

Coversheet

Approval of AIPHS Protected Prayer Board Resolution

Section:	III. Action Items
Item:	E. Approval of AIPHS Protected Prayer Board Resolution
Purpose:	Vote
Submitted by:	
Related Material:	Protected Prayer Resolution AIPHS.docx Protected Prayer Resolution AIPHS.pdf



AIMS School Board Resolution

2018-2019 Protected Prayer Resolution for AIPHS

IT IS RESOLVED BY THE AIMS BOARD OF DIRECTORS that the AIPHS LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

AIMS School Board Resolution Dated 19th of June, 2018

Director Stephen Leung
President, AIMS School Board

Director Toni Cook
Secretary, AIMS School Board

Director Chris Edington
Treasurer, AIMS School Board

Director Benson Wan
Director, AIMS School Board

Director Clifford Thompson
Director, AIMS School Board



AIMS School Board Resolution

2018-2019 Protected Prayer Resolution for AIPHS

IT IS RESOLVED BY THE AIMS BOARD OF DIRECTORS that the AIPHS LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

AIMS School Board Resolution Dated 19th of June, 2018

Director Stephen Leung
President, AIMS School Board

Director Toni Cook
Secretary, AIMS School Board

Director Chris Edington
Treasurer, AIMS School Board

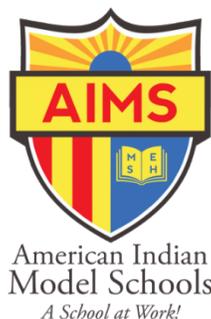
Director Benson Wan
Director, AIMS School Board

Director Clifford Thompson
Director, AIMS School Board

Coversheet

Approval of AIPCS I Education Protection Account Board Resolution

Section: III. Action Items
Item: F. Approval of AIPCS I Education Protection Account Board Resolution
Purpose: Vote
Submitted by:
Related Material: Education Protection Account Resolution AIPCS I - 1.0.docx
Education Protection Account Resolution AIPCS I - 2.0.pdf
Education Protection Account Resolution AIPCS I - 2.0.docx
Education Protection Account Resolution AIPCS I - 1.0.pdf



AIMS School Board Resolution

2018-19 Education Protection Account Resolution for AIPCS I

WHEREAS, the Educational Protection Account funds to be received by AIPCS I for the FY 2018-2019 are estimated in the amount of \$188,266.

WHEREAS, the Educational Protection Account funds to be received by AIPCS I for the FY 2018-2019 are to be used solely for instructional, non-administrative expenses.

IT IS RESOLVED BY THE AIMS BOARD OF DIRECTORS that the Education Protection Account funds to be received by AIPCS I in the FY 2018-2019 in the estimated amount of \$188,266, will be used solely for instructional, non-administrative expenses.

AIMS School Board Resolution Dated 19th of June, 2018

Director Stephen Leung
President, AIMS School Board

Director Toni Cook
Secretary, AIMS School Board

Director Chris Edington
Treasurer, AIMS School Board

Director Benson Wan
Director, AIMS School Board

Director Clifford Thompson
Director, AIMS School Board



AIMS School Board Resolution

2018-19 Education Protection Account Resolution for AIPCS I

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AIMS School Board Resolution Dated 19th of June, 2018

Director Stephen Leung
President, AIMS School Board

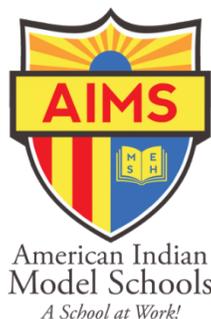
Director Toni Cook
Secretary, AIMS School Board

Director Chris Edington
Treasurer, AIMS School Board

Director Benson Wan
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Director Clifford Thompson

Director, AIMS School Board



AIMS School Board Resolution

2018-19 Education Protection Account Resolution for AIPCS I

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AIMS School Board Resolution Dated 19th of June, 2018

Director Stephen Leung
President, AIMS School Board

Director Toni Cook
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Director Chris Edington
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Director Clifford Thompson

Director, AIMS School Board



AIMS School Board Resolution

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AIMS School Board Resolution Dated 19th of June, 2018

Director Stephen Leung
President, AIMS School Board

Director Toni Cook
Secretary, AIMS School Board

Director Chris Edington
Treasurer, AIMS School Board

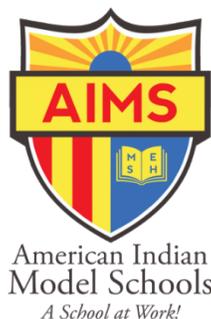
Director Benson Wan
Director, AIMS School Board

Director Clifford Thompson
Director, AIMS School Board

Coversheet

Approval of AIPCS II Education Protection Account Board Resolution

Section: III. Action Items
Item: G. Approval of AIPCS II Education Protection Account Board Resolution
Purpose: Vote
Submitted by:
Related Material: Education Protection Account Resolution AIPCS II - 1.0.docx
Education Protection Account Resolution AIPCS II - 2.0.pdf
Education Protection Account Resolution AIPCS II - 2.0.docx
Education Protection Account Resolution AIPCS II - 1.0.pdf



AIMS School Board Resolution

2018-19 Education Protection Account Resolution for AIPCS II

WHEREAS, the Educational Protection Account funds to be received by AIPCS II for the FY 2018-2019 are estimated in the amount of \$939,574.

WHEREAS, the Educational Protection Account funds to be received by AIPCS II for the FY 2018-2019 are to be used solely for instructional, non-administrative expenses.

IT IS RESOLVED BY THE AIMS BOARD OF DIRECTORS that the Education Protection Account funds to be received by AIPCS II in the FY 2018-2019 in the estimated amount of \$939,574, will be used solely for instructional, non-administrative expenses.

AIMS School Board Resolution Dated 19th of June, 2018

Director Stephen Leung
President, AIMS School Board

Director Toni Cook
Secretary, AIMS School Board

Director Chris Edington
Treasurer, AIMS School Board

Director Benson Wan
Director, AIMS School Board

Director Clifford Thompson
Director, AIMS School Board



AIMS School Board Resolution

2018-19 Education Protection Account Resolution for AIPCS II

WHEREAS, the Educational Protection Account funds to be received by AIPCS II for the FY 2018-2019 are estimated in the amount of \$939,574.

WHEREAS, the Educational Protection Account funds to be received by AIPCS II for the FY 2018-2019 are to be used solely for instructional, non-administrative expenses of teacher salaries and benefits.

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AIMS School Board Resolution Dated 19th of June, 2018

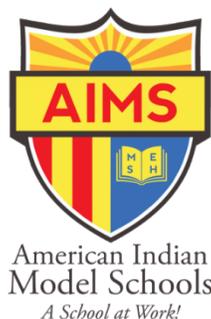
Director Stephen Leung
President, AIMS School Board

Director Toni Cook
Secretary, AIMS School Board

Director Chris Edington
Treasurer, AIMS School Board

Director Benson Wan
Director, AIMS School Board

Director Clifford Thompson
Director, AIMS School Board



AIMS School Board Resolution

2018-19 Education Protection Account Resolution for AIPCS II

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AIMS School Board Resolution Dated 19th of June, 2018

Director Stephen Leung
President, AIMS School Board

Director Toni Cook
Secretary, AIMS School Board

Director Chris Edington
Treasurer, AIMS School Board

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AIMS School Board Resolution

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AIMS School Board Resolution Dated 19th of June, 2018

Director Stephen Leung
President, AIMS School Board

Director Toni Cook
Secretary, AIMS School Board

Director Chris Edington
Treasurer, AIMS School Board

Director Benson Wan
Director, AIMS School Board

Director Clifford Thompson
Director, AIMS School Board

Coversheet

Approval of AIPHS Education Protection Account Board Resolution

Section: III. Action Items
Item: H. Approval of AIPHS Education Protection Account Board Resolution
Purpose: Vote
Submitted by:
Related Material: Education Protection Account Resolution AIPHS - 2.0.docx
Education Protection Account Resolution AIPHS - 2.0.pdf
Education Protection Account Resolution AIPHS - 1.0.docx
Education Protection Account Resolution AIPHS - 1.0.pdf



AIMS School Board Resolution

2018-19 Education Protection Account Resolution for AIPHS

WHEREAS, the Educational Protection Account funds to be received by AIPHS for the FY 2018-2019 are estimated in the amount of \$578,174.

WHEREAS, the Educational Protection Account funds to be received by AIPHS for the FY 2018-2019 are to be used solely for instructional, non-administrative expenses of teacher salaries and benefits.

IT IS RESOLVED BY THE AIMS BOARD OF DIRECTORS that the Education Protection Account funds to be received by AIPHS in the FY 2018-2019, in the estimated amount of \$578,174, will be used solely for instructional, non-administrative expenses of teacher salaries and benefits.

AIMS School Board Resolution Dated 19th of June, 2018

Director Stephen Leung
President, AIMS School Board

Director Toni Cook
Secretary, AIMS School Board

Director Chris Edington
Treasurer, AIMS School Board

Director Benson Wan
Director, AIMS School Board

Director Clifford Thompson
Director, AIMS School Board



AIMS School Board Resolution

2018-19 Education Protection Account Resolution for AIPHS

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AIMS School Board Resolution Dated 19th of June, 2018

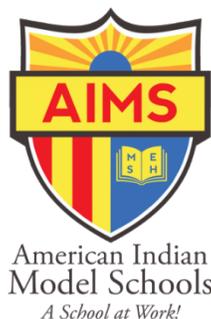
Director Stephen Leung
President, AIMS School Board

Director Toni Cook
Secretary, AIMS School Board

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AIMS School Board Resolution

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AIMS School Board Resolution Dated 19th of June, 2018

Director Stephen Leung
President, AIMS School Board

Director Toni Cook
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AIMS School Board Resolution

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AIMS School Board Resolution Dated 19th of June, 2018

Director Stephen Leung
President, AIMS School Board

Director Toni Cook
Secretary, AIMS School Board

Director Chris Edington
Treasurer, AIMS School Board

Director Benson Wan
Director, AIMS School Board

Director Clifford Thompson
Director, AIMS School Board

Coversheet

Approval of 2018/2019 Employee Contracts

Section: III. Action Items
Item: L. Approval of 2018/2019 Employee Contracts
Purpose: Vote

Submitted by:

Related Material:

Aileen Wang 2018-19.pdf
AIMS Employment Contract 2017-18 2018-19 - Christopher Baker (Signed).pdf
AIMS Employment Contract 2018-19 - Maurice Williams (Signed).pdf
AIMS Employment Contract 2018-19 - Peter Holmquist (Signed).pdf
AIMS Employment Contract 2018-19 - Natasha Correia (Signed).pdf
AIMS Employment Contract 2018-19 - Frederick Dizon (Signed).pdf
AIMS Employment Contract 2018-19 Alejandra Orozco (Signed).pdf
AIMS Employment Contract 2018-19 - Joseph Oh (Signed).pdf
AIMS Employment Contract 2018-19 - Guiying Bevans (Signed).pdf
AIMS Employment Contract 2018-19 - Tiffany Tung (Signed).pdf
AIMS Employment Contract 2018-19 - Tareyton Russ (Signed).pdf
AIMS Employment Contract 2018-2019 - Guiying Bevans Extended Year.pdf
AIMS Employment Contract 2018-19 Anthony Castellano (Signed).pdf
AIMS Employment Contract 2018-19 Teressa Coenen.pdf
AIMS Employment Contract 2018-19 Chaniel Clark.pdf
AIMS Employment Contract 2018-2019 - Ajuana Harrison.pdf
AIMS Employment Contract 2018-2019 - Janet Blondeau (Teacher).pdf
AIMS Employment Contract 2018-2019 - Jeong Kinser.pdf
AIMS Employment Contract 2018-2019 - Julianne Ahmad (Signed).pdf
AIMS Employment Contract 2018-2019 - Mayra Contreras Revised.pdf
Wen Liu 2018-19.pdf
AIMS Employment Contract 2018-19 - Ezra Barany (Signed).pdf
AIMS Employment Contract 2018-2019 - Robert Berning.pdf
MatthewGordanALPHScontract.pdf

FIXED TERM EMPLOYMENT AGREEMENT – CLASSIFIED NON-EXEMPT

Between

AMERICAN INDIAN MODEL SCHOOLS

And

Aileen Wang

This Employment Agreement (“Agreement”) is entered into on July 1, 2018 (“Effective Date”) by and between the Board of Directors of American Indian Model Schools (“Charter School”), and Aileen Wang (“Employee”). The Charter School and Employee are collectively referred to as the “parties.”

1. **TERM:**

This Agreement shall commence on July 1, 2018 and shall end on June 30, 2019, unless terminated earlier pursuant to Section 6 (the “Term”). Employee will serve 190 work days within this term.

2. **EMPLOYMENT TERMS:**

a. **Position and Duties:**

Employee has been hired for the position of Clerk I and will perform the duties set forth on the position description attached hereto and incorporated by reference and as may be amended from time to time in the sole discretion of the Charter School, in addition to performing any tasks reasonably assigned by Employee’s supervisor and/or the Board of Directors including, but not limited to, attending meetings, supervising field trips, supervising playground or lunch times or participating in extracurricular activities. Employee acknowledges that the Charter School’s offer of employment is based upon Employee’s express willingness to perform coaching and/or other student activities as assigned by the Head of School of the Charter School. Employee’s continuing employment is expressly subject to such acceptance of such duties when assigned. Compensation for assignment to coaching and/or student activity duties will be in accordance with Charter School policies.

Employee shall comply with all school policies and procedures including those specified in the Employee Handbook. If the terms and conditions of this Agreement differ from those in the Employee Handbook, this Agreement shall prevail. The Employee will at all times faithfully, industriously, and to the best of his/her ability perform all of the duties that may be required of the Employee pursuant to the express and implicit terms of this Agreement and the job specification.

Employee shall inform the School in writing when he or she accepts outside employment so that the Charter School can determine if a potential or actual conflict of interest exists. Such notice shall include written assurances that Employee's outside employment shall not interfere with his or her duties.

b. Work Hours:

The School's general hours of operation are 7:00AM – 7:00PM. Employee's specific schedule will be determined by his or her supervisor. Beginning and ending times of work days for the Employee shall be determined by the needs and schedules at the specific sites where employees are assigned. Employee acknowledges that the Charter School's offer of employment is based upon Employee's express willingness to perform job responsibilities, and/or student activities as assigned by the Charter School which may occur outside the Charter School's normal operating hours.

Employee is a ten (10) month employee whose work year shall commence on July 1, 2018 and shall conclude on June 30, 2019.

Employee is employed on a part-time basis and will be expected to work fewer than 40 hours per week.

Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during scheduled work hours with the Charter School.

3. COMPENSATION AND BENEFITS:

a. Compensation:

Employee is a Non-Exempt employee and is therefore eligible for overtime pay in accordance with applicable law. Employee will be paid an hourly rate of \$15.68 (Step D), less applicable withholding and authorized deductions. Wages will be paid semi-monthly over the Term of this Agreement beginning with the first pay period following the Effective Date.

b. Benefits:

The Employee shall be entitled to all health and welfare benefits granted to other employees of the Charter School in the same classification, workday, and work year. Eligible Employee will belong to the California Public Employee Retirement System (CalPERS).

c. Paid Sick Leave (“PSL”):

Twelve (12) month Employees will be allotted twelve (12) full-time (8 hour) days for a total of ninety-six (96) hours of PSL per year beginning immediately upon the effective date of this Agreement. Ten (10) month Employees will be allotted ten (10) full-time (8 hour) days for a total of eighty (80) hours of PSL per year beginning immediately upon the effective date of this Agreement. Employees hired after the start of the work year will be allotted a prorated amount of PSL at the rate of one (1) day per month.

PSL days are not accrued on an as-worked basis but rather are allotted to the eligible employees on July 1 for use during the Term of the Agreement. Returning employees may use PSL immediately. New employees may use PSL beginning on the 30th day after the effective date of this Agreement. For mid-year hires the prorated amount of PSL will be allotted effective the employee’s hire date. A maximum of 72 hours of accrued but unused PSL will carry over from year to year. Employee loses any unused PSL in excess of 72 hours. Employee may use accrued PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventative care for) the employee or the employee’s family member. Employee may also use PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault. For purposes of this policy, “family member” means a child, parent, spouse, registered domestic partner, grandparent, grandchild, or sibling of the employee. “Child” means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis. “Parent” means a biological, foster, or adoptive parent, a step-parent, or a legal guardian of the employee or the employee’s spouse or registered domestic partner. “Spouse” means a legal spouse, as defined by California law.

PSL may be taken in minimum increments of two (2) hours. Employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, Employee must provide notice as soon as practicable.

d. Vacation Days:

12-Month Employee will begin accruing immediately upon hire, eight (8) hours of paid vacation leave per month. Accrued but unused vacation time will carry over from year to year, assuming Employee returns to service following the completion of this Term and subject to the following maximum accrual: vacation accrual will cease upon an accrual of a maximum cap of 192 hours. Once the employee’s accrued vacation reaches the maximum cap, further accrual of vacation is suspended until the employee has reduced the vacation balance below this limit. In such a case, no vacation will be earned for the period in which the employee’s vacation was at the maximum. Accrued but unused vacation time will be paid out upon termination.

e. Holidays:

The following are scheduled school paid holidays during which no services will ordinarily be required of Employee, but for which full-time only Employee will be paid the hourly rate. Any days that Employee is required to work on a scheduled school holiday will also be paid on a pro rata basis above holiday pay.

- | | |
|---------------|--|
| July 4 – | Independence Day (12-month employees) |
| September 3 - | Labor Day |
| November 12 – | Veteran’s Day |
| January 21 - | Martin Luther King Day |
| February 18 - | President’s Day |
| May 27 - | Memorial Day |
| TBD | Thanksgiving Day Recess (10-month employees) |
| TBD | Thanksgiving Day Recess (12-month employees) |
| TBD | Winter Break (10-month employees) |
| TBD | Winter Break (12-month employees) |
| TBD | Spring Break (10-month employees) |
| TBD | Spring Break (12-month employees) |

4. CONDITIONS OF EMPLOYMENT:

Employee represents that he/she possesses the following degree, license and/or certification: High School Diploma.

Employee represents that he/she is not now under contract with any other school district or public school entity in the State of California.

5. EVALUATION:

The Head of School or designee shall evaluate and assess in writing the performance of the Employee as specified in the Charter School's personnel policies. A failure to evaluate the Employee shall not prevent the Charter School from dismissing the Employee in accordance with this Agreement.

6. TERMINATION OF AGREEMENT/EMPLOYMENT:

This Agreement may be terminated by:

a. Mutual Agreement of the Parties:

This Agreement may be terminated at any time and for any reason by mutual consent upon written agreement and mutual consent of the Parties.

b. Termination for Cause:

The Employee may be terminated by the Board of Directors or Superintendent of the Charter School, at any time for "Cause." "Cause" shall include, but is not limited to, breach of this Agreement; the Employee's failure to perform his/her duties as set forth in this Agreement, as defined by law, or as specified in the above mentioned and incorporated by reference job specification; the Employee's failure or refusal to comply with the lawful and reasonable direction of his/her supervisor, or the policies, standards and/or rules of the Charter School; if it is determined that Employee has conducted himself/herself in an unprofessional, unethical, illegal or fraudulent manner, or has acted in a manner detrimental to the reputation, character or standing of the Charter School. The Charter School shall not terminate this Agreement pursuant to this paragraph until a written statement

of the grounds of termination has first been served upon the Employee. The Employee shall have the right to a representative of her choice, at his/her expense, at a conference with the Board of Directors of the Charter School to review the recommendation for termination. The conference with the Board of Directors of the Charter School shall be the Employee's exclusive right to any hearing otherwise required by law and may occur before or after the termination depending upon the circumstances.

c. Death or Permanent Disability of Employee:

The death or permanent disability of the Employee shall terminate this Agreement and all rights provided for herein. Permanent disability shall exist when Employee suffers from a condition of mind or body that indefinitely prevents him/her from further performance of his/her essential duties, with or without reasonable accommodation.

d. Termination Without Cause:

The Board of Directors or Superintendent of the Charter School may also unilaterally and without cause terminate this Agreement by providing the Employee written notice of termination.

In the event that Employee's employment is terminated by the Charter School without cause under this Section 6(d), Employee shall receive severance compensation of either: the remainder of his/her salary for the term of this Agreement; or one (1) month's salary at his/her then-current salary level, whichever is less. To be entitled to severance compensation, Employee must first execute a written severance agreement that is acceptable to the Charter School.

7. NONRENEWAL OF CONTRACT:

The Board of Directors or Superintendent of the Charter School may, with or without Cause, and solely within its discretion, decide not to offer future employment contracts to the Employee.

8. OUTSIDE PROFESSIONAL ACTIVITIES:

By prior approval of the direct Supervisor, the Employee may undertake for consideration outside professional activities, including consulting, speaking, and writing.

The outside activities shall not occur during regular work hours. The Charter School shall in no way be responsible for any expenses attendant to the performance of such outside activities.

9. DUTY TO REPORT KNOWN OR REASONABLY SUSPECTED CHILD ABUSE:

Employee understands and acknowledges that Employee is a mandated reporter as defined by California Penal Code section 11165.7. As a mandated reporter, Employee is responsible to report to an appropriate agency whenever Employee, in his/her professional capacity or within the scope of his/her employment, has knowledge of or observes a child whom Employee knows or reasonably suspects to have been the victim of child abuse or neglect. Employee understands and acknowledges that he/she must follow up on his/her initial report by filing a written report with the same agency within 36 hours of receiving the information concerning, or observing, the incident.

By executing this Agreement, Employee is certifying that he/she has knowledge of California Penal Code section 11166 and will comply with its provisions.

10. GENERAL PROVISIONS:

a. Governing Law:

This Agreement and the rights and obligations of the parties shall be governed by and construed in accordance with the laws of the State of California.

b. Entire Agreement:

This Agreement contains all the understandings and agreements between the parties. There are no oral understandings, terms, or conditions, and neither party has relied upon any representations, express or implied, not contained in the Agreement.

c. Modifications:

Any modifications or amendments of any of the terms and conditions of this Agreement must be made in writing and expressly agreed to by the Board of Directors of the Charter School and the employee.

d. Assignment:

The Employee may not assign or transfer any rights or duties assumed under this Agreement.

e. Severability:

If any provision of this Agreement is held to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the Agreement shall continue in full force and effect.

f. Waiver:

Either party to this Agreement may specifically and expressly waive, in writing, compliance by the other party thereto with any term, condition or requirements set forth in this Agreement. Either party to this Agreement may specifically and expressly waive, in writing, any breach of any term, condition or requirement of this Agreement by the other party hereto. However, in the event that either party makes or gives such a waiver, such action shall not constitute a further or continuing waiver of any preceding or succeeding breach, or requirement of compliance with, the same or any other provision or contractual requirement, unless a specific statement to the contrary is contained with such waiver. The waiving party may, at any time thereafter, require further compliance by the other party hereto with the requirements or provisions of this Agreement that have been so waived. The consent of one party to any act by the other party for which such written consent was required shall not be deemed to imply consent or waiver of the necessity of obtaining such written consent for the same or similar acts in the future. No waiver or consent shall be implied from the silence or from the failure of any party to act, except as otherwise specified in this Agreement.

11. ACCEPTANCE OF EMPLOYMENT:

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with the Charter School on the terms specified herein.
2. All information I have provided to the Charter School related to my employment is true and accurate.

3. This is the entire Agreement between the Charter School and myself regarding the terms and conditions of my employment. This is a final and complete Agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement.

Employee Signature:  Date: 4-25-18

Address: 866 37th St. #2 Oakland, CA 94608

Telephone: (510) 286-9892

CHARTER SCHOOL APPROVAL:

Dated: _____

Signature of AIMS Board

Superintendent of AIMS

FIXED TERM EMPLOYMENT AGREEMENT [CERTIFICATED]

Between

AMERICAN INDIAN MODEL SCHOOLS

And

Christopher Baker

This EMPLOYMENT AGREEMENT is entered into this April 16, 2018, by and between the Board of Trustees of American Indian Model Schools (hereinafter referred to as the “Charter School”), and Christopher Baker (hereinafter referred to as the “EMPLOYEE”). The Charter School and EMPLOYEE are collectively referred to as the “parties.”

The Charter School desires to employ EMPLOYEE as a Teacher at the Charter School under the following terms and conditions:

1. RECITALS:

- a. The Charter School has been established and operates pursuant to the Charter Schools Act of 1992, Education Code section 47600, et seq. The Governing Board of the Oakland Unified School District approved the Charter School. A copy of the Charter School’s charter is available for review.
- b. The Charter School is considered a separate legal entity from the District that granted the charter. The EMPLOYEE signing below expressly recognizes that the Charter School and not the District is employing him. The decision to employ EMPLOYEE under this Agreement is subject to approval by the Board of Trustees of the Charter School.
- c. Pursuant to Education Code section 47610, the Charter School must comply with all of the provisions set forth in its charter, but is otherwise exempt from the laws governing school districts, except as specified in Education Code section 47610. The parties recognize that the provisions of the California Education Code do not govern the Charter School, except as expressly set forth in the Charter Schools Act of 1992.
- d. The Charter School desires to hire EMPLOYEE to assist the Charter School in achieving the goals and meeting the requirements of the School’s charter.

2. **TERM:**

This AGREEMENT shall commence on July 1, 2017 and shall end on June 30, 2018

The term of this AGREEMENT is subject to the provisions of Section 7 regarding termination.

3. **EMPLOYMENT TERMS:**

a. Position: Teacher

A copy of the job specification for the position of Teacher is attached hereto and incorporated by reference herein. In addition to the duties listed in the job specification, the Charter School may ask EMPLOYEE to, among other things, attend meetings, supervise field trips, supervise playground or lunch times or participate in extracurricular activities. These duties may be amended from time to time in the sole discretion of the Charter School.

b. () Full-time or () Part-time (specify hours, workweek, and work year):

This full-time position includes 190 paid days (over 10 months) annually. The 190 days includes 180 teaching days and 10 non-teaching days per school year. Non-teaching days will consist of professional development, preparation time, and other school-related duties. Full-time certificated employees also receive 26 paid holiday/vacation days per school year, based on the attached 2017-2018 school calendar. Any days that EMPLOYEE is required to work on a scheduled school holiday or over 190 days will be paid on a pro rata basis. Beginning and ending times of work days for the Employee shall be determined by the needs and schedules at the specific sites where employees are assigned.

c. The EMPLOYEE agrees that he/she shall at all times faithfully, industriously, and to the best of his/her ability perform all of the duties that may be required of the EMPLOYEE pursuant to the express and implicit terms of this AGREEMENT and the job specification. The EMPLOYEE understands that in light of the Charter School's size and limitations on availability of funds and personnel, the Charter School must be flexible and the Charter School may at times make assignments that are in addition to those expressly described in this AGREEMENT and the job specification. Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during the scheduled work hours with the school.

4. **COMPENSATION AND BENEFITS:**

a. **Salary:** Compensation shall be **\$53,320** annually less statutory and other authorized deductions. The EMPLOYEE understands that his/her position is exempt from overtime under State and Federal law. Salary will be paid bi-monthly over a ten-month period beginning with the first pay period following

August 31, 2017. Paychecks will compensate employees for 1/20 of their annual salary.

- b. **Benefits:** The EMPLOYEE shall be entitled to all health and welfare benefits granted to other employees of the Charter School in the same classification, workday, and work year.
- c. **Paid Sick Leave (“PSL”):** In satisfaction of the California Healthy Workplaces, Healthy Families Act, EMPLOYEE will be allotted ten days (80 hours) of PSL per school year beginning immediately upon the effective date of this Agreement. PSL days are not accrued on an as-worked basis but rather are allotted to the eligible employees on the first day of work each 10-month school year for use in the current school year. Employees may use PSL beginning on the 30th day after the effective date of this Agreement. Employees hired after the start of the work year will be allotted a prorated amount of PSL at the rate of one (1) day per month. Employees may use their accrued PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventative care for) the employee or the employee’s family member. Employee may also use PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault. For purposes of this policy, “family member” means a child, parent, spouse, registered domestic partner, grandparent, grandchild, or sibling of the employee. “Child” means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis. “Parent” means a biological, foster, or adoptive parent, a step-parent, or a legal guardian of the employee or the employee’s spouse or registered domestic partner. “Spouse” means a legal spouse, as defined by California law.

PSL - Accrued but unused PSL in excess of 72 hours may not be carried over from year to year and will not be paid out upon termination.

PSL may be taken in minimum increments of two hours. Employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, Employee must provide notice as soon as practicable.

5. CONDITIONS OF EMPLOYMENT:

- a. **General Laws:** This EMPLOYMENT AGREEMENT is subject to all applicable laws of the United States, the State of California and to the lawful rules and regulations of the California State Board of Education and the rules, regulations and policies of the Charter School and the Board of Trustees of the Charter School.
- b. **Credential:** EMPLOYEE represents that he/she possesses the following California Credentials and/or certificates:

<u>Credential</u>	<u>Expires</u>
Multiple Subject Credential	Pending

EMPLOYEE further represents that he/she is not now under contract with any other school district or public school entity in the State of California.

EMPLOYEE warrants and represents that he/she will, with respect to each credential recited above and any other credential subsequently obtained:

1. Immediately register each credential with all appropriate agencies.
 2. Take and pass all examinations or continuing education courses that are now, or may be required for renewal of each credential.
 3. Refrain from any act, or omission, which is intended to or will result in suspension, revocation, or de-registration of any or all credentials.
 4. Acknowledge that his/her continuing employment with the Charter School is expressly subject to maintenance of each credential. Failure to maintain each credential may be treated by the Charter School, at its sole option, as grounds for dismissal.
 5. Failure to pass CBEST or other Charter School-prescribed proficiency test. No employment under this AGREEMENT may continue beyond the date of notification that EMPLOYEE either (1) failed such a test or (2) failed to appear for the test. In the event of either failure, this AGREEMENT shall automatically terminate and the Charter School will no longer employ EMPLOYEE.
 6. The responsibility to maintain a valid California Teaching Credential rests with Employee. Expiration of Employee's California Teaching Credential is grounds for termination.
- c. **Extracurricular Assignments:** EMPLOYEE acknowledges that the Charter School's offer of employment is based upon his/her express willingness to perform coaching and/or other student activities as assigned by the Head of School of the Charter School. EMPLOYEE's continuing employment is expressly subject to such acceptance of such duties when assigned. Compensation for assignment to coaching and/or student activity duties will be in accordance with Charter School policies.

6. EVALUATION:

The Head of School or designee shall evaluate and assess in writing the performance of the EMPLOYEE as specified in the Charter School personnel policies. A failure to evaluate the EMPLOYEE shall not prevent the Charter School from dismissing the

EMPLOYEE in accordance with this AGREEMENT.

7. TERMINATION OF AGREEMENT/EMPLOYMENT:

This AGREEMENT may be terminated by:

- a. **Mutual Agreement of the Parties:** This AGREEMENT may be terminated at any time by mutual consent, for any reason, of the Board of Trustees of Charter School and the EMPLOYEE upon written AGREEMENT.
- b. **Termination For Cause:** The EMPLOYEE may be terminated by the Board of Trustees or Superintendent of the Charter School, at any time for "Cause." "Cause" shall include, but is not limited to, breach of this AGREEMENT or the EMPLOYEE'S failure to perform his/her duties as set forth in this AGREEMENT, as defined by law, or as specified in the above mentioned and incorporated by reference job specification; the EMPLOYEE's failure or refusal to comply with the lawful and reasonable direction of his/her supervisor, or the policies, standards and/or rules of the Charter School; if it is determined that EMPLOYEE has conducted herself in an unprofessional, unethical, illegal, or fraudulent manner, or has acted in a manner detrimental to the reputation, character, or standing of the Charter School. The Charter School shall not terminate this AGREEMENT pursuant to this paragraph until a written statement of the grounds of termination has first been served upon the EMPLOYEE. The EMPLOYEE shall have the right to a representative of his/her choice, at his/her expense, at a conference with the Board of Trustees of the Charter School to review the recommendation for discipline or termination. The conference with the Board of Trustees of the Charter School shall be the EMPLOYEE's exclusive right to any hearing otherwise required by law and may occur before or after the termination depending upon the circumstances.
- c. **Death or Incapacitation of EMPLOYEE:** The death of the EMPLOYEE shall terminate this AGREEMENT and all rights entitled under this AGREEMENT. In the event that the EMPLOYEE becomes incapacitated to the extent that, in the judgment of the Charter School, the EMPLOYEE may no longer perform the essential functions of his/her job as set forth in the above referenced and incorporated job specifications, the Charter School may terminate this AGREEMENT.
- d. In the event that EMPLOYEE's employment terminates pursuant to Section 7(a), 7(b), or 7(c), s/he shall receive any unpaid portion of his/her then salary (prorated and minus any applicable deductions) for services rendered through the last day that s/he worked. EMPLOYEE is entitled to no other compensation for any reason.
- e. **Early Termination Without Cause:** The Board of Trustee of the Charter School may also unilaterally and with or without cause terminate this AGREEMENT by providing the EMPLOYEE notice of termination

In the event that EMPLOYEE's employment is terminated by the Charter School for

other than Cause pursuant to Section 7(b), s/he shall receive severance compensation of either: the remainder of his/her salary for the term of this AGREEMENT; or one (1) month(s) salary at his/her then-current salary level, whichever is less. EMPLOYEE is entitled to no other compensation when s/he is terminated without cause.

8. NONRENEWAL OF CONTRACT:

The Board of Trustees of the Charter School may, with or without cause, and solely within its discretion, decide not to offer future employment contracts to the EMPLOYEE.

9. OUTSIDE PROFESSIONAL ACTIVITIES:

By prior approval of the Head of School, the EMPLOYEE may undertake for consideration outside professional activities, including consulting, speaking, and writing. The outside activities shall not occur during regular work hours. The Charter School shall in no way be responsible for any expenses attendant to the performance of such outside activities.

10. DUTY TO REPORT KNOWN OR REASONABLY SUSPECTED CHILD ABUSE:

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

For purposes of California Penal Code section 11166, a "child care custodian" includes:

- a. any person employed as a teacher, a teacher's aide, a teacher's assistant, or an instructional aide by any public or private school who has been trained in the duties imposed by California Penal Code section 11166;
- b. a classified employee of any public school who has been trained in the duties imposed by California Penal Code section 11166; or
- c. administrative officers, supervisors of child welfare and attendance, or certificated pupil personnel employees of any public or private school.

By executing this AGREEMENT, EMPLOYEE is certifying that he/she has knowledge of California Penal Code section 11166 and will comply with its provisions.

11. GENERAL PROVISIONS:

- a. **Governing Law:** This AGREEMENT and the rights and obligations of the parties shall be governed by and construed in accordance with the laws of the

**American Indian Model Schools
Employment Agreement
[Extended Year] 2017**

This Employment Agreement (“Agreement”) is made effective by and between American Indian Model Schools (“Employer”) and Christopher Baker (“Employee”).

1. Employer shall employ Employee as a Teacher. Employee has been hired for the position of Teacher. This position is full-time. Employee accepts and agrees to such employment. Employment is subject to submission and verification of resume and official college transcripts indicating graduation, background check, and tuberculosis screening results. The applicant must: 1) pass the Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) Background check. 2) CBEST 3) and obtain state authorization for core, multiple-subject classroom teaching.
2. Best Efforts of Employee. Employee agrees to perform faithfully, industriously, and to the best of Employee's ability, experience, and talents, all of the duties that may be required by this position, to the reasonable satisfaction of Employer.
3. Compensation of Employee.
 - a. As compensation for the services provided by the Employee under this Agreement, employee will be paid **\$3,855**, less applicable withholding and authorized deductions, for work to be performed from **[August 1, 2017]** through **[August 18, 2017]**. Employee will be paid on **[August 15, 2017 and August 31, 2017]**.
 - b. Employee's salary will be subject to those deductions (and only those deductions) permitted by the Fair Labor Standards Act and state law, including deductions when Employee is absent for a full day for personal reasons and deductions when Employee performs no work during a workweek, for any reason. Upon termination of this Agreement, payment under this paragraph shall cease: provided, however, that the Employee shall be entitled to payments for a period or partial periods that occurred prior to the date of termination and for which the Employee has not been paid.
4. Compliance with Employer’s Rules. Employee agrees to comply with all the rules and regulations of the Employer. Employee is required to comply with the following schedule:
 - a. 8 hours of work are required per working day
 - b. 5 additional hours are required for parent contact
 - c. 5 additional hours are required for professional development and staff meetings
5. At-Will Employment. All American Indian Public Charter School employees are “at will” employees. Either party may terminate this agreement by written notice at any time for any reason or for no reason. This Agreement is intended to be and shall be deemed to be an at-will employment agreement and does not constitute a guarantee of continuing employment for any term. Except in extreme cases, AIMS will engage in progressive discipline as

defined in the handbook. (i.e. ongoing evaluation and plan for improvement upon dismissal). This is for the purpose of stability within the AIMS district.

6. Insurance Benefits. Employee shall be entitled to insurance benefits, in accordance with Employer's applicable insurance contract(s) and policies, and applicable state law. These benefits shall include Health Insurance (medical & dental), vision, life and California State Disability Insurance.
7. Adjustments and Changes in Employment Status. Employer reserves the right to make personnel decisions regarding Employee's employment, including but not limited to decisions regarding changes in duties and assignments, changes in salary and other compensation, changes in benefits and changes in policies or procedures.
8. Return of Property. Upon termination of this Agreement, the Employee shall deliver all property (including keys, records, notes, data, memoranda, models, and equipment) that is in the Employee's possession or under the Employee's control, which is Employer's property or related to Employer's business. Such obligations shall be governed by any separate confidentiality or proprietary rights agreement signed by the Employee.
9. Contract must be approved by the Superintendent.

_____ Employee	_____ Date
_____ Dean	_____ Date
_____ Superintendent	_____ Date
_____ AIMS Board	_____ Date

FIXED TERM EMPLOYMENT AGREEMENT – CERTIFICATED MANAGEMENT

Between

AMERICAN INDIAN MODEL SCHOOLS

And

Maurice Williams

This Employment Agreement (“Agreement”) is entered into on July 1st 2018 (“Effective Date”) by and between the Board of Directors of American Indian Model Schools (“Charter School”), and Maurice Williams (“Employee”). The Charter School and Employee are collectively referred to as the “Parties.”

1. TERM:

This Agreement shall commence on July 1, 2018 and shall end on June 30, 2019, unless terminated earlier pursuant to Section 6 (the “Term”). Employee will serve 236 work days within this term.

2. EMPLOYMENT TERMS:

a. Position and Duties:

Employee has been hired for the position of Head of Division and will perform the duties set forth on the position description attached hereto and incorporated by reference and as may be amended from time to time in the sole discretion of the Charter School, in addition to performing any tasks reasonably assigned by Employee’s supervisor and/or the Board of Directors. Employee acknowledges that the Charter School’s offer of employment is based upon Employee’s express willingness to perform activities as assigned by the Superintendent of the Charter School. Employee’s continuing employment is expressly subject to such acceptance of such duties when assigned. Compensation for assignment to additional activity duties will be in accordance with Charter School policies.

Employee shall comply with all school policies and procedures including those specified in the Employee Handbook. If the terms and conditions of this Agreement differ from those in the Employee Handbook, this Agreement shall prevail. The Employee will at all times faithfully, industriously, and to the best of his/her ability perform all of the duties that may be required of the Employee pursuant to the express and implicit terms of this Agreement and the job specification. Employee shall inform the School in writing when he or she accepts outside employment so that the Charter School can determine if a potential or actual conflict of interest

exists. Such notice shall include written assurances that Employee's outside employment shall not interfere with his or her duties.

b. Work Hours:

The School's general hours of operation are 7:00AM – 7:00PM. Employee's specific schedule will be determined by his or her supervisor. Specific starting and ending times of work days shall be determined according to the needs and schedules of the site or department where Employee is assigned. Employee acknowledges that the Charter School's offer of employment is based upon Employee's express willingness to perform job responsibilities, and/or student activities as assigned by the Charter School which may occur outside the Charter School's normal operating hours.

Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during scheduled work hours with the Charter School.

3. COMPENSATION AND BENEFITS:

a. Compensation:

Employee is an exempt employee and therefore is not eligible for overtime pay. Employee will receive a yearly salary of \$95,000.00 for 2018-19, less applicable withholding and authorized deductions. Salary will be paid semi-monthly over a twelve month period beginning with the first pay period following the Effective Date. Any overpayments shall be repaid within the 2018-19 year.

b. Benefits:

The Employee shall be entitled to all health and welfare benefits granted to other employees of the Charter School in the same classification, workday, and work year.

c. Paid Sick Leave (“PSL”):

In satisfaction of the California Healthy Workplaces, Healthy Families Act, Employee will be allotted twelve days (96 hours) of PSL per year beginning immediately upon the effective date of this Agreement. PSL days are not accrued on an as-worked basis but rather are allotted to the eligible employees on July 1 for use during the Term of the Agreement. Returning employees may use PSL immediately. New employees may use PSL beginning on the 30th day after the effective date of this Agreement. Employees hired after the start of the work year will be allotted a prorated amount of PSL at the rate of one (1) day per month.

A maximum of 96 hours of accrued but unused PSL will carry over from year to year. Employees may use their accrued PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventative care for) the employee or the employee’s family member. Employee may also use PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault. For purposes of this policy, “family member” means a child, parent, spouse, registered domestic partner, grandparent, grandchild, or sibling of the employee. “Child” means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis. “Parent” means a biological, foster, or adoptive parent, a step-parent, or a legal guardian of the employee or the employee’s spouse or registered domestic partner. “Spouse” means a legal spouse, as defined by California law. Accrued but unused PSL issued under this Agreement will not be paid out upon termination.

Employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, Employee must provide notice as soon as practicable.

d. Vacation Days:

Employee will accrue one day (8 hours) of paid personal/vacation time per month beginning immediately upon hire up to a cap of twenty-four (24) days (192 hours). Once the employee’s accrued vacation reaches the maximum cap, further accrual of vacation is suspended until the employee has reduced the vacation balance below this limit. In such a case, no vacation will be earned for the period in which the employee’s vacation was at the maximum. Accrued but unused vacation time will

carry over from year to year, subject to this maximum accrual. Accrued but unused vacation time will be paid out upon termination.

e. **Holidays**

The following are scheduled paid holidays during which no services will ordinarily be required of employees. Employee will be paid per diem whether service is rendered on any of these days or not.

September 3 -	Labor Day
November 12 -	Veteran's Day
January 21 -	Martin Luther King Day
February 18 -	President's Day
May 27 -	Memorial Day
July 2 – 6	Summer Break
November 21 – 23	Thanksgiving Day Recess
December 24 – January 2	Winter Break
March 27 – 29	Spring Break

4. CONDITIONS OF EMPLOYMENT:

a. **Credential/Certificate:**

Employee represents that he/she possesses the following California Credentials and/or certificates: Multiple Subject Teaching Credential.

Employee further represents that he/she is not now under contract with any other school district or public-school entity in the State of California.

Employee warrants and represents that he/she will, with respect to each credential recited above and any other credential subsequently obtained:

- i. Immediately register each credential with all appropriate agencies.
- ii. Take and pass all examinations or continuing education courses that are

now, or may be required for renewal of each credential.

- iii. Refrain from any act, or omission, which is intended to or will result in suspension, revocation, or de-registration of any or all credentials.
 - iv. Acknowledge that his/her continuing employment with the Charter School is expressly subject to maintenance of each credential. Failure to maintain each credential may be treated by the Charter School, at its sole option, as grounds for immediate dismissal.
 - v. Failure to pass CBEST or Charter School-prescribed proficiency test. No employment under this Agreement may continue beyond the date of notification that Employee either (1) failed such a test or (2) failed to appear for the test. In the event of either failure, this Agreement shall automatically terminate and the Charter School will no longer employ Employee.
- b. Extracurricular Assignments: Employee acknowledges that the Charter School's offer of employment is based upon Employee's express willingness to perform other activities as assigned by the Superintendent or Board of Directors of the Charter School. These events are in part described in the 2018-2019 Administrative Policy. Employee's continuing employment is expressly subject to such acceptance of such duties when assigned.

5. EVALUATION:

The Superintendent or designee of the Charter School shall evaluate and assess in writing the performance of the Employee as specified in the Charter School's personnel policies. A failure to evaluate the Employee shall not prevent the Charter School from dismissing the Employee in accordance with this Agreement.

6. TERMINATION OF AGREEMENT/EMPLOYMENT:

This Agreement may be terminated by:

- a. Mutual Agreement of the Parties:

This Agreement may be terminated at any time and for any reason by mutual

consent upon written agreement and mutual consent of the Parties.

b. Termination For Cause:

The Employee may be terminated by the Board of Directors or Superintendent of the Charter School, at any time for "Cause." "Cause" shall include, but is not limited to, breach of this Agreement; the Employee's failure to perform her duties as set forth in this Agreement, as defined by law, or as specified in the above mentioned and incorporated by reference job specification; the Employee's failure or refusal to comply with the lawful and reasonable direction of his/her supervisor, or the policies, standards and/or rules of the Charter School; if it is determined that Employee has conducted himself/herself in an unprofessional, unethical, illegal or fraudulent manner, or has acted in a manner detrimental to the reputation, character or standing of the Charter School. The Charter School shall not terminate this Agreement pursuant to this paragraph until a written statement of the grounds of termination has first been served upon the Employee. The Employee shall have the right to a representative of his/her choice, at his/her expense, at a conference with the Board of Directors of the Charter School to review the recommendation for termination. The conference with the Board of Directors of the Charter School shall be the Employee's exclusive right to any hearing otherwise required by law and may occur before or after the termination depending upon the circumstances.

c. Death or Permanent Disability of Employee:

The death or permanent disability of the Employee shall terminate this Agreement and all rights provided for herein. Permanent disability shall exist when Employee suffers from a condition of mind or body that indefinitely prevents him/her from further performance of his/her essential duties, with or without reasonable accommodation.

d. Termination Without Cause:

The Board of Directors or Superintendent of the Charter School may also unilaterally and without cause terminate this Agreement by providing the Employee written notice of termination.

In the event that Employee's employment is terminated by the Charter School without cause under this Section 6(d), Employee shall receive severance compensation of either: the remainder of his/her salary for the term of this Agreement; or one (1) month's salary at his/her then-current salary level, whichever is less. To be entitled to severance compensation, Employee must first execute a written severance agreement that is acceptable to the Charter School.

7. NONRENEWAL OF CONTRACT:

The Board of Directors or Superintendent of the Charter School may, with or without Cause, and solely within its discretion, decide not to offer future employment contracts to the Employee.

8. OUTSIDE PROFESSIONAL ACTIVITIES:

By prior approval of the Superintendent or designee, the Employee may undertake for consideration outside professional activities, including consulting, speaking, and writing. The outside activities shall not occur during regular work hours. The Charter School shall in no way be responsible for any expenses attendant to the performance of such outside activities.

9. DUTY TO REPORT KNOWN OR REASONABLY SUSPECTED CHILD ABUSE:

Employee understands and acknowledges that Employee is a mandated reporter as defined by California Penal Code section 11165.7. As a mandated reporter, Employee is responsible to report to an appropriate agency whenever Employee, in his/her professional capacity or within the scope of his/her employment, has knowledge of or observes a child whom Employee knows or reasonably suspects to have been the victim of child abuse or neglect. Employee understands and acknowledges that he/she must follow up on his/her initial report by filing a written report with the same agency within 36 hours of receiving the information concerning, or observing, the incident.

By executing this Agreement, Employee is certifying that he/she has knowledge of California Penal Code section 11166 and will comply with its provisions.

10. GENERAL PROVISIONS:

a. Governing Law:

This Agreement and the rights and obligations of the parties shall be governed by and construed in accordance with the laws of the State of California.

b. Entire Agreement:

This Agreement contains all the understandings and agreements between the parties. There are no oral understandings, terms, or conditions, and neither party has relied upon any representations, express or implied, not contained in the Agreement.

c. Modifications:

Any modifications or amendments of any of the terms and conditions of this Agreement must be made in writing and expressly agreed to by the Board of Directors of the Charter School and the employee.

d. Assignment:

The Employee may not assign or transfer any rights or duties assumed under this Agreement.

e. Severability:

If any provision of this Agreement is held to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the Agreement shall continue in full force and effect.

f. Waiver:

Either party to this Agreement may specifically and expressly waive, in writing, compliance by the other party thereto with any term, condition or requirements set forth in this Agreement. Either party to this Agreement may specifically and expressly waive, in writing, any breach of any term, condition or requirement of this Agreement by the other party hereto. However, in the event that either party

makes or gives such a waiver, such action shall not constitute a further or continuing waiver of any preceding or succeeding breach, or requirement of compliance with, the same or any other provision or contractual requirement, unless a specific statement to the contrary is contained with such waiver. The waiving party may, at any time thereafter, require further compliance by the other party hereto with the requirements or provisions of this Agreement that have been so waived. The consent of one party to any act by the other party for which such written consent was required shall not be deemed to imply consent or waiver of the necessity of obtaining such written consent for the same or similar acts in the future. No waiver or consent shall be implied from the silence or from the failure of any party to act, except as otherwise specified in this Agreement.

11. ACCEPTANCE OF EMPLOYMENT:

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with the Charter School on the terms specified herein.
2. All information I have provided to the Charter School related to my employment is true and accurate.
3. This is the entire Agreement between the Charter School and myself regarding the terms and conditions of my employment. This is a final and complete Agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement.

Employee Signature:  Date: May 23, 2018

Address: 1082 E. 33rd Street, #

Telephone: 510 - 393 - 1012

CHARTER SCHOOL APPROVAL:

Dated: May 23, 2018

Signature of AIMS Board

Superintendent of AIMS

**AMERICAN INDIAN MODEL SCHOOLS
EMPLOYMENT AGREEMENT (CERTIFICATED MANAGEMENT)**

PAGE 10 OF 10

DOCS 2553199.2

FIXED TERM EMPLOYMENT AGREEMENT – CERTIFICATED MANAGEMENT

Between

AMERICAN INDIAN MODEL SCHOOLS

And

Peter Holmquist

This Employment Agreement (“Agreement”) is entered into on July 1st 2018 (“Effective Date”) by and between the Board of Directors of American Indian Model Schools (“Charter School”), and Peter Holmquist (“Employee”). The Charter School and Employee are collectively referred to as the “Parties.”

1. TERM:

This Agreement shall commence on July 1, 2018 and shall end on June 30, 2019, unless terminated earlier pursuant to Section 6 (the “Term”). Employee will serve 236 work days within this term.

2. EMPLOYMENT TERMS:

a. Position and Duties:

Employee has been hired for the position of Head of Division and will perform the duties set forth on the position description attached hereto and incorporated by reference and as may be amended from time to time in the sole discretion of the Charter School, in addition to performing any tasks reasonably assigned by Employee’s supervisor and/or the Board of Directors. Employee acknowledges that the Charter School’s offer of employment is based upon Employee’s express willingness to perform activities as assigned by the Superintendent of the Charter School. Employee’s continuing employment is expressly subject to such acceptance of such duties when assigned. Compensation for assignment to additional activity duties will be in accordance with Charter School policies.

Employee shall comply with all school policies and procedures including those specified in the Employee Handbook. If the terms and conditions of this Agreement differ from those in the Employee Handbook, this Agreement shall prevail. The Employee will at all times faithfully, industriously, and to the best of his/her ability perform all of the duties that may be required of the Employee pursuant to the express and implicit terms of this Agreement and the job specification. Employee shall inform the School in writing when he or she accepts outside employment so that the Charter School can determine if a potential or actual conflict of interest

exists. Such notice shall include written assurances that Employee's outside employment shall not interfere with his or her duties.

b. Work Hours:

The School's general hours of operation are 7:00AM – 7:00PM. Employee's specific schedule will be determined by his or her supervisor. Specific starting and ending times of work days shall be determined according to the needs and schedules of the site or department where Employee is assigned. Employee acknowledges that the Charter School's offer of employment is based upon Employee's express willingness to perform job responsibilities, and/or student activities as assigned by the Charter School which may occur outside the Charter School's normal operating hours.

Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during scheduled work hours with the Charter School.

3. COMPENSATION AND BENEFITS:

a. Compensation:

Employee is an exempt employee and therefore is not eligible for overtime pay. Employee will receive a yearly salary of \$95,000.00 for 2018-19, less applicable withholding and authorized deductions. Salary will be paid semi-monthly over a twelve month period beginning with the first pay period following the Effective Date. Any overpayments shall be repaid within the 2018-19 year.

b. Benefits:

The Employee shall be entitled to all health and welfare benefits granted to other employees of the Charter School in the same classification, workday, and work year.

c. **Paid Sick Leave (“PSL”):**

In satisfaction of the California Healthy Workplaces, Healthy Families Act, Employee will be allotted twelve days (96 hours) of PSL per year beginning immediately upon the effective date of this Agreement. PSL days are not accrued on an as-worked basis but rather are allotted to the eligible employees on July 1 for use during the Term of the Agreement. Returning employees may use PSL immediately. New employees may use PSL beginning on the 30th day after the effective date of this Agreement. Employees hired after the start of the work year will be allotted a prorated amount of PSL at the rate of one (1) day per month.

A maximum of 96 hours of accrued but unused PSL will carry over from year to year. Employees may use their accrued PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventative care for) the employee or the employee’s family member. Employee may also use PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault. For purposes of this policy, “family member” means a child, parent, spouse, registered domestic partner, grandparent, grandchild, or sibling of the employee. “Child” means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis. “Parent” means a biological, foster, or adoptive parent, a step-parent, or a legal guardian of the employee or the employee’s spouse or registered domestic partner. “Spouse” means a legal spouse, as defined by California law. Accrued but unused PSL issued under this Agreement will not be paid out upon termination.

Employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, Employee must provide notice as soon as practicable.

d. **Vacation Days:**

Employee will accrue one day (8 hours) of paid personal/vacation time per month beginning immediately upon hire up to a cap of twenty-four (24) days (192 hours). Once the employee’s accrued vacation reaches the maximum cap, further accrual of vacation is suspended until the employee has reduced the vacation balance below this limit. In such a case, no vacation will be earned for the period in which the employee’s vacation was at the maximum. Accrued but unused vacation time will

carry over from year to year, subject to this maximum accrual. Accrued but unused vacation time will be paid out upon termination.

e. **Holidays**

The following are scheduled paid holidays during which no services will ordinarily be required of employees. Employee will be paid per diem whether service is rendered on any of these days or not.

September 3 -	Labor Day
November 12 -	Veteran’s Day
January 21 -	Martin Luther King Day
February 18 -	President’s Day
May 27 -	Memorial Day
July 2 – 6	Summer Break
November 21 – 23	Thanksgiving Day Recess
December 24 – January 2	Winter Break
March 27 – 29	Spring Break

4. CONDITIONS OF EMPLOYMENT:

a. **Credential/Certificate:**

Employee represents that he/she possesses the following California Credentials and/or certificates: Multiple Subject Teaching Credential.

Employee further represents that he/she is not now under contract with any other school district or public-school entity in the State of California.

Employee warrants and represents that he/she will, with respect to each credential recited above and any other credential subsequently obtained:

- i. Immediately register each credential with all appropriate agencies.
- ii. Take and pass all examinations or continuing education courses that are

now, or may be required for renewal of each credential.

- iii. Refrain from any act, or omission, which is intended to or will result in suspension, revocation, or de-registration of any or all credentials.
 - iv. Acknowledge that his/her continuing employment with the Charter School is expressly subject to maintenance of each credential. Failure to maintain each credential may be treated by the Charter School, at its sole option, as grounds for immediate dismissal.
 - v. Failure to pass CBEST or Charter School-prescribed proficiency test. No employment under this Agreement may continue beyond the date of notification that Employee either (1) failed such a test or (2) failed to appear for the test. In the event of either failure, this Agreement shall automatically terminate and the Charter School will no longer employ Employee.
- b. Extracurricular Assignments: Employee acknowledges that the Charter School's offer of employment is based upon Employee's express willingness to perform other activities as assigned by the Superintendent or Board of Directors of the Charter School. These events are in part described in the 2018-2019 Administrative Policy. Employee's continuing employment is expressly subject to such acceptance of such duties when assigned.

5. EVALUATION:

The Superintendent or designee of the Charter School shall evaluate and assess in writing the performance of the Employee as specified in the Charter School's personnel policies. A failure to evaluate the Employee shall not prevent the Charter School from dismissing the Employee in accordance with this Agreement.

6. TERMINATION OF AGREEMENT/EMPLOYMENT:

This Agreement may be terminated by:

- a. Mutual Agreement of the Parties:

This Agreement may be terminated at any time and for any reason by mutual

consent upon written agreement and mutual consent of the Parties.

b. Termination For Cause:

The Employee may be terminated by the Board of Directors or Superintendent of the Charter School, at any time for "Cause." "Cause" shall include, but is not limited to, breach of this Agreement; the Employee's failure to perform her duties as set forth in this Agreement, as defined by law, or as specified in the above mentioned and incorporated by reference job specification; the Employee's failure or refusal to comply with the lawful and reasonable direction of his/her supervisor, or the policies, standards and/or rules of the Charter School; if it is determined that Employee has conducted himself/herself in an unprofessional, unethical, illegal or fraudulent manner, or has acted in a manner detrimental to the reputation, character or standing of the Charter School. The Charter School shall not terminate this Agreement pursuant to this paragraph until a written statement of the grounds of termination has first been served upon the Employee. The Employee shall have the right to a representative of his/her choice, at his/her expense, at a conference with the Board of Directors of the Charter School to review the recommendation for termination. The conference with the Board of Directors of the Charter School shall be the Employee's exclusive right to any hearing otherwise required by law and may occur before or after the termination depending upon the circumstances.

c. Death or Permanent Disability of Employee:

The death or permanent disability of the Employee shall terminate this Agreement and all rights provided for herein. Permanent disability shall exist when Employee suffers from a condition of mind or body that indefinitely prevents him/her from further performance of his/her essential duties, with or without reasonable accommodation.

d. Termination Without Cause:

The Board of Directors or Superintendent of the Charter School may also unilaterally and without cause terminate this Agreement by providing the Employee written notice of termination.

In the event that Employee's employment is terminated by the Charter School without cause under this Section 6(d), Employee shall receive severance compensation of either: the remainder of his/her salary for the term of this Agreement; or one (1) month's salary at his/her then-current salary level, whichever is less. To be entitled to severance compensation, Employee must first execute a written severance agreement that is acceptable to the Charter School.

7. NONRENEWAL OF CONTRACT:

The Board of Directors or Superintendent of the Charter School may, with or without Cause, and solely within its discretion, decide not to offer future employment contracts to the Employee.

8. OUTSIDE PROFESSIONAL ACTIVITIES:

By prior approval of the Superintendent or designee, the Employee may undertake for consideration outside professional activities, including consulting, speaking, and writing. The outside activities shall not occur during regular work hours. The Charter School shall in no way be responsible for any expenses attendant to the performance of such outside activities.

9. DUTY TO REPORT KNOWN OR REASONABLY SUSPECTED CHILD ABUSE:

Employee understands and acknowledges that Employee is a mandated reporter as defined by California Penal Code section 11165.7. As a mandated reporter, Employee is responsible to report to an appropriate agency whenever Employee, in his/her professional capacity or within the scope of his/her employment, has knowledge of or observes a child whom Employee knows or reasonably suspects to have been the victim of child abuse or neglect. Employee understands and acknowledges that he/she must follow up on his/her initial report by filing a written report with the same agency within 36 hours of receiving the information concerning, or observing, the incident.

By executing this Agreement, Employee is certifying that he/she has knowledge of California Penal Code section 11166 and will comply with its provisions.

10. GENERAL PROVISIONS:

a. Governing Law:

This Agreement and the rights and obligations of the parties shall be governed by and construed in accordance with the laws of the State of California.

b. Entire Agreement:

This Agreement contains all the understandings and agreements between the parties. There are no oral understandings, terms, or conditions, and neither party has relied upon any representations, express or implied, not contained in the Agreement.

c. Modifications:

Any modifications or amendments of any of the terms and conditions of this Agreement must be made in writing and expressly agreed to by the Board of Directors of the Charter School and the employee.

d. Assignment:

The Employee may not assign or transfer any rights or duties assumed under this Agreement.

e. Severability:

If any provision of this Agreement is held to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the Agreement shall continue in full force and effect.

f. Waiver:

Either party to this Agreement may specifically and expressly waive, in writing, compliance by the other party thereto with any term, condition or requirements set forth in this Agreement. Either party to this Agreement may specifically and expressly waive, in writing, any breach of any term, condition or requirement of this Agreement by the other party hereto. However, in the event that either party

makes or gives such a waiver, such action shall not constitute a further or continuing waiver of any preceding or succeeding breach, or requirement of compliance with, the same or any other provision or contractual requirement, unless a specific statement to the contrary is contained with such waiver. The waiving party may, at any time thereafter, require further compliance by the other party hereto with the requirements or provisions of this Agreement that have been so waived. The consent of one party to any act by the other party for which such written consent was required shall not be deemed to imply consent or waiver of the necessity of obtaining such written consent for the same or similar acts in the future. No waiver or consent shall be implied from the silence or from the failure of any party to act, except as otherwise specified in this Agreement.

11. ACCEPTANCE OF EMPLOYMENT:

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with the Charter School on the terms specified herein.
2. All information I have provided to the Charter School related to my employment is true and accurate.
3. This is the entire Agreement between the Charter School and myself regarding the terms and conditions of my employment. This is a final and complete Agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement.

Employee Signature: [Handwritten Signature] Date: 05/23/18

Address: 5600 San Jose Ave Richmond CA 94804

Telephone: (510) 499-7779; (209) 815-5132

CHARTER SCHOOL APPROVAL:

Dated: _____

Signature of AIMS Board

Superintendent of AIMS

**AMERICAN INDIAN MODEL SCHOOLS
EMPLOYMENT AGREEMENT (CERTIFICATED MANAGEMENT)**

PAGE 10 OF 10

DOCS 2553199.2

FIXED TERM EMPLOYMENT AGREEMENT [CERTIFICATED]

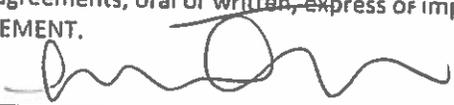
**Between
American Indian Model Schools
and
Natasha Correia**

This 2018-19 Fixed Term EMPLOYMENT AGREEMENT – Certificated is entered into effective July 1, 2018 between American Indian Model Schools (AIMS or Charter School) and *Natasha Correia* (EMPLOYEE).

1. **TERM:** The term of this AGREEMENT shall commence on July 1, 2018, and shall end on June 30, 2019.
2. **TERMS OF 2017-18 AGREEMENT OTHERWISE UNCHANGED:** Except as set forth above as to the TERM of this AGREEMENT, all terms and conditions of the 2017-18 Fixed Term Employment Agreement, attached hereto in full, are incorporated herein by this reference without change.
3. **COLLECTIVE BARGAINING:** Terms and conditions of employment, for the bargaining unit of which EMPLOYEE is a member, are currently under negotiation between AIMS and Teachers of American Indian Model Schools (TAIMS/CTA/NEA), pursuant to the California Educational Employment Relations Act. Accordingly, the terms of this 2018-19 Employment Agreement are subject to change by the bargaining process between AIMS and TAIMS.

By signing below, the EMPLOYEE declares as follows:

- a. I have read this AGREEMENT and accept employment with the Charter School on the terms specified herein.
- b. All information I have provided to the Charter School related to my employment is true and accurate.
- c. This is the entire AGREEMENT between the Charter School and myself regarding the terms and conditions of my employment. This is a final and complete AGREEMENT and there are no other agreements, oral or written, express or implied, concerning the subject matter of this AGREEMENT.

Employee Signature:  Date: 05/24/18

Address: 746 GRAND AVE.

Telephone: _____

CHARTER SCHOOL APPROVAL:

Signature of AIMS Board Date: _____

Superintendent of AIMS Date: _____

Attachment: 2017-18 Fixed Term Employment Agreement

**American Indian Model Schools
Employment Agreement
[Extended Year] 2018**

This 2018 Employment Agreement – Extended Year is entered into effective July 1, 2018 between American Indian Model Schools (AIMS or Charter School) and *Natasha Correia* (EMPLOYEE).

1. **WORK PERIOD:** The work to be performed and payment under this 2018 Employment Agreement – Extended Year shall be during August 2018 instead of August 2017. (Paragraph 3.a of the attached.)
2. **TERMS OF 2017 Employment Agreement – Extended Year OTHERWISE UNCHANGED:** Except as set forth above as to the Work Period of this 2018 Employment Agreement – Extended Year, all terms and conditions of the 2017 Employment Agreement – Extended Year, attached hereto in full, are incorporated herein by this reference without change.
3. **COLLECTIVE BARGAINING:** Terms and conditions of employment, for the bargaining unit of which EMPLOYEE is a member, are currently under negotiation between AIMS and Teachers of American Indian Model Schools (TAIMS/CTA/NEA), pursuant to the California Educational Employment Relations Act. Accordingly, the terms of this 2018 Employment Agreement – Extended Year are subject to change by the bargaining process between AIMS and TAIMS.

Employee Signature:  Date: 05/23

Address: 746 GRAND

Telephone: _____

CHARTER SCHOOL APPROVAL:

Signature of AIMS Board Date: _____

Superintendent of AIMS Date: _____

Attachment: Employment Agreement – Extended Year 2017

FIXED TERM EMPLOYMENT AGREEMENT [CERTIFICATED]

Between

AMERICAN INDIAN MODEL SCHOOLS

And

Natasha Correia

This EMPLOYMENT AGREEMENT is entered into this July 27th, 2017, by and between the Board of Trustees of American Indian Model Schools (hereinafter referred to as the "Charter School"), and (Natasha Correia) (hereinafter referred to as the "EMPLOYEE"). The Charter School and EMPLOYEE are collectively referred to as the "parties."

The Charter School desires to employ EMPLOYEE as a Teacher at the Charter School under the following terms and conditions:

1. **RECITALS:**

- a. The Charter School has been established and operates pursuant to the Charter Schools Act of 1992, Education Code section 47600, et seq. The Governing Board of the Oakland Unified School District approved the Charter School. A copy of the Charter School's charter is available for review.
- b. The Charter School is considered a separate legal entity from the District that granted the charter. The EMPLOYEE signing below expressly recognizes that the Charter School and not the District is employing him. The decision to employ EMPLOYEE under this Agreement is subject to approval by the Board of Trustees of the Charter School.
- c. Pursuant to Education Code section 47610, the Charter School must comply with all of the provisions set forth in its charter, but is otherwise exempt from the laws governing school districts, except as specified in Education Code section 47610. The parties recognize that the provisions of the California Education Code do not govern the Charter School, except as expressly set forth in the Charter Schools Act of 1992.
- d. The Charter School desires to hire EMPLOYEE to assist the Charter School in achieving the goals and meeting the requirements of the School's charter.

2. **TERM:**

This AGREEMENT shall commence on July 1, 2017 and shall end on June 30, 2018

The term of this AGREEMENT is subject to the provisions of Section 7 regarding termination.

3. **EMPLOYMENT TERMS:**

a. **Position: Teacher**

A copy of the job specification for the position of Teacher is attached hereto and incorporated by reference herein. In addition to the duties listed in the job specification, the Charter School may ask EMPLOYEE to, among other things, attend meetings, supervise field trips, supervise playground or lunch times or participate in extracurricular activities. These duties may be amended from time to time in the sole discretion of the Charter School.

b. Full-time or Part-time (specify hours, workweek, and work year):

This full-time position includes 190 paid days (over 10 months) annually. The 190 days includes 180 teaching days and 10 non-teaching days per school year. Non-teaching days will consist of professional development, preparation time, and other school-related duties. Full-time certificated employees also receive 26 paid holiday/vacation days per school year, based on the attached 2017-2018 school calendar. Any days that EMPLOYEE is required to work on a scheduled school holiday or over 190 days will be paid on a pro rata basis. Beginning and ending times of work days for the Employee shall be determined by the needs and schedules at the specific sites where employees are assigned.

c. The EMPLOYEE agrees that he/she shall at all times faithfully, industriously, and to the best of his/her ability perform all of the duties that may be required of the EMPLOYEE pursuant to the express and implicit terms of this AGREEMENT and the job specification. The EMPLOYEE understands that in light of the Charter School's size and limitations on availability of funds and personnel, the Charter School must be flexible and the Charter School may at times make assignments that are in addition to those expressly described in this AGREEMENT and the job specification. Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during the scheduled work hours with the school.

4. **COMPENSATION AND BENEFITS:**

a. **Salary:** Compensation shall be \$52,320.00 annually less statutory and other

authorized deductions. The EMPLOYEE understands that his/her position is exempt from overtime under State and Federal law. Salary will be paid bi-monthly over a ten-month period beginning with the first pay period following August 31, 2017. Paychecks will compensate employees for 1/20 of their annual salary.

b. **Benefits:** The EMPLOYEE shall be entitled to all health and welfare benefits granted to other employees of the Charter School in the same classification, workday, and work year.

c. **Paid Sick Leave ("PSL"):** In satisfaction of the California Healthy Workplaces, Healthy Families Act, EMPLOYEE will be allotted ten days (80 hours) of PSL per school year beginning immediately upon the effective date of this Agreement. PSL days are not accrued on an as-worked basis but rather are allotted to the eligible employees on the first day of work each 10-month school year for use in the current school year. Employees may use PSL beginning on the 30th day after the effective date of this Agreement. Employees hired after the start of the work year will be allotted a prorated amount of PSL at the rate of one (1) day per month. Employees may use their accrued PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventative care for) the employee or the employee's family member. Employee may also use PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault. For purposes of this policy, "family member" means a child, parent, spouse, registered domestic partner, grandparent, grandchild, or sibling of the employee. "Child" means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis. "Parent" means a biological, foster, or adoptive parent, a step-parent, or a legal guardian of the employee or the employee's spouse or registered domestic partner. "Spouse" means a legal spouse, as defined by California law.

PSL - Accrued but unused PSL in excess of 72 hours may not be carried over from year to year and will not be paid out upon termination.

PSL may be taken in minimum increments of two hours. Employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, Employee must provide notice as soon as practicable.

5. **CONDITIONS OF EMPLOYMENT:**

a. **General Laws:** This EMPLOYMENT AGREEMENT is subject to all applicable laws of the United States, the State of California and to the lawful rules and

regulations of the California State Board of Education and the rules, regulations and policies of the Charter School and the Board of Trustees of the Charter School.

- b. **Credential:** EMPLOYEE represents that he/she possesses the following California Credentials and/or certificates:

<u>Credential</u>	<u>Expires</u>
Short Term Staff Permit	Pending

EMPLOYEE further represents that he/she is not now under contract with any other school district or public school entity in the State of California.

EMPLOYEE warrants and represents that he/she will, with respect to each credential recited above and any other credential subsequently obtained:

1. Immediately register each credential with all appropriate agencies.
2. Take and pass all examinations or continuing education courses that are now, or may be required for renewal of each credential.
3. Refrain from any act, or omission, which is intended to or will result in suspension, revocation, or de-registration of any or all credentials.
4. Acknowledge that his/her continuing employment with the Charter School is expressly subject to maintenance of each credential. Failure to maintain each credential may be treated by the Charter School, at its sole option, as grounds for dismissal.
5. Failure to pass CBEST or other Charter School-prescribed proficiency test. No employment under this AGREEMENT may continue beyond the date of notification that EMPLOYEE either (1) failed such a test or (2) failed to appear for the test. In the event of either failure, this AGREEMENT shall automatically terminate and the Charter School will no longer employ EMPLOYEE.
6. The responsibility to maintain a valid California Teaching Credential rests with Employee. Expiration of Employee's California Teaching Credential is grounds for termination.

- c. **Extracurricular Assignments:** EMPLOYEE acknowledges that the Charter School's offer of employment is based upon his/her express willingness to perform coaching and/or other student activities as assigned by the Head of School of the Charter School. EMPLOYEE's continuing employment is expressly subject to such acceptance of such duties when assigned. Compensation

for assignment to coaching and/or student activity duties will be in accordance with Charter School policies.

6. **EVALUATION:**

The Head of School or designee shall evaluate and assess in writing the performance of the EMPLOYEE as specified in the Charter School personnel policies. A failure to evaluate the EMPLOYEE shall not prevent the Charter School from dismissing the EMPLOYEE in accordance with this AGREEMENT.

7. **TERMINATION OF AGREEMENT/EMPLOYMENT:**

This AGREEMENT may be terminated by:

- a. **Mutual Agreement of the Parties:** This AGREEMENT may be terminated at any time by mutual consent, for any reason, of the Board of Trustees of Charter School and the EMPLOYEE upon written AGREEMENT.
- b. **Termination For Cause:** The EMPLOYEE may be terminated by the Board of Trustees or Superintendent of the Charter School, at any time for "Cause." "Cause" shall include, but is not limited to, breach of this AGREEMENT or the EMPLOYEE'S failure to perform his/her duties as set forth in this AGREEMENT, as defined by law, or as specified in the above mentioned and incorporated by reference job specification; the EMPLOYEE's failure or refusal to comply with the lawful and reasonable direction of his/her supervisor, or the policies, standards and/or rules of the Charter School; if it is determined that EMPLOYEE has conducted herself in an unprofessional, unethical, illegal, or fraudulent manner, or has acted in a manner detrimental to the reputation, character, or standing of the Charter School. The Charter School shall not terminate this AGREEMENT pursuant to this paragraph until a written statement of the grounds of termination has first been served upon the EMPLOYEE. The EMPLOYEE shall have the right to a representative of his/her choice, at his/her expense, at a conference with the Board of Trustees of the Charter School to review the recommendation for discipline or termination. The conference with the Board of Trustees of the Charter School shall be the EMPLOYEE's exclusive right to any hearing otherwise required by law and may occur before or after the termination depending upon the circumstances.
- c. **Death or Incapacitation of EMPLOYEE:** The death of the EMPLOYEE shall terminate this AGREEMENT and all rights entitled under this AGREEMENT. In the event that the EMPLOYEE becomes incapacitated to the extent that, in the judgment of the Charter School, the EMPLOYEE may no longer perform the essential functions of his/her job as set forth in the above referenced and incorporated job specifications, the

Charter School may terminate this AGREEMENT.

- d. In the event that EMPLOYEE's employment terminates pursuant to Section 7(a), 7(b), or 7(c), s/he shall receive any unpaid portion of his/her then salary (prorated and minus any applicable deductions) for services rendered through the last day that s/he worked. EMPLOYEE is entitled to no other compensation for any reason.
- e. **Early Termination Without Cause:** The Board of Trustee of the Charter School may also unilaterally and with or without cause terminate this AGREEMENT by providing the EMPLOYEE notice of termination

In the event that EMPLOYEE's employment is terminated by the Charter School for other than Cause pursuant to Section 7(b), s/he shall receive severance compensation of either: the remainder of his/her salary for the term of this AGREEMENT; or one (1) month(s) salary at his/her then-current salary level, whichever is less. EMPLOYEE is entitled to no other compensation when s/he is terminated without cause.

8. **NONRENEWAL OF CONTRACT:**

The Board of Trustees of the Charter School may, with or without cause, and solely within its discretion, decide not to offer future employment contracts to the EMPLOYEE.

9. **OUTSIDE PROFESSIONAL ACTIVITIES:**

By prior approval of the Head of School, the EMPLOYEE may undertake for consideration outside professional activities, including consulting, speaking, and writing. The outside activities shall not occur during regular work hours. The Charter School shall in no way be responsible for any expenses attendant to the performance of such outside activities.

10. **DUTY TO REPORT KNOWN OR REASONABLY SUSPECTED CHILD ABUSE:**

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

For purposes of California Penal Code section 11166, a "child care custodian" includes:

- a. any person employed as a teacher, a teacher's aide, a teacher's assistant, or an instructional aide by any public or private school who has been trained in the

duties imposed by California Penal Code section 11166;

- b. a classified employee of any public school who has been trained in the duties imposed by California Penal Code section 11166; or
- c. administrative officers, supervisors of child welfare and attendance, or certificated pupil personnel employees of any public or private school.

By executing this AGREEMENT, EMPLOYEE is certifying that he/she has knowledge of California Penal Code section 11166 and will comply with its provisions.

11. GENERAL PROVISIONS:

- a. **Governing Law:** This AGREEMENT and the rights and obligations of the parties shall be governed by and construed in accordance with the laws of the State of California.
- b. **Entire Agreement:** This AGREEMENT contains all the understandings and agreements between the parties. There are no oral understandings, terms, or conditions, and neither party has relied upon any representations, express or implied, not contained in the AGREEMENT.
- c. **Modifications:** Any modifications or amendments of any of the terms and conditions of this AGREEMENT must be made in writing and expressly agreed to by the Board of Trustees of the Charter School and the employee.
- d. **Assignment:** The EMPLOYEE may not assign or transfer any rights or duties assumed under this AGREEMENT.
- e. **Severability:** If any provision of this AGREEMENT is held to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the AGREEMENT shall continue in full force and effect.

12. ACCEPTANCE OF EMPLOYMENT:

By signing below, the EMPLOYEE declares as follows:

- 1. I have read this AGREEMENT and accept employment with the Charter School on the terms specified herein.
- 2. All information I have provided to the Charter School related to my employment is true and accurate.
- 3. This is the entire AGREEMENT between the Charter School and myself

regarding the terms and conditions of my employment. This is a final and complete AGREEMENT and there are no other agreements, oral or written, express or implied, concerning the subject matter of this AGREEMENT.

Employee Signature: [Signature] Date: 10/26/17

Address: 200 Wayne Ave. Oakland, CA 94600.

Telephone: 415.691.1146 Social Security Number: 610 36 8211

CHARTER SCHOOL APPROVAL:

[Signature] Date: 11/21/17
Signature of AIMS Board

[Signature] Date: 10.23.17
Superintendent of AIMS

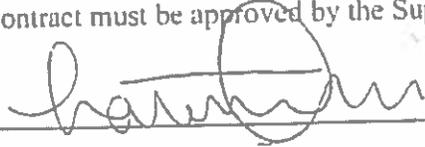
**American Indian Model Schools
Employment Agreement
[Extended Year] 2017**

This Employment Agreement ("Agreement") is made effective by and between American Indian Model Schools ("Employer") and Natasha Correia ("Employee").

1. Employer shall employ Employee as a Teacher. Employee has been hired for the position of Teacher. This position is full-time. Employee accepts and agrees to such employment. Employment is subject to submission and verification of resume and official college transcripts indicating graduation, background check, and tuberculosis screening results. The applicant must: 1) pass the Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) Background check, 2) CBEST 3) and obtain state authorization for core, single-subject classroom teaching.
2. Best Efforts of Employee. Employee agrees to perform faithfully, industriously, and to the best of Employee's ability, experience, and talents, all of the duties that may be required by this position, to the reasonable satisfaction of Employer.
3. Compensation of Employee.
 - a. As compensation for the services provided by the Employee under this Agreement, employee will be paid \$3,855, less applicable withholding and authorized deductions, for work to be performed from [August 1, 2017] through [August 18, 2017]. Employee will be paid on [August 15, 2017 and August 31, 2017].
 - b. Employee's salary will be subject to those deductions (and only those deductions) permitted by the Fair Labor Standards Act and state law, including deductions when Employee is absent for a full day for personal reasons and deductions when Employee performs no work during a workweek, for any reason. Upon termination of this Agreement, payment under this paragraph shall cease; provided, however, that the Employee shall be entitled to payments for a period or partial periods that occurred prior to the date of termination and for which the Employee has not been paid.
4. Compliance with Employer's Rules. Employee agrees to comply with all the rules and regulations of the Employer. Employee is required to comply with the following schedule:
 - a. 8 hours of work are required per working day
 - b. 5 additional hours are required for parent contact
 - c. 5 additional hours are required for professional development and staff meetings
5. At-Will Employment. All American Indian Public Charter School employees are "at will" employees. Either party may terminate this agreement by written notice at any time for any reason or for no reason. This Agreement is intended to be and shall be deemed to be an at-will employment agreement and does not constitute a guarantee of continuing employment for any term. Except in extreme cases, AIMS will engage in progressive discipline as

defined in the handbook. (i.e. ongoing evaluation and plan for improvement upon dismissal). This is for the purpose of stability within the AIMS district.

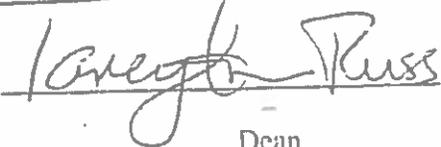
- 6. Insurance Benefits. Employee shall be entitled to insurance benefits, in accordance with Employer's applicable insurance contract(s) and policies, and applicable state law. These benefits shall include Health Insurance (medical & dental), vision, life and California State Disability Insurance.
- 7. Adjustments and Changes in Employment Status. Employer reserves the right to make personnel decisions regarding Employee's employment, including but not limited to decisions regarding changes in duties and assignments, changes in salary and other compensation, changes in benefits and changes in policies or procedures.
- 8. Return of Property. Upon termination of this Agreement, the Employee shall deliver all property (including keys, records, notes, data, memoranda, models, and equipment) that is in the Employee's possession or under the Employee's control, which is Employer's property or related to Employer's business. Such obligations shall be governed by any separate confidentiality or proprietary rights agreement signed by the Employee.
- 9. Contract must be approved by the Superintendent.



Employee

~~000~~ 08/01/17

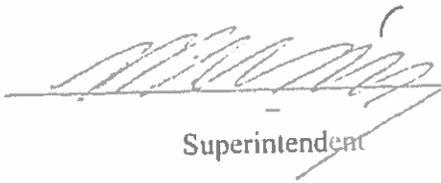
Date



Dean

7-28-17

Date



Superintendent

7-28-17

Date

AIMS Board

Date

FIXED TERM EMPLOYMENT AGREEMENT [CERTIFICATED]

**Between
American Indian Model Schools
and
Frederick Dizon**

This **2018-19 Fixed Term EMPLOYMENT AGREEMENT – Certificated** is entered into effective July 1, 2018 between American Indian Model Schools (AIMS or Charter School) and **Frederick Dizon** (EMPLOYEE).

1. **TERM:** The term of this AGREEMENT shall commence on July 1, 2018, and shall end on June 30, 2019.
2. **TERMS OF 2017-18 AGREEMENT OTHERWISE UNCHANGED:** Except as set forth above as to the TERM of this AGREEMENT, all terms and conditions of the 2017-18 Fixed Term Employment Agreement, attached hereto in full, are incorporated herein by this reference without change.
3. **COLLECTIVE BARGAINING:** Terms and conditions of employment, for the bargaining unit of which EMPLOYEE is a member, are currently under negotiation between AIMS and Teachers of American Indian Model Schools (TAIMS/CTA/NEA), pursuant to the California Educational Employment Relations Act. Accordingly, the terms of this 2018-19 Employment Agreement are subject to change by the bargaining process between AIMS and TAIMS.

By signing below, the EMPLOYEE declares as follows:

- a. I have read this AGREEMENT and accept employment with the Charter School on the terms specified herein.
- b. All information I have provided to the Charter School related to my employment is true and accurate.
- c. This is the entire AGREEMENT between the Charter School and myself regarding the terms and conditions of my employment. This is a final and complete AGREEMENT and there are no other agreements, oral or written, express or implied, concerning the subject matter of this AGREEMENT.

Employee Signature:  Date: 08 May 18
 Address: 1801 Shoreline Dr Apt 126 Alameda, CA 94501
 Telephone: 510 377 2543

CHARTER SCHOOL APPROVAL:

Date:
Signature of AIMS Board

Date:
Superintendent of AIMS

Attachment: 2017-18 Fixed Term Employment Agreement

**American Indian Model Schools
Employment Agreement
[Extended Year] 2018**

This 2018 Employment Agreement – Extended Year is entered into effective July 1, 2018 between American Indian Model Schools (AIMS or Charter School) and *Frederick Dizon* (EMPLOYEE).

1. **WORK PERIOD:** The work to be performed and payment under this 2018 Employment Agreement – Extended Year shall be during August 2018 instead of August 2017. (Paragraph 3.a of the attached.)
2. **TERMS OF 2017 Employment Agreement – Extended Year OTHERWISE UNCHANGED:** Except as set forth above as to the Work Period of this 2018 Employment Agreement – Extended Year, all terms and conditions of the 2017 Employment Agreement – Extended Year, attached hereto in full, are incorporated herein by this reference without change.
3. **COLLECTIVE BARGAINING:** Terms and conditions of employment, for the bargaining unit of which EMPLOYEE is a member, are currently under negotiation between AIMS and Teachers of American Indian Model Schools (TAIMS/CTA/NEA), pursuant to the California Educational Employment Relations Act. Accordingly, the terms of this 2018 Employment Agreement – Extended Year are subject to change by the bargaining process between AIMS and TAIMS.

Employee Signature: *Frederick Dizon* Date: 25 APR 17

Address: 1801 Shoreline Dr Apt 126 Alameda CA 94501

Telephone: 510 377 2543

CHARTER SCHOOL APPROVAL:

Signature of AIMS Board Date: _____

Superintendent of AIMS Date: _____

Attachment: Employment Agreement – Extended Year 2017

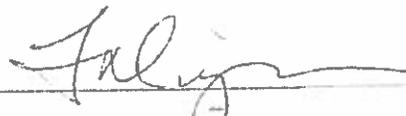
**American Indian Model Schools
Employment Agreement
[Extended Year] 2017**

This Employment Agreement ("Agreement") is made effective by and between American Indian Model Schools ("Employer") and Frederick Dizon ("Employee").

1. Employer shall employ Employee as a Teacher. Employee has been hired for the position of Teacher. This position is full-time. Employee accepts and agrees to such employment. Employment is subject to submission and verification of resume and official college transcripts indicating graduation, background check, and tuberculosis screening results. The applicant must: 1) pass the Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) Background check, 2) CBEST 3) and obtain state authorization for core, multiple-subject classroom teaching.
2. Best Efforts of Employee. Employee agrees to perform faithfully, industriously, and to the best of Employee's ability, experience, and talents, all of the duties that may be required by this position, to the reasonable satisfaction of Employer.
3. Compensation of Employee.
 - a. As compensation for the services provided by the Employee under this Agreement, employee will be paid \$3,972, less applicable withholding and authorized deductions, for work to be performed from [August 1, 2017] through [August 18, 2017]. Employee will be paid on [August 15, 2017 and August 31, 2017].
 - b. Employee's salary will be subject to those deductions (and only those deductions) permitted by the Fair Labor Standards Act and state law, including deductions when Employee is absent for a full day for personal reasons and deductions when Employee performs no work during a workweek, for any reason. Upon termination of this Agreement, payment under this paragraph shall cease: provided, however, that the Employee shall be entitled to payments for a period or partial periods that occurred prior to the date of termination and for which the Employee has not been paid.
4. Compliance with Employer's Rules. Employee agrees to comply with all the rules and regulations of the Employer. Employee is required to comply with the following schedule:
 - a. 8 hours of work are required per working day
 - b. 5 additional hours are required for parent contact
 - c. 5 additional hours are required for professional development and staff meetings
5. At-Will Employment. All American Indian Public Charter School employees are "at will" employees. Either party may terminate this agreement by written notice at any time for any reason or for no reason. This Agreement is intended to be and shall be deemed to be an at-will employment agreement and does not constitute a guarantee of continuing employment for any term. Except in extreme cases, AIMS will engage in progressive discipline as

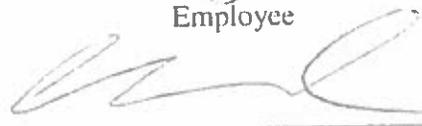
defined in the handbook. (i.e. ongoing evaluation and plan for improvement upon dismissal). This is for the purpose of stability within the AIMS district.

6. Insurance Benefits. Employee shall be entitled to insurance benefits, in accordance with Employer's applicable insurance contract(s) and policies, and applicable state law. These benefits shall include Health Insurance (medical & dental), vision, life and California State Disability Insurance.
7. Adjustments and Changes in Employment Status. Employer reserves the right to make personnel decisions regarding Employee's employment, including but not limited to decisions regarding changes in duties and assignments, changes in salary and other compensation, changes in benefits and changes in policies or procedures.
8. Return of Property. Upon termination of this Agreement, the Employee shall deliver all property (including keys, records, notes, data, memoranda, models, and equipment) that is in the Employee's possession or under the Employee's control, which is Employer's property or related to Employer's business. Such obligations shall be governed by any separate confidentiality or proprietary rights agreement signed by the Employee.
9. Contract must be approved by the Superintendent.



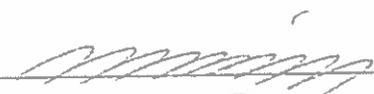
Employee

25 APR 17
Date



Dean

4-20-17
Date



Superintendent

4-19-17
Date



AIMS Board

7/20/2017
Date

FIXED TERM EMPLOYMENT AGREEMENT [CERTIFICATED]

Between

AMERICAN INDIAN MODEL SCHOOLS

And

Frederick Dizon

This EMPLOYMENT AGREEMENT is entered into this July 1st 2017, by and between the Board of Trustees of American Indian Model Schools (hereinafter referred to as the "Charter School"), and Frederick Dizon (hereinafter referred to as the "EMPLOYEE"). The Charter School and EMPLOYEE are collectively referred to as the "parties."

The Charter School desires to employ EMPLOYEE as a Teacher at the Charter School under the following terms and conditions:

1. **RECITALS:**

- a. The Charter School has been established and operates pursuant to the Charter Schools Act of 1992, Education Code section 47600, et seq. The Governing Board of the Oakland Unified School District approved the Charter School. A copy of the Charter School's charter is available for review.
- b. The Charter School is considered a separate legal entity from the District that granted the charter. The EMPLOYEE signing below expressly recognizes that the Charter School and not the District is employing him. The decision to employ EMPLOYEE under this Agreement is subject to approval by the Board of Trustees of the Charter School.
- c. Pursuant to Education Code section 47610, the Charter School must comply with all of the provisions set forth in its charter, but is otherwise exempt from the laws governing school districts, except as specified in Education Code section 47610. The parties recognize that the provisions of the California Education Code do not govern the Charter School, except as expressly set forth in the Charter Schools Act of 1992.
- d. The Charter School desires to hire EMPLOYEE to assist the Charter School in achieving the goals and meeting the requirements of the School's charter.

2. **TERM:**

This AGREEMENT shall commence on July 1, 2017 and shall end on June 30, 2018

The term of this AGREEMENT is subject to the provisions of Section 7 regarding termination.

3. **EMPLOYMENT TERMS:**

a. Position: Teacher

A copy of the job specification for the position of Teacher is attached hereto and incorporated by reference herein. In addition to the duties listed in the job specification, the Charter School may ask EMPLOYEE to, among other things, attend meetings, supervise field trips, supervise playground or lunch times or participate in extracurricular activities. These duties may be amended from time to time in the sole discretion of the Charter School.

b. () Full-time or () Part-time (specify hours, workweek, and work year):

This full-time position includes 190 paid days (over 10 months) annually. The 190 days includes 180 teaching days and 10 non-teaching days per school year. Non-teaching days will consist of professional development, preparation time, and other school-related duties. Full-time certificated employees also receive 26 paid holiday/vacation days per school year, based on the attached 2017-2018 school calendar. Any days that EMPLOYEE is required to work on a scheduled school holiday or over 190 days will be paid on a pro rata basis. Beginning and ending times of work days for the Employee shall be determined by the needs and schedules at the specific sites where employees are assigned.

c. The EMPLOYEE agrees that he/she shall at all times faithfully, industriously, and to the best of his/her ability perform all of the duties that may be required of the EMPLOYEE pursuant to the express and implicit terms of this AGREEMENT and the job specification. The EMPLOYEE understands that in light of the Charter School's size and limitations on availability of funds and personnel, the Charter School must be flexible and the Charter School may at times make assignments that are in addition to those expressly described in this AGREEMENT and the job specification. Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during the scheduled work hours with the school.

4. **COMPENSATION AND BENEFITS:**

a. **Salary:** Compensation shall be \$53,901 annually less statutory and other authorized deductions. The EMPLOYEE understands that his/her position is exempt from overtime under State and Federal law. Salary will be paid bi-monthly over a ten-month period beginning with the first pay period following August 31, 2017. Paychecks will compensate employees for 1/20 of their annual

salary.

b. **Benefits:** The EMPLOYEE shall be entitled to all health and welfare benefits granted to other employees of the Charter School in the same classification, workday, and work year.

c. **Paid Sick Leave ("PSL"):** In satisfaction of the California Healthy Workplaces, Healthy Families Act, EMPLOYEE will be allotted ten days (80 hours) of PSL per school year beginning immediately upon the effective date of this Agreement. PSL days are not accrued on an as-worked basis but rather are allotted to the eligible employees on the first day of work each 10-month school year for use in the current school year. Employees may use PSL beginning on the 30th day after the effective date of this Agreement. Employees hired after the start of the work year will be allotted a prorated amount of PSL at the rate of one (1) day per month. Employees may use their accrued PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventative care for) the employee or the employee's family member. Employee may also use PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault. For purposes of this policy, "family member" means a child, parent, spouse, registered domestic partner, grandparent, grandchild, or sibling of the employee. "Child" means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis. "Parent" means a biological, foster, or adoptive parent, a step-parent, or a legal guardian of the employee or the employee's spouse or registered domestic partner. "Spouse" means a legal spouse, as defined by California law.

PSL - Accrued but unused PSL in excess of 72 hours may not be carried over from year to year and will not be paid out upon termination.

PSL may be taken in minimum increments of two hours. Employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, Employee must provide notice as soon as practicable.

5. CONDITIONS OF EMPLOYMENT:

a. **General Laws:** This EMPLOYMENT AGREEMENT is subject to all applicable laws of the United States, the State of California and to the lawful rules and regulations of the California State Board of Education and the rules, regulations and policies of the Charter School and the Board of Trustees of the Charter School.

b. **Credential:** EMPLOYEE represents that he/she possesses the following California Credentials and/or certificates:

Credential

Expires

Multiple Subject Credential

05/01/2021

EMPLOYEE further represents that he/she is not now under contract with any other school district or public school entity in the State of California.

EMPLOYEE warrants and represents that he/she will, with respect to each credential recited above and any other credential subsequently obtained:

1. Immediately register each credential with all appropriate agencies.
 2. Take and pass all examinations or continuing education courses that are now, or may be required for renewal of each credential.
 3. Refrain from any act, or omission, which is intended to or will result in suspension, revocation, or de-registration of any or all credentials.
 4. Acknowledge that his/her continuing employment with the Charter School is expressly subject to maintenance of each credential. Failure to maintain each credential may be treated by the Charter School, at its sole option, as grounds for dismissal.
 5. Failure to pass CBEST or other Charter School-prescribed proficiency test. No employment under this AGREEMENT may continue beyond the date of notification that EMPLOYEE either (1) failed such a test or (2) failed to appear for the test. In the event of either failure, this AGREEMENT shall automatically terminate and the Charter School will no longer employ EMPLOYEE.
 6. The responsibility to maintain a valid California Teaching Credential rests with Employee. Expiration of Employee's California Teaching Credential is grounds for termination.
- c. **Extracurricular Assignments:** EMPLOYEE acknowledges that the Charter School's offer of employment is based upon his/her express willingness to perform coaching and/or other student activities as assigned by the Head of School of the Charter School. EMPLOYEE's continuing employment is expressly subject to such acceptance of such duties when assigned. Compensation for assignment to coaching and/or student activity duties will be in accordance with Charter School policies.

6. **EVALUATION:**

The Head of School or designee shall evaluate and assess in writing the performance of the EMPLOYEE as specified in the Charter School personnel policies. A failure to evaluate the EMPLOYEE shall not prevent the Charter School from dismissing the EMPLOYEE in accordance with this AGREEMENT.

7. **TERMINATION OF AGREEMENT/EMPLOYMENT:**

This AGREEMENT may be terminated by:

- a. **Mutual Agreement of the Parties:** This AGREEMENT may be terminated at any time by mutual consent, for any reason, of the Board of Trustees of Charter School and the EMPLOYEE upon written AGREEMENT.
- b. **Termination For Cause:** The EMPLOYEE may be terminated by the Board of Trustees or Superintendent of the Charter School, at any time for "Cause." "Cause" shall include, but is not limited to, breach of this AGREEMENT or the EMPLOYEE'S failure to perform his/her duties as set forth in this AGREEMENT, as defined by law, or as specified in the above mentioned and incorporated by reference job specification; the EMPLOYEE's failure or refusal to comply with the lawful and reasonable direction of his/her supervisor, or the policies, standards and/or rules of the Charter School; if it is determined that EMPLOYEE has conducted herself in an unprofessional, unethical, illegal, or fraudulent manner, or has acted in a manner detrimental to the reputation, character, or standing of the Charter School. The Charter School shall not terminate this AGREEMENT pursuant to this paragraph until a written statement of the grounds of termination has first been served upon the EMPLOYEE. The EMPLOYEE shall have the right to a representative of his/her choice, at his/her expense, at a conference with the Board of Trustees of the Charter School to review the recommendation for discipline or termination. The conference with the Board of Trustees of the Charter School shall be the EMPLOYEE's exclusive right to any hearing otherwise required by law and may occur before or after the termination depending upon the circumstances.
- c. **Death or Incapacitation of EMPLOYEE:** The death of the EMPLOYEE shall terminate this AGREEMENT and all rights entitled under this AGREEMENT. In the event that the EMPLOYEE becomes incapacitated to the extent that, in the judgment of the Charter School, the EMPLOYEE may no longer perform the essential functions of his/her job as set forth in the above referenced and incorporated job specifications, the Charter School may terminate this AGREEMENT.
- d. In the event that EMPLOYEE's employment terminates pursuant to Section 7(a), 7(b), or 7(c), s/he shall receive any unpaid portion of his/her then salary (prorated and minus any applicable deductions) for services rendered through the last day that s/he worked. EMPLOYEE is entitled to no other compensation for any reason.
- e. **Early Termination Without Cause:** The Board of Trustee of the Charter School may also unilaterally and with or without cause terminate this AGREEMENT by providing the EMPLOYEE notice of termination

In the event that EMPLOYEE's employment is terminated by the Charter School for other than Cause pursuant to Section 7(b), s/he shall receive severance compensation of

either: the remainder of his/her salary for the term of this AGREEMENT; or one (1) month(s) salary at his/her then-current salary level, whichever is less. EMPLOYEE is entitled to no other compensation when s/he is terminated without cause.

8. NONRENEWAL OF CONTRACT:

The Board of Trustees of the Charter School may, with or without cause, and solely within its discretion, decide not to offer future employment contracts to the EMPLOYEE.

9. OUTSIDE PROFESSIONAL ACTIVITIES:

By prior approval of the Head of School, the EMPLOYEE may undertake for consideration outside professional activities, including consulting, speaking, and writing. The outside activities shall not occur during regular work hours. The Charter School shall in no way be responsible for any expenses attendant to the performance of such outside activities.

10. DUTY TO REPORT KNOWN OR REASONABLY SUSPECTED CHILD ABUSE:

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

For purposes of California Penal Code section 11166, a "child care custodian" includes:

- a. any person employed as a teacher, a teacher's aide, a teacher's assistant, or an instructional aide by any public or private school who has been trained in the duties imposed by California Penal Code section 11166;
- b. a classified employee of any public school who has been trained in the duties imposed by California Penal Code section 11166; or
- c. administrative officers, supervisors of child welfare and attendance, or certificated pupil personnel employees of any public or private school.

By executing this AGREEMENT, EMPLOYEE is certifying that he/she has knowledge of California Penal Code section 11166 and will comply with its provisions.

11. GENERAL PROVISIONS:

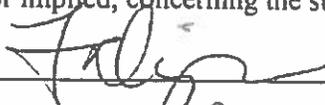
- a. Governing Law: This AGREEMENT and the rights and obligations of the parties shall be governed by and construed in accordance with the laws of the State of California.

- b. **Entire Agreement:** This AGREEMENT contains all the understandings and agreements between the parties. There are no oral understandings, terms, or conditions, and neither party has relied upon any representations, express or implied, not contained in the AGREEMENT.
- c. **Modifications:** Any modifications or amendments of any of the terms and conditions of this AGREEMENT must be made in writing and expressly agreed to by the Board of Trustees of the Charter School and the employee.
- d. **Assignment:** The EMPLOYEE may not assign or transfer any rights or duties assumed under this AGREEMENT.
- e. **Severability:** If any provision of this AGREEMENT is held to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the AGREEMENT shall continue in full force and effect.

12. **ACCEPTANCE OF EMPLOYMENT:**

By signing below, the EMPLOYEE declares as follows:

- 1. I have read this AGREEMENT and accept employment with the Charter School on the terms specified herein.
- 2. All information I have provided to the Charter School related to my employment is true and accurate.
- 3. This is the entire AGREEMENT between the Charter School and myself regarding the terms and conditions of my employment. This is a final and complete AGREEMENT and there are no other agreements, oral or written, express or implied, concerning the subject matter of this AGREEMENT.

Employee Signature:  Date: 25 APR 17

Address: 1801 Shoreline Dr Apt. 126 Alameda, CA 94607

Telephone: 510 377 2543 Social Security Number: 571 45 1248

CHARTER SCHOOL APPROVAL:

 Date: 7/20/2017
Signature of AIMS Board

 Date: 4-19-17
Superintendent of AIMS



FIXED TERM EMPLOYMENT AGREEMENT [CERTIFICATED]

**Between
American Indian Model Schools
and
Alejandra Orozco Alvarado**

This 2018-19 Fixed Term EMPLOYMENT AGREEMENT – Certificated is entered into effective July 1, 2018 between American Indian Model Schools (AIMS or Charter School) and *Alejandra Orozco Alvarado* (EMPLOYEE).

1. **TERM:** The term of this AGREEMENT shall commence on July 1, 2018, and shall end on June 30, 2019.
2. **TERMS OF 2017-18 AGREEMENT OTHERWISE UNCHANGED:** Except as set forth above as to the TERM of this AGREEMENT, all terms and conditions of the 2017-18 Fixed Term Employment Agreement, attached hereto in full, are incorporated herein by this reference without change.
3. **COLLECTIVE BARGAINING:** Terms and conditions of employment, for the bargaining unit of which EMPLOYEE is a member, are currently under negotiation between AIMS and Teachers of American Indian Model Schools (TAIMS/CTA/NEA), pursuant to the California Educational Employment Relations Act. Accordingly, the terms of this 2018-19 Employment Agreement are subject to change by the bargaining process between AIMS and TAIMS.

By signing below, the EMPLOYEE declares as follows:

- a. I have read this AGREEMENT and accept employment with the Charter School on the terms specified herein.
- b. All information I have provided to the Charter School related to my employment is true and accurate.
- c. This is the entire AGREEMENT between the Charter School and myself regarding the terms and conditions of my employment. This is a final and complete AGREEMENT and there are no other agreements, oral or written, express or implied, concerning the subject matter of this AGREEMENT.

Employee Signature:  Date: 5/15/18
 Address: 1539 6th Ave Oakland CA 94606
 Telephone: 323-945-4072

CHARTER SCHOOL APPROVAL:

Date:
Signature of AIMS Board

Date:
Superintendent of AIMS

Attachment: 2017-18 Fixed Term Employment Agreement

**American Indian Model Schools
Employment Agreement
[Extended Year] 2018**

This 2018 Employment Agreement – Extended Year is entered into effective July 1, 2018 between American Indian Model Schools (AIMS or Charter School) and *Alejandra Orozco Alvarado* (EMPLOYEE).

1. **WORK PERIOD:** The work to be performed and payment under this 2018 Employment Agreement – Extended Year shall be during August 2018 instead of August 2017. (Paragraph 3.a of the attached.)
2. **TERMS OF 2017 Employment Agreement – Extended Year OTHERWISE UNCHANGED:** Except as set forth above as to the Work Period of this 2018 Employment Agreement – Extended Year, all terms and conditions of the 2017 Employment Agreement – Extended Year, attached hereto in full, are incorporated herein by this reference without change.
3. **COLLECTIVE BARGAINING:** Terms and conditions of employment, for the bargaining unit of which EMPLOYEE is a member, are currently under negotiation between AIMS and Teachers of American Indian Model Schools (TAIMS/CTA/NEA), pursuant to the California Educational Employment Relations Act. Accordingly, the terms of this 2018 Employment Agreement – Extended Year are subject to change by the bargaining process between AIMS and TAIMS.

Employee Signature:  Date: 5/15/18
 Address: 1539 6th Av Oakland CA 94606
 Telephone: 323-945-4072

CHARTER SCHOOL APPROVAL:

 Date: _____
 Signature of AIMS Board

 Date: _____
 Superintendent of AIMS

Attachment: Employment Agreement – Extended Year 2017

**American Indian Model Schools
Employment Agreement
[Extended Year] 2018**

This **2018 Employment Agreement – Extended Year** is entered into effective July 1, 2018 between American Indian Model Schools (AIMS or Charter School) and **Joseph Oh** (EMPLOYEE).

1. **WORK PERIOD:** The work to be performed and payment under this 2018 Employment Agreement – Extended Year shall be during August 2018 instead of August 2017. (Paragraph 3.a of the attached.)
2. **TERMS OF 2017 Employment Agreement – Extended Year OTHERWISE UNCHANGED:** Except as set forth above as to the Work Period of this 2018 Employment Agreement – Extended Year, all terms and conditions of the 2017 Employment Agreement – Extended Year, attached hereto in full, are incorporated herein by this reference without change.
3. **COLLECTIVE BARGAINING:** Terms and conditions of employment, for the bargaining unit of which EMPLOYEE is a member, are currently under negotiation between AIMS and Teachers of American Indian Model Schools (TAIMS/CTA/NEA), pursuant to the California Educational Employment Relations Act. Accordingly, the terms of this 2018 Employment Agreement – Extended Year are subject to change by the bargaining process between AIMS and TAIMS.

Employee Signature: Joseph Oh Date: 5/23/18

Address: 3090 Glascock St 112, Oakland CA 94601

Telephone: 510 995 6735

CHARTER SCHOOL APPROVAL:

Date:
Signature of AIMS Board

Date:
Superintendent of AIMS

Attachment: Employment Agreement – Extended Year 2017

FIXED TERM EMPLOYMENT AGREEMENT [CERTIFICATED]

**Between
American Indian Model Schools
and
Joseph Oh**

This **2018-19 Fixed Term EMPLOYMENT AGREEMENT – Certificated** is entered into effective July 1, 2018 between American Indian Model Schools (AIMS or Charter School) and **Joseph Oh** (EMPLOYEE).

1. **TERM:** The term of this AGREEMENT shall commence on July 1, 2018, and shall end on June 30, 2019.
2. **TERMS OF 2017-18 AGREEMENT OTHERWISE UNCHANGED:** Except as set forth above as to the TERM of this AGREEMENT, all terms and conditions of the 2017-18 Fixed Term Employment Agreement, attached hereto in full, are incorporated herein by this reference without change.
3. **COLLECTIVE BARGAINING:** Terms and conditions of employment, for the bargaining unit of which EMPLOYEE is a member, are currently under negotiation between AIMS and Teachers of American Indian Model Schools (TAIMS/CTA/NEA), pursuant to the California Educational Employment Relations Act. Accordingly, the terms of this 2018-19 Employment Agreement are subject to change by the bargaining process between AIMS and TAIMS.

By signing below, the EMPLOYEE declares as follows:

- a. I have read this AGREEMENT and accept employment with the Charter School on the terms specified herein.
- b. All information I have provided to the Charter School related to my employment is true and accurate.
- c. This is the entire AGREEMENT between the Charter School and myself regarding the terms and conditions of my employment. This is a final and complete AGREEMENT and there are no other agreements, oral or written, express or implied, concerning the subject matter of this AGREEMENT.

Employee Signature: Joseph Oh Date: 5/23/18
 Address: 3070 Glascock St 112, Oakland CA 94601
 Telephone: 510 995 6735

CHARTER SCHOOL APPROVAL:

 Date: _____
 Signature of AIMS Board

 Date: _____
Superintendent of AIMS

Attachment: 2017-18 Fixed Term Employment Agreement

FIXED TERM EMPLOYMENT AGREEMENT [CERTIFICATED]

Between

AMERICAN INDIAN MODEL SCHOOLS

And

Joseph Oh

This EMPLOYMENT AGREEMENT is entered into this July 1st 2017, by and between the Board of Trustees of American Indian Model Schools (hereinafter referred to as the "Charter School"), and Joseph Oh (hereinafter referred to as the "EMPLOYEE"). The Charter School and EMPLOYEE are collectively referred to as the "parties."

The Charter School desires to employ EMPLOYEE as a Teacher at the Charter School under the following terms and conditions:

1. **RECITALS:**

- a. The Charter School has been established and operates pursuant to the Charter Schools Act of 1992, Education Code section 47600, et seq. The Governing Board of the Oakland Unified School District approved the Charter School. A copy of the Charter School's charter is available for review.
- b. The Charter School is considered a separate legal entity from the District that granted the charter. The EMPLOYEE signing below expressly recognizes that the Charter School and not the District is employing him. The decision to employ EMPLOYEE under this Agreement is subject to approval by the Board of Trustees of the Charter School.
- c. Pursuant to Education Code section 47610, the Charter School must comply with all of the provisions set forth in its charter, but is otherwise exempt from the laws governing school districts, except as specified in Education Code section 47610. The parties recognize that the provisions of the California Education Code do not govern the Charter School, except as expressly set forth in the Charter Schools Act of 1992.
- d. The Charter School desires to hire EMPLOYEE to assist the Charter School in achieving the goals and meeting the requirements of the School's charter.

2. **TERM:**

This AGREEMENT shall commence on July 1, 2017 and shall end on June 30, 2018

The term of this AGREEMENT is subject to the provisions of Section 7 regarding termination.

3. **EMPLOYMENT TERMS:**

a. Position: Teacher

A copy of the job specification for the position of Teacher is attached hereto and incorporated by reference herein. In addition to the duties listed in the job specification, the Charter School may ask EMPLOYEE to, among other things, attend meetings, supervise field trips, supervise playground or lunch times or participate in extracurricular activities. These duties may be amended from time to time in the sole discretion of the Charter School.

b. Full-time or Part-time (specify hours, workweek, and work year):

This full-time position includes 190 paid days (over 10 months) annually. The 190 days includes 180 teaching days and 10 non-teaching days per school year. Non-teaching days will consist of professional development, preparation time, and other school-related duties. Full-time certificated employees also receive 26 paid holiday/vacation days per school year, based on the attached 2017-2018 school calendar. Any days that EMPLOYEE is required to work on a scheduled school holiday or over 190 days will be paid on a pro rata basis. Beginning and ending times of work days for the Employee shall be determined by the needs and schedules at the specific sites where employees are assigned.

c. The EMPLOYEE agrees that he/she shall at all times faithfully, industriously, and to the best of his/her ability perform all of the duties that may be required of the EMPLOYEE pursuant to the express and implicit terms of this AGREEMENT and the job specification. The EMPLOYEE understands that in light of the Charter School's size and limitations on availability of funds and personnel, the Charter School must be flexible and the Charter School may at times make assignments that are in addition to those expressly described in this AGREEMENT and the job specification. Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during the scheduled work hours with the school.

4. **COMPENSATION AND BENEFITS:**a. **Salary:** Compensation shall be **\$56,351** annually less statutory and other authorized deductions. The EMPLOYEE understands that his/her position is exempt from overtime under State and Federal law. Salary will be paid bi-monthly over a ten-month period beginning with the first pay period following August 31, 2017. Paychecks will compensate employees for 1/20 of their annual

salary.

- b. **Benefits:** The EMPLOYEE shall be entitled to all health and welfare benefits granted to other employees of the Charter School in the same classification, workday, and work year.
- c. **Paid Sick Leave (“PSL”):** In satisfaction of the California Healthy Workplaces, Healthy Families Act, EMPLOYEE will be allotted ten days (80 hours) of PSL per school year beginning immediately upon the effective date of this Agreement. PSL days are not accrued on an as-worked basis but rather are allotted to the eligible employees on the first day of work each 10-month school year for use in the current school year. Employees may use PSL beginning on the 30th day after the effective date of this Agreement. Employees hired after the start of the work year will be allotted a prorated amount of PSL at the rate of one (1) day per month. Employees may use their accrued PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventative care for) the employee or the employee’s family member. Employee may also use PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault. For purposes of this policy, “family member” means a child, parent, spouse, registered domestic partner, grandparent, grandchild, or sibling of the employee. “Child” means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis. “Parent” means a biological, foster, or adoptive parent, a step-parent, or a legal guardian of the employee or the employee’s spouse or registered domestic partner. “Spouse” means a legal spouse, as defined by California law.

PSL - Accrued but unused PSL in excess of 72 hours may not be carried over from year to year and will not be paid out upon termination.

PSL may be taken in minimum increments of two hours. Employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, Employee must provide notice as soon as practicable.

5. CONDITIONS OF EMPLOYMENT:

- a. **General Laws:** This EMPLOYMENT AGREEMENT is subject to all applicable laws of the United States, the State of California and to the lawful rules and regulations of the California State Board of Education and the rules, regulations and policies of the Charter School and the Board of Trustees of the Charter School.
- b. **Credential:** EMPLOYEE represents that he/she possesses the following California Credentials and/or certificates:

Credential

Expires

Multiple Subject Credential

10/01/2021

EMPLOYEE further represents that he/she is not now under contract with any other school district or public school entity in the State of California.

EMPLOYEE warrants and represents that he/she will, with respect to each credential recited above and any other credential subsequently obtained:

1. Immediately register each credential with all appropriate agencies.
 2. Take and pass all examinations or continuing education courses that are now, or may be required for renewal of each credential.
 3. Refrain from any act, or omission, which is intended to or will result in suspension, revocation, or de-registration of any or all credentials.
 4. Acknowledge that his/her continuing employment with the Charter School is expressly subject to maintenance of each credential. Failure to maintain each credential may be treated by the Charter School, at its sole option, as grounds for dismissal.
 5. Failure to pass CBEST or other Charter School-prescribed proficiency test. No employment under this AGREEMENT may continue beyond the date of notification that EMPLOYEE either (1) failed such a test or (2) failed to appear for the test. In the event of either failure, this AGREEMENT shall automatically terminate and the Charter School will no longer employ EMPLOYEE.
 6. The responsibility to maintain a valid California Teaching Credential rests with Employee. Expiration of Employee's California Teaching Credential is grounds for termination.
- c. **Extracurricular Assignments:** EMPLOYEE acknowledges that the Charter School's offer of employment is based upon his/her express willingness to perform coaching and/or other student activities as assigned by the Head of School of the Charter School. EMPLOYEE's continuing employment is expressly subject to such acceptance of such duties when assigned. Compensation for assignment to coaching and/or student activity duties will be in accordance with Charter School policies.

6. **EVALUATION:**

The Head of School or designee shall evaluate and assess in writing the performance of the EMPLOYEE as specified in the Charter School personnel policies. A failure to evaluate the EMPLOYEE shall not prevent the Charter School from dismissing the EMPLOYEE in accordance with this AGREEMENT.

7. **TERMINATION OF AGREEMENT/EMPLOYMENT:**

This AGREEMENT may be terminated by:

- a. **Mutual Agreement of the Parties:** This AGREEMENT may be terminated at any time by mutual consent, for any reason, of the Board of Trustees of Charter School and the EMPLOYEE upon written AGREEMENT.
- b. **Termination For Cause:** The EMPLOYEE may be terminated by the Board of Trustees or Superintendent of the Charter School, at any time for "Cause." "Cause" shall include, but is not limited to, breach of this AGREEMENT or the EMPLOYEE'S failure to perform his/her duties as set forth in this AGREEMENT, as defined by law, or as specified in the above mentioned and incorporated by reference job specification; the EMPLOYEE's failure or refusal to comply with the lawful and reasonable direction of his/her supervisor, or the policies, standards and/or rules of the Charter School; if it is determined that EMPLOYEE has conducted herself in an unprofessional, unethical, illegal, or fraudulent manner, or has acted in a manner detrimental to the reputation, character, or standing of the Charter School. The Charter School shall not terminate this AGREEMENT pursuant to this paragraph until a written statement of the grounds of termination has first been served upon the EMPLOYEE. The EMPLOYEE shall have the right to a representative of his/her choice, at his/her expense, at a conference with the Board of Trustees of the Charter School to review the recommendation for discipline or termination. The conference with the Board of Trustees of the Charter School shall be the EMPLOYEE's exclusive right to any hearing otherwise required by law and may occur before or after the termination depending upon the circumstances.
- c. **Death or Incapacitation of EMPLOYEE:** The death of the EMPLOYEE shall terminate this AGREEMENT and all rights entitled under this AGREEMENT. In the event that the EMPLOYEE becomes incapacitated to the extent that, in the judgment of the Charter School, the EMPLOYEE may no longer perform the essential functions of his/her job as set forth in the above referenced and incorporated job specifications, the Charter School may terminate this AGREEMENT.
- d. In the event that EMPLOYEE's employment terminates pursuant to Section 7(a), 7(b), or 7(c), s/he shall receive any unpaid portion of his/her then salary (prorated and minus any applicable deductions) for services rendered through the last day that s/he worked. EMPLOYEE is entitled to no other compensation for any reason.
- e. **Early Termination Without Cause:** The Board of Trustee of the Charter School may also unilaterally and with or without cause terminate this AGREEMENT by providing the EMPLOYEE notice of termination

In the event that EMPLOYEE's employment is terminated by the Charter School for other than Cause pursuant to Section 7(b), s/he shall receive severance compensation of

either: the remainder of his/her salary for the term of this AGREEMENT; or one (1) month(s) salary at his/her then-current salary level, whichever is less. EMPLOYEE is entitled to no other compensation when s/he is terminated without cause.

8. NONRENEWAL OF CONTRACT:

The Board of Trustees of the Charter School may, with or without cause, and solely within its discretion, decide not to offer future employment contracts to the EMPLOYEE.

9. OUTSIDE PROFESSIONAL ACTIVITIES:

By prior approval of the Head of School, the EMPLOYEE may undertake for consideration outside professional activities, including consulting, speaking, and writing. The outside activities shall not occur during regular work hours. The Charter School shall in no way be responsible for any expenses attendant to the performance of such outside activities.

10. DUTY TO REPORT KNOWN OR REASONABLY SUSPECTED CHILD ABUSE:

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

For purposes of California Penal Code section 11166, a "child care custodian" includes:

- a. any person employed as a teacher, a teacher's aide, a teacher's assistant, or an instructional aide by any public or private school who has been trained in the duties imposed by California Penal Code section 11166;
- b. a classified employee of any public school who has been trained in the duties imposed by California Penal Code section 11166; or
- c. administrative officers, supervisors of child welfare and attendance, or certificated pupil personnel employees of any public or private school.

By executing this AGREEMENT, EMPLOYEE is certifying that he/she has knowledge of California Penal Code section 11166 and will comply with its provisions.

11. GENERAL PROVISIONS:

- a. **Governing Law:** This AGREEMENT and the rights and obligations of the parties shall be governed by and construed in accordance with the laws of the State of California.

- b. **Entire Agreement:** This AGREEMENT contains all the understandings and agreements between the parties. There are no oral understandings, terms, or conditions, and neither party has relied upon any representations, express or implied, not contained in the AGREEMENT.
- c. **Modifications:** Any modifications or amendments of any of the terms and conditions of this AGREEMENT must be made in writing and expressly agreed to by the Board of Trustees of the Charter School and the employee.
- d. **Assignment:** The EMPLOYEE may not assign or transfer any rights or duties assumed under this AGREEMENT.
- e. **Severability:** If any provision of this AGREEMENT is held to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the AGREEMENT shall continue in full force and effect.

12. **ACCEPTANCE OF EMPLOYMENT:**

By signing below, the EMPLOYEE declares as follows:

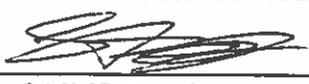
- 1. I have read this AGREEMENT and accept employment with the Charter School on the terms specified herein.
- 2. All information I have provided to the Charter School related to my employment is true and accurate.
- 3. This is the entire AGREEMENT between the Charter School and myself regarding the terms and conditions of my employment. This is a final and complete AGREEMENT and there are no other agreements, oral or written, express or implied, concerning the subject matter of this AGREEMENT.

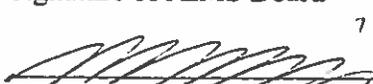
Employee Signature:  Date: 4/21/17

Address: 203 Devonshire, Pleasant Hill, CA 94523

Telephone: 510 326 9503 Social Security Number: 6890

CHARTER SCHOOL APPROVAL:

 Date: 7/20/2017
Signature of AIMS Board

 Date: 4-19-17
Superintendent of AIMS



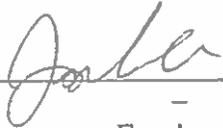
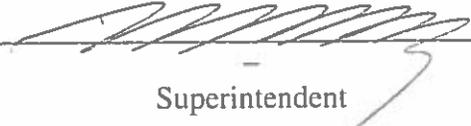
**American Indian Model Schools
Employment Agreement
[Extended Year] 2017**

This Employment Agreement (“Agreement”) is made effective by and between American Indian Model Schools (“Employer”) and Joseph Oh (“Employee”).

1. Employer shall employ Employee as a Teacher. Employee has been hired for the position of Teacher. This position is full-time. Employee accepts and agrees to such employment. Employment is subject to submission and verification of resume and official college transcripts indicating graduation, background check, and tuberculosis screening results. The applicant must: 1) pass the Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) Background check, 2) CBEST 3) and obtain state authorization for core, multiple-subject classroom teaching.
2. Best Efforts of Employee. Employee agrees to perform faithfully, industriously, and to the best of Employee's ability, experience, and talents, all of the duties that may be required by this position, to the reasonable satisfaction of Employer.
3. Compensation of Employee.
 - a. As compensation for the services provided by the Employee under this Agreement, employee will be paid **\$4,152**, less applicable withholding and authorized deductions, for work to be performed from **[August 1, 2017]** through **[August 18, 2017]**. Employee will be paid on **[August 15, 2017 and August 31, 2017]**.
 - b. Employee's salary will be subject to those deductions (and only those deductions) permitted by the Fair Labor Standards Act and state law, including deductions when Employee is absent for a full day for personal reasons and deductions when Employee performs no work during a workweek, for any reason. Upon termination of this Agreement, payment under this paragraph shall cease: provided, however, that the Employee shall be entitled to payments for a period or partial periods that occurred prior to the date of termination and for which the Employee has not been paid.
4. Compliance with Employer's Rules. Employee agrees to comply with all the rules and regulations of the Employer. Employee is required to comply with the following schedule:
 - a. 8 hours of work are required per working day
 - b. 5 additional hours are required for parent contact
 - c. 5 additional hours are required for professional development and staff meetings
5. At-Will Employment. All American Indian Public Charter School employees are “at will” employees. Either party may terminate this agreement by written notice at any time for any reason or for no reason. This Agreement is intended to be and shall be deemed to be an at-will employment agreement and does not constitute a guarantee of continuing employment for any term. Except in extreme cases, AIMS will engage in progressive discipline as

defined in the handbook. (i.e. ongoing evaluation and plan for improvement upon dismissal). This is for the purpose of stability within the AIMS district.

6. Insurance Benefits. Employee shall be entitled to insurance benefits, in accordance with Employer's applicable insurance contract(s) and policies, and applicable state law. These benefits shall include Health Insurance (medical & dental), vision, life and California State Disability Insurance.
7. Adjustments and Changes in Employment Status. Employer reserves the right to make personnel decisions regarding Employee's employment, including but not limited to decisions regarding changes in duties and assignments, changes in salary and other compensation, changes in benefits and changes in policies or procedures.
8. Return of Property. Upon termination of this Agreement, the Employee shall deliver all property (including keys, records, notes, data, memoranda, models, and equipment) that is in the Employee's possession or under the Employee's control, which is Employer's property or related to Employer's business. Such obligations shall be governed by any separate confidentiality or proprietary rights agreement signed by the Employee.
9. Contract must be approved by the Superintendent.

 _____ Employee	<u>4/21/17</u> _____ Date
 _____ Dean	<u>4-19-17</u> _____ Date
 _____ Superintendent	<u>4-19-17</u> _____ Date
 _____ AIMS Board	<u>7/20/2017</u> _____ Date

FIXED TERM EMPLOYMENT AGREEMENT [CERTIFICATED]

**Between
American Indian Model Schools
and
Guying Bevans**

This 2018-19 Fixed Term EMPLOYMENT AGREEMENT – Certificated is entered into effective July 1, 2018 between American Indian Model Schools (AIMS or Charter School) and *Guying Bevans* (EMPLOYEE).

1. **TERM:** The term of this AGREEMENT shall commence on July 1, 2018, and shall end on June 30, 2019.
2. **TERMS OF 2017-18 AGREEMENT OTHERWISE UNCHANGED:** Except as set forth above as to the TERM of this AGREEMENT, all terms and conditions of the 2017-18 Fixed Term Employment Agreement, attached hereto in full, are incorporated herein by this reference without change.
3. **COLLECTIVE BARGAINING:** Terms and conditions of employment, for the bargaining unit of which EMPLOYEE is a member, are currently under negotiation between AIMS and Teachers of American Indian Model Schools (TAIMS/CTA/NEA), pursuant to the California Educational Employment Relations Act. Accordingly, the terms of this 2018-19 Employment Agreement are subject to change by the bargaining process between AIMS and TAIMS.

By signing below, the EMPLOYEE declares as follows:

- a. I have read this AGREEMENT and accept employment with the Charter School on the terms specified herein.
- b. All information I have provided to the Charter School related to my employment is true and accurate.
- c. This is the entire AGREEMENT between the Charter School and myself regarding the terms and conditions of my employment. This is a final and complete AGREEMENT and there are no other agreements, oral or written, express or implied, concerning the subject matter of this AGREEMENT.

Employee Signature: Guying Bevans Date: 4/23/18

Address: #2191 Mills Ave. Menlo Park, CA 94025

Telephone: 650-862-8023

CHARTER SCHOOL APPROVAL:

Date:
Signature of AIMS Board

Date:
Superintendent of AIMS

Attachment: 2017-18 Fixed Term Employment Agreement

FIXED TERM EMPLOYMENT AGREEMENT [CERTIFICATED]

Between

AMERICAN INDIAN MODEL SCHOOLS

And

Guiying Bevans

This EMPLOYMENT AGREEMENT is entered into on August 1st, 2017, by and between the Board of Trustees of American Indian Model Schools (hereinafter referred to as the "Charter School"), and Guiying Bevans (hereinafter referred to as the "EMPLOYEE"). The Charter School and EMPLOYEE are collectively referred to as the "parties."

The Charter School desires to employ EMPLOYEE as a Teacher at the Charter School under the following terms and conditions:

1. RECITALS:

- a. The Charter School has been established and operates pursuant to the Charter Schools Act of 1992, Education Code section 47600, et seq. The Governing Board of the Oakland Unified School District approved the Charter School. A copy of the Charter School's charter is available for review.
- b. The Charter School is considered a separate legal entity from the District that granted the charter. The EMPLOYEE signing below expressly recognizes that the Charter School and not the District is employing him. The decision to employ EMPLOYEE under this Agreement is subject to approval by the Board of Trustees of the Charter School.
- c. Pursuant to Education Code section 47610, the Charter School must comply with all of the provisions set forth in its charter, but is otherwise exempt from the laws governing school districts, except as specified in Education Code section 47610. The parties recognize that the provisions of the California Education Code do not govern the Charter School, except as expressly set forth in the Charter Schools Act of 1992.
- d. The Charter School desires to hire EMPLOYEE to assist the Charter School in achieving the goals and meeting the requirements of the School's charter.

2. **TERM:**

This AGREEMENT shall commence on July 1, 2017 and shall end on June 30, 2018

The term of this AGREEMENT is subject to the provisions of Section 7 regarding termination.

3. **EMPLOYMENT TERMS:**

a. **Position: Teacher**

A copy of the job specification for the position of Teacher is attached hereto and incorporated by reference herein. In addition to the duties listed in the job specification, the Charter School may ask EMPLOYEE to, among other things, attend meetings, supervise field trips, supervise playground or lunch times or participate in extracurricular activities. These duties may be amended from time to time in the sole discretion of the Charter School.

b. **() Full-time or () Part-time (specify hours, workweek, and work year):**

This full-time position includes 190 paid days (over 10 months) annually. The 190 days includes 180 teaching days and 10 non-teaching days per school year. Non-teaching days will consist of professional development, preparation time, and other school-related duties. Full-time certificated employees also receive 26 paid holiday/vacation days per school year, based on the attached 2017-2018 school calendar. Any days that EMPLOYEE is required to work on a scheduled school holiday or over 190 days will be paid on a pro rata basis. Beginning and ending times of work days for the Employee shall be determined by the needs and schedules at the specific sites where employees are assigned.

c. **The EMPLOYEE agrees that he/she shall at all times faithfully, industriously, and to the best of his/her ability perform all of the duties that may be required of the EMPLOYEE pursuant to the express and implicit terms of this AGREEMENT and the job specification. The EMPLOYEE understands that in light of the Charter School's size and limitations on availability of funds and personnel, the Charter School must be flexible and the Charter School may at times make assignments that are in addition to those expressly described in this AGREEMENT and the job specification. Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during the scheduled work hours with the school.**

4. **COMPENSATION AND BENEFITS:**

a. **Salary: Compensation shall be \$53,320 annually less statutory and other**

authorized deductions. The EMPLOYEE understands that his/her position is exempt from overtime under State and Federal law. Salary will be paid bi-monthly over a ten-month period beginning with the first pay period following August 31, 2017. Paychecks will compensate employees for 1/20 of their annual salary.

- b. **Benefits:** The EMPLOYEE shall be entitled to all health and welfare benefits granted to other employees of the Charter School in the same classification, workday, and work year.

c. **Paid Sick Leave ("PSL"):** In satisfaction of the California Healthy Workplaces, Healthy Families Act, EMPLOYEE will be allotted ten days (80 hours) of PSL per school year beginning immediately upon the effective date of this Agreement. PSL days are not accrued on an as-worked basis but rather are allotted to the eligible employees on the first day of work each 10-month school year for use in the current school year. Employees may use PSL beginning on the 30th day after the effective date of this Agreement. Employees hired after the start of the work year will be allotted a prorated amount of PSL at the rate of one (1) day per month. Employees may use their accrued PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventative care for) the employee or the employee's family member. Employee may also use PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault. For purposes of this policy, "family member" means a child, parent, spouse, registered domestic partner, grandparent, grandchild, or sibling of the employee. "Child" means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis. "Parent" means a biological, foster, or adoptive parent, a step-parent, or a legal guardian of the employee or the employee's spouse or registered domestic partner. "Spouse" means a legal spouse, as defined by California law.

PSL - Accrued but unused PSL in excess of 72 hours may not be carried over from year to year and will not be paid out upon termination.

PSL may be taken in minimum increments of two hours. Employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, Employee must provide notice as soon as practicable.

5. **CONDITIONS OF EMPLOYMENT:**

- a. **General Laws:** This EMPLOYMENT AGREEMENT is subject to all applicable laws of the United States, the State of California and to the lawful rules and

regulations of the California State Board of Education and the rules, regulations and policies of the Charter School and the Board of Trustees of the Charter School.

- b. **Credential:** EMPLOYEE represents that he/she possesses the following California Credentials and/or certificates:

<u>Credential</u>	<u>Expires</u>
Single Subject Teaching Credential	February 1 st , 2022

EMPLOYEE further represents that he/she is not now under contract with any other school district or public school entity in the State of California.

EMPLOYEE warrants and represents that he/she will, with respect to each credential recited above and any other credential subsequently obtained:

1. Immediately register each credential with all appropriate agencies.
2. Take and pass all examinations or continuing education courses that are now, or may be required for renewal of each credential.
3. Refrain from any act, or omission, which is intended to or will result in suspension, revocation, or de-registration of any or all credentials.
4. Acknowledge that his/her continuing employment with the Charter School is expressly subject to maintenance of each credential. Failure to maintain each credential may be treated by the Charter School, at its sole option, as grounds for dismissal.
5. Failure to pass CBEST or other Charter School-prescribed proficiency test. No employment under this AGREEMENT may continue beyond the date of notification that EMPLOYEE either (1) failed such a test or (2) failed to appear for the test. In the event of either failure, this AGREEMENT shall automatically terminate and the Charter School will no longer employ EMPLOYEE.
6. The responsibility to maintain a valid California Teaching Credential rests with Employee. Expiration of Employee's California Teaching Credential is grounds for termination.

- c. **Extracurricular Assignments:** EMPLOYEE acknowledges that the Charter School's offer of employment is based upon his/her express willingness to perform coaching and/or other student activities as assigned by the Head of School of the Charter School. EMPLOYEE's continuing employment is expressly subject to such acceptance of such duties when assigned. Compensation

for assignment to coaching and/or student activity duties will be in accordance with Charter School policies.

6. **EVALUATION:**

The Head of School or designee shall evaluate and assess in writing the performance of the EMPLOYEE as specified in the Charter School personnel policies. A failure to evaluate the EMPLOYEE shall not prevent the Charter School from dismissing the EMPLOYEE in accordance with this AGREEMENT.

7. **TERMINATION OF AGREEMENT/EMPLOYMENT:**

This AGREEMENT may be terminated by:

- a. **Mutual Agreement of the Parties:** This AGREEMENT may be terminated at any time by mutual consent, for any reason, of the Board of Trustees of Charter School and the EMPLOYEE upon written AGREEMENT.
- b. **Termination For Cause:** The EMPLOYEE may be terminated by the Board of Trustees or Superintendent of the Charter School, at any time for "Cause." "Cause" shall include, but is not limited to, breach of this AGREEMENT or the EMPLOYEE'S failure to perform his/her duties as set forth in this AGREEMENT, as defined by law, or as specified in the above mentioned and incorporated by reference job specification; the EMPLOYEE's failure or refusal to comply with the lawful and reasonable direction of his/her supervisor, or the policies, standards and/or rules of the Charter School; if it is determined that EMPLOYEE has conducted herself in an unprofessional, unethical, illegal, or fraudulent manner, or has acted in a manner detrimental to the reputation, character, or standing of the Charter School. The Charter School shall not terminate this AGREEMENT pursuant to this paragraph until a written statement of the grounds of termination has first been served upon the EMPLOYEE. The EMPLOYEE shall have the right to a representative of his/her choice, at his/her expense, at a conference with the Board of Trustees of the Charter School to review the recommendation for discipline or termination. The conference with the Board of Trustees of the Charter School shall be the EMPLOYEE's exclusive right to any hearing otherwise required by law and may occur before or after the termination depending upon the circumstances.
- c. **Death or Incapacitation of EMPLOYEE:** The death of the EMPLOYEE shall terminate this AGREEMENT and all rights entitled under this AGREEMENT. In the event that the EMPLOYEE becomes incapacitated to the extent that, in the judgment of the Charter School, the EMPLOYEE may no longer perform the essential functions of his/her job as set forth in the above referenced and incorporated job specifications, the

Charter School may terminate this AGREEMENT.

- d. In the event that EMPLOYEE's employment terminates pursuant to Section 7(a), 7(b), or 7(c), s/he shall receive any unpaid portion of his/her then salary (prorated and minus any applicable deductions) for services rendered through the last day that s/he worked. EMPLOYEE is entitled to no other compensation for any reason.
- e. **Early Termination Without Cause:** The Board of Trustee of the Charter School may also unilaterally and with or without cause terminate this AGREEMENT by providing the EMPLOYEE notice of termination

In the event that EMPLOYEE's employment is terminated by the Charter School for other than Cause pursuant to Section 7(b), s/he shall receive severance compensation of either: the remainder of his/her salary for the term of this AGREEMENT; or one (1) month(s) salary at his/her then-current salary level, whichever is less. EMPLOYEE is entitled to no other compensation when s/he is terminated without cause.

8. NONRENEWAL OF CONTRACT:

The Board of Trustees of the Charter School may, with or without cause, and solely within its discretion, decide not to offer future employment contracts to the EMPLOYEE.

9. OUTSIDE PROFESSIONAL ACTIVITIES:

By prior approval of the Head of School, the EMPLOYEE may undertake for consideration outside professional activities, including consulting, speaking, and writing. The outside activities shall not occur during regular work hours. The Charter School shall in no way be responsible for any expenses attendant to the performance of such outside activities.

10. DUTY TO REPORT KNOWN OR REASONABLY SUSPECTED CHILD ABUSE:

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

For purposes of California Penal Code section 11166, a "child care custodian" includes:

- a. any person employed as a teacher, a teacher's aide, a teacher's assistant, or an instructional aide by any public or private school who has been trained in the

duties imposed by California Penal Code section 11166;

- b. a classified employee of any public school who has been trained in the duties imposed by California Penal Code section 11166; or
- c. administrative officers, supervisors of child welfare and attendance, or certificated pupil personnel employees of any public or private school.

By executing this AGREEMENT, EMPLOYEE is certifying that he/she has knowledge of California Penal Code section 11166 and will comply with its provisions.

11. GENERAL PROVISIONS:

- a. **Governing Law:** This AGREEMENT and the rights and obligations of the parties shall be governed by and construed in accordance with the laws of the State of California.
- b. **Entire Agreement:** This AGREEMENT contains all the understandings and agreements between the parties. There are no oral understandings, terms, or conditions, and neither party has relied upon any representations, express or implied, not contained in the AGREEMENT.
- c. **Modifications:** Any modifications or amendments of any of the terms and conditions of this AGREEMENT must be made in writing and expressly agreed to by the Board of Trustees of the Charter School and the employee.
- d. **Assignment:** The EMPLOYEE may not assign or transfer any rights or duties assumed under this AGREEMENT.
- e. **Severability:** If any provision of this AGREEMENT is held to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the AGREEMENT shall continue in full force and effect.

12. ACCEPTANCE OF EMPLOYMENT:

By signing below, the EMPLOYEE declares as follows:

- 1. I have read this AGREEMENT and accept employment with the Charter School on the terms specified herein.
- 2. All information I have provided to the Charter School related to my employment is true and accurate.
- 3. This is the entire AGREEMENT between the Charter School and myself

regarding the terms and conditions of my employment. This is a final and complete AGREEMENT and there are no other agreements, oral or written, express or implied, concerning the subject matter of this AGREEMENT.

Employee Signature: Guadalupe Bevens Date: 10/24/17

Address: 2191 Mills Ave Menlo Park CA 94025

Telephone: 650-862-8023 Social Security Number: 761-51-1432

CHARTER SCHOOL APPROVAL:

[Signature] Date: 11/21/17
Signature of AIMS Board

[Signature] Date: 10-23-17
Superintendent of AIMS

FIXED TERM EMPLOYMENT AGREEMENT – CLASSIFIED MANAGEMENT

Between

AMERICAN INDIAN MODEL SCHOOLS

And

Tiffany Tung

This Employment Agreement (“Agreement”) is entered into on July 1st 2018 (“Effective Date”) by and between the Board of Directors of American Indian Model Schools (“Charter School”), and Tiffany Tung (“Employee”). The Charter School and Employee are collectively referred to as the “Parties.”

1. TERM:

This Agreement shall commence on July 1, 2018 and shall end on June 30, 2019, unless terminated earlier pursuant to Section 6 (the “Term”). Employee will serve 236 work days within this term.

2. EMPLOYMENT TERMS:

a. Position and Duties:

Employee has been hired for the position of Manager of Data, Accountability, and Operations and will perform the duties set forth on the position description attached hereto and incorporated by reference and as may be amended from time to time in the sole discretion of the Charter School, in addition to performing any tasks reasonably assigned by Employee’s supervisor and/or the Board of Directors. Employee acknowledges that the Charter School’s offer of employment is based upon Employee’s express willingness to perform activities as assigned by the Superintendent of the Charter School. Employee’s continuing employment is expressly subject to such acceptance of such duties when assigned. Compensation for assignment to additional activity duties will be in accordance with Charter School policies.

Employee shall comply with all school policies and procedures including those specified in the Employee Handbook. If the terms and conditions of this Agreement differ from those in the Employee Handbook, this Agreement shall prevail. The Employee will at all times faithfully, industriously, and to the best of his/her ability perform all of the duties that may be required of the Employee pursuant to the express and implicit terms of this Agreement and the job specification.

Employee shall inform the School in writing when he or she accepts outside employment so that the Charter School can determine if a potential or actual

conflict of interest exists. Such notice shall include written assurances that Employee's outside employment shall not interfere with his or her duties.

b. Work Hours:

The School's general hours of operation are 7:00AM – 7:00PM. Employee's specific schedule will be determined by his or her supervisor. Specific starting and ending times of work days shall be determined according to the needs and schedules of the site or department where Employee is assigned. Employee acknowledges that the Charter School's offer of employment is based upon Employee's express willingness to perform job responsibilities, and/or student activities as assigned by the Charter School which may occur outside the Charter School's normal operating hours.

Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during scheduled work hours with the Charter School.

3. COMPENSATION AND BENEFITS:

a. Compensation:

Employee is an exempt employee and therefore is not eligible for overtime pay. Employee will receive a yearly salary of \$80,000.00 for 2018-19, less applicable withholding and authorized deductions. Salary will be paid semi-monthly over a twelve month period beginning with the first pay period following the Effective Date. Any overpayments shall be repaid within the 2018-19 year.

b. Benefits:

The Employee shall be entitled to all health and welfare benefits granted to other employees of the Charter School in the same classification, workday, and work year. Employee will belong to the California Public Employee Retirement System (CalPERS).

c. Paid Sick Leave (“PSL”):

In satisfaction of the California Healthy Workplaces, Healthy Families Act, Employee will be allotted twelve days (96 hours) of PSL per year beginning immediately upon the effective date of this Agreement. PSL days are not accrued on an as-worked basis but rather are allotted to the eligible employees on July 1 for use during the Term of the Agreement. Returning employees may use PSL immediately. New employees may use PSL beginning on the 30th day after the effective date of this Agreement. A maximum of 96 hours of accrued but unused PSL will carry over from year to year. Employees hired after the start of the work year will be allotted a prorated amount of PSL at the rate of one (1) day per month. Employees may use their accrued PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventative care for) the employee or the employee’s family member. Employee may also use PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault. For purposes of this policy, “family member” means a child, parent, spouse, registered domestic partner, grandparent, grandchild, or sibling of the employee. “Child” means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis. “Parent” means a biological, foster, or adoptive parent, a step-parent, or a legal guardian of the employee or the employee’s spouse or registered domestic partner. “Spouse” means a legal spouse, as defined by California law. Accrued but unused PSL issued under this Agreement will not be paid out upon termination.

Employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, Employee must provide notice as soon as practicable.

d. Vacation Days:

Employee will accrue one day (8 hours) of paid personal/vacation time per month beginning immediately upon hire up to a cap of twenty-four (24) days (192 hours). Once the employee’s accrued vacation reaches the maximum cap, further accrual of vacation is suspended until the employee has reduced the vacation balance below this limit. In such a case, no vacation will be earned for the period in which the

employee’s vacation was at the maximum. Accrued but unused vacation time will carry over from year to year, subject to this maximum accrual. Accrued but unused vacation time will be paid out upon termination.

e. **Holidays**

The following are scheduled paid holidays during which no services will ordinarily be required of employees. Employee will be paid per diem whether service is rendered on any of these days or not.

September 3 -	Labor Day
November 12-	Veteran’s Day
January 21 -	Martin Luther King Day
February 18 -	President’s Day
May 27 -	Memorial Day
July 2-6	Summer Break
November 21 – 23	Thanksgiving Day Recess
December 24- January 2	Winter Break
March 27- 29	Spring Break

4. CONDITIONS OF EMPLOYMENT:

- a.) Extracurricular Assignments: Employee acknowledges that the Charter School’s offer of employment is based upon Employee’s express willingness to perform other activities as assigned by the Superintendent or Board of Directors of the Charter School. Employee’s continuing employment is expressly subject to such acceptance of such duties when assigned.

EMPLOYEE represents that he/she is not now under contract with any other school district or public-school entity in the State of California.

5. EVALUATION:

The Superintendent or designee of the Charter School shall evaluate and assess in writing the performance of the Employee as specified in the Charter School's personnel policies. A failure to evaluate the Employee shall not prevent the Charter School from dismissing the Employee in accordance with this Agreement.

6. TERMINATION OF AGREEMENT/EMPLOYMENT:

This Agreement may be terminated by:

a. Mutual Agreement of the Parties:

This Agreement may be terminated at any time and for any reason by mutual consent upon written agreement and mutual consent of the Parties.

b. Termination For Cause:

The Employee may be terminated by the Board of Directors or Superintendent of the Charter School, at any time for "Cause." "Cause" shall include, but is not limited to, breach of this Agreement; the Employee's failure to perform his/her duties as set forth in this Agreement, as defined by law, or as specified in the above mentioned and incorporated by reference job specification; the Employee's failure or refusal to comply with the lawful and reasonable direction of his/her supervisor, or the policies, standards and/or rules of the Charter School; if it is determined that Employee has conducted himself/herself in an unprofessional, unethical, illegal or fraudulent manner, or has acted in a manner detrimental to the reputation, character or standing of the Charter School. The Charter School shall not terminate this Agreement pursuant to this paragraph until a written statement of the grounds of termination has first been served upon the Employee. The Employee shall have the right to a representative of his/her choice, at his/her expense, at a conference with the Board of Directors of the Charter School to review the recommendation for termination. The conference with the Board of Directors of the Charter School shall be the Employee's exclusive right to any hearing otherwise required by law and may occur before or after the termination depending upon the circumstances.

c. Death or Permanent Disability of Employee:

The death or permanent disability of the Employee shall terminate this Agreement and all rights provided for herein. Permanent disability shall exist when Employee suffers from a condition of mind or body that indefinitely prevents him/her from further performance of his/her essential duties, with or without reasonable accommodation.

d. **Termination Without Cause:**

The Board of Directors or Superintendent of the Charter School may also unilaterally and without cause terminate this Agreement by providing the Employee written notice of termination.

In the event that Employee's employment is terminated by the Charter School without cause under this Section 6(d), Employee shall receive severance compensation of either: the remainder of his/her salary for the term of this Agreement; or one (1) month's salary at his/her then-current salary level, whichever is less. To be entitled to severance compensation, Employee must first execute a written severance agreement that is acceptable to the Charter School.

7. **NONRENEWAL OF CONTRACT:**

The Board of Directors or Superintendent of the Charter School may, with or without Cause, and solely within its discretion, decide not to offer future employment contracts to the Employee.

8. **OUTSIDE PROFESSIONAL ACTIVITIES:**

By prior approval of the Superintendent or designee, the Employee may undertake for consideration outside professional activities, including consulting, speaking, and writing. The outside activities shall not occur during regular work hours. The Charter School shall in no way be responsible for any expenses attendant to the performance of such outside activities.

9. **DUTY TO REPORT KNOWN OR REASONABLY SUSPECTED CHILD ABUSE:**

Employee understands and acknowledges that Employee is a mandated reporter as defined by California Penal Code section 11165.7. As a mandated reporter, Employee is

responsible to report to an appropriate agency whenever Employee, in his/her professional capacity or within the scope of his/her employment, has knowledge of or observes a child whom Employee knows or reasonably suspects to have been the victim of child abuse or neglect. Employee understands and acknowledges that he/she must follow up on his/her initial report by filing a written report with the same agency within 36 hours of receiving the information concerning, or observing, the incident.

By executing this Agreement, Employee is certifying that he/she has knowledge of California Penal Code section 11166 and will comply with its provisions.

10. GENERAL PROVISIONS:

a. Governing Law:

This Agreement and the rights and obligations of the parties shall be governed by and construed in accordance with the laws of the State of California.

b. Entire Agreement:

This Agreement contains all the understandings and agreements between the parties. There are no oral understandings, terms, or conditions, and neither party has relied upon any representations, express or implied, not contained in the Agreement.

c. Modifications:

Any modifications or amendments of any of the terms and conditions of this Agreement must be made in writing and expressly agreed to by the Board of Directors of the Charter School and the employee.

d. Assignment:

The Employee may not assign or transfer any rights or duties assumed under this Agreement.

e. Severability:

If any provision of this Agreement is held to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the Agreement shall continue in full force and effect.

f. **Waiver:**

Either party to this Agreement may specifically and expressly waive, in writing, compliance by the other party thereto with any term, condition or requirements set forth in this Agreement. Either party to this Agreement may specifically and expressly waive, in writing, any breach of any term, condition or requirement of this Agreement by the other party hereto. However, in the event that either party makes or gives such a waiver, such action shall not constitute a further or continuing waiver of any preceding or succeeding breach, or requirement of compliance with, the same or any other provision or contractual requirement, unless a specific statement to the contrary is contained with such waiver. The waiving party may, at any time thereafter, require further compliance by the other party hereto with the requirements or provisions of this Agreement that have been so waived. The consent of one party to any act by the other party for which such written consent was required shall not be deemed to imply consent or waiver of the necessity of obtaining such written consent for the same or similar acts in the future. No waiver or consent shall be implied from the silence or from the failure of any party to act, except as otherwise specified in this Agreement.

11. ACCEPTANCE OF EMPLOYMENT:

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with the Charter School on the terms specified herein.
2. All information I have provided to the Charter School related to my employment is true and accurate.
3. This is the entire Agreement between the Charter School and myself regarding the terms and conditions of my employment. This is a final and complete Agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement.

Employee Signature: Tiffiny Date: 5/23/18
Address: 171 12th St. Oakland, CA 94610
Telephone: (510) 843-8701

CHARTER SCHOOL APPROVAL:

Dated: _____

Signature of AIMS Board

Superintendent of AIMS

FIXED TERM EMPLOYMENT AGREEMENT – CERTIFICATED MANAGEMENT

Between

AMERICAN INDIAN MODEL SCHOOLS

And

Tareyton Russ

This Employment Agreement (“Agreement”) is entered into on July 1st 2018 (“Effective Date”) by and between the Board of Directors of American Indian Model Schools (“Charter School”), and Tareyton Russ (“Employee”). The Charter School and Employee are collectively referred to as the “Parties.”

1. TERM:

This Agreement shall commence on July 1, 2018 and shall end on June 30, 2019, unless terminated earlier pursuant to Section 6 (the “Term”). Employee will serve 236 work days within this term.

2. EMPLOYMENT TERMS:

a. Position and Duties:

Employee has been hired for the position of Head of School and will perform the duties set forth on the position description attached hereto and incorporated by reference and as may be amended from time to time in the sole discretion of the Charter School, in addition to performing any tasks reasonably assigned by Employee’s supervisor and/or the Board of Directors. Employee acknowledges that the Charter School’s offer of employment is based upon Employee’s express willingness to perform activities as assigned by the Superintendent of the Charter School. Employee’s continuing employment is expressly subject to such acceptance of such duties when assigned. Compensation for assignment to additional activity duties will be in accordance with Charter School policies.

Employee shall comply with all school policies and procedures including those specified in the Employee Handbook. If the terms and conditions of this Agreement differ from those in the Employee Handbook, this Agreement shall prevail. The Employee will at all times faithfully, industriously, and to the best of his/her ability perform all of the duties that may be required of the Employee pursuant to the express and implicit terms of this Agreement and the job specification. Employee shall inform the School in writing when he or she accepts outside employment so that the Charter School can determine if a potential or actual conflict of interest

exists. Such notice shall include written assurances that Employee's outside employment shall not interfere with his or her duties.

b. Work Hours:

The School's general hours of operation are 7:00AM – 7:00PM. Employee's specific schedule will be determined by his or her supervisor. Specific starting and ending times of work days shall be determined according to the needs and schedules of the site or department where Employee is assigned. Employee acknowledges that the Charter School's offer of employment is based upon Employee's express willingness to perform job responsibilities, and/or student activities as assigned by the Charter School which may occur outside the Charter School's normal operating hours.

Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during scheduled work hours with the Charter School.

3. COMPENSATION AND BENEFITS:

a. Compensation:

Employee is an exempt employee and therefore is not eligible for overtime pay. Employee will receive a yearly salary of \$115,000.00 for 2018-19, less applicable withholding and authorized deductions. Salary will be paid semi-monthly over a twelve month period beginning with the first pay period following the Effective Date. Any overpayments shall be repaid within the 2018-19 year.

b. Benefits:

The Employee shall be entitled to all health and welfare benefits granted to other employees of the Charter School in the same classification, workday, and work year.

c. **Paid Sick Leave (“PSL”):**

In satisfaction of the California Healthy Workplaces, Healthy Families Act, Employee will be allotted twelve days (96 hours) of PSL per year beginning immediately upon the effective date of this Agreement. PSL days are not accrued on an as-worked basis but rather are allotted to the eligible employees on July 1 for use during the Term of the Agreement. Returning employees may use PSL immediately. New employees may use PSL beginning on the 30th day after the effective date of this Agreement. Employees hired after the start of the work year will be allotted a prorated amount of PSL at the rate of one (1) day per month.

A maximum of 96 hours of accrued but unused PSL will carry over from year to year. Employees may use their accrued PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventative care for) the employee or the employee’s family member. Employee may also use PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault. For purposes of this policy, “family member” means a child, parent, spouse, registered domestic partner, grandparent, grandchild, or sibling of the employee. “Child” means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis. “Parent” means a biological, foster, or adoptive parent, a step-parent, or a legal guardian of the employee or the employee’s spouse or registered domestic partner. “Spouse” means a legal spouse, as defined by California law. Accrued but unused PSL issued under this Agreement will not be paid out upon termination.

Employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, Employee must provide notice as soon as practicable.

d. **Vacation Days:**

Employee will accrue one day (8 hours) of paid personal/vacation time per month beginning immediately upon hire up to a cap of twenty-four (24) days (192 hours). Once the employee’s accrued vacation reaches the maximum cap, further accrual of vacation is suspended until the employee has reduced the vacation balance below this limit. In such a case, no vacation will be earned for the period in which the employee’s vacation was at the maximum. Accrued but unused vacation time will

carry over from year to year, subject to this maximum accrual. Accrued but unused vacation time will be paid out upon termination.

e. Holidays

The following are scheduled paid holidays during which no services will ordinarily be required of employees. Employee will be paid per diem whether service is rendered on any of these days or not.

September 3 -	Labor Day
November 12 -	Veteran's Day
January 21 -	Martin Luther King Day
February 18 -	President's Day
May 27 -	Memorial Day
July 2 – 6	Summer Break
November 21 – 23	Thanksgiving Day Recess
December 24 – January 2	Winter Break
March 27 – 29	Spring Break

4. CONDITIONS OF EMPLOYMENT:

a. Credential/Certificate:

Employee represents that he/she possesses the following California Credentials and/or certificates: Administrative Services Credential.

Employee further represents that he/she is not now under contract with any other school district or public-school entity in the State of California.

Employee warrants and represents that he/she will, with respect to each credential recited above and any other credential subsequently obtained:

- i. Immediately register each credential with all appropriate agencies.
- ii. Take and pass all examinations or continuing education courses that are

now, or may be required for renewal of each credential.

- iii. Refrain from any act, or omission, which is intended to or will result in suspension, revocation, or de-registration of any or all credentials.
 - iv. Acknowledge that his/her continuing employment with the Charter School is expressly subject to maintenance of each credential. Failure to maintain each credential may be treated by the Charter School, at its sole option, as grounds for immediate dismissal.
 - v. Failure to pass CBEST or Charter School-prescribed proficiency test. No employment under this Agreement may continue beyond the date of notification that Employee either (1) failed such a test or (2) failed to appear for the test. In the event of either failure, this Agreement shall automatically terminate and the Charter School will no longer employ Employee.
- b. Extracurricular Assignments: Employee acknowledges that the Charter School's offer of employment is based upon Employee's express willingness to perform other activities as assigned by the Superintendent or Board of Directors of the Charter School. These events are in part described in the 2018-2019 Administrative Policy. Employee's continuing employment is expressly subject to such acceptance of such duties when assigned.

5. EVALUATION:

The Superintendent or designee of the Charter School shall evaluate and assess in writing the performance of the Employee as specified in the Charter School's personnel policies. A failure to evaluate the Employee shall not prevent the Charter School from dismissing the Employee in accordance with this Agreement.

6. TERMINATION OF AGREEMENT/EMPLOYMENT:

This Agreement may be terminated by:

- a. Mutual Agreement of the Parties:

This Agreement may be terminated at any time and for any reason by mutual

consent upon written agreement and mutual consent of the Parties.

b. Termination For Cause:

The Employee may be terminated by the Board of Directors or Superintendent of the Charter School, at any time for "Cause." "Cause" shall include, but is not limited to, breach of this Agreement; the Employee's failure to perform her duties as set forth in this Agreement, as defined by law, or as specified in the above mentioned and incorporated by reference job specification; the Employee's failure or refusal to comply with the lawful and reasonable direction of his/her supervisor, or the policies, standards and/or rules of the Charter School; if it is determined that Employee has conducted himself/herself in an unprofessional, unethical, illegal or fraudulent manner, or has acted in a manner detrimental to the reputation, character or standing of the Charter School. The Charter School shall not terminate this Agreement pursuant to this paragraph until a written statement of the grounds of termination has first been served upon the Employee. The Employee shall have the right to a representative of his/her choice, at his/her expense, at a conference with the Board of Directors of the Charter School to review the recommendation for termination. The conference with the Board of Directors of the Charter School shall be the Employee's exclusive right to any hearing otherwise required by law and may occur before or after the termination depending upon the circumstances.

c. Death or Permanent Disability of Employee:

The death or permanent disability of the Employee shall terminate this Agreement and all rights provided for herein. Permanent disability shall exist when Employee suffers from a condition of mind or body that indefinitely prevents him/her from further performance of his/her essential duties, with or without reasonable accommodation.

d. Termination Without Cause:

The Board of Directors or Superintendent of the Charter School may also unilaterally and without cause terminate this Agreement by providing the Employee written notice of termination.

In the event that Employee's employment is terminated by the Charter School without cause under this Section 6(d), Employee shall receive severance compensation of either: the remainder of his/her salary for the term of this Agreement; or one (1) month's salary at his/her then-current salary level, whichever is less. To be entitled to severance compensation, Employee must first execute a written severance agreement that is acceptable to the Charter School.

7. NONRENEWAL OF CONTRACT:

The Board of Directors or Superintendent of the Charter School may, with or without Cause, and solely within its discretion, decide not to offer future employment contracts to the Employee.

8. OUTSIDE PROFESSIONAL ACTIVITIES:

By prior approval of the Superintendent or designee, the Employee may undertake for consideration outside professional activities, including consulting, speaking, and writing. The outside activities shall not occur during regular work hours. The Charter School shall in no way be responsible for any expenses attendant to the performance of such outside activities.

9. DUTY TO REPORT KNOWN OR REASONABLY SUSPECTED CHILD ABUSE:

Employee understands and acknowledges that Employee is a mandated reporter as defined by California Penal Code section 11165.7. As a mandated reporter, Employee is responsible to report to an appropriate agency whenever Employee, in his/her professional capacity or within the scope of his/her employment, has knowledge of or observes a child whom Employee knows or reasonably suspects to have been the victim of child abuse or neglect. Employee understands and acknowledges that he/she must follow up on his/her initial report by filing a written report with the same agency within 36 hours of receiving the information concerning, or observing, the incident.

By executing this Agreement, Employee is certifying that he/she has knowledge of California Penal Code section 11166 and will comply with its provisions.

10. GENERAL PROVISIONS:

a. Governing Law:

This Agreement and the rights and obligations of the parties shall be governed by and construed in accordance with the laws of the State of California.

b. Entire Agreement:

This Agreement contains all the understandings and agreements between the parties. There are no oral understandings, terms, or conditions, and neither party has relied upon any representations, express or implied, not contained in the Agreement.

c. Modifications:

Any modifications or amendments of any of the terms and conditions of this Agreement must be made in writing and expressly agreed to by the Board of Directors of the Charter School and the employee.

d. Assignment:

The Employee may not assign or transfer any rights or duties assumed under this Agreement.

e. Severability:

If any provision of this Agreement is held to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the Agreement shall continue in full force and effect.

f. Waiver:

Either party to this Agreement may specifically and expressly waive, in writing, compliance by the other party thereto with any term, condition or requirements set forth in this Agreement. Either party to this Agreement may specifically and expressly waive, in writing, any breach of any term, condition or requirement of this Agreement by the other party hereto. However, in the event that either party

makes or gives such a waiver, such action shall not constitute a further or continuing waiver of any preceding or succeeding breach, or requirement of compliance with, the same or any other provision or contractual requirement, unless a specific statement to the contrary is contained with such waiver. The waiving party may, at any time thereafter, require further compliance by the other party hereto with the requirements or provisions of this Agreement that have been so waived. The consent of one party to any act by the other party for which such written consent was required shall not be deemed to imply consent or waiver of the necessity of obtaining such written consent for the same or similar acts in the future. No waiver or consent shall be implied from the silence or from the failure of any party to act, except as otherwise specified in this Agreement.

11. ACCEPTANCE OF EMPLOYMENT:

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with the Charter School on the terms specified herein.
2. All information I have provided to the Charter School related to my employment is true and accurate.
3. This is the entire Agreement between the Charter School and myself regarding the terms and conditions of my employment. This is a final and complete Agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement.

Employee Signature: *Janeyla Russ* Date: 5-23-18
 Address: 1110 King Loop Tracy Ca 95377
 Telephone: 510-778-4442

CHARTER SCHOOL APPROVAL:

Dated: _____

AMERICAN INDIAN MODEL SCHOOLS
 EMPLOYMENT AGREEMENT (CERTIFICATED MANAGEMENT)

Signature of AIMS Board

Superintendent of AIMS

**AMERICAN INDIAN MODEL SCHOOLS
EMPLOYMENT AGREEMENT (CERTIFICATED MANAGEMENT)**

PAGE 10 OF 10

DOCS 2553199.2

**American Indian Model Schools
Employment Agreement
[Extended Year] 2018**

This **2018 Employment Agreement – Extended Year** is entered into effective July 1, 2018 between American Indian Model Schools (AIMS or Charter School) and **Guiying Bevans** (EMPLOYEE).

1. **WORK PERIOD:** The work to be performed and payment under this 2018 Employment Agreement – Extended Year shall be during August 2018 instead of August 2017. (Paragraph 3.a of the attached.)
2. **TERMS OF 2017 Employment Agreement – Extended Year OTHERWISE UNCHANGED:** Except as set forth above as to the Work Period of this 2018 Employment Agreement – Extended Year, all terms and conditions of the 2017 Employment Agreement – Extended Year, attached hereto in full, are incorporated herein by this reference without change.
3. **COLLECTIVE BARGAINING:** Terms and conditions of employment, for the bargaining unit of which EMPLOYEE is a member, are currently under negotiation between AIMS and Teachers of American Indian Model Schools (TAIMS/CTA/NEA), pursuant to the California Educational Employment Relations Act. Accordingly, the terms of this 2018 Employment Agreement – Extended Year are subject to change by the bargaining process between AIMS and TAIMS.

Employee Signature: Guiying Bevans Date: 6/6/18

Address: 2191 Mills Ave. Menlo Park, CA 94028

Telephone: 650-862-8023

CHARTER SCHOOL APPROVAL:

Date:
Signature of AIMS Board

Date:
Superintendent of AIMS

Attachment: Employment Agreement – Extended Year 2017

FIXED TERM EMPLOYMENT AGREEMENT – CERTIFICATED MANAGEMENT

Between

AMERICAN INDIAN MODEL SCHOOLS

And

Anthony Castellano

This Employment Agreement (“Agreement”) is entered into on July 1st 2018 (“Effective Date”) by and between the Board of Directors of American Indian Model Schools (“Charter School”), and Anthony Castellano (“Employee”). The Charter School and Employee are collectively referred to as the “Parties.”

1. TERM:

This Agreement shall commence on July 1, 2018 and shall end on June 30, 2019, unless terminated earlier pursuant to Section 6 (the “Term”). Employee will serve 190 work days within this term.

2. EMPLOYMENT TERMS:

a. Position and Duties:

Employee has been hired for the position of Counselor and will perform the duties set forth on the position description attached hereto and incorporated by reference and as may be amended from time to time in the sole discretion of the Charter School, in addition to performing any tasks reasonably assigned by Employee’s supervisor and/or the Board of Directors. Employee acknowledges that the Charter School’s offer of employment is based upon Employee’s express willingness to perform activities as assigned by the Superintendent of the Charter School. Employee’s continuing employment is expressly subject to such acceptance of such duties when assigned. Compensation for assignment to additional activity duties will be in accordance with Charter School policies.

Employee shall comply with all school policies and procedures including those specified in the Employee Handbook. If the terms and conditions of this Agreement differ from those in the Employee Handbook, this Agreement shall prevail. The Employee will at all times faithfully, industriously, and to the best of his/her ability perform all of the duties that may be required of the Employee pursuant to the express and implicit terms of this Agreement and the job specification. Employee shall inform the School in writing when he or she accepts outside employment so that the Charter School can determine if a potential or actual conflict of interest

exists. Such notice shall include written assurances that Employee's outside employment shall not interfere with his or her duties.

b. Work Hours:

The School's general hours of operation are 7:00AM -7:00PM. Employee's specific schedule will be determined by his or her supervisor. Specific starting and ending times of work days shall be determined according to the needs and schedules of the site or department where Employee is assigned. Employee acknowledges that the Charter School's offer of employment is based upon Employee's express willingness to perform job responsibilities, and/or student activities as assigned by the Charter School which may occur outside the Charter School's normal operating hours.

Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during scheduled work hours with the Charter School.

3. COMPENSATION AND BENEFITS:

a. Compensation:

Employee is an exempt employee and therefore is not eligible for overtime pay. Employee will receive a yearly salary of \$75,000.00 (Step C) for 2018-19, less applicable withholding and authorized deductions. Salary will be paid semi-monthly over a ten month period beginning with the first pay period following the Effective Date. Any overpayments shall be repaid within the 2018-19 year.

b. Benefits:

The Employee shall be entitled to all health and welfare benefits granted to other employees of the Charter School in the same classification, workday, and work year.

c. Paid Sick Leave (“PSL”):

Ten (10) month Employees will be allotted ten (10) full-time (8 hour) days for a total of eighty (80) hours of PSL per year beginning immediately upon the effective date of this Agreement. Employees hired after the start of the work year will be allotted a prorated amount of PSL at the rate of one (1) day per month.

PSL days are not accrued on an as-worked basis but rather are allotted to the eligible employees on July 1 for use during the Term of the Agreement. Returning employees may use PSL immediately. New employees may use PSL beginning on the 30th day after the effective date of this Agreement. For mid-year hires the prorated amount of PSL will be allotted effective the employee’s hire date. A maximum of 72 hours of accrued but unused PSL will carry over from year to year. Employee loses any unused PSL in excess of 72 hours. Employee may use accrued PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventative care for) the employee or the employee’s family member. Employee may also use PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault. For purposes of this policy, “family member” means a child, parent, spouse, registered domestic partner, grandparent, grandchild, or sibling of the employee. “Child” means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis. “Parent” means a biological, foster, or adoptive parent, a step-parent, or a legal guardian of the employee or the employee’s spouse or registered domestic partner. “Spouse” means a legal spouse, as defined by California law.

PSL may be taken in minimum increments of two (2) hours. Employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, Employee must provide notice as soon as practicable.

d. Holidays

The following are scheduled paid holidays during which no services will ordinarily be required of employees. Employee will be paid per diem whether service is rendered on any of these days or not.

September 3 -	Labor Day
November 12 -	Veteran`s Day
January 21 -	Martin Luther King Day
February 18 -	President`s Day
May 27 -	Memorial Day
November 19 - 23	Thanksgiving Day Recess (10-month employees)
December 24 - January 4	Winter Break (10-month employees)
March 25 - 29	Spring Break (10-month employees)

4. CONDITIONS OF EMPLOYMENT:

a. Credential/Certificate:

Employee represents that he/she possesses the following California Credentials and/or certificates: Pupil Personnel Services.

Employee further represents that he/she is not now under contract with any other school district or public-school entity in the State of California.

Employee warrants and represents that he/she will, with respect to each credential recited above and any other credential subsequently obtained:

- i. Immediately register each credential with all appropriate agencies.
- ii. Take and pass all examinations or continuing education courses that are now, or may be required for renewal of each credential.
- iii. Refrain from any act, or omission, which is intended to or will result in suspension, revocation, or de-registration of any or all credentials.
- iv. Acknowledge that his/her continuing employment with the Charter School is expressly subject to maintenance of each credential. Failure to maintain

each credential may be treated by the Charter School, at its sole option, as grounds for immediate dismissal.

- v. Failure to pass CBEST or Charter School-prescribed proficiency test. No employment under this Agreement may continue beyond the date of notification that Employee either (1) failed such a test or (2) failed to appear for the test. In the event of either failure, this Agreement shall automatically terminate and the Charter School will no longer employ Employee.

- b. Extracurricular Assignments: Employee acknowledges that the Charter School's offer of employment is based upon Employee's express willingness to perform other activities as assigned by the Superintendent or Board of Directors of the Charter School. Employee's continuing employment is expressly subject to such acceptance of such duties when assigned.

5. **EVALUATION:**

The Superintendent or designee of the Charter School shall evaluate and assess in writing the performance of the Employee as specified in the Charter School's personnel policies. A failure to evaluate the Employee shall not prevent the Charter School from dismissing the Employee in accordance with this Agreement.

6. **TERMINATION OF AGREEMENT/EMPLOYMENT:**

This Agreement may be terminated by:

- a. Mutual Agreement of the Parties:

This Agreement may be terminated at any time and for any reason by mutual consent upon written agreement and mutual consent of the Parties.

- b. Termination For Cause:

The Employee may be terminated by the Board of Directors or Superintendent of the Charter School, at any time for "Cause." "Cause" shall include, but is not limited to, breach of this Agreement; the Employee's failure to perform her duties as set forth in this Agreement, as defined by law, or as specified in the above

mentioned and incorporated by reference job specification; the Employee's failure or refusal to comply with the lawful and reasonable direction of his/her supervisor, or the policies, standards and/or rules of the Charter School; if it is determined that Employee has conducted himself/herself in an unprofessional, unethical, illegal or fraudulent manner, or has acted in a manner detrimental to the reputation, character or standing of the Charter School. The Charter School shall not terminate this Agreement pursuant to this paragraph until a written statement of the grounds of termination has first been served upon the Employee. The Employee shall have the right to a representative of his/her choice, at his/her expense, at a conference with the Board of Directors of the Charter School to review the recommendation for termination. The conference with the Board of Directors of the Charter School shall be the Employee's exclusive right to any hearing otherwise required by law and may occur before or after the termination depending upon the circumstances.

c. Death or Permanent Disability of Employee:

The death or permanent disability of the Employee shall terminate this Agreement and all rights provided for herein. Permanent disability shall exist when Employee suffers from a condition of mind or body that indefinitely prevents him/her from further performance of his/her essential duties, with or without reasonable accommodation.

d. Termination Without Cause:

The Board of Directors or Superintendent of the Charter School may also unilaterally and without cause terminate this Agreement by providing the Employee written notice of termination.

In the event that Employee's employment is terminated by the Charter School without cause under this Section 6(d), Employee shall receive severance compensation of either: the remainder of his/her salary for the term of this Agreement; or one (1) month's salary at his/her then-current salary level, whichever is less. To be entitled to severance compensation, Employee must first execute a written severance agreement that is acceptable to the Charter School.

7. NONRENEWAL OF CONTRACT:

The Board of Directors or Superintendent of the Charter School may, with or without Cause, and solely within its discretion, decide not to offer future employment contracts to the Employee.

8. OUTSIDE PROFESSIONAL ACTIVITIES:

By prior approval of the Superintendent or designee, the Employee may undertake for consideration outside professional activities, including consulting, speaking, and writing. The outside activities shall not occur during regular work hours. The Charter School shall in no way be responsible for any expenses attendant to the performance of such outside activities.

9. DUTY TO REPORT KNOWN OR REASONABLY SUSPECTED CHILD ABUSE:

Employee understands and acknowledges that Employee is a mandated reporter as defined by California Penal Code section 11165.7. As a mandated reporter, Employee is responsible to report to an appropriate agency whenever Employee, in his/her professional capacity or within the scope of his/her employment, has knowledge of or observes a child whom Employee knows or reasonably suspects to have been the victim of child abuse or neglect. Employee understands and acknowledges that he/she must follow up on his/her initial report by filing a written report with the same agency within 36 hours of receiving the information concerning, or observing, the incident.

By executing this Agreement, Employee is certifying that he/she has knowledge of California Penal Code section 11166 and will comply with its provisions.

10. GENERAL PROVISIONS:

a. Governing Law:

This Agreement and the rights and obligations of the parties shall be governed by and construed in accordance with the laws of the State of California.

b. Entire Agreement:

This Agreement contains all the understandings and agreements between the parties. There are no oral understandings, terms, or conditions, and neither party has relied upon any representations, express or implied, not contained in the Agreement.

c. Modifications:

Any modifications or amendments of any of the terms and conditions of this Agreement must be made in writing and expressly agreed to by the Board of Directors of the Charter School and the employee.

d. Assignment:

The Employee may not assign or transfer any rights or duties assumed under this Agreement.

e. Severability:

If any provision of this Agreement is held to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the Agreement shall continue in full force and effect.

f. Waiver:

Either party to this Agreement may specifically and expressly waive, in writing, compliance by the other party thereto with any term, condition or requirements set forth in this Agreement. Either party to this Agreement may specifically and expressly waive, in writing, any breach of any term, condition or requirement of this Agreement by the other party hereto. However, in the event that either party makes or gives such a waiver, such action shall not constitute a further or continuing waiver of any preceding or succeeding breach, or requirement of compliance with, the same or any other provision or contractual requirement, unless a specific statement to the contrary is contained with such waiver. The waiving party may, at any time thereafter, require further compliance by the other party hereto with the requirements or provisions of this Agreement that have been so waived. The consent of one party to any act by the other party for which such written consent was required shall not be deemed to imply consent or waiver of the necessity of obtaining such written consent for the same or similar acts in the future. No waiver

or consent shall be implied from the silence or from the failure of any party to act, except as otherwise specified in this Agreement.

11. ACCEPTANCE OF EMPLOYMENT:

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with the Charter School on the terms specified herein.
2. All information I have provided to the Charter School related to my employment is true and accurate.
3. This is the entire Agreement between the Charter School and myself regarding the terms and conditions of my employment. This is a final and complete Agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement.

Employee Signature: Anthony Castella Date: 5/18/18
 Address: 3881 Valley Ln El Sobrante, CA 94803
 Telephone: (510) 882-0686

CHARTER SCHOOL APPROVAL:

Dated: _____

Signature of AIMS Board

Superintendent of AIMS

FIXED TERM EMPLOYMENT AGREEMENT [CERTIFICATED]

**Between
American Indian Model Schools
and
Teresa Coenen**

This **2018-19 Fixed Term EMPLOYMENT AGREEMENT – Certificated** is entered into effective July 1, 2018 between American Indian Model Schools (AIMS or Charter School) and **Teresa Coenen** (EMPLOYEE).

1. **TERM:** The term of this AGREEMENT shall commence on July 1, 2018, and shall end on June 30, 2019.
2. **TERMS OF 2017-18 AGREEMENT OTHERWISE UNCHANGED:** Except as set forth above as to the TERM of this AGREEMENT, all terms and conditions of the 2017-18 Fixed Term Employment Agreement, attached hereto in full, are incorporated herein by this reference without change.
3. **COLLECTIVE BARGAINING:** Terms and conditions of employment, for the bargaining unit of which EMPLOYEE is a member, are currently under negotiation between AIMS and Teachers of American Indian Model Schools (TAIMS/CTA/NEA), pursuant to the California Educational Employment Relations Act. Accordingly, the terms of this 2018-19 Employment Agreement are subject to change by the bargaining process between AIMS and TAIMS.

By signing below, the EMPLOYEE declares as follows:

- a. I have read this AGREEMENT and accept employment with the Charter School on the terms specified herein.
- b. All information I have provided to the Charter School related to my employment is true and accurate.
- c. This is the entire AGREEMENT between the Charter School and myself regarding the terms and conditions of my employment. This is a final and complete AGREEMENT and there are no other agreements, oral or written, express or implied, concerning the subject matter of this AGREEMENT.

Employee Signature:  Date: 5/3/2018

Address: 1110 Parker St. Berkeley, CA 94702

Telephone: (805) 651-8072

CHARTER SCHOOL APPROVAL:

Date:
Signature of AIMS Board

Date:
Superintendent of AIMS

Attachment: 2017-18 Fixed Term Employment Agreement

FIXED TERM EMPLOYMENT AGREEMENT [CERTIFICATED]

Between

AMERICAN INDIAN MODEL SCHOOLS

And

Teresa Coenen

This EMPLOYMENT AGREEMENT is entered into this July 1st 2017, by and between the Board of Trustees of American Indian Model Schools (hereinafter referred to as the "Charter School"), and Teresa Coenen (hereinafter referred to as the "EMPLOYEE"). The Charter School and EMPLOYEE are collectively referred to as the "parties."

The Charter School desires to employ EMPLOYEE as a Teacher at the Charter School under the following terms and conditions:

1. **RECITALS:**

- a. The Charter School has been established and operates pursuant to the Charter Schools Act of 1992, Education Code section 47600, et seq. The Governing Board of the Oakland Unified School District approved the Charter School. A copy of the Charter School's charter is available for review.
- b. The Charter School is considered a separate legal entity from the District that granted the charter. The EMPLOYEE signing below expressly recognizes that the Charter School and not the District is employing him. The decision to employ EMPLOYEE under this Agreement is subject to approval by the Board of Trustees of the Charter School.
- c. Pursuant to Education Code section 47610, the Charter School must comply with all of the provisions set forth in its charter, but is otherwise exempt from the laws governing school districts, except as specified in Education Code section 47610. The parties recognize that the provisions of the California Education Code do not govern the Charter School, except as expressly set forth in the Charter Schools Act of 1992.
- d. The Charter School desires to hire EMPLOYEE to assist the Charter School in achieving the goals and meeting the requirements of the School's charter.

2. **TERM:**

This AGREEMENT shall commence on July 1, 2017 and shall end on June 30, 2018

The term of this AGREEMENT is subject to the provisions of Section 7 regarding termination.

3. **EMPLOYMENT TERMS:**

a. **Position: Teacher**

A copy of the job specification for the position of Teacher is attached hereto and incorporated by reference herein. In addition to the duties listed in the job specification, the Charter School may ask EMPLOYEE to, among other things, attend meetings, supervise field trips, supervise playground or lunch times or participate in extracurricular activities. These duties may be amended from time to time in the sole discretion of the Charter School.

b. **() Full-time or () Part-time (specify hours, workweek, and work year):**

This full-time position includes 190 paid days (over 10 months) annually. The 190 days includes 180 teaching days and 10 non-teaching days per school year. Non-teaching days will consist of professional development, preparation time, and other school-related duties. Full-time certificated employees also receive 26 paid holiday/vacation days per school year, based on the attached 2017-2018 school calendar. Any days that EMPLOYEE is required to work on a scheduled school holiday or over 190 days will be paid on a pro rata basis. Beginning and ending times of work days for the Employee shall be determined by the needs and schedules at the specific sites where employees are assigned.

c. **The EMPLOYEE agrees that he/she shall at all times faithfully, industriously, and to the best of his/her ability perform all of the duties that may be required of the EMPLOYEE pursuant to the express and implicit terms of this AGREEMENT and the job specification. The EMPLOYEE understands that in light of the Charter School's size and limitations on availability of funds and personnel, the Charter School must be flexible and the Charter School may at times make assignments that are in addition to those expressly described in this AGREEMENT and the job specification. Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during the scheduled work hours with the school.**

4. **COMPENSATION AND BENEFITS:**

a. **Salary:** Compensation shall be **\$53,901** annually less statutory and other authorized deductions. The EMPLOYEE understands that his/her position is exempt from overtime under State and Federal law. Salary will be paid bi-monthly over a ten-month period beginning with the first pay period following August 31, 2017. Paychecks will compensate employees for 1/20 of their annual

salary.

- b. **Benefits:** The EMPLOYEE shall be entitled to all health and welfare benefits granted to other employees of the Charter School in the same classification, workday, and work year.

- c. **Paid Sick Leave ("PSL"):** In satisfaction of the California Healthy Workplaces, Healthy Families Act, EMPLOYEE will be allotted ten days (80 hours) of PSL per school year beginning immediately upon the effective date of this Agreement. PSL days are not accrued on an as-worked basis but rather are allotted to the eligible employees on the first day of work each 10-month school year for use in the current school year. Employees may use PSL beginning on the 30th day after the effective date of this Agreement. Employees hired after the start of the work year will be allotted a prorated amount of PSL at the rate of one (1) day per month. Employees may use their accrued PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventative care for) the employee or the employee's family member. Employee may also use PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault. For purposes of this policy, "family member" means a child, parent, spouse, registered domestic partner, grandparent, grandchild, or sibling of the employee. "Child" means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis. "Parent" means a biological, foster, or adoptive parent, a step-parent, or a legal guardian of the employee or the employee's spouse or registered domestic partner. "Spouse" means a legal spouse, as defined by California law.

PSL - Accrued but unused PSL in excess of 72 hours may not be carried over from year to year and will not be paid out upon termination.

PSL may be taken in minimum increments of two hours. Employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, Employee must provide notice as soon as practicable.

5. **CONDITIONS OF EMPLOYMENT:**

- a. **General Laws:** This EMPLOYMENT AGREEMENT is subject to all applicable laws of the United States, the State of California and to the lawful rules and regulations of the California State Board of Education and the rules, regulations and policies of the Charter School and the Board of Trustees of the Charter School.

- b. **Credential:** EMPLOYEE represents that he/she possesses the following California Credentials and/or certificates:

Credential

Expires

Multiple Subject Credential

09/01/2018

EMPLOYEE further represents that he/she is not now under contract with any other school district or public school entity in the State of California.

EMPLOYEE warrants and represents that he/she will, with respect to each credential recited above and any other credential subsequently obtained:

1. Immediately register each credential with all appropriate agencies.
 2. Take and pass all examinations or continuing education courses that are now, or may be required for renewal of each credential.
 3. Refrain from any act, or omission, which is intended to or will result in suspension, revocation, or de-registration of any or all credentials.
 4. Acknowledge that his/her continuing employment with the Charter School is expressly subject to maintenance of each credential. Failure to maintain each credential may be treated by the Charter School, at its sole option, as grounds for dismissal.
 5. Failure to pass CBEST or other Charter School-prescribed proficiency test. No employment under this AGREEMENT may continue beyond the date of notification that EMPLOYEE either (1) failed such a test or (2) failed to appear for the test. In the event of either failure, this AGREEMENT shall automatically terminate and the Charter School will no longer employ EMPLOYEE.
 6. The responsibility to maintain a valid California Teaching Credential rests with Employee. Expiration of Employee's California Teaching Credential is grounds for termination.
- c. **Extracurricular Assignments:** EMPLOYEE acknowledges that the Charter School's offer of employment is based upon his/her express willingness to perform coaching and/or other student activities as assigned by the Head of School of the Charter School. EMPLOYEE's continuing employment is expressly subject to such acceptance of such duties when assigned. Compensation for assignment to coaching and/or student activity duties will be in accordance with Charter School policies.

6. EVALUATION:

The Head of School or designee shall evaluate and assess in writing the performance of the EMPLOYEE as specified in the Charter School personnel policies. A failure to evaluate the EMPLOYEE shall not prevent the Charter School from dismissing the EMPLOYEE in accordance with this AGREEMENT.

7. **TERMINATION OF AGREEMENT/EMPLOYMENT:**

This AGREEMENT may be terminated by:

- a. **Mutual Agreement of the Parties:** This AGREEMENT may be terminated at any time by mutual consent, for any reason, of the Board of Trustees of Charter School and the EMPLOYEE upon written AGREEMENT.
- b. **Termination For Cause:** The EMPLOYEE may be terminated by the Board of Trustees or Superintendent of the Charter School, at any time for "Cause." "Cause" shall include, but is not limited to, breach of this AGREEMENT or the EMPLOYEE'S failure to perform his/her duties as set forth in this AGREEMENT, as defined by law, or as specified in the above mentioned and incorporated by reference job specification; the EMPLOYEE's failure or refusal to comply with the lawful and reasonable direction of his/her supervisor, or the policies, standards and/or rules of the Charter School; if it is determined that EMPLOYEE has conducted herself in an unprofessional, unethical, illegal, or fraudulent manner, or has acted in a manner detrimental to the reputation, character, or standing of the Charter School. The Charter School shall not terminate this AGREEMENT pursuant to this paragraph until a written statement of the grounds of termination has first been served upon the EMPLOYEE. The EMPLOYEE shall have the right to a representative of his/her choice, at his/her expense, at a conference with the Board of Trustees of the Charter School to review the recommendation for discipline or termination. The conference with the Board of Trustees of the Charter School shall be the EMPLOYEE's exclusive right to any hearing otherwise required by law and may occur before or after the termination depending upon the circumstances.
- c. **Death or Incapacitation of EMPLOYEE:** The death of the EMPLOYEE shall terminate this AGREEMENT and all rights entitled under this AGREEMENT. In the event that the EMPLOYEE becomes incapacitated to the extent that, in the judgment of the Charter School, the EMPLOYEE may no longer perform the essential functions of his/her job as set forth in the above referenced and incorporated job specifications, the Charter School may terminate this AGREEMENT.
- d. In the event that EMPLOYEE's employment terminates pursuant to Section 7(a), 7(b), or 7(c), s/he shall receive any unpaid portion of his/her then salary (prorated and minus any applicable deductions) for services rendered through the last day that s/he worked. EMPLOYEE is entitled to no other compensation for any reason.
- e. **Early Termination Without Cause:** The Board of Trustee of the Charter School may also unilaterally and with or without cause terminate this AGREEMENT by providing the EMPLOYEE notice of termination

In the event that EMPLOYEE's employment is terminated by the Charter School for other than Cause pursuant to Section 7(b), s/he shall receive severance compensation of

either: the remainder of his/her salary for the term of this AGREEMENT; or one (1) month(s) salary at his/her then-current salary level, whichever is less. EMPLOYEE is entitled to no other compensation when s/he is terminated without cause.

8. NONRENEWAL OF CONTRACT:

The Board of Trustees of the Charter School may, with or without cause, and solely within its discretion, decide not to offer future employment contracts to the EMPLOYEE.

9. OUTSIDE PROFESSIONAL ACTIVITIES:

By prior approval of the Head of School, the EMPLOYEE may undertake for consideration outside professional activities, including consulting, speaking, and writing. The outside activities shall not occur during regular work hours. The Charter School shall in no way be responsible for any expenses attendant to the performance of such outside activities.

10. DUTY TO REPORT KNOWN OR REASONABLY SUSPECTED CHILD ABUSE:

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

For purposes of California Penal Code section 11166, a "child care custodian" includes:

- a. any person employed as a teacher, a teacher's aide, a teacher's assistant, or an instructional aide by any public or private school who has been trained in the duties imposed by California Penal Code section 11166;
- b. a classified employee of any public school who has been trained in the duties imposed by California Penal Code section 11166; or
- c. administrative officers, supervisors of child welfare and attendance, or certificated pupil personnel employees of any public or private school.

By executing this AGREEMENT, EMPLOYEE is certifying that he/she has knowledge of California Penal Code section 11166 and will comply with its provisions.

11. GENERAL PROVISIONS:

- a. **Governing Law:** This AGREEMENT and the rights and obligations of the parties shall be governed by and construed in accordance with the laws of the State of California.

- b. **Entire Agreement:** This AGREEMENT contains all the understandings and agreements between the parties. There are no oral understandings, terms, or conditions, and neither party has relied upon any representations, express or implied, not contained in the AGREEMENT.
- c. **Modifications:** Any modifications or amendments of any of the terms and conditions of this AGREEMENT must be made in writing and expressly agreed to by the Board of Trustees of the Charter School and the employee.
- d. **Assignment:** The EMPLOYEE may not assign or transfer any rights or duties assumed under this AGREEMENT.
- e. **Severability:** If any provision of this AGREEMENT is held to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the AGREEMENT shall continue in full force and effect.

12. **ACCEPTANCE OF EMPLOYMENT:**

By signing below, the EMPLOYEE declares as follows:

- 1. I have read this AGREEMENT and accept employment with the Charter School on the terms specified herein.
- 2. All information I have provided to the Charter School related to my employment is true and accurate.
- 3. This is the entire AGREEMENT between the Charter School and myself regarding the terms and conditions of my employment. This is a final and complete AGREEMENT and there are no other agreements, oral or written, express or implied, concerning the subject matter of this AGREEMENT.

Employee Signature: [Signature] Date: 4/21/2017
 Address: 1110 Parker St. Berkeley CA (21) 94702
 Telephone: (805) 651-8072 Social Security Number: 611-22-0739

CHARTER SCHOOL APPROVAL:

[Signature] Date: 7/20/2017
 Signature of AIMS Board

[Signature] Date: 5-17-19
 Superintendent of AIMS



**American Indian Model Schools
Employment Agreement
[Extended Year] 2018**

This **2018 Employment Agreement – Extended Year** is entered into effective July 1, 2018 between American Indian Model Schools (AIMS or Charter School) and *Teresa Coenen* (EMPLOYEE).

1. **WORK PERIOD:** The work to be performed and payment under this 2018 Employment Agreement – Extended Year shall be during August 2018 instead of August 2017. (Paragraph 3.a of the attached.)
2. **TERMS OF 2017 Employment Agreement – Extended Year OTHERWISE UNCHANGED:** Except as set forth above as to the Work Period of this 2018 Employment Agreement – Extended Year, all terms and conditions of the 2017 Employment Agreement – Extended Year, attached hereto in full, are incorporated herein by this reference without change.
3. **COLLECTIVE BARGAINING:** Terms and conditions of employment, for the bargaining unit of which EMPLOYEE is a member, are currently under negotiation between AIMS and Teachers of American Indian Model Schools (TAIMS/CTA/NEA), pursuant to the California Educational Employment Relations Act. Accordingly, the terms of this 2018 Employment Agreement – Extended Year are subject to change by the bargaining process between AIMS and TAIMS.

Employee Signature:  Date: 5/3/2018
 Address: 1110 Parker St. Berkeley, CA 94702
 Telephone: (805) 651-8072

CHARTER SCHOOL APPROVAL:

_____ Date: _____
 Signature of AIMS Board

_____ Date: _____
 Superintendent of AIMS

Attachment: Employment Agreement – Extended Year 2017

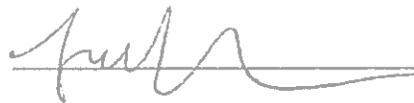
**American Indian Model Schools
Employment Agreement
[Extended Year] 2017**

This Employment Agreement (“Agreement”) is made effective by and between American Indian Model Schools (“Employer”) and Teressa Coenen (“Employee”).

1. Employer shall employ Employee as a Teacher. Employee has been hired for the position of Teacher. This position is full-time. Employee accepts and agrees to such employment. Employment is subject to submission and verification of resume and official college transcripts indicating graduation, background check, and tuberculosis screening results. The applicant must: 1) pass the Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) Background check, 2) CBEST 3) and obtain state authorization for core, multiple-subject classroom teaching.
2. Best Efforts of Employee. Employee agrees to perform faithfully, industriously, and to the best of Employee’s ability, experience, and talents, all of the duties that may be required by this position, to the reasonable satisfaction of Employer.
3. Compensation of Employee.
 - a. As compensation for the services provided by the Employee under this Agreement, employee will be paid \$3,972, less applicable withholding and authorized deductions, for work to be performed from [August 1, 2017] through [August 18, 2017]. Employee will be paid on [August 15, 2017 and August 31, 2017].
 - b. Employee’s salary will be subject to those deductions (and only those deductions) permitted by the Fair Labor Standards Act and state law, including deductions when Employee is absent for a full day for personal reasons and deductions when Employee performs no work during a workweek, for any reason. Upon termination of this Agreement, payment under this paragraph shall cease; provided, however, that the Employee shall be entitled to payments for a period or partial periods that occurred prior to the date of termination and for which the Employee has not been paid.
4. Compliance with Employer’s Rules. Employee agrees to comply with all the rules and regulations of the Employer. Employee is required to comply with the following schedule:
 - a. 8 hours of work are required per working day
 - b. 5 additional hours are required for parent contact
 - c. 5 additional hours are required for professional development and staff meetings
5. At-Will Employment. All American Indian Public Charter School employees are “at will” employees. Either party may terminate this agreement by written notice at any time for any reason or for no reason. This Agreement is intended to be and shall be deemed to be an at-will employment agreement and does not constitute a guarantee of continuing employment for any term. Except in extreme cases, AIMS will engage in progressive discipline as

defined in the handbook. (i.e. ongoing evaluation and plan for improvement upon dismissal). This is for the purpose of stability within the AIMS district.

6. Insurance Benefits. Employee shall be entitled to insurance benefits, in accordance with Employer's applicable insurance contract(s) and policies, and applicable state law. These benefits shall include Health Insurance (medical & dental), vision, life and California State Disability Insurance.
7. Adjustments and Changes in Employment Status. Employer reserves the right to make personnel decisions regarding Employee's employment, including but not limited to decisions regarding changes in duties and assignments, changes in salary and other compensation, changes in benefits and changes in policies or procedures.
8. Return of Property. Upon termination of this Agreement, the Employee shall deliver all property (including keys, records, notes, data, memoranda, models, and equipment) that is in the Employee's possession or under the Employee's control, which is Employer's property or related to Employer's business. Such obligations shall be governed by any separate confidentiality or proprietary rights agreement signed by the Employee.
9. Contract must be approved by the Superintendent.



Employee

4/21/2017

Date



Dean

4-19-17

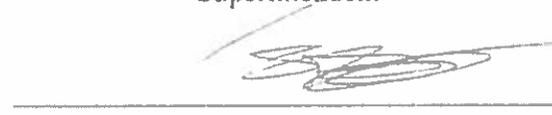
Date



Superintendent

4-19-17

Date



AIMS Board

7/20/2017

Date

FIXED TERM EMPLOYMENT AGREEMENT – CLASSIFIED NON-EXEMPT

Between

AMERICAN INDIAN MODEL SCHOOLS

And

Chaniel Clark

This Employment Agreement (“Agreement”) is entered into on July 1, 2018 (“Effective Date”) by and between the Board of Directors of American Indian Model Schools (“Charter School”), and Chaniel Clark (“Employee”). The Charter School and Employee are collectively referred to as the “parties.”

1. **TERM:**

This Agreement shall commence on July 1, 2018 and shall end on June 30, 2019, unless terminated earlier pursuant to Section 6 (the “Term”). Employee will serve 240 work days within this term.

2. **EMPLOYMENT TERMS:**

a. **Position and Duties:**

Employee has been hired for the position of Administrative Assistant and will perform the duties set forth on the position description attached hereto and incorporated by reference and as may be amended from time to time in the sole discretion of the Charter School, in addition to performing any tasks reasonably assigned by Employee’s supervisor and/or the Board of Directors including, but not limited to, attending meetings, supervising field trips, supervising playground or lunch times or participating in extracurricular activities. Employee acknowledges that the Charter School’s offer of employment is based upon Employee’s express willingness to perform coaching and/or other student activities as assigned by the Head of School of the Charter School. Employee’s continuing employment is expressly subject to such acceptance of such duties when assigned. Compensation for assignment to coaching and/or student activity duties will be in accordance with Charter School policies.

Employee shall comply with all school policies and procedures including those specified in the Employee Handbook. If the terms and conditions of this Agreement differ from those in the Employee Handbook, this Agreement shall prevail. The Employee will at all times faithfully, industriously, and to the best of his/her ability perform all of the duties that may be required of the Employee pursuant to the express and implicit terms of this Agreement and the job specification.

Employee shall inform the School in writing when he or she accepts outside employment so that the Charter School can determine if a potential or actual conflict of interest exists. Such notice shall include written assurances that Employee's outside employment shall not interfere with his or her duties.

b. Work Hours:

The School's general hours of operation are 7:00AM – 7:00PM. Employee's specific schedule will be determined by his or her supervisor. Beginning and ending times of work days for the Employee shall be determined by the needs and schedules at the specific sites where employees are assigned. Employee acknowledges that the Charter School's offer of employment is based upon Employee's express willingness to perform job responsibilities, and/or student activities as assigned by the Charter School which may occur outside the Charter School's normal operating hours.

Employee is a twelve (12) month employee whose work year shall commence on July 1, 2018 and shall conclude on June 30, 2019.

Employee is employed on a full-time basis and will be expected to work at least 40 hours per week.

Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during scheduled work hours with the Charter School.

3. COMPENSATION AND BENEFITS:

a. Compensation:

Employee is a Non-Exempt employee and is therefore eligible for overtime pay in accordance with applicable law. Employee will be paid an annual salary of \$57,347.50 (Step D), less applicable withholding and authorized deductions. Wages will be paid semi-monthly over the Term of this Agreement beginning with the first pay period following the Effective.

b. Benefits:

The Employee shall be entitled to all health and welfare benefits granted to other employees of the Charter School in the same classification, workday, and work year. Eligible Employee will belong to the California Public Employee Retirement System (CalPERS).

c. Paid Sick Leave (“PSL”):

Twelve (12) month Employees will be allotted twelve (12) full-time (8 hour) days for a total of ninety-six (96) hours of PSL per year beginning immediately upon the effective date of this Agreement. Ten (10) month Employees will be allotted ten (10) full-time (8 hour) days for a total of eighty (80) hours of PSL per year beginning immediately upon the effective date of this Agreement. Employees hired after the start of the work year will be allotted a prorated amount of PSL at the rate of one (1) day per month.

PSL days are not accrued on an as-worked basis but rather are allotted to the eligible employees on July 1 for use during the Term of the Agreement. Returning employees may use PSL immediately. New employees may use PSL beginning on the 30th day after the effective date of this Agreement. For mid-year hires the prorated amount of PSL will be allotted effective the employee’s hire date. A maximum of 72 hours of accrued but unused PSL will carry over from year to year. Employee loses any unused PSL in excess of 72 hours. Employee may use accrued PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventative care for) the employee or the employee’s family member. Employee may also use PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault. For purposes of this policy, “family member” means a child, parent, spouse, registered domestic partner, grandparent, grandchild, or sibling of the employee. “Child” means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis. “Parent” means a biological, foster, or adoptive parent, a step-parent, or a legal guardian of the employee or the employee’s spouse or registered domestic partner. “Spouse” means a legal spouse, as defined by California law.

PSL may be taken in minimum increments of two (2) hours. Employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, Employee must provide notice as soon as practicable.

d. Vacation Days:

12-Month Employee will begin accruing immediately upon hire, eight (8) hours of paid vacation leave per month. Accrued but unused vacation time will carry over from year to year, assuming Employee returns to service following the completion of this Term and subject to the following maximum accrual: vacation accrual will cease upon an accrual of a maximum cap of 192 hours. Once the employee’s accrued vacation reaches the maximum cap, further accrual of vacation is suspended until the employee has reduced the vacation balance below this limit. In such a case, no vacation will be earned for the period in which the employee’s vacation was at the maximum. Accrued but unused vacation time will be paid out upon termination.

e. Holidays:

The following are scheduled school paid holidays during which no services will ordinarily be required of Employee, but for which full-time only Employee will be paid the hourly rate. Any days that Employee is required to work on a scheduled school holiday will also be paid on a pro rata basis above holiday pay.

July 4 –	Independence Day (12-month employees)
September 3 -	Labor Day
November 12 –	Veteran’s Day
January 21 -	Martin Luther King Day
February 18 -	President’s Day
May 27 -	Memorial Day
TBD	Thanksgiving Day Recess (10-month employees)
TBD	Thanksgiving Day Recess (12-month employees)
TBD	Winter Break (10-month employees)
TBD	Winter Break (12-month employees)
TBD	Spring Break (10-month employees)
TBD	Spring Break (12-month employees)

4. CONDITIONS OF EMPLOYMENT:

Employee represents that he/she possesses the following degree, license and/or certification: Associate Degree.

Employee represents that he/she is not now under contract with any other school district or public school entity in the State of California.

5. EVALUATION:

The Head of School or designee shall evaluate and assess in writing the performance of the Employee as specified in the Charter School's personnel policies. A failure to evaluate the Employee shall not prevent the Charter School from dismissing the Employee in accordance with this Agreement.

6. TERMINATION OF AGREEMENT/EMPLOYMENT:

This Agreement may be terminated by:

a. Mutual Agreement of the Parties:

This Agreement may be terminated at any time and for any reason by mutual consent upon written agreement and mutual consent of the Parties.

b. Termination for Cause:

The Employee may be terminated by the Board of Directors or Superintendent of the Charter School, at any time for "Cause." "Cause" shall include, but is not limited to, breach of this Agreement; the Employee's failure to perform his/her duties as set forth in this Agreement, as defined by law, or as specified in the above mentioned and incorporated by reference job specification; the Employee's failure or refusal to comply with the lawful and reasonable direction of his/her supervisor, or the policies, standards and/or rules of the Charter School; if it is determined that Employee has conducted himself/herself in an unprofessional, unethical, illegal or fraudulent manner, or has acted in a manner detrimental to the reputation, character or standing of the Charter School. The Charter School shall not terminate this Agreement pursuant to this paragraph until a written statement of the grounds of termination has first been served upon the Employee. The Employee shall have the right to a representative of her choice, at his/her expense, at a conference with the Board of Directors of the Charter School to review the

recommendation for termination. The conference with the Board of Directors of the Charter School shall be the Employee's exclusive right to any hearing otherwise required by law and may occur before or after the termination depending upon the circumstances.

c. Death or Permanent Disability of Employee:

The death or permanent disability of the Employee shall terminate this Agreement and all rights provided for herein. Permanent disability shall exist when Employee suffers from a condition of mind or body that indefinitely prevents him/her from further performance of his/her essential duties, with or without reasonable accommodation.

d. Termination Without Cause:

The Board of Directors or Superintendent of the Charter School may also unilaterally and without cause terminate this Agreement by providing the Employee written notice of termination.

In the event that Employee's employment is terminated by the Charter School without cause under this Section 6(d), Employee shall receive severance compensation of either: the remainder of his/her salary for the term of this Agreement; or one (1) month's salary at his/her then-current salary level, whichever is less. To be entitled to severance compensation, Employee must first execute a written severance agreement that is acceptable to the Charter School.

7. NONRENEWAL OF CONTRACT:

The Board of Directors or Superintendent of the Charter School may, with or without Cause, and solely within its discretion, decide not to offer future employment contracts to the Employee.

8. OUTSIDE PROFESSIONAL ACTIVITIES:

By prior approval of the direct Supervisor, the Employee may undertake for consideration outside professional activities, including consulting, speaking, and writing. The outside activities shall not occur during regular work hours. The Charter School shall in no way be responsible for any expenses attendant to the performance of such outside activities.

9. DUTY TO REPORT KNOWN OR REASONABLY SUSPECTED CHILD ABUSE:

Employee understands and acknowledges that Employee is a mandated reporter as defined by California Penal Code section 11165.7. As a mandated reporter, Employee is responsible to report to an appropriate agency whenever Employee, in his/her professional capacity or within the scope of his/her employment, has knowledge of or observes a child whom Employee knows or reasonably suspects to have been the victim of child abuse or neglect. Employee understands and acknowledges that he/she must follow up on his/her initial report by filing a written report with the same agency within 36 hours of receiving the information concerning, or observing, the incident.

By executing this Agreement, Employee is certifying that he/she has knowledge of California Penal Code section 11166 and will comply with its provisions.

10. GENERAL PROVISIONS:

a. Governing Law:

This Agreement and the rights and obligations of the parties shall be governed by and construed in accordance with the laws of the State of California.

b. Entire Agreement:

This Agreement contains all the understandings and agreements between the parties. There are no oral understandings, terms, or conditions, and neither party has relied upon any representations, express or implied, not contained in the Agreement.

c. Modifications:

Any modifications or amendments of any of the terms and conditions of this Agreement must be made in writing and expressly agreed to by the Board of Directors of the Charter School and the employee.

d. Assignment:

The Employee may not assign or transfer any rights or duties assumed under this Agreement.

e. Severability:

If any provision of this Agreement is held to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the Agreement shall continue in full force and effect.

f. Waiver:

Either party to this Agreement may specifically and expressly waive, in writing, compliance by the other party thereto with any term, condition or requirements set forth in this Agreement. Either party to this Agreement may specifically and expressly waive, in writing, any breach of any term, condition or requirement of this Agreement by the other party hereto. However, in the event that either party makes or gives such a waiver, such action shall not constitute a further or continuing waiver of any preceding or succeeding breach, or requirement of compliance with, the same or any other provision or contractual requirement, unless a specific statement to the contrary is contained with such waiver. The waiving party may, at any time thereafter, require further compliance by the other party hereto with the requirements or provisions of this Agreement that have been so waived. The consent of one party to any act by the other party for which such written consent was required shall not be deemed to imply consent or waiver of the necessity of obtaining such written consent for the same or similar acts in the future. No waiver or consent shall be implied from the silence or from the failure of any party to act, except as otherwise specified in this Agreement.

11. ACCEPTANCE OF EMPLOYMENT:

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with the Charter School on the terms specified herein.
2. All information I have provided to the Charter School related to my employment is true and accurate.
3. This is the entire Agreement between the Charter School and myself regarding the terms and conditions of my employment. This is a final and complete Agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement.

Employee Signature:  Date: 5/21/18
 Address: 230 Wayne Ave Apt 209 Oakland CA 94605
 Telephone: (107) 738-7699

CHARTER SCHOOL APPROVAL:

Dated: _____

Signature of AIMS Board

Superintendent of AIMS



American Indian Model Schools

171 12th Street 3rd Floor
Oakland, CA 94607

Administrative Assistant I

Description: Under the direction of the Head of School the Administrative Assistant performs a variety of responsible clerical and operations duties to support the school of assignment.

Exempt: No. For the administrative exemption, employees must have a primary duty of performing office or nonmanual work directly related to the management or general business operations of the employer or the employer's customers, and their primary duty must include the exercise of discretion and independent judgment with respect to matters of significance.

Essential Job Functions:

Front Desk

- Secures reception area by registering students, staff, and school visitors upon entering building.
- Gives tours of school and provides detailed information about the school upon request.
- Answers phones, directs calls, records and conveys messages, receives questions and concerns of families and staff.
- Assists with office calendar, arranges appointments for Head of School.
- Receives and checks incoming mail and packages and distributes as necessary.
- Assists Head of School in managing parent and staff complaints.
- Supplies and processes forms for students and families.
- Maintains high standards of professionalism in all aspects of the job.

Attendance

- Contacts families regarding absent students, and organizes pickup of student work.
- Tracks student daily attendance using PowerSchool.
- Tracks student attendance and tardiness for purposes of truancy identification.
- Implements school enrollment policies including distribution, collection, and organization of enrollment applications.
- Maintains and ensures up-to-date and organized enrollment records in compliance with school, district, and state policy. Manages waitlist and enrollment lists.

Communication

- Communicates school policies, processes, and functions to students, families, and school staff through written memo and oral advice.
- Notifies teachers of schedule changes (intervention cancellation, etc.).
- Provides clerical support to Head of School and Deans.
- Maintains facilities. Communicates with facility crew to ensure repairs and requests are fulfilled.
- Manages copy machines. sets up wireless printers. orders supplies, calls in service requests, etc.).
- Serves as IT services contact person.

- Schedules and manages school-wide drills (fire/earthquake/intruder).

Reporting

- Assists Operations Department in gathering documents and completing reports as needed (Safe School Plan, SARC, SPSA, PENSEC, Attendance Audit, OCS requests, Notice of Violation).
- Assists Operations Department with obtaining documentation for all state reports.

Student Records/Enrollment

- Maintains immunization records for all students.
- Maintains student transcripts.
- Supports Operations Department with Public Lottery.
- Compiles teachers' monthly attendance reports.
- Drafts and submits district attendance reports each reporting month.
- Implements school enrollment policies.
- Maintains up-to-date class lists, and breakdowns of student demographics.

Miscellaneous

- Creates honor roll certificates each period and distributes to teachers.
- Ensures that all students without lunches are able to have a lunch meal.
- Facilitates Saturday school at least once every school year.
- Maintains up-to-date staff contact information.
- Contact person for monthly garage parking.
- Attends to sick/injured student's.
- Assists Head of School with orientation and training of new hires.
- Orders food for trainings and meetings.
- Attends options fairs to recruit students for AIM schools.
- Picture Day Coordinator.
- Coordinates Health Screening (Scoliosis, Vision, and Hearing) Coordinator.
- Monitors facility inspections (annual fire inspection, sprinkler system certification, fire extinguishers, etc.).
- Physical Fitness Test Site Coordinator (Supports PE teachers through PFT).
- Inventories Resources and orders supplies/materials.
- Other duties as assigned.

Qualifications

- Must be organized and detail-oriented.
- Must be capable of multi-tasking while maintaining a composed and professional demeanor.

Education and Experience:

- AA in related subject or Business School diploma.
- 1-3 years' experience with progressively increasing responsibility in administrative assistant role.

This is a non-exempt position. The incumbent is eligible for overtime compensation. The Board of Directors reserves the right to waive any minimum qualification.

Board Approved Revision: 12/14/16

FIXED TERM EMPLOYMENT AGREEMENT [CERTIFICATED]
Between
American Indian Model Schools
and
Ajuana Harrison

This **2018-19 Fixed Term EMPLOYMENT AGREEMENT – Certificated** is entered into effective July 1, 2018 between American Indian Model Schools (AIMS or Charter School) and **Ajuana Harrison** (EMPLOYEE).

1. **TERM:** The term of this AGREEMENT shall commence on July 1, 2018, and shall end on June 30, 2019.
2. **TERMS OF 2017-18 AGREEMENT OTHERWISE UNCHANGED:** Except as set forth above as to the TERM of this AGREEMENT, all terms and conditions of the 2017-18 Fixed Term Employment Agreement, attached hereto in full, are incorporated herein by this reference without change.
3. **COLLECTIVE BARGAINING:** Terms and conditions of employment, for the bargaining unit of which EMPLOYEE is a member, are currently under negotiation between AIMS and Teachers of American Indian Model Schools (TAIMS/CTA/NEA), pursuant to the California Educational Employment Relations Act. Accordingly, the terms of this 2018-19 Employment Agreement are subject to change by the bargaining process between AIMS and TAIMS.

By signing below, the EMPLOYEE declares as follows:

- a. I have read this AGREEMENT and accept employment with the Charter School on the terms specified herein.
- b. All information I have provided to the Charter School related to my employment is true and accurate.
- c. This is the entire AGREEMENT between the Charter School and myself regarding the terms and conditions of my employment. This is a final and complete AGREEMENT and there are no other agreements, oral or written, express or implied, concerning the subject matter of this AGREEMENT.

Employee Signature: Ajuana Harrison Date: 6/8/18
 Address: 1222 54th Ave Oak. Ca 94601
 Telephone: (510) 253-6535

CHARTER SCHOOL APPROVAL:

Date:
Signature of AIMS Board

Date:
Superintendent of AIMS

Attachment: 2017-18 Fixed Term Employment Agreement

**American Indian Model Schools
Employment Agreement
[Extended Year] 2018**

This **2018 Employment Agreement – Extended Year** is entered into effective July 1, 2018 between American Indian Model Schools (AIMS or Charter School) and **Ajuana Harrison** (EMPLOYEE).

1. **WORK PERIOD:** The work to be performed and payment under this 2018 Employment Agreement – Extended Year shall be during August 2018 instead of August 2017. (Paragraph 3.a of the attached.)
2. **TERMS OF 2017 Employment Agreement – Extended Year OTHERWISE UNCHANGED:** Except as set forth above as to the Work Period of this 2018 Employment Agreement – Extended Year, all terms and conditions of the 2017 Employment Agreement – Extended Year, attached hereto in full, are incorporated herein by this reference without change.
3. **COLLECTIVE BARGAINING:** Terms and conditions of employment, for the bargaining unit of which EMPLOYEE is a member, are currently under negotiation between AIMS and Teachers of American Indian Model Schools (TAIMS/CTA/NEA), pursuant to the California Educational Employment Relations Act. Accordingly, the terms of this 2018 Employment Agreement – Extended Year are subject to change by the bargaining process between AIMS and TAIMS.

Employee Signature: Ajuana Harrison Date: 6/8/18
 Address: 1220 54th Ave. Oak Ca 94601
 Telephone: (510) 253-6535

CHARTER SCHOOL APPROVAL:

Date: _____

Signature of AIMS Board

Date: _____

Superintendent of AIMS

Attachment: Employment Agreement – Extended Year 2017

FIXED TERM EMPLOYMENT AGREEMENT [CERTIFICATED]

Between

AMERICAN INDIAN MODEL SCHOOLS

And

Ajuana Harrison

This EMPLOYMENT AGREEMENT is entered into this July 1st 2017, by and between the Board of Trustees of American Indian Model Schools (hereinafter referred to as the "Charter School"), and Ajuana Harrison (hereinafter referred to as the "EMPLOYEE"). The Charter School and EMPLOYEE are collectively referred to as the "parties."

The Charter School desires to employ EMPLOYEE as a Teacher at the Charter School under the following terms and conditions:

1. RECITALS:

- a. The Charter School has been established and operates pursuant to the Charter Schools Act of 1992, Education Code section 47600, et seq. The Governing Board of the Oakland Unified School District approved the Charter School. A copy of the Charter School's charter is available for review.
- b. The Charter School is considered a separate legal entity from the District that granted the charter. The EMPLOYEE signing below expressly recognizes that the Charter School and not the District is employing him. The decision to employ EMPLOYEE under this Agreement is subject to approval by the Board of Trustees of the Charter School.
- c. Pursuant to Education Code section 47610, the Charter School must comply with all of the provisions set forth in its charter, but is otherwise exempt from the laws governing school districts, except as specified in Education Code section 47610. The parties recognize that the provisions of the California Education Code do not govern the Charter School, except as expressly set forth in the Charter Schools Act of 1992.
- d. The Charter School desires to hire EMPLOYEE to assist the Charter School in achieving the goals and meeting the requirements of the School's charter.

2. **TERM:**

This AGREEMENT shall commence on July 1, 2017 and shall end on June 30, 2018

The term of this AGREEMENT is subject to the provisions of Section 7 regarding termination.

3. **EMPLOYMENT TERMS:**

a. Position: Teacher

A copy of the job specification for the position of Teacher is attached hereto and incorporated by reference herein. In addition to the duties listed in the job specification, the Charter School may ask EMPLOYEE to, among other things, attend meetings, supervise field trips, supervise playground or lunch times or participate in extracurricular activities. These duties may be amended from time to time in the sole discretion of the Charter School.

b. () Full-time or () Part-time (specify hours, workweek, and work year):

This full-time position includes 190 paid days (over 10 months) annually. The 190 days includes 180 teaching days and 10 non-teaching days per school year. Non-teaching days will consist of professional development, preparation time, and other school-related duties. Full-time certificated employees also receive 26 paid holiday/vacation days per school year, based on the attached 2017-2018 school calendar. Any days that EMPLOYEE is required to work on a scheduled school holiday or over 190 days will be paid on a pro rata basis. Beginning and ending times of work days for the Employee shall be determined by the needs and schedules at the specific sites where employees are assigned.

c. The EMPLOYEE agrees that he/she shall at all times faithfully, industriously, and to the best of his/her ability perform all of the duties that may be required of the EMPLOYEE pursuant to the express and implicit terms of this AGREEMENT and the job specification. The EMPLOYEE understands that in light of the Charter School's size and limitations on availability of funds and personnel, the Charter School must be flexible and the Charter School may at times make assignments that are in addition to those expressly described in this AGREEMENT and the job specification. Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during the scheduled work hours with the school.

4. **COMPENSATION AND BENEFITS:**

a. **Salary:** Compensation shall be **\$53,901** annually less statutory and other authorized deductions. The EMPLOYEE understands that his/her position is exempt from overtime under State and Federal law. Salary will be paid bi-monthly over a ten-month period beginning with the first pay period following

August 31, 2017. Paychecks will compensate employees for 1/20 of their annual salary.

b. **Benefits:** The EMPLOYEE shall be entitled to all health and welfare benefits granted to other employees of the Charter School in the same classification, workday, and work year.

c. **Paid Sick Leave (“PSL”):** In satisfaction of the California Healthy Workplaces, Healthy Families Act, EMPLOYEE will be allotted ten days (80 hours) of PSL per school year beginning immediately upon the effective date of this Agreement. PSL days are not accrued on an as-worked basis but rather are allotted to the eligible employees on the first day of work each 10-month school year for use in the current school year. Employees may use PSL beginning on the 30th day after the effective date of this Agreement. Employees hired after the start of the work year will be allotted a prorated amount of PSL at the rate of one (1) day per month. Employees may use their accrued PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventative care for) the employee or the employee’s family member. Employee may also use PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault. For purposes of this policy, “family member” means a child, parent, spouse, registered domestic partner, grandparent, grandchild, or sibling of the employee. “Child” means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis. “Parent” means a biological, foster, or adoptive parent, a step-parent, or a legal guardian of the employee or the employee’s spouse or registered domestic partner. “Spouse” means a legal spouse, as defined by California law.

PSL - Accrued but unused PSL in excess of 72 hours may not be carried over from year to year and will not be paid out upon termination.

PSL may be taken in minimum increments of two hours. Employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, Employee must provide notice as soon as practicable.

5. CONDITIONS OF EMPLOYMENT:

a. **General Laws:** This EMPLOYMENT AGREEMENT is subject to all applicable laws of the United States, the State of California and to the lawful rules and regulations of the California State Board of Education and the rules, regulations and policies of the Charter School and the Board of Trustees of the Charter School.

b. **Credential:** EMPLOYEE represents that he/she possesses the following California Credentials and/or certificates:

<u>Credential</u>	<u>Expires</u>
Provisional Intern Permit	10/01/2017
Multiple Subject Credential	Pending

EMPLOYEE further represents that he/she is not now under contract with any other school district or public school entity in the State of California.

EMPLOYEE warrants and represents that he/she will, with respect to each credential recited above and any other credential subsequently obtained:

1. Immediately register each credential with all appropriate agencies.
 2. Take and pass all examinations or continuing education courses that are now, or may be required for renewal of each credential.
 3. Refrain from any act, or omission, which is intended to or will result in suspension, revocation, or de-registration of any or all credentials.
 4. Acknowledge that his/her continuing employment with the Charter School is expressly subject to maintenance of each credential. Failure to maintain each credential may be treated by the Charter School, at its sole option, as grounds for dismissal.
 5. Failure to pass CBEST or other Charter School-prescribed proficiency test. No employment under this AGREEMENT may continue beyond the date of notification that EMPLOYEE either (1) failed such a test or (2) failed to appear for the test. In the event of either failure, this AGREEMENT shall automatically terminate and the Charter School will no longer employ EMPLOYEE.
 6. The responsibility to maintain a valid California Teaching Credential rests with Employee. Expiration of Employee's California Teaching Credential is grounds for termination.
- c. **Extracurricular Assignments:** EMPLOYEE acknowledges that the Charter School's offer of employment is based upon his/her express willingness to perform coaching and/or other student activities as assigned by the Head of School of the Charter School. EMPLOYEE's continuing employment is expressly subject to such acceptance of such duties when assigned. Compensation for assignment to coaching and/or student activity duties will be in accordance with Charter School policies.

6. **EVALUATION:**

The Head of School or designee shall evaluate and assess in writing the performance of the EMPLOYEE as specified in the Charter School personnel policies. A failure to

evaluate the EMPLOYEE shall not prevent the Charter School from dismissing the EMPLOYEE in accordance with this AGREEMENT.

7. **TERMINATION OF AGREEMENT/EMPLOYMENT:**

This AGREEMENT may be terminated by:

- a. **Mutual Agreement of the Parties:** This AGREEMENT may be terminated at any time by mutual consent, for any reason, of the Board of Trustees of Charter School and the EMPLOYEE upon written AGREEMENT.
- b. **Termination For Cause:** The EMPLOYEE may be terminated by the Board of Trustees or Superintendent of the Charter School, at any time for "Cause." "Cause" shall include, but is not limited to, breach of this AGREEMENT or the EMPLOYEE'S failure to perform his/her duties as set forth in this AGREEMENT, as defined by law, or as specified in the above mentioned and incorporated by reference job specification; the EMPLOYEE's failure or refusal to comply with the lawful and reasonable direction of his/her supervisor, or the policies, standards and/or rules of the Charter School; if it is determined that EMPLOYEE has conducted herself in an unprofessional, unethical, illegal, or fraudulent manner, or has acted in a manner detrimental to the reputation, character, or standing of the Charter School. The Charter School shall not terminate this AGREEMENT pursuant to this paragraph until a written statement of the grounds of termination has first been served upon the EMPLOYEE. The EMPLOYEE shall have the right to a representative of his/her choice, at his/her expense, at a conference with the Board of Trustees of the Charter School to review the recommendation for discipline or termination. The conference with the Board of Trustees of the Charter School shall be the EMPLOYEE's exclusive right to any hearing otherwise required by law and may occur before or after the termination depending upon the circumstances.
- c. **Death or Incapacitation of EMPLOYEE:** The death of the EMPLOYEE shall terminate this AGREEMENT and all rights entitled under this AGREEMENT. In the event that the EMPLOYEE becomes incapacitated to the extent that, in the judgment of the Charter School, the EMPLOYEE may no longer perform the essential functions of his/her job as set forth in the above referenced and incorporated job specifications, the Charter School may terminate this AGREEMENT.
- d. In the event that EMPLOYEE's employment terminates pursuant to Section 7(a), 7(b), or 7(c), s/he shall receive any unpaid portion of his/her then salary (prorated and minus any applicable deductions) for services rendered through the last day that s/he worked. EMPLOYEE is entitled to no other compensation for any reason.
- e. **Early Termination Without Cause:** The Board of Trustee of the Charter School may also unilaterally and with or without cause terminate this AGREEMENT by providing the EMPLOYEE notice of termination

In the event that EMPLOYEE's employment is terminated by the Charter School for other than Cause pursuant to Section 7(b), s/he shall receive severance compensation of either: the remainder of his/her salary for the term of this AGREEMENT; or one (1) month(s) salary at his/her then-current salary level, whichever is less. EMPLOYEE is entitled to no other compensation when s/he is terminated without cause.

8. NONRENEWAL OF CONTRACT:

The Board of Trustees of the Charter School may, with or without cause, and solely within its discretion, decide not to offer future employment contracts to the EMPLOYEE.

9. OUTSIDE PROFESSIONAL ACTIVITIES:

By prior approval of the Head of School, the EMPLOYEE may undertake for consideration outside professional activities, including consulting, speaking, and writing. The outside activities shall not occur during regular work hours. The Charter School shall in no way be responsible for any expenses attendant to the performance of such outside activities.

10. DUTY TO REPORT KNOWN OR REASONABLY SUSPECTED CHILD ABUSE:

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

For purposes of California Penal Code section 11166, a "child care custodian" includes:

- a. any person employed as a teacher, a teacher's aide, a teacher's assistant, or an instructional aide by any public or private school who has been trained in the duties imposed by California Penal Code section 11166;
- b. a classified employee of any public school who has been trained in the duties imposed by California Penal Code section 11166; or
- c. administrative officers, supervisors of child welfare and attendance, or certificated pupil personnel employees of any public or private school.

By executing this AGREEMENT, EMPLOYEE is certifying that he/she has knowledge of California Penal Code section 11166 and will comply with its provisions.

11. GENERAL PROVISIONS:

- a. **Governing Law:** This AGREEMENT and the rights and obligations of the

parties shall be governed by and construed in accordance with the laws of the State of California.

- b. **Entire Agreement:** This AGREEMENT contains all the understandings and agreements between the parties. There are no oral understandings, terms, or conditions, and neither party has relied upon any representations, express or implied, not contained in the AGREEMENT.
- c. **Modifications:** Any modifications or amendments of any of the terms and conditions of this AGREEMENT must be made in writing and expressly agreed to by the Board of Trustees of the Charter School and the employee.
- d. **Assignment:** The EMPLOYEE may not assign or transfer any rights or duties assumed under this AGREEMENT.
- e. **Severability:** If any provision of this AGREEMENT is held to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the AGREEMENT shall continue in full force and effect.

12. ACCEPTANCE OF EMPLOYMENT:

By signing below, the EMPLOYEE declares as follows:

- 1. I have read this AGREEMENT and accept employment with the Charter School on the terms specified herein.
- 2. All information I have provided to the Charter School related to my employment is true and accurate.
- 3. This is the entire AGREEMENT between the Charter School and myself regarding the terms and conditions of my employment. This is a final and complete AGREEMENT and there are no other agreements, oral or written, express or implied, concerning the subject matter of this AGREEMENT.

Employee Signature: *Arman M. Fawcett* Date: 4/25/17
 Address: 1222 54th Ave. Oak. Ca. 94608
 Telephone: (510) 253-6535 Social Security Number: 557-73-0851

CHARTER SCHOOL APPROVAL:

[Signature] Date: 7/20/2017
 Signature of AIMS Board

[Signature] Date: 4-19-17
 Superintendent of AIMS

**American Indian Model Schools
Employment Agreement
[Extended Year] 2017**

This Employment Agreement (“Agreement”) is made effective by and between American Indian Model Schools (“Employer”) and Ajuana Harrison (“Employee”).

1. Employer shall employ Employee as a Teacher. Employee has been hired for the position of Teacher. This position is full-time. Employee accepts and agrees to such employment. Employment is subject to submission and verification of resume and official college transcripts indicating graduation, background check, and tuberculosis screening results. The applicant must: 1) pass the Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) Background check, 2) CBEST 3) and obtain state authorization for core, multiple-subject classroom teaching.
2. Best Efforts of Employee. Employee agrees to perform faithfully, industriously, and to the best of Employee's ability, experience, and talents, all of the duties that may be required by this position, to the reasonable satisfaction of Employer.
3. Compensation of Employee.
 - a. As compensation for the services provided by the Employee under this Agreement, employee will be paid **\$3,972**, less applicable withholding and authorized deductions, for work to be performed from **[August 1, 2017]** through **[August 18, 2017]**. Employee will be paid on **[August 15, 2017 and August 31, 2017]**.
 - b. Employee's salary will be subject to those deductions (and only those deductions) permitted by the Fair Labor Standards Act and state law, including deductions when Employee is absent for a full day for personal reasons and deductions when Employee performs no work during a workweek, for any reason. Upon termination of this Agreement, payment under this paragraph shall cease: provided, however, that the Employee shall be entitled to payments for a period or partial periods that occurred prior to the date of termination and for which the Employee has not been paid.
4. Compliance with Employer's Rules. Employee agrees to comply with all the rules and regulations of the Employer. Employee is required to comply with the following schedule:
 - a. 8 hours of work are required per working day
 - b. 5 additional hours are required for parent contact
 - c. 5 additional hours are required for professional development and staff meetings
5. At-Will Employment. All American Indian Public Charter School employees are “at will” employees. Either party may terminate this agreement by written notice at any time for any reason or for no reason. This Agreement is intended to be and shall be deemed to be an at-will employment agreement and does not constitute a guarantee of continuing employment for any term. Except in extreme cases, AIMS will engage in progressive discipline as

FIXED TERM EMPLOYMENT AGREEMENT NON-CREDENTIALLED TEACHER

Between

AMERICAN INDIAN MODEL SCHOOLS

And

Janet Blondeau

This EMPLOYMENT AGREEMENT is entered into this July 1st 2018, by and between the Board of Trustees of American Indian Model Schools (hereinafter referred to as the “Charter School”), and Janet Blondeau (hereinafter referred to as the “EMPLOYEE”). The Charter School and EMPLOYEE are collectively referred to as the “parties.”

The Charter School desires to employ EMPLOYEE as a Teacher at the Charter School under the following terms and conditions:

1. RECITALS:

- a. The Charter School has been established and operates pursuant to the Charter Schools Act of 1992, Education Code section 47600, et seq. The Governing Board of the Oakland Unified School District approved the Charter School. A copy of the Charter School’s charter is available for review.
- b. The Charter School is considered a separate legal entity from the District that granted the charter. The EMPLOYEE signing below expressly recognizes that the Charter School and not the District is employing him. The decision to employ EMPLOYEE under this Agreement is subject to approval by the Board of Trustees of the Charter School.
- c. Pursuant to Education Code section 47610, the Charter School must comply with all of the provisions set forth in its charter, but is otherwise exempt from the laws governing school districts, except as specified in Education Code section 47610. The parties recognize that the provisions of the California Education Code do not govern the Charter School, except as expressly set forth in the Charter Schools Act of 1992.
- d. The Charter School desires to hire EMPLOYEE to assist the Charter School in achieving the goals and meeting the requirements of the School’s charter.

2. **TERM:**

This AGREEMENT shall commence on July 1, 2018 and shall end on June 30, 2019.

The term of this AGREEMENT is subject to the provisions of Section 7 regarding termination.

3. **EMPLOYMENT TERMS:**

a. Position: Teacher

A copy of the job specification for the position of Teacher is attached hereto and incorporated by reference herein. In addition to the duties listed in the job specification, the Charter School may ask EMPLOYEE to, among other things, attend meetings, supervise field trips, supervise playground or lunch times or participate in extracurricular activities. These duties may be amended from time to time in the sole discretion of the Charter School.

b. () Full-time or () Part-time (specify hours, workweek, and work year):

This full-time position includes 190 paid days (over 10 months) annually. The 190 days includes 180 teaching days and 10 non-teaching days per school year. Non-teaching days will consist of professional development, preparation time, and other school-related duties. Full-time certificated employees also receive 25 paid holiday/vacation days per school year, based on the attached 2018-2019 school calendar. Any days that EMPLOYEE is required to work on a scheduled school holiday or over 190 days will be paid on a pro rata basis. Beginning and ending times of work days for the Employee shall be determined by the needs and schedules at the specific sites where employees are assigned.

c. The EMPLOYEE agrees that he/she shall at all times faithfully, industriously, and to the best of his/her ability perform all of the duties that may be required of the EMPLOYEE pursuant to the express and implicit terms of this AGREEMENT and the job specification. The EMPLOYEE understands that in light of the Charter School's size and limitations on availability of funds and personnel, the Charter School must be flexible and the Charter School may at times make assignments that are in addition to those expressly described in this AGREEMENT and the job specification. Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during the scheduled work hours with the school.

4. **COMPENSATION AND BENEFITS:**

a. **Salary:** Compensation shall be **\$52,320.00** annually less statutory and other authorized deductions. The EMPLOYEE understands that his/her position is exempt from overtime under State and Federal law. Salary will be paid bi-monthly over a ten-month period beginning with the first pay period following

August 31, 2018. Paychecks will compensate employees for 1/20 of their annual salary.

- b. **Benefits:** The EMPLOYEE shall be entitled to all health and welfare benefits granted to other employees of the Charter School in the same classification, workday, and work year.

c. **Paid Sick Leave (“PSL”):** In satisfaction of the California Healthy Workplaces, Healthy Families Act, EMPLOYEE will be allotted ten days (80 hours) of PSL per school year beginning immediately upon the effective date of this Agreement. PSL days are not accrued on an as-worked basis but rather are allotted to the eligible employees on the first day of work each 10-month school year for use in the current school year. Employees may use PSL beginning on the 30th day after the effective date of this Agreement. Employees hired after the start of the work year will be allotted a prorated amount of PSL at the rate of one (1) day per month. Employees may use their accrued PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventative care for) the employee or the employee’s family member. Employee may also use PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault. For purposes of this policy, “family member” means a child, parent, spouse, registered domestic partner, grandparent, grandchild, or sibling of the employee. “Child” means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis. “Parent” means a biological, foster, or adoptive parent, a step-parent, or a legal guardian of the employee or the employee’s spouse or registered domestic partner. “Spouse” means a legal spouse, as defined by California law.

PSL - Accrued but unused PSL in excess of 72 hours may not be carried over from year to year and will not be paid out upon termination.

PSL may be taken in minimum increments of two hours. Employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, Employee must provide notice as soon as practicable.

5. **CONDITIONS OF EMPLOYMENT:**

- a. **General Laws:** This EMPLOYMENT AGREEMENT is subject to all applicable laws of the United States, the State of California and to the lawful rules and regulations of the California State Board of Education and the rules, regulations and policies of the Charter School and the Board of Trustees of the Charter School.
- b. Employee represents that he/she possesses the following degree, license and/or certification: BA Degree or BS Degree, and CBEST.

EMPLOYEE further represents that he/she is not now under contract with any other school district or public school entity in the State of California.

- c. **Extracurricular Assignments:** EMPLOYEE acknowledges that the Charter School's offer of employment is based upon his/her express willingness to perform coaching and/or other student activities as assigned by the Head of School of the Charter School. EMPLOYEE's continuing employment is expressly subject to such acceptance of such duties when assigned. Compensation for assignment to coaching and/or student activity duties will be in accordance with Charter School policies.

6. **EVALUATION:**

The Head of School or designee shall evaluate and assess in writing the performance of the EMPLOYEE as specified in the Charter School personnel policies. A failure to evaluate the EMPLOYEE shall not prevent the Charter School from dismissing the EMPLOYEE in accordance with this AGREEMENT.

7. **TERMINATION OF AGREEMENT/EMPLOYMENT:**

This AGREEMENT may be terminated by:

- a. **Mutual Agreement of the Parties:** This AGREEMENT may be terminated at any time by mutual consent, for any reason, of the Board of Trustees of Charter School and the EMPLOYEE upon written AGREEMENT.
- b. **Termination For Cause:** The EMPLOYEE may be terminated by the Board of Trustees or Superintendent of the Charter School, at any time for "Cause." "Cause" shall include, but is not limited to, breach of this AGREEMENT or the EMPLOYEE'S failure to perform his/her duties as set forth in this AGREEMENT, as defined by law, or as specified in the above mentioned and incorporated by reference job specification; the EMPLOYEE's failure or refusal to comply with the lawful and reasonable direction of his/her supervisor, or the policies, standards and/or rules of the Charter School; if it is determined that EMPLOYEE has conducted herself in an unprofessional, unethical, illegal, or fraudulent manner, or has acted in a manner detrimental to the reputation, character, or standing of the Charter School. The Charter School shall not terminate this AGREEMENT pursuant to this paragraph until a written statement of the grounds of termination has first been served upon the EMPLOYEE. The EMPLOYEE shall have the right to a representative of his/her choice, at his/her expense, at a conference with the Board of Trustees of the Charter School to review the recommendation for discipline or termination. The conference with the Board of Trustees of the Charter School shall be the EMPLOYEE's exclusive right to any hearing otherwise required by law and may occur before or after the

termination depending upon the circumstances.

- c. **Death or Incapacitation of EMPLOYEE:** The death of the EMPLOYEE shall terminate this AGREEMENT and all rights entitled under this AGREEMENT. In the event that the EMPLOYEE becomes incapacitated to the extent that, in the judgment of the Charter School, the EMPLOYEE may no longer perform the essential functions of his/her job as set forth in the above referenced and incorporated job specifications, the Charter School may terminate this AGREEMENT.
- d. In the event that EMPLOYEE's employment terminates pursuant to Section 7(a), 7(b), or 7(c), s/he shall receive any unpaid portion of his/her then salary (prorated and minus any applicable deductions) for services rendered through the last day that s/he worked. EMPLOYEE is entitled to no other compensation for any reason.
- e. **Early Termination Without Cause:** The Board of Trustee of the Charter School may also unilaterally and with or without cause terminate this AGREEMENT by providing the EMPLOYEE notice of termination

In the event that EMPLOYEE's employment is terminated by the Charter School for other than Cause pursuant to Section 7(b), s/he shall receive severance compensation of either: the remainder of his/her salary for the term of this AGREEMENT; or one (1) month(s) salary at his/her then-current salary level, whichever is less. EMPLOYEE is entitled to no other compensation when s/he is terminated without cause.

8. **NONRENEWAL OF CONTRACT:**

The Board of Trustees of the Charter School may, with or without cause, and solely within its discretion, decide not to offer future employment contracts to the EMPLOYEE.

9. **OUTSIDE PROFESSIONAL ACTIVITIES:**

By prior approval of the Head of School, the EMPLOYEE may undertake for consideration outside professional activities, including consulting, speaking, and writing. The outside activities shall not occur during regular work hours. The Charter School shall in no way be responsible for any expenses attendant to the performance of such outside activities.

10. **DUTY TO REPORT KNOWN OR REASONABLY SUSPECTED CHILD ABUSE:**

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

For purposes of California Penal Code section 11166, a “child care custodian” includes:

- a. any person employed as a teacher, a teacher’s aide, a teacher’s assistant, or an instructional aide by any public or private school who has been trained in the duties imposed by California Penal Code section 11166;
- b. a classified employee of any public school who has been trained in the duties imposed by California Penal Code section 11166; or
- c. administrative officers, supervisors of child welfare and attendance, or certificated pupil personnel employees of any public or private school.

By executing this AGREEMENT, EMPLOYEE is certifying that he/she has knowledge of California Penal Code section 11166 and will comply with its provisions.

11. GENERAL PROVISIONS:

- a. **Governing Law:** This AGREEMENT and the rights and obligations of the parties shall be governed by and construed in accordance with the laws of the State of California.
- b. **Entire Agreement:** This AGREEMENT contains all the understandings and agreements between the parties. There are no oral understandings, terms, or conditions, and neither party has relied upon any representations, express or implied, not contained in the AGREEMENT.
- c. **Modifications:** Any modifications or amendments of any of the terms and conditions of this AGREEMENT must be made in writing and expressly agreed to by the Board of Trustees of the Charter School and the employee.
- d. **Assignment:** The EMPLOYEE may not assign or transfer any rights or duties assumed under this AGREEMENT.
- e. **Severability:** If any provision of this AGREEMENT is held to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the AGREEMENT shall continue in full force and effect.

12. ACCEPTANCE OF EMPLOYMENT:

By signing below, the EMPLOYEE declares as follows:

1. I have read this AGREEMENT and accept employment with the Charter School on the terms specified herein.
2. All information I have provided to the Charter School related to my employment is true and accurate.

3. This is the entire AGREEMENT between the Charter School and myself regarding the terms and conditions of my employment. This is a final and complete AGREEMENT and there are no other agreements, oral or written, express or implied, concerning the subject matter of this AGREEMENT.

Employee Signature: *[Handwritten Signature]* Date: 6/13/2018 1:05pm
Address: 3771 Latimer Place, Oakland, CA 94609
Telephone: 510.908.0700

CHARTER SCHOOL APPROVAL:

Date:
Signature of AIMS Board

Date:
Superintendent of AIMS

**American Indian Model Schools
Employment Agreement
[Extended Year] 2018**

This **2018 Employment Agreement – Extended Year** is entered into effective July 1, 2018 between American Indian Model Schools (AIMS or Charter School) and **Jeong Kinser** (EMPLOYEE).

1. **WORK PERIOD:** The work to be performed and payment under this 2018 Employment Agreement – Extended Year shall be during August 2018 instead of August 2017. (Paragraph 3.a of the attached.)
2. **TERMS OF 2017 Employment Agreement – Extended Year OTHERWISE UNCHANGED:** Except as set forth above as to the Work Period of this 2018 Employment Agreement – Extended Year, all terms and conditions of the 2017 Employment Agreement – Extended Year, attached hereto in full, are incorporated herein by this reference without change.
3. **COLLECTIVE BARGAINING:** Terms and conditions of employment, for the bargaining unit of which EMPLOYEE is a member, are currently under negotiation between AIMS and Teachers of American Indian Model Schools (TAIMS/CTA/NEA), pursuant to the California Educational Employment Relations Act. Accordingly, the terms of this 2018 Employment Agreement – Extended Year are subject to change by the bargaining process between AIMS and TAIMS.

Employee Signature: Jeong Kinser Date: 4/23/2018
 Address: 31297 San Andreas Drive, Union City, CA 94587
 Telephone: 510-789-8667

CHARTER SCHOOL APPROVAL:

_____ Date: _____
 Signature of AIMS Board

_____ Date: _____
 Superintendent of AIMS

Attachment: Employment Agreement – Extended Year 2017

FIXED TERM EMPLOYMENT AGREEMENT [CERTIFICATED]

**Between
American Indian Model Schools
and
Jeong Kinser**

This **2018-19 Fixed Term EMPLOYMENT AGREEMENT – Certificated** is entered into effective July 1, 2018 between American Indian Model Schools (AIMS or Charter School) and **Jeong Kinser** (EMPLOYEE).

1. **TERM:** The term of this AGREEMENT shall commence on July 1, 2018, and shall end on June 30, 2019.
2. **TERMS OF 2017-18 AGREEMENT OTHERWISE UNCHANGED:** Except as set forth above as to the TERM of this AGREEMENT, all terms and conditions of the 2017-18 Fixed Term Employment Agreement, attached hereto in full, are incorporated herein by this reference without change.
3. **COLLECTIVE BARGAINING:** Terms and conditions of employment, for the bargaining unit of which EMPLOYEE is a member, are currently under negotiation between AIMS and Teachers of American Indian Model Schools (TAIMS/CTA/NEA), pursuant to the California Educational Employment Relations Act. Accordingly, the terms of this 2018-19 Employment Agreement are subject to change by the bargaining process between AIMS and TAIMS.

By signing below, the EMPLOYEE declares as follows:

- a. I have read this AGREEMENT and accept employment with the Charter School on the terms specified herein.
- b. All information I have provided to the Charter School related to my employment is true and accurate.
- c. This is the entire AGREEMENT between the Charter School and myself regarding the terms and conditions of my employment. This is a final and complete AGREEMENT and there are no other agreements, oral or written, express or implied, concerning the subject matter of this AGREEMENT.

Employee Signature: Jeong Kinser Date: 4/23/2018

Address: 31297 San Andreas Drive, Union City, CA 94587

Telephone: 510 - 789-8667

CHARTER SCHOOL APPROVAL:

Date:
Signature of AIMS Board

Date:
Superintendent of AIMS

Attachment: 2017-18 Fixed Term Employment Agreement

FIXED TERM EMPLOYMENT AGREEMENT [CERTIFICATED]

Between

AMERICAN INDIAN MODEL SCHOOLS

And

Jeong Kinser

This EMPLOYMENT AGREEMENT is entered into on July 27th, 2017, by and between the Board of Trustees of American Indian Model Schools (hereinafter referred to as the "Charter School"), and Jeong Kinser (hereinafter referred to as the "EMPLOYEE"). The Charter School and EMPLOYEE are collectively referred to as the "parties."

The Charter School desires to employ EMPLOYEE as a Teacher at the Charter School under the following terms and conditions:

1. RECITALS:

- a. The Charter School has been established and operates pursuant to the Charter Schools Act of 1992, Education Code section 47600, et seq. The Governing Board of the Oakland Unified School District approved the Charter School. A copy of the Charter School's charter is available for review.
- b. The Charter School is considered a separate legal entity from the District that granted the charter. The EMPLOYEE signing below expressly recognizes that the Charter School and not the District is employing him. The decision to employ EMPLOYEE under this Agreement is subject to approval by the Board of Trustees of the Charter School.
- c. Pursuant to Education Code section 47610, the Charter School must comply with all of the provisions set forth in its charter, but is otherwise exempt from the laws governing school districts, except as specified in Education Code section 47610. The parties recognize that the provisions of the California Education Code do not govern the Charter School, except as expressly set forth in the Charter Schools Act of 1992.
- d. The Charter School desires to hire EMPLOYEE to assist the Charter School in achieving the goals and meeting the requirements of the School's charter.

2. **TERM:**

This AGREEMENT shall commence on July 1, 2017 and shall end on June 30, 2018

The term of this AGREEMENT is subject to the provisions of Section 7 regarding termination.

3. **EMPLOYMENT TERMS:**

a. **Position: Teacher**

A copy of the job specification for the position of Teacher is attached hereto and incorporated by reference herein. In addition to the duties listed in the job specification, the Charter School may ask EMPLOYEE to, among other things, attend meetings, supervise field trips, supervise playground or lunch times or participate in extracurricular activities. These duties may be amended from time to time in the sole discretion of the Charter School.

b. **() Full-time or () Part-time (specify hours, workweek, and work year):**

This full-time position includes 190 paid days (over 10 months) annually. The 190 days includes 180 teaching days and 10 non-teaching days per school year. Non-teaching days will consist of professional development, preparation time, and other school-related duties. Full-time certificated employees also receive 26 paid holiday/vacation days per school year, based on the attached 2017-2018 school calendar. Any days that EMPLOYEE is required to work on a scheduled school holiday or over 190 days will be paid on a pro rata basis. Beginning and ending times of work days for the Employee shall be determined by the needs and schedules at the specific sites where employees are assigned.

c. The EMPLOYEE agrees that he/she shall at all times faithfully, industriously, and to the best of his/her ability perform all of the duties that may be required of the EMPLOYEE pursuant to the express and implicit terms of this AGREEMENT and the job specification. The EMPLOYEE understands that in light of the Charter School's size and limitations on availability of funds and personnel, the Charter School must be flexible and the Charter School may at times make assignments that are in addition to those expressly described in this AGREEMENT and the job specification. Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during the scheduled work hours with the school.

4. **COMPENSATION AND BENEFITS:**

a. **Salary:** Compensation shall be \$55,756 annually less statutory and other

authorized deductions. The EMPLOYEE understands that his/her position is exempt from overtime under State and Federal law. Salary will be paid bi-monthly over a ten-month period beginning with the first pay period following August 31, 2017. Paychecks will compensate employees for 1/20 of their annual salary.

- b. **Benefits:** The EMPLOYEE shall be entitled to all health and welfare benefits granted to other employees of the Charter School in the same classification, workday, and work year.

c. **Paid Sick Leave ("PSL"):** In satisfaction of the California Healthy Workplaces, Healthy Families Act, EMPLOYEE will be allotted ten days (80 hours) of PSL per school year beginning immediately upon the effective date of this Agreement. PSL days are not accrued on an as-worked basis but rather are allotted to the eligible employees on the first day of work each 10-month school year for use in the current school year. Employees may use PSL beginning on the 30th day after the effective date of this Agreement. Employees hired after the start of the work year will be allotted a prorated amount of PSL at the rate of one (1) day per month. Employees may use their accrued PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventative care for) the employee or the employee's family member. Employee may also use PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault. For purposes of this policy, "family member" means a child, parent, spouse, registered domestic partner, grandparent, grandchild, or sibling of the employee. "Child" means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis. "Parent" means a biological, foster, or adoptive parent, a step-parent, or a legal guardian of the employee or the employee's spouse or registered domestic partner. "Spouse" means a legal spouse, as defined by California law.

PSL - Accrued but unused PSL in excess of 72 hours may not be carried over from year to year and will not be paid out upon termination.

PSL may be taken in minimum increments of two hours. Employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, Employee must provide notice as soon as practicable.

5. CONDITIONS OF EMPLOYMENT:

- a. **General Laws:** This EMPLOYMENT AGREEMENT is subject to all applicable laws of the United States, the State of California and to the lawful rules and

regulations of the California State Board of Education and the rules, regulations and policies of the Charter School and the Board of Trustees of the Charter School.

- b. **Credential:** EMPLOYEE represents that he/she possesses the following California Credentials and/or certificates:

<u>Credential</u>	<u>Expires</u>
Multiple Subject Teaching Credential	February 1 st , 2020

EMPLOYEE further represents that he/she is not now under contract with any other school district or public school entity in the State of California.

EMPLOYEE warrants and represents that he/she will, with respect to each credential recited above and any other credential subsequently obtained:

1. Immediately register each credential with all appropriate agencies.
 2. Take and pass all examinations or continuing education courses that are now, or may be required for renewal of each credential.
 3. Refrain from any act, or omission, which is intended to or will result in suspension, revocation, or de-registration of any or all credentials.
 4. Acknowledge that his/her continuing employment with the Charter School is expressly subject to maintenance of each credential. Failure to maintain each credential may be treated by the Charter School, at its sole option, as grounds for dismissal.
 5. Failure to pass CBEST or other Charter School-prescribed proficiency test. No employment under this AGREEMENT may continue beyond the date of notification that EMPLOYEE either (1) failed such a test or (2) failed to appear for the test. In the event of either failure, this AGREEMENT shall automatically terminate and the Charter School will no longer employ EMPLOYEE.
 6. The responsibility to maintain a valid California Teaching Credential rests with Employee. Expiration of Employee's California Teaching Credential is grounds for termination.
- c. **Extracurricular Assignments:** EMPLOYEE acknowledges that the Charter School's offer of employment is based upon his/her express willingness to perform coaching and/or other student activities as assigned by the Head of School of the Charter School. EMPLOYEE's continuing employment is expressly subject to such acceptance of such duties when assigned. Compensation

for assignment to coaching and/or student activity duties will be in accordance with Charter School policies.

6. EVALUATION:

The Head of School or designee shall evaluate and assess in writing the performance of the EMPLOYEE as specified in the Charter School personnel policies. A failure to evaluate the EMPLOYEE shall not prevent the Charter School from dismissing the EMPLOYEE in accordance with this AGREEMENT.

7. TERMINATION OF AGREEMENT/EMPLOYMENT:

This AGREEMENT may be terminated by:

- a. **Mutual Agreement of the Parties:** This AGREEMENT may be terminated at any time by mutual consent, for any reason, of the Board of Trustees of Charter School and the EMPLOYEE upon written AGREEMENT.
- b. **Termination For Cause:** The EMPLOYEE may be terminated by the Board of Trustees or Superintendent of the Charter School, at any time for "Cause." "Cause" shall include, but is not limited to, breach of this AGREEMENT or the EMPLOYEE'S failure to perform his/her duties as set forth in this AGREEMENT, as defined by law, or as specified in the above mentioned and incorporated by reference job specification; the EMPLOYEE's failure or refusal to comply with the lawful and reasonable direction of his/her supervisor, or the policies, standards and/or rules of the Charter School; if it is determined that EMPLOYEE has conducted herself in an unprofessional, unethical, illegal, or fraudulent manner, or has acted in a manner detrimental to the reputation, character, or standing of the Charter School. The Charter School shall not terminate this AGREEMENT pursuant to this paragraph until a written statement of the grounds of termination has first been served upon the EMPLOYEE. The EMPLOYEE shall have the right to a representative of his/her choice, at his/her expense, at a conference with the Board of Trustees of the Charter School to review the recommendation for discipline or termination. The conference with the Board of Trustees of the Charter School shall be the EMPLOYEE's exclusive right to any hearing otherwise required by law and may occur before or after the termination depending upon the circumstances.
- c. **Death or Incapacitation of EMPLOYEE:** The death of the EMPLOYEE shall terminate this AGREEMENT and all rights entitled under this AGREEMENT. In the event that the EMPLOYEE becomes incapacitated to the extent that, in the judgment of the Charter School, the EMPLOYEE may no longer perform the essential functions of his/her job as set forth in the above referenced and incorporated job specifications, the

Charter School may terminate this AGREEMENT.

- d. In the event that EMPLOYEE's employment terminates pursuant to Section 7(a), 7(b), or 7(c), s/he shall receive any unpaid portion of his/her then salary (prorated and minus any applicable deductions) for services rendered through the last day that s/he worked. EMPLOYEE is entitled to no other compensation for any reason.
- c. **Early Termination Without Cause:** The Board of Trustee of the Charter School may also unilaterally and with or without cause terminate this AGREEMENT by providing the EMPLOYEE notice of termination

In the event that EMPLOYEE's employment is terminated by the Charter School for other than Cause pursuant to Section 7(b), s/he shall receive severance compensation of either: the remainder of his/her salary for the term of this AGREEMENT; or one (1) month(s) salary at his/her then-current salary level, whichever is less. EMPLOYEE is entitled to no other compensation when s/he is terminated without cause.

8. NONRENEWAL OF CONTRACT:

The Board of Trustees of the Charter School may, with or without cause, and solely within its discretion, decide not to offer future employment contracts to the EMPLOYEE.

9. OUTSIDE PROFESSIONAL ACTIVITIES:

By prior approval of the Head of School, the EMPLOYEE may undertake for consideration outside professional activities, including consulting, speaking, and writing. The outside activities shall not occur during regular work hours. The Charter School shall in no way be responsible for any expenses attendant to the performance of such outside activities.

10. DUTY TO REPORT KNOWN OR REASONABLY SUSPECTED CHILD ABUSE:

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

For purposes of California Penal Code section 11166, a "child care custodian" includes:

- a. any person employed as a teacher, a teacher's aide, a teacher's assistant, or an instructional aide by any public or private school who has been trained in the

duties imposed by California Penal Code section 11166;

- b. a classified employee of any public school who has been trained in the duties imposed by California Penal Code section 11166; or
- c. administrative officers, supervisors of child welfare and attendance, or certificated pupil personnel employees of any public or private school.

By executing this AGREEMENT, EMPLOYEE is certifying that he/she has knowledge of California Penal Code section 11166 and will comply with its provisions.

11. GENERAL PROVISIONS:

- a. **Governing Law:** This AGREEMENT and the rights and obligations of the parties shall be governed by and construed in accordance with the laws of the State of California.
- b. **Entire Agreement:** This AGREEMENT contains all the understandings and agreements between the parties. There are no oral understandings, terms, or conditions, and neither party has relied upon any representations, express or implied, not contained in the AGREEMENT.
- c. **Modifications:** Any modifications or amendments of any of the terms and conditions of this AGREEMENT must be made in writing and expressly agreed to by the Board of Trustees of the Charter School and the employee.
- d. **Assignment:** The EMPLOYEE may not assign or transfer any rights or duties assumed under this AGREEMENT.
- e. **Severability:** If any provision of this AGREEMENT is held to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the AGREEMENT shall continue in full force and effect.

12. ACCEPTANCE OF EMPLOYMENT:

By signing below, the EMPLOYEE declares as follows:

- 1. I have read this AGREEMENT and accept employment with the Charter School on the terms specified herein.
- 2. All information I have provided to the Charter School related to my employment is true and accurate.
- 3. This is the entire AGREEMENT between the Charter School and myself

regarding the terms and conditions of my employment. This is a final and complete AGREEMENT and there are no other agreements, oral or written, express or implied, concerning the subject matter of this AGREEMENT.

Employee Signature: Jeffrey P. [Signature] Date: 10/24/2017

Address: 31297 San Andreas Drive, Union City, CA 94587

Telephone: 510-789-8667 Social Security Number: 621-23-3920

CHARTER SCHOOL APPROVAL:

[Signature] Date: 11/21/17

Signature of AIMS Board

[Signature] Date: 10-23-17

Superintendent of AIMS

**American Indian Model Schools
Employment Agreement
[Extended Year] 2017**

This Employment Agreement (“Agreement”) is made effective by and between American Indian Model Schools (“Employer”) and Jeong Kinser (“Employee”).

1. Employer shall employ Employee as a Teacher. Employee has been hired for the position of Teacher. This position is full-time. Employee accepts and agrees to such employment. Employment is subject to submission and verification of resume and official college transcripts indicating graduation, background check, and tuberculosis screening results. The applicant must: 1) pass the Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) Background check, 2) CBEST 3) and obtain state authorization for core, multi-subject classroom teaching.
2. Best Efforts of Employee. Employee agrees to perform faithfully, industriously, and to the best of Employee's ability, experience, and talents, all of the duties that may be required by this position, to the reasonable satisfaction of Employer.
3. Compensation of Employee.
 - a. As compensation for the services provided by the Employee under this Agreement, employee will be paid \$4,108, less applicable withholding and authorized deductions, for work to be performed from [August 1, 2017] through [August 18, 2017]. Employee will be paid on [August 15, 2017 and August 31, 2017].
 - b. Employee's salary will be subject to those deductions (and only those deductions) permitted by the Fair Labor Standards Act and state law, including deductions when Employee is absent for a full day for personal reasons and deductions when Employee performs no work during a workweek, for any reason. Upon termination of this Agreement, payment under this paragraph shall cease: provided, however, that the Employee shall be entitled to payments for a period or partial periods that occurred prior to the date of termination and for which the Employee has not been paid.
4. Compliance with Employer's Rules. Employee agrees to comply with all the rules and regulations of the Employer. Employee is required to comply with the following schedule:
 - a. 8 hours of work are required per working day
 - b. 5 additional hours are required for parent contact
 - c. 5 additional hours are required for professional development and staff meetings
5. At-Will Employment. All American Indian Public Charter School employees are “at will” employees. Either party may terminate this agreement by written notice at any time for any reason or for no reason. This Agreement is intended to be and shall be deemed to be an at-will employment agreement and does not constitute a guarantee of continuing employment for any term. Except in extreme cases, AIMS will engage in progressive discipline as



American Indian Model Schools

171 12th Street 3rd Floor
Oakland, CA 94607

TO: Certificated Teachers
FROM: Robert Mayfield, Director, Human Resources
SUBJECT: Salary Placement for 2018-19
DATE: April 24, 2018

Please see below your salary placement for 2018-19. You will move salary step forward from your 2017-18 salary placement. Should you have any questions, please don't hesitate to contact the Human Resources Office.

Jeong Kinser

2017-18 Annual Salary -	\$55,756.00
2018-19 Annual Salary -	\$56,592.00
2018-19 Extended Year Salary -	\$4,170.00

C: Maya Woods-Cadiz, Superintendent

FIXED TERM EMPLOYMENT AGREEMENT – CLASSIFIED NON-EXEMPT

Between

AMERICAN INDIAN MODEL SCHOOLS

And

Julienne Ahmad

This Employment Agreement (“Agreement”) is entered into on July 1, 2018 (“Effective Date”) by and between the Board of Directors of American Indian Model Schools (“Charter School”), and Julienne Ahmad (“Employee”). The Charter School and Employee are collectively referred to as the “parties.”

1. TERM:

This Agreement shall commence on July 1, 2018 and shall end on June 30, 2019, unless terminated earlier pursuant to Section 6 (the “Term”). Employee will serve 240 work days within this term.

2. EMPLOYMENT TERMS:

a. Position and Duties:

Employee has been hired for the position of Administrative Assistant and will perform the duties set forth on the position description attached hereto and incorporated by reference and as may be amended from time to time in the sole discretion of the Charter School, in addition to performing any tasks reasonably assigned by Employee’s supervisor and/or the Board of Directors including, but not limited to, attending meetings, supervising field trips, supervising playground or lunch times or participating in extracurricular activities. Employee acknowledges that the Charter School’s offer of employment is based upon Employee’s express willingness to perform coaching and/or other student activities as assigned by the Head of School of the Charter School. Employee’s continuing employment is expressly subject to such acceptance of such duties when assigned. Compensation for assignment to coaching and/or student activity duties will be in accordance with Charter School policies.

Employee shall comply with all school policies and procedures including those specified in the Employee Handbook. If the terms and conditions of this Agreement differ from those in the Employee Handbook, this Agreement shall prevail. The Employee will at all times faithfully, industriously, and to the best of his/her ability perform all of the duties that may be required of the Employee pursuant to the express and implicit terms of this Agreement and the job specification.

Employee shall inform the School in writing when he or she accepts outside employment so that the Charter School can determine if a potential or actual conflict of interest exists. Such notice shall include written assurances that Employee's outside employment shall not interfere with his or her duties.

b. Work Hours:

The School's general hours of operation are 7:00AM – 7:00PM. Employee's specific schedule will be determined by his or her supervisor. Beginning and ending times of work days for the Employee shall be determined by the needs and schedules at the specific sites where employees are assigned. Employee acknowledges that the Charter School's offer of employment is based upon Employee's express willingness to perform job responsibilities, and/or student activities as assigned by the Charter School which may occur outside the Charter School's normal operating hours.

Employee is a twelve (12) month employee whose work year shall commence on July 1, 2018 and shall conclude on June 30, 2019.

Employee is employed on a full-time basis and will be expected to work at least 40 hours per week.

Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during scheduled work hours with the Charter School.

3. COMPENSATION AND BENEFITS:

a. Compensation:

Employee is a Non-Exempt employee and is therefore eligible for overtime pay in accordance with applicable law. Employee will be paid an annual salary of \$54,818.00 (Step A), less applicable withholding and authorized deductions. Wages will be paid semi-monthly over the Term of this Agreement beginning with the first pay period following the Effective.

b. Benefits:

The Employee shall be entitled to all health and welfare benefits granted to other employees of the Charter School in the same classification, workday, and work year. Eligible Employee will belong to the California Public Employee Retirement System (CalPERS).

c. Paid Sick Leave (“PSL”):

Twelve (12) month Employees will be allotted twelve (12) full-time (8 hour) days for a total of ninety-six (96) hours of PSL per year beginning immediately upon the effective date of this Agreement. Ten (10) month Employees will be allotted ten (10) full-time (8 hour) days for a total of eighty (80) hours of PSL per year beginning immediately upon the effective date of this Agreement. Employees hired after the start of the work year will be allotted a prorated amount of PSL at the rate of one (1) day per month.

PSL days are not accrued on an as-worked basis but rather are allotted to the eligible employees on July 1 for use during the Term of the Agreement. Returning employees may use PSL immediately. New employees may use PSL beginning on the 30th day after the effective date of this Agreement. For mid-year hires the prorated amount of PSL will be allotted effective the employee’s hire date. A maximum of 72 hours of accrued but unused PSL will carry over from year to year. Employee loses any unused PSL in excess of 72 hours. Employee may use accrued PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventative care for) the employee or the employee’s family member. Employee may also use PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault. For purposes of this policy, “family member” means a child, parent, spouse, registered domestic partner, grandparent, grandchild, or sibling of the employee. “Child” means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis. “Parent” means a biological, foster, or adoptive parent, a step-parent, or a legal guardian of the employee or the employee’s spouse or registered domestic partner. “Spouse” means a legal spouse, as defined by California law.

PSL may be taken in minimum increments of two (2) hours. Employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, Employee must provide notice as soon as practicable.

d. Vacation Days:

12-Month Employee will begin accruing immediately upon hire, eight (8) hours of paid vacation leave per month. Accrued but unused vacation time will carry over from year to year, assuming Employee returns to service following the completion of this Term and subject to the following maximum accrual: vacation accrual will cease upon an accrual of a maximum cap of 192 hours. Once the employee’s accrued vacation reaches the maximum cap, further accrual of vacation is suspended until the employee has reduced the vacation balance below this limit. In such a case, no vacation will be earned for the period in which the employee’s vacation was at the maximum. Accrued but unused vacation time will be paid out upon termination.

e. Holidays:

The following are scheduled school paid holidays during which no services will ordinarily be required of Employee, but for which full-time only Employee will be paid the hourly rate. Any days that Employee is required to work on a scheduled school holiday will also be paid on a pro rata basis above holiday pay.

July 4 –	Independence Day (12-month employees)
September 3 -	Labor Day
November 12 –	Veteran’s Day
January 21 -	Martin Luther King Day
February 18 -	President’s Day
May 27 -	Memorial Day
TBD	Thanksgiving Day Recess (10-month employees)
TBD	Thanksgiving Day Recess (12-month employees)
TBD	Winter Break (10-month employees)
TBD	Winter Break (12-month employees)
TBD	Spring Break (10-month employees)
TBD	Spring Break (12-month employees)

4. CONDITIONS OF EMPLOYMENT:

Employee represents that he/she possesses the following degree, license and/or certification: Associate Degree.

Employee represents that he/she is not now under contract with any other school district or public school entity in the State of California.

5. EVALUATION:

The Head of School or designee shall evaluate and assess in writing the performance of the Employee as specified in the Charter School's personnel policies. A failure to evaluate the Employee shall not prevent the Charter School from dismissing the Employee in accordance with this Agreement.

6. TERMINATION OF AGREEMENT/EMPLOYMENT:

This Agreement may be terminated by:

a. Mutual Agreement of the Parties:

This Agreement may be terminated at any time and for any reason by mutual consent upon written agreement and mutual consent of the Parties.

b. Termination for Cause:

The Employee may be terminated by the Board of Directors or Superintendent of the Charter School, at any time for "Cause." "Cause" shall include, but is not limited to, breach of this Agreement; the Employee's failure to perform his/her duties as set forth in this Agreement, as defined by law, or as specified in the above mentioned and incorporated by reference job specification; the Employee's failure or refusal to comply with the lawful and reasonable direction of his/her supervisor, or the policies, standards and/or rules of the Charter School; if it is determined that Employee has conducted himself/herself in an unprofessional, unethical, illegal or fraudulent manner, or has acted in a manner detrimental to the reputation, character or standing of the Charter School. The Charter School shall not terminate this Agreement pursuant to this paragraph until a written statement of the grounds of termination has first been served upon the Employee. The Employee shall have the right to a representative of her choice, at his/her expense, at a conference with the Board of Directors of the Charter School to review the

recommendation for termination. The conference with the Board of Directors of the Charter School shall be the Employee's exclusive right to any hearing otherwise required by law and may occur before or after the termination depending upon the circumstances.

c. Death or Permanent Disability of Employee:

The death or permanent disability of the Employee shall terminate this Agreement and all rights provided for herein. Permanent disability shall exist when Employee suffers from a condition of mind or body that indefinitely prevents him/her from further performance of his/her essential duties, with or without reasonable accommodation.

d. Termination Without Cause:

The Board of Directors or Superintendent of the Charter School may also unilaterally and without cause terminate this Agreement by providing the Employee written notice of termination.

In the event that Employee's employment is terminated by the Charter School without cause under this Section 6(d), Employee shall receive severance compensation of either: the remainder of his/her salary for the term of this Agreement; or one (1) month's salary at his/her then-current salary level, whichever is less. To be entitled to severance compensation, Employee must first execute a written severance agreement that is acceptable to the Charter School.

7. NONRENEWAL OF CONTRACT:

The Board of Directors or Superintendent of the Charter School may, with or without Cause, and solely within its discretion, decide not to offer future employment contracts to the Employee.

8. OUTSIDE PROFESSIONAL ACTIVITIES:

By prior approval of the direct Supervisor, the Employee may undertake for consideration outside professional activities, including consulting, speaking, and writing. The outside activities shall not occur during regular work hours. The Charter School shall in no way be responsible for any expenses attendant to the performance of such outside activities.

9. DUTY TO REPORT KNOWN OR REASONABLY SUSPECTED CHILD ABUSE:

Employee understands and acknowledges that Employee is a mandated reporter as defined by California Penal Code section 11165.7. As a mandated reporter, Employee is responsible to report to an appropriate agency whenever Employee, in his/her professional capacity or within the scope of his/her employment, has knowledge of or observes a child whom Employee knows or reasonably suspects to have been the victim of child abuse or neglect. Employee understands and acknowledges that he/she must follow up on his/her initial report by filing a written report with the same agency within 36 hours of receiving the information concerning, or observing, the incident.

By executing this Agreement, Employee is certifying that he/she has knowledge of California Penal Code section 11166 and will comply with its provisions.

10. GENERAL PROVISIONS:

a. Governing Law:

This Agreement and the rights and obligations of the parties shall be governed by and construed in accordance with the laws of the State of California.

b. Entire Agreement:

This Agreement contains all the understandings and agreements between the parties. There are no oral understandings, terms, or conditions, and neither party has relied upon any representations, express or implied, not contained in the Agreement.

c. Modifications:

Any modifications or amendments of any of the terms and conditions of this Agreement must be made in writing and expressly agreed to by the Board of Directors of the Charter School and the employee.

d. Assignment:

The Employee may not assign or transfer any rights or duties assumed under this Agreement.

e. **Severability:**

If any provision of this Agreement is held to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the Agreement shall continue in full force and effect.

f. **Waiver:**

Either party to this Agreement may specifically and expressly waive, in writing, compliance by the other party thereto with any term, condition or requirements set forth in this Agreement. Either party to this Agreement may specifically and expressly waive, in writing, any breach of any term, condition or requirement of this Agreement by the other party hereto. However, in the event that either party makes or gives such a waiver, such action shall not constitute a further or continuing waiver of any preceding or succeeding breach, or requirement of compliance with, the same or any other provision or contractual requirement, unless a specific statement to the contrary is contained with such waiver. The waiving party may, at any time thereafter, require further compliance by the other party hereto with the requirements or provisions of this Agreement that have been so waived. The consent of one party to any act by the other party for which such written consent was required shall not be deemed to imply consent or waiver of the necessity of obtaining such written consent for the same or similar acts in the future. No waiver or consent shall be implied from the silence or from the failure of any party to act, except as otherwise specified in this Agreement.

11. ACCEPTANCE OF EMPLOYMENT:

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with the Charter School on the terms specified herein.
2. All information I have provided to the Charter School related to my employment is true and accurate.
3. This is the entire Agreement between the Charter School and myself regarding the terms and conditions of my employment. This is a final and complete Agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement.

Employee Signature: Julia Taylor Date: 6/15/2018
Address: 2634 Whitefall Court Antioch, CA
Telephone: 925-783-8312

CHARTER SCHOOL APPROVAL:

Dated: _____

Signature of AIMS Board

Superintendent of AIMS

FIXED TERM EMPLOYMENT AGREEMENT – CLASSIFIED NON-EXEMPT

Between

AMERICAN INDIAN MODEL SCHOOLS

And

Mayra Contreras

This Employment Agreement (“Agreement”) is entered into on July 1, 2018 (“Effective Date”) by and between the Board of Directors of American Indian Model Schools (“Charter School”), and Mayra Contreras (“Employee”). The Charter School and Employee are collectively referred to as the “parties.”

1. TERM:

This Agreement shall commence on July 1, 2018 and shall end on June 30, 2019, unless terminated earlier pursuant to Section 6 (the “Term”). Employee will serve 240 work days within this term.

2. EMPLOYMENT TERMS:

a. Position and Duties:

Employee has been hired for the position of Administrative Assistant and will perform the duties set forth on the position description attached hereto and incorporated by reference and as may be amended from time to time in the sole discretion of the Charter School, in addition to performing any tasks reasonably assigned by Employee’s supervisor and/or the Board of Directors including, but not limited to, attending meetings, supervising field trips, supervising playground or lunch times or participating in extracurricular activities. Employee acknowledges that the Charter School’s offer of employment is based upon Employee’s express willingness to perform coaching and/or other student activities as assigned by the Head of School of the Charter School. Employee’s continuing employment is expressly subject to such acceptance of such duties when assigned. Compensation for assignment to coaching and/or student activity duties will be in accordance with Charter School policies.

Employee shall comply with all school policies and procedures including those specified in the Employee Handbook. If the terms and conditions of this Agreement differ from those in the Employee Handbook, this Agreement shall prevail. The Employee will at all times faithfully, industriously, and to the best of his/her ability perform all of the duties that may be required of the Employee pursuant to the express and implicit terms of this Agreement and the job specification.

Employee shall inform the School in writing when he or she accepts outside employment so that the Charter School can determine if a potential or actual conflict of interest exists. Such notice shall include written assurances that Employee's outside employment shall not interfere with his or her duties.

b. Work Hours:

The School's general hours of operation are 7:00AM – 7:00PM. Employee's specific schedule will be determined by his or her supervisor. Beginning and ending times of work days for the Employee shall be determined by the needs and schedules at the specific sites where employees are assigned. Employee acknowledges that the Charter School's offer of employment is based upon Employee's express willingness to perform job responsibilities, and/or student activities as assigned by the Charter School which may occur outside the Charter School's normal operating hours.

Employee is a twelve (12) month employee whose work year shall commence on July 1, 2018 and shall conclude on June 30, 2019.

Employee is employed on a full-time basis and will be expected to work at least 40 hours per week.

Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during scheduled work hours with the Charter School.

3. COMPENSATION AND BENEFITS:

a. Compensation:

Employee is a Non-Exempt employee and is therefore eligible for overtime pay in accordance with applicable law. Employee will be paid an annual salary of **\$54,818.00** (Step A), less applicable withholding and authorized deductions. Wages will be paid semi-monthly over the Term of this Agreement beginning with the first pay period following the Effective.

b. **Benefits:**

The Employee shall be entitled to all health and welfare benefits granted to other employees of the Charter School in the same classification, workday, and work year. Eligible Employee will belong to the California Public Employee Retirement System (CalPERS).

c. **Paid Sick Leave (“PSL”):**

Twelve (12) month Employees will be allotted twelve (12) full-time (8 hour) days for a total of ninety-six (96) hours of PSL per year beginning immediately upon the effective date of this Agreement. Ten (10) month Employees will be allotted ten (10) full-time (8 hour) days for a total of eighty (80) hours of PSL per year beginning immediately upon the effective date of this Agreement. Employees hired after the start of the work year will be allotted a prorated amount of PSL at the rate of one (1) day per month.

PSL days are not accrued on an as-worked basis but rather are allotted to the eligible employees on July 1 for use during the Term of the Agreement. Returning employees may use PSL immediately. New employees may use PSL beginning on the 30th day after the effective date of this Agreement. For mid-year hires the prorated amount of PSL will be allotted effective the employee’s hire date. A maximum of 72 hours of accrued but unused PSL will carry over from year to year. Employee loses any unused PSL in excess of 72 hours. Employee may use accrued PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventative care for) the employee or the employee’s family member. Employee may also use PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault. For purposes of this policy, “family member” means a child, parent, spouse, registered domestic partner, grandparent, grandchild, or sibling of the employee. “Child” means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis. “Parent” means a biological, foster, or adoptive parent, a step-parent, or a legal guardian of the employee or the employee’s spouse or registered domestic partner. “Spouse” means a legal spouse, as defined by California law.

PSL may be taken in minimum increments of two (2) hours. Employee must

provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, Employee must provide notice as soon as practicable.

d. Vacation Days:

12-Month Employee will begin accruing immediately upon hire, eight (8) hours of paid vacation leave per month. Accrued but unused vacation time will carry over from year to year, assuming Employee returns to service following the completion of this Term and subject to the following maximum accrual: vacation accrual will cease upon an accrual of a maximum cap of 192 hours. Once the employee's accrued vacation reaches the maximum cap, further accrual of vacation is suspended until the employee has reduced the vacation balance below this limit. In such a case, no vacation will be earned for the period in which the employee's vacation was at the maximum. Accrued but unused vacation time will be paid out upon termination.

e. Holidays:

The following are scheduled school paid holidays during which no services will ordinarily be required of Employee, but for which full-time only Employee will be paid the hourly rate. Any days that Employee is required to work on a scheduled school holiday will also be paid on a pro rata basis above holiday pay.

July 4 –	Independence Day (12-month employees)
September 3 -	Labor Day
November 12 –	Veteran’s Day
January 21 -	Martin Luther King Day
February 18 -	President’s Day
May 27 -	Memorial Day
TBD	Thanksgiving Day Recess (10-month employees)
TBD	Thanksgiving Day Recess (12-month employees)
TBD	Winter Break (10-month employees)
TBD	Winter Break (12-month employees)

TBD	Spring Break (10-month employees)
TBD	Spring Break (12-month employees)

4. CONDITIONS OF EMPLOYMENT:

Employee represents that he/she possesses the following degree, license and/or certification: Associate Degree.

Employee represents that he/she is not now under contract with any other school district or public school entity in the State of California.

5. EVALUATION:

The Head of School or designee shall evaluate and assess in writing the performance of the Employee as specified in the Charter School’s personnel policies. A failure to evaluate the Employee shall not prevent the Charter School from dismissing the Employee in accordance with this Agreement.

6. TERMINATION OF AGREEMENT/EMPLOYMENT:

This Agreement may be terminated by:

a. Mutual Agreement of the Parties:

This Agreement may be terminated at any time and for any reason by mutual consent upon written agreement and mutual consent of the Parties.

b. Termination for Cause:

The Employee may be terminated by the Board of Directors or Superintendent of the Charter School, at any time for “Cause.” “Cause” shall include, but is not limited to, breach of this Agreement; the Employee’s failure to perform his/her duties as set forth in this Agreement, as defined by law, or as specified in the above mentioned and incorporated by reference job specification; the Employee’s failure or refusal to comply with the lawful and reasonable direction of his/her supervisor,

or the policies, standards and/or rules of the Charter School; if it is determined that Employee has conducted himself/herself in an unprofessional, unethical, illegal or fraudulent manner, or has acted in a manner detrimental to the reputation, character or standing of the Charter School. The Charter School shall not terminate this Agreement pursuant to this paragraph until a written statement of the grounds of termination has first been served upon the Employee. The Employee shall have the right to a representative of her choice, at his/her expense, at a conference with the Board of Directors of the Charter School to review the recommendation for termination. The conference with the Board of Directors of the Charter School shall be the Employee's exclusive right to any hearing otherwise required by law and may occur before or after the termination depending upon the circumstances.

c. Death or Permanent Disability of Employee:

The death or permanent disability of the Employee shall terminate this Agreement and all rights provided for herein. Permanent disability shall exist when Employee suffers from a condition of mind or body that indefinitely prevents him/her from further performance of his/her essential duties, with or without reasonable accommodation.

d. Termination Without Cause:

The Board of Directors or Superintendent of the Charter School may also unilaterally and without cause terminate this Agreement by providing the Employee written notice of termination.

In the event that Employee's employment is terminated by the Charter School without cause under this Section 6(d), Employee shall receive severance compensation of either: the remainder of his/her salary for the term of this Agreement; or one (1) month's salary at his/her then-current salary level, whichever is less. To be entitled to severance compensation, Employee must first execute a written severance agreement that is acceptable to the Charter School.

7. NONRENEWAL OF CONTRACT:

The Board of Directors or Superintendent of the Charter School may, with or without Cause, and solely within its discretion, decide not to offer future employment contracts to

the Employee.

8. OUTSIDE PROFESSIONAL ACTIVITIES:

By prior approval of the direct Supervisor, the Employee may undertake for consideration outside professional activities, including consulting, speaking, and writing. The outside activities shall not occur during regular work hours. The Charter School shall in no way be responsible for any expenses attendant to the performance of such outside activities.

9. DUTY TO REPORT KNOWN OR REASONABLY SUSPECTED CHILD ABUSE:

Employee understands and acknowledges that Employee is a mandated reporter as defined by California Penal Code section 11165.7. As a mandated reporter, Employee is responsible to report to an appropriate agency whenever Employee, in his/her professional capacity or within the scope of his/her employment, has knowledge of or observes a child whom Employee knows or reasonably suspects to have been the victim of child abuse or neglect. Employee understands and acknowledges that he/she must follow up on his/her initial report by filing a written report with the same agency within 36 hours of receiving the information concerning, or observing, the incident.

By executing this Agreement, Employee is certifying that he/she has knowledge of California Penal Code section 11166 and will comply with its provisions.

10. GENERAL PROVISIONS:

a. Governing Law:

This Agreement and the rights and obligations of the parties shall be governed by and construed in accordance with the laws of the State of California.

b. Entire Agreement:

This Agreement contains all the understandings and agreements between the parties. There are no oral understandings, terms, or conditions, and neither party has relied upon any representations, express or implied, not contained in the Agreement.

c. **Modifications:**

Any modifications or amendments of any of the terms and conditions of this Agreement must be made in writing and expressly agreed to by the Board of Directors of the Charter School and the employee.

d. **Assignment:**

The Employee may not assign or transfer any rights or duties assumed under this Agreement.

e. **Severability:**

If any provision of this Agreement is held to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the Agreement shall continue in full force and effect.

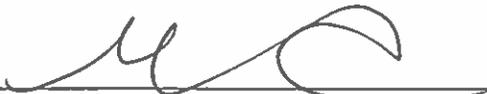
f. **Waiver:**

Either party to this Agreement may specifically and expressly waive, in writing, compliance by the other party thereto with any term, condition or requirements set forth in this Agreement. Either party to this Agreement may specifically and expressly waive, in writing, any breach of any term, condition or requirement of this Agreement by the other party hereto. However, in the event that either party makes or gives such a waiver, such action shall not constitute a further or continuing waiver of any preceding or succeeding breach, or requirement of compliance with, the same or any other provision or contractual requirement, unless a specific statement to the contrary is contained with such waiver. The waiving party may, at any time thereafter, require further compliance by the other party hereto with the requirements or provisions of this Agreement that have been so waived. The consent of one party to any act by the other party for which such written consent was required shall not be deemed to imply consent or waiver of the necessity of obtaining such written consent for the same or similar acts in the future. No waiver or consent shall be implied from the silence or from the failure of any party to act, except as otherwise specified in this Agreement.

11. ACCEPTANCE OF EMPLOYMENT:

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with the Charter School on the terms specified herein.
2. All information I have provided to the Charter School related to my employment is true and accurate.
3. This is the entire Agreement between the Charter School and myself regarding the terms and conditions of my employment. This is a final and complete Agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement.

Employee Signature:  Date: 6.15.18

Address: 1080 Stanford Ave Oakland 94608

Telephone: 925.207.1466

CHARTER SCHOOL APPROVAL:

Dated: _____

Signature of AIMS Board

Superintendent of AIMS

FIXED TERM EMPLOYMENT AGREEMENT – CLASSIFIED NON-EXEMPT

Between

AMERICAN INDIAN MODEL SCHOOLS

And

Wen Liu

This Employment Agreement (“Agreement”) is entered into on July 1, 2018 (“Effective Date”) by and between the Board of Directors of American Indian Model Schools (“Charter School”), and Wen Liu (“Employee”). The Charter School and Employee are collectively referred to as the “parties.”

1. TERM:

This Agreement shall commence on July 1, 2018 and shall end on June 30, 2019, unless terminated earlier pursuant to Section 6 (the “Term”). Employee will serve 240 work days within this term.

2. EMPLOYMENT TERMS:

a. Position and Duties:

Employee has been hired for the position of Clerk III and will perform the duties set forth on the position description attached hereto and incorporated by reference and as may be amended from time to time in the sole discretion of the Charter School, in addition to performing any tasks reasonably assigned by Employee’s supervisor and/or the Board of Directors including, but not limited to, attending meetings, supervising field trips, supervising playground or lunch times or participating in extracurricular activities. Employee acknowledges that the Charter School’s offer of employment is based upon Employee’s express willingness to perform coaching and/or other student activities as assigned by the Head of School of the Charter School. Employee’s continuing employment is expressly subject to such acceptance of such duties when assigned. Compensation for assignment to coaching and/or student activity duties will be in accordance with Charter School policies.

Employee shall comply with all school policies and procedures including those specified in the Employee Handbook. If the terms and conditions of this Agreement differ from those in the Employee Handbook, this Agreement shall prevail. The Employee will at all times faithfully, industriously, and to the best of his/her ability perform all of the duties that may be required of the Employee pursuant to the express and implicit terms of this Agreement and the job specification.

Employee shall inform the School in writing when he or she accepts outside employment so that the Charter School can determine if a potential or actual conflict of interest exists. Such notice shall include written assurances that Employee's outside employment shall not interfere with his or her duties.

b. Work Hours:

The School's general hours of operation are 7:00AM – 7:00PM. Employee's specific schedule will be determined by his or her supervisor. Beginning and ending times of work days for the Employee shall be determined by the needs and schedules at the specific sites where employees are assigned. Employee acknowledges that the Charter School's offer of employment is based upon Employee's express willingness to perform job responsibilities, and/or student activities as assigned by the Charter School which may occur outside the Charter School's normal operating hours.

Employee is a twelve (12) month employee whose work year shall commence on July 1, 2018 and shall conclude on June 30, 2019.

Employee is employed on a part-time basis and will be expected to work fewer than 40 hours per week.

Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during scheduled work hours with the Charter School.

3. COMPENSATION AND BENEFITS:

a. Compensation:

Employee is a Non-Exempt employee and is therefore eligible for overtime pay in accordance with applicable law. Employee will be paid an hourly rate of \$20.91 (Step D), less applicable withholding and authorized deductions. Wages will be paid semi-monthly over the Term of this Agreement beginning with the first pay period following the Effective Date.

b. Benefits:

The Employee shall be entitled to all health and welfare benefits granted to other employees of the Charter School in the same classification, workday, and work year. Eligible Employee will belong to the California Public Employee Retirement System (CalPERS).

c. Paid Sick Leave (“PSL”):

Twelve (12) month Employees will be allotted twelve (12) full-time (8 hour) days for a total of ninety-six (96) hours of PSL per year beginning immediately upon the effective date of this Agreement. Ten (10) month Employees will be allotted ten (10) full-time (8 hour) days for a total of eighty (80) hours of PSL per year beginning immediately upon the effective date of this Agreement. Employees hired after the start of the work year will be allotted a prorated amount of PSL at the rate of one (1) day per month.

PSL days are not accrued on an as-worked basis but rather are allotted to the eligible employees on July 1 for use during the Term of the Agreement. Returning employees may use PSL immediately. New employees may use PSL beginning on the 30th day after the effective date of this Agreement. For mid-year hires the prorated amount of PSL will be allotted effective the employee’s hire date. A maximum of 72 hours of accrued but unused PSL will carry over from year to year. Employee loses any unused PSL in excess of 72 hours. Employee may use accrued PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventative care for) the employee or the employee’s family member. Employee may also use PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault. For purposes of this policy, “family member” means a child, parent, spouse, registered domestic partner, grandparent, grandchild, or sibling of the employee. “Child” means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis. “Parent” means a biological, foster, or adoptive parent, a step-parent, or a legal guardian of the employee or the employee’s spouse or registered domestic partner. “Spouse” means a legal spouse, as defined by California law.

PSL may be taken in minimum increments of two (2) hours. Employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, Employee must provide notice as soon as practicable.

d. Vacation Days:

12-Month Employee will begin accruing immediately upon hire, eight (8) hours of paid vacation leave per month. Accrued but unused vacation time will carry over from year to year, assuming Employee returns to service following the completion of this Term and subject to the following maximum accrual: vacation accrual will cease upon an accrual of a maximum cap of 192 hours. Once the employee’s accrued vacation reaches the maximum cap, further accrual of vacation is suspended until the employee has reduced the vacation balance below this limit. In such a case, no vacation will be earned for the period in which the employee’s vacation was at the maximum. Accrued but unused vacation time will be paid out upon termination.

e. Holidays:

The following are scheduled school paid holidays during which no services will ordinarily be required of Employee, but for which full-time only Employee will be paid the hourly rate. Any days that Employee is required to work on a scheduled school holiday will also be paid on a pro rata basis above holiday pay.

July 4 –	Independence Day (12-month employees)
September 3 -	Labor Day
November 12 –	Veteran’s Day
January 21 -	Martin Luther King Day
February 18 -	President’s Day
May 27 -	Memorial Day
TBD	Thanksgiving Day Recess (10-month employees)
TBD	Thanksgiving Day Recess (12-month employees)
TBD	Winter Break (10-month employees)
TBD	Winter Break (12-month employees)
TBD	Spring Break (10-month employees)
TBD	Spring Break (12-month employees)

4. CONDITIONS OF EMPLOYMENT:

Employee represents that he/she possesses the following degree, license and/or certification: Associates Degree.

Employee represents that he/she is not now under contract with any other school district or public school entity in the State of California.

5. EVALUATION:

The Head of School or designee shall evaluate and assess in writing the performance of the Employee as specified in the Charter School's personnel policies. A failure to evaluate the Employee shall not prevent the Charter School from dismissing the Employee in accordance with this Agreement.

6. TERMINATION OF AGREEMENT/EMPLOYMENT:

This Agreement may be terminated by:

a. Mutual Agreement of the Parties:

This Agreement may be terminated at any time and for any reason by mutual consent upon written agreement and mutual consent of the Parties.

b. Termination for Cause:

The Employee may be terminated by the Board of Directors or Superintendent of the Charter School, at any time for "Cause." "Cause" shall include, but is not limited to, breach of this Agreement; the Employee's failure to perform his/her duties as set forth in this Agreement, as defined by law, or as specified in the above mentioned and incorporated by reference job specification; the Employee's failure or refusal to comply with the lawful and reasonable direction of his/her supervisor, or the policies, standards and/or rules of the Charter School; if it is determined that Employee has conducted himself/herself in an unprofessional, unethical, illegal or fraudulent manner, or has acted in a manner detrimental to the reputation, character or standing of the Charter School. The Charter School shall not terminate this Agreement pursuant to this paragraph until a written statement

of the grounds of termination has first been served upon the Employee. The Employee shall have the right to a representative of her choice, at his/her expense, at a conference with the Board of Directors of the Charter School to review the recommendation for termination. The conference with the Board of Directors of the Charter School shall be the Employee's exclusive right to any hearing otherwise required by law and may occur before or after the termination depending upon the circumstances.

c. Death or Permanent Disability of Employee:

The death or permanent disability of the Employee shall terminate this Agreement and all rights provided for herein. Permanent disability shall exist when Employee suffers from a condition of mind or body that indefinitely prevents him/her from further performance of his/her essential duties, with or without reasonable accommodation.

d. Termination Without Cause:

The Board of Directors or Superintendent of the Charter School may also unilaterally and without cause terminate this Agreement by providing the Employee written notice of termination.

In the event that Employee's employment is terminated by the Charter School without cause under this Section 6(d), Employee shall receive severance compensation of either: the remainder of his/her salary for the term of this Agreement; or one (1) month's salary at his/her then-current salary level, whichever is less. To be entitled to severance compensation, Employee must first execute a written severance agreement that is acceptable to the Charter School.

7. NONRENEWAL OF CONTRACT:

The Board of Directors or Superintendent of the Charter School may, with or without Cause, and solely within its discretion, decide not to offer future employment contracts to the Employee.

8. OUTSIDE PROFESSIONAL ACTIVITIES:

By prior approval of the direct Supervisor, the Employee may undertake for consideration outside professional activities, including consulting, speaking, and writing.

The outside activities shall not occur during regular work hours. The Charter School shall in no way be responsible for any expenses attendant to the performance of such outside activities.

9. DUTY TO REPORT KNOWN OR REASONABLY SUSPECTED CHILD ABUSE:

Employee understands and acknowledges that Employee is a mandated reporter as defined by California Penal Code section 11165.7. As a mandated reporter, Employee is responsible to report to an appropriate agency whenever Employee, in his/her professional capacity or within the scope of his/her employment, has knowledge of or observes a child whom Employee knows or reasonably suspects to have been the victim of child abuse or neglect. Employee understands and acknowledges that he/she must follow up on his/her initial report by filing a written report with the same agency within 36 hours of receiving the information concerning, or observing, the incident.

By executing this Agreement, Employee is certifying that he/she has knowledge of California Penal Code section 11166 and will comply with its provisions.

10. GENERAL PROVISIONS:

a. Governing Law:

This Agreement and the rights and obligations of the parties shall be governed by and construed in accordance with the laws of the State of California.

b. Entire Agreement:

This Agreement contains all the understandings and agreements between the parties. There are no oral understandings, terms, or conditions, and neither party has relied upon any representations, express or implied, not contained in the Agreement.

c. Modifications:

Any modifications or amendments of any of the terms and conditions of this Agreement must be made in writing and expressly agreed to by the Board of Directors of the Charter School and the employee.

d. Assignment:

The Employee may not assign or transfer any rights or duties assumed under this Agreement.

e. Severability:

If any provision of this Agreement is held to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the Agreement shall continue in full force and effect.

f. Waiver:

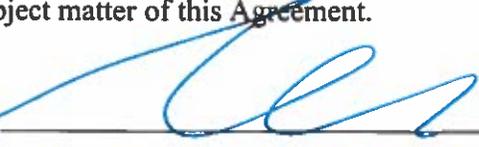
Either party to this Agreement may specifically and expressly waive, in writing, compliance by the other party thereto with any term, condition or requirements set forth in this Agreement. Either party to this Agreement may specifically and expressly waive, in writing, any breach of any term, condition or requirement of this Agreement by the other party hereto. However, in the event that either party makes or gives such a waiver, such action shall not constitute a further or continuing waiver of any preceding or succeeding breach, or requirement of compliance with, the same or any other provision or contractual requirement, unless a specific statement to the contrary is contained with such waiver. The waiving party may, at any time thereafter, require further compliance by the other party hereto with the requirements or provisions of this Agreement that have been so waived. The consent of one party to any act by the other party for which such written consent was required shall not be deemed to imply consent or waiver of the necessity of obtaining such written consent for the same or similar acts in the future. No waiver or consent shall be implied from the silence or from the failure of any party to act, except as otherwise specified in this Agreement.

11. ACCEPTANCE OF EMPLOYMENT:

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with the Charter School on the terms specified herein.
2. All information I have provided to the Charter School related to my employment is true and accurate.

- 3. This is the entire Agreement between the Charter School and myself regarding the terms and conditions of my employment. This is a final and complete Agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement.

Employee Signature:  Date: 4/26/2018

Address: 5825 A Jefferson Ave Richmond CA

Telephone: 6692008058

CHARTER SCHOOL APPROVAL:

Dated: _____

Signature of AIMS Board

Superintendent of AIMS

FIXED TERM EMPLOYMENT AGREEMENT [CERTIFICATED]

**Between
American Indian Model Schools
and
Ezra Barany**

This 2018-19 Fixed Term EMPLOYMENT AGREEMENT – Certificated is entered into effective July 1, 2018 between American Indian Model Schools (AIMS or Charter School) and *Ezra Barany* (EMPLOYEE).

1. **TERM:** The term of this AGREEMENT shall commence on July 1, 2018, and shall end on June 30, 2019.
2. **TERMS OF 2017-18 AGREEMENT OTHERWISE UNCHANGED:** Except as set forth above as to the TERM of this AGREEMENT, all terms and conditions of the 2017-18 Fixed Term Employment Agreement, attached hereto in full, are incorporated herein by this reference without change.
3. **COLLECTIVE BARGAINING:** Terms and conditions of employment, for the bargaining unit of which EMPLOYEE is a member, are currently under negotiation between AIMS and Teachers of American Indian Model Schools (TAIMS/CTA/NEA), pursuant to the California Educational Employment Relations Act. Accordingly, the terms of this 2018-19 Employment Agreement are subject to change by the bargaining process between AIMS and TAIMS.

By signing below, the EMPLOYEE declares as follows:

- a. I have read this AGREEMENT and accept employment with the Charter School on the terms specified herein.
- b. All information I have provided to the Charter School related to my employment is true and accurate.
- c. This is the entire AGREEMENT between the Charter School and myself regarding the terms and conditions of my employment. This is a final and complete AGREEMENT and there are no other agreements, oral or written, express or implied, concerning the subject matter of this AGREEMENT.

Employee Signature: *Ezra Barany* Date: 5/17/18
 Address: 271 Kingston Ave #109, Oakland, CA 94611
 Telephone: 510-332-5886

CHARTER SCHOOL APPROVAL:

 Date:
 Signature of AIMS Board

 Date:
Superintendent of AIMS

Attachment: 2017-18 Fixed Term Employment Agreement

FIXED TERM EMPLOYMENT AGREEMENT [CERTIFICATED]

Between

AMERICAN INDIAN MODEL SCHOOLS

And

Ezra Barany

This EMPLOYMENT AGREEMENT is entered into this July 1st 2017, by and between the Board of Trustees of American Indian Model Schools (hereinafter referred to as the "Charter School"), and Ezra Barany (hereinafter referred to as the "EMPLOYEE"). The Charter School and EMPLOYEE are collectively referred to as the "parties."

The Charter School desires to employ EMPLOYEE as a Teacher at the Charter School under the following terms and conditions:

1. RECITALS:

- a. The Charter School has been established and operates pursuant to the Charter Schools Act of 1992, Education Code section 47600, et seq. The Governing Board of the Oakland Unified School District approved the Charter School. A copy of the Charter School's charter is available for review.
- b. The Charter School is considered a separate legal entity from the District that granted the charter. The EMPLOYEE signing below expressly recognizes that the Charter School and not the District is employing him. The decision to employ EMPLOYEE under this Agreement is subject to approval by the Board of Trustees of the Charter School.
- c. Pursuant to Education Code section 47610, the Charter School must comply with all of the provisions set forth in its charter, but is otherwise exempt from the laws governing school districts, except as specified in Education Code section 47610. The parties recognize that the provisions of the California Education Code do not govern the Charter School, except as expressly set forth in the Charter Schools Act of 1992.
- d. The Charter School desires to hire EMPLOYEE to assist the Charter School in achieving the goals and meeting the requirements of the School's charter.

2. TERM:

This AGREEMENT shall commence on July 1, 2017 and shall end on June 30, 2018.

The term of this AGREEMENT is subject to the provisions of Section 7 regarding termination.

3. EMPLOYMENT TERMS:**a. Position: Teacher**

A copy of the job specification for the position of Teacher is attached hereto and incorporated by reference herein. In addition to the duties listed in the job specification, the Charter School may ask EMPLOYEE to, among other things, attend meetings, supervise field trips, supervise playground or lunch times or participate in extracurricular activities. These duties may be amended from time to time in the sole discretion of the Charter School.

b. () Full-time or () Part-time (specify hours, workweek, and work year):

This full-time position includes 190 paid days (over 10 months) annually. The 190 days includes 180 teaching days and 10 non-teaching days per school year. Non-teaching days will consist of professional development, preparation time, and other school-related duties. Full-time certificated employees also receive 26 paid holiday/vacation days per school year, based on the attached 2017-2018 school calendar. Any days that EMPLOYEE is required to work on a scheduled school holiday or over 190 days will be paid on a pro rata basis. Beginning and ending times of work days for the Employee shall be determined by the needs and schedules at the specific sites where employees are assigned.

c. The EMPLOYEE agrees that he/she shall at all times faithfully, industriously, and to the best of his/her ability perform all of the duties that may be required of the EMPLOYEE pursuant to the express and implicit terms of this AGREEMENT and the job specification. The EMPLOYEE understands that in light of the Charter School's size and limitations on availability of funds and personnel, the Charter School must be flexible and the Charter School may at times make assignments that are in addition to those expressly described in this AGREEMENT and the job specification. Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during the scheduled work hours with the school.**4. COMPENSATION AND BENEFITS:****a. Salary: Compensation shall be \$56,363 annually less statutory and other authorized deductions. The EMPLOYEE understands that his/her position is exempt from overtime under State and Federal law. Salary will be paid bi-monthly over a ten-month period beginning with the first pay period following**

August 31, 2017. Paychecks will compensate employees for 1/20 of their annual salary.

b. **Benefits:** The EMPLOYEE shall be entitled to all health and welfare benefits granted to other employees of the Charter School in the same classification, workday, and work year.

c. **Paid Sick Leave (“PSL”):** In satisfaction of the California Healthy Workplaces, Healthy Families Act, EMPLOYEE will be allotted ten days (80 hours) of PSL per school year beginning immediately upon the effective date of this Agreement. PSL days are not accrued on an as-worked basis but rather are allotted to the eligible employees on the first day of work each 10-month school year for use in the current school year. Employees may use PSL beginning on the 30th day after the effective date of this Agreement. Employees hired after the start of the work year will be allotted a prorated amount of PSL at the rate of one (1) day per month. Employees may use their accrued PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventative care for) the employee or the employee’s family member. Employee may also use PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault. For purposes of this policy, “family member” means a child, parent, spouse, registered domestic partner, grandparent, grandchild, or sibling of the employee. “Child” means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis. “Parent” means a biological, foster, or adoptive parent, a step-parent, or a legal guardian of the employee or the employee’s spouse or registered domestic partner. “Spouse” means a legal spouse, as defined by California law.

PSL - Accrued but unused PSL in excess of 72 hours may not be carried over from year to year and will not be paid out upon termination.

PSL may be taken in minimum increments of two hours. Employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, Employee must provide notice as soon as practicable.

5. CONDITIONS OF EMPLOYMENT:

a. **General Laws:** This EMPLOYMENT AGREEMENT is subject to all applicable laws of the United States, the State of California and to the lawful rules and regulations of the California State Board of Education and the rules, regulations and policies of the Charter School and the Board of Trustees of the Charter School.

b. **Credential:** EMPLOYEE represents that he/she possesses the following California Credentials and/or certificates:

Credential

Expires

Single Subject: Physics	08/01/2019
Single Subject: Vocal Music	08/01/2019
Single Subject: Introductory Music	08/01/2019

EMPLOYEE further represents that he/she is not now under contract with any other school district or public school entity in the State of California.

EMPLOYEE warrants and represents that he/she will, with respect to each credential recited above and any other credential subsequently obtained:

1. Immediately register each credential with all appropriate agencies.
 2. Take and pass all examinations or continuing education courses that are now, or may be required for renewal of each credential.
 3. Refrain from any act, or omission, which is intended to or will result in suspension, revocation, or de-registration of any or all credentials.
 4. Acknowledge that his/her continuing employment with the Charter School is expressly subject to maintenance of each credential. Failure to maintain each credential may be treated by the Charter School, at its sole option, as grounds for dismissal.
 5. Failure to pass CBEST or other Charter School-prescribed proficiency test. No employment under this AGREEMENT may continue beyond the date of notification that EMPLOYEE either (1) failed such a test or (2) failed to appear for the test. In the event of either failure, this AGREEMENT shall automatically terminate and the Charter School will no longer employ EMPLOYEE.
 6. The responsibility to maintain a valid California Teaching Credential rests with Employee. Expiration of Employee's California Teaching Credential is grounds for termination.
- c. **Extracurricular Assignments:** EMPLOYEE acknowledges that the Charter School's offer of employment is based upon his/her express willingness to ~~perform coaching and/or other student activities~~ *teach Physics* as assigned by the Head of School of the Charter School. EMPLOYEE's continuing employment is expressly subject to such acceptance of such duties when assigned. Compensation for assignment to coaching and/or student activity duties will be in accordance with Charter School policies.

6. EVALUATION:

The Head of School or designee shall evaluate and assess in writing the performance of the EMPLOYEE as specified in the Charter School personnel policies. A failure to

evaluate the EMPLOYEE shall not prevent the Charter School from dismissing the EMPLOYEE in accordance with this AGREEMENT.

7. TERMINATION OF AGREEMENT/EMPLOYMENT:

This AGREEMENT may be terminated by:

- a. **Mutual Agreement of the Parties:** This AGREEMENT may be terminated at any time by mutual consent, for any reason, of the Board of Trustees of Charter School and the EMPLOYEE upon written AGREEMENT.
- b. **Termination For Cause:** The EMPLOYEE may be terminated by the Board of Trustees or Superintendent of the Charter School, at any time for "Cause." "Cause" shall include, but is not limited to, breach of this AGREEMENT or the EMPLOYEE'S failure to perform his/her duties as set forth in this AGREEMENT, as defined by law, or as specified in the above mentioned and incorporated by reference job specification; the EMPLOYEE's failure or refusal to comply with the lawful and reasonable direction of his/her supervisor, or the policies, standards and/or rules of the Charter School; if it is determined that EMPLOYEE has conducted herself in an unprofessional, unethical, illegal, or fraudulent manner, or has acted in a manner detrimental to the reputation, character, or standing of the Charter School. The Charter School shall not terminate this AGREEMENT pursuant to this paragraph until a written statement of the grounds of termination has first been served upon the EMPLOYEE. The EMPLOYEE shall have the right to a representative of his/her choice, at his/her expense, at a conference with the Board of Trustees of the Charter School to review the recommendation for discipline or termination. The conference with the Board of Trustees of the Charter School shall be the EMPLOYEE's exclusive right to any hearing otherwise required by law and may occur before or after the termination depending upon the circumstances.
- c. **Death or Incapacitation of EMPLOYEE:** The death of the EMPLOYEE shall terminate this AGREEMENT and all rights entitled under this AGREEMENT. In the event that the EMPLOYEE becomes incapacitated to the extent that, in the judgment of the Charter School, the EMPLOYEE may no longer perform the essential functions of his/her job as set forth in the above referenced and incorporated job specifications, the Charter School may terminate this AGREEMENT.
- d. In the event that EMPLOYEE's employment terminates pursuant to Section 7(a), 7(b), or 7(c), s/he shall receive any unpaid portion of his/her then salary (prorated and minus any applicable deductions) for services rendered through the last day that s/he worked. EMPLOYEE is entitled to no other compensation for any reason.
- e. **Early Termination Without Cause:** The Board of Trustee of the Charter School may also unilaterally and with or without cause terminate this AGREEMENT by providing the EMPLOYEE notice of termination

In the event that EMPLOYEE's employment is terminated by the Charter School for other than Cause pursuant to Section 7(b), s/he shall receive severance compensation of either: the remainder of his/her salary for the term of this AGREEMENT; or one (1) month(s) salary at his/her then-current salary level, whichever is less. EMPLOYEE is entitled to no other compensation when s/he is terminated without cause.

8. NONRENEWAL OF CONTRACT:

The Board of Trustees of the Charter School may, with or without cause, and solely within its discretion, decide not to offer future employment contracts to the EMPLOYEE.

9. OUTSIDE PROFESSIONAL ACTIVITIES:

By prior approval of the Head of School, the EMPLOYEE may undertake for consideration outside professional activities, including consulting, speaking, and writing. The outside activities shall not occur during regular work hours. The Charter School shall in no way be responsible for any expenses attendant to the performance of such outside activities.

10. DUTY TO REPORT KNOWN OR REASONABLY SUSPECTED CHILD ABUSE:

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

For purposes of California Penal Code section 11166, a "child care custodian" includes:

- a. any person employed as a teacher, a teacher's aide, a teacher's assistant, or an instructional aide by any public or private school who has been trained in the duties imposed by California Penal Code section 11166;
- b. a classified employee of any public school who has been trained in the duties imposed by California Penal Code section 11166; or
- c. administrative officers, supervisors of child welfare and attendance, or certificated pupil personnel employees of any public or private school.

By executing this AGREEMENT, EMPLOYEE is certifying that he/she has knowledge of California Penal Code section 11166 and will comply with its provisions.

11. GENERAL PROVISIONS:

- a. **Governing Law:** This AGREEMENT and the rights and obligations of the

parties shall be governed by and construed in accordance with the laws of the State of California.

- b. **Entire Agreement:** This AGREEMENT contains all the understandings and agreements between the parties. There are no oral understandings, terms, or conditions, and neither party has relied upon any representations, express or implied, not contained in the AGREEMENT.
- c. **Modifications:** Any modifications or amendments of any of the terms and conditions of this AGREEMENT must be made in writing and expressly agreed to by the Board of Trustees of the Charter School and the employee.
- d. **Assignment:** The EMPLOYEE may not assign or transfer any rights or duties assumed under this AGREEMENT.
- e. **Severability:** If any provision of this AGREEMENT is held to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the AGREEMENT shall continue in full force and effect.

12. ACCEPTANCE OF EMPLOYMENT:

By signing below, the EMPLOYEE declares as follows:

- 1. I have read this AGREEMENT and accept employment with the Charter School on the terms specified herein.
- 2. All information I have provided to the Charter School related to my employment is true and accurate.
- 3. This is the entire AGREEMENT between the Charter School and myself regarding the terms and conditions of my employment. This is a final and complete AGREEMENT and there are no other agreements, oral or written, express or implied, concerning the subject matter of this AGREEMENT.

Employee Signature: *Eva Vasquez* Date: 5/10/2017

Address: 771 Kingston Ave #108, Oakland, CA

Telephone: 510-337-5886 Social Security Number: 545-47-3138 ⁹⁴⁶¹¹

CHARTER SCHOOL APPROVAL:

[Signature] Date: 7/20/2017
Signature of AIMS Board

[Signature] Date: 5-5-17
Superintendent of AIMS



**American Indian Model Schools
Employment Agreement
[Extended Year] 2018**

This 2018 Employment Agreement – Extended Year is entered into effective July 1, 2018 between American Indian Model Schools (AIMS or Charter School) and *Ezra Barany* (EMPLOYEE).

1. **WORK PERIOD:** The work to be performed and payment under this 2018 Employment Agreement – Extended Year shall be during August 2018 instead of August 2017. (Paragraph 3.a of the attached.)
2. **TERMS OF 2017 Employment Agreement – Extended Year OTHERWISE UNCHANGED:** Except as set forth above as to the Work Period of this 2018 Employment Agreement – Extended Year, all terms and conditions of the 2017 Employment Agreement – Extended Year, attached hereto in full, are incorporated herein by this reference without change.
3. **COLLECTIVE BARGAINING:** Terms and conditions of employment, for the bargaining unit of which EMPLOYEE is a member, are currently under negotiation between AIMS and Teachers of American Indian Model Schools (TAIMS/CTA/NEA), pursuant to the California Educational Employment Relations Act. Accordingly, the terms of this 2018 Employment Agreement – Extended Year are subject to change by the bargaining process between AIMS and TAIMS.

Employee Signature: *Ezra Barany* Date: *5/17/18*

Address: *771 Kingston Ave #108 Oakland, CA 94612*

Telephone: *510-332-5886*

CHARTER SCHOOL APPROVAL:

Date:
Signature of AIMS Board

Date:
Superintendent of AIMS

Attachment: Employment Agreement – Extended Year 2017



**American Indian Model Schools
Employment Agreement
[Extended Year] 2017**

This Employment Agreement ("Agreement") is made effective by and between American Indian Model Schools ("Employer") and Ezra Barany ("Employee").

1. Employer shall employ Employee as a Teacher. Employee has been hired for the position of Teacher. This position is full-time. Employee accepts and agrees to such employment. Employment is subject to submission and verification of resume and official college transcripts indicating graduation, background check, and tuberculosis screening results. The applicant must: 1) pass the Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) Background check, 2) CBEST 3) and obtain state authorization for core, single-subject classroom teaching.
2. Best Efforts of Employee. Employee agrees to perform faithfully, industriously, and to the best of Employee's ability, experience, and talents, all of the duties that may be required by this position, to the reasonable satisfaction of Employer.
3. Compensation of Employee.
 - a. As compensation for the services provided by the Employee under this Agreement, employee will be paid \$4,153, less applicable withholding and authorized deductions, for work to be performed from [August 1, 2017] through [August 18, 2017]. Employee will be paid on [August 15, 2017 and August 31, 2017].
 - b. Employee's salary will be subject to those deductions (and only those deductions) permitted by the Fair Labor Standards Act and state law, including deductions when Employee is absent for a full day for personal reasons and deductions when Employee performs no work during a workweek, for any reason. Upon termination of this Agreement, payment under this paragraph shall cease: provided, however, that the Employee shall be entitled to payments for a period or partial periods that occurred prior to the date of termination and for which the Employee has not been paid.
4. Compliance with Employer's Rules. Employee agrees to comply with all the rules and regulations of the Employer. Employee is required to comply with the following schedule:
 - a. 8 hours of work are required per working day
 - b. 5 additional hours are required for parent contact
 - c. 5 additional hours are required for professional development and staff meetings
5. At-Will Employment. All American Indian Public Charter School employees are "at will" employees. Either party may terminate this agreement by written notice at any time for any reason or for no reason. This Agreement is intended to be and shall be deemed to be an at-will employment agreement and does not constitute a guarantee of continuing employment for any term. Except in extreme cases, AIMS will engage in progressive discipline as

defined in the handbook. (i.e. ongoing evaluation and plan for improvement upon dismissal). This is for the purpose of stability within the AIMS district.

6. Insurance Benefits. Employee shall be entitled to insurance benefits, in accordance with Employer's applicable insurance contract(s) and policies, and applicable state law. These benefits shall include Health Insurance (medical & dental), vision, life and California State Disability Insurance.
7. Adjustments and Changes in Employment Status. Employer reserves the right to make personnel decisions regarding Employee's employment, including but not limited to decisions regarding changes in duties and assignments, changes in salary and other compensation, changes in benefits and changes in policies or procedures.
8. Return of Property. Upon termination of this Agreement, the Employee shall deliver all property (including keys, records, notes, data, memoranda, models, and equipment) that is in the Employee's possession or under the Employee's control, which is Employer's property or related to Employer's business. Such obligations shall be governed by any separate confidentiality or proprietary rights agreement signed by the Employee.
9. Contract must be approved by the Superintendent.



Employee

5/10/2017

Date



Dean

5/4/17

Date



Superintendent

5-5-17

Date



AIMS Board

7/20/2017

Date

**American Indian Model Schools
Employment Agreement
[Extended Year] 2018**

This **2018 Employment Agreement – Extended Year** is entered into effective July 1, 2018 between American Indian Model Schools (AIMS or Charter School) and **Robert Berning** (EMPLOYEE).

1. **WORK PERIOD:** The work to be performed and payment under this 2018 Employment Agreement – Extended Year shall be during August 2018 instead of August 2017. (Paragraph 3.a of the attached.)
2. **TERMS OF 2017 Employment Agreement – Extended Year OTHERWISE UNCHANGED:** Except as set forth above as to the Work Period of this 2018 Employment Agreement – Extended Year, all terms and conditions of the 2017 Employment Agreement – Extended Year, attached hereto in full, are incorporated herein by this reference without change.
3. **COLLECTIVE BARGAINING:** Terms and conditions of employment, for the bargaining unit of which EMPLOYEE is a member, are currently under negotiation between AIMS and Teachers of American Indian Model Schools (TAIMS/CTA/NEA), pursuant to the California Educational Employment Relations Act. Accordingly, the terms of this 2018 Employment Agreement – Extended Year are subject to change by the bargaining process between AIMS and TAIMS.

Employee Signature: Robert Berning Date: 6/11/18

Address: 1950 E 25th St Oakland, CA 94606

Telephone: 408-390-5254

CHARTER SCHOOL APPROVAL:

Date:
Signature of AIMS Board

Date:
Superintendent of AIMS

Attachment: Employment Agreement – Extended Year 2017

FIXED TERM EMPLOYMENT AGREEMENT [CERTIFICATED]
Between
American Indian Model Schools
and
Robert Berning

This **2018-19 Fixed Term EMPLOYMENT AGREEMENT – Certificated** is entered into effective July 1, 2018 between American Indian Model Schools (AIMS or Charter School) and ***Robert Berning*** (EMPLOYEE).

1. **TERM:** The term of this AGREEMENT shall commence on July 1, 2018, and shall end on June 30, 2019.
2. **TERMS OF 2017-18 AGREEMENT OTHERWISE UNCHANGED:** Except as set forth above as to the TERM of this AGREEMENT, all terms and conditions of the 2017-18 Fixed Term Employment Agreement, attached hereto in full, are incorporated herein by this reference without change.
3. **COLLECTIVE BARGAINING:** Terms and conditions of employment, for the bargaining unit of which EMPLOYEE is a member, are currently under negotiation between AIMS and Teachers of American Indian Model Schools (TAIMS/CTA/NEA), pursuant to the California Educational Employment Relations Act. Accordingly, the terms of this 2018-19 Employment Agreement are subject to change by the bargaining process between AIMS and TAIMS.

By signing below, the EMPLOYEE declares as follows:

- a. I have read this AGREEMENT and accept employment with the Charter School on the terms specified herein.
- b. All information I have provided to the Charter School related to my employment is true and accurate.
- c. This is the entire AGREEMENT between the Charter School and myself regarding the terms and conditions of my employment. This is a final and complete AGREEMENT and there are no other agreements, oral or written, express or implied, concerning the subject matter of this AGREEMENT.

Employee Signature: Robert Berning Date: 6/11/18

Address: 1950 E 25th St Oakland, CA 94606

Telephone: 408-390-5254

CHARTER SCHOOL APPROVAL:

Date:

Signature of AIMS Board

Date:

Superintendent of AIMS

Attachment: 2017-18 Fixed Term Employment Agreement

FIXED TERM EMPLOYMENT AGREEMENT [CERTIFICATED]

Between

AMERICAN INDIAN MODEL SCHOOLS

And

Robert Berning

This EMPLOYMENT AGREEMENT is entered into this July 1st, 2017, by and between the Board of Trustees of American Indian Model Schools (hereinafter referred to as the "Charter School"), and Robert Berning (hereinafter referred to as the "EMPLOYEE"). The Charter School and EMPLOYEE are collectively referred to as the "parties."

The Charter School desires to employ EMPLOYEE as a Teacher at the Charter School under the following terms and conditions:

1. RECITALS:

- a. The Charter School has been established and operates pursuant to the Charter Schools Act of 1992, Education Code section 47600, et seq. The Governing Board of the Oakland Unified School District approved the Charter School. A copy of the Charter School's charter is available for review.
- b. The Charter School is considered a separate legal entity from the District that granted the charter. The EMPLOYEE signing below expressly recognizes that the Charter School and not the District is employing him. The decision to employ EMPLOYEE under this Agreement is subject to approval by the Board of Trustees of the Charter School.
- c. Pursuant to Education Code section 47610, the Charter School must comply with all of the provisions set forth in its charter, but is otherwise exempt from the laws governing school districts, except as specified in Education Code section 47610. The parties recognize that the provisions of the California Education Code do not govern the Charter School, except as expressly set forth in the Charter Schools Act of 1992.
- d. The Charter School desires to hire EMPLOYEE to assist the Charter School in achieving the goals and meeting the requirements of the School's charter.

2. **TERM:**

This AGREEMENT shall commence on July 1, 2017 and shall end on June 30, 2018

The term of this AGREEMENT is subject to the provisions of Section 7 regarding termination.

3. **EMPLOYMENT TERMS:**

a. Position: Teacher

A copy of the job specification for the position of Teacher is attached hereto and incorporated by reference herein. In addition to the duties listed in the job specification, the Charter School may ask EMPLOYEE to, among other things, attend meetings, supervise field trips, supervise playground or lunch times or participate in extracurricular activities. These duties may be amended from time to time in the sole discretion of the Charter School.

b. Full-time or Part-time (specify hours, workweek, and work year):

This full-time position includes 190 paid days (over 10 months) annually. The 190 days includes 180 teaching days and 10 non-teaching days per school year. Non-teaching days will consist of professional development, preparation time, and other school-related duties. Full-time certificated employees also receive 26 paid holiday/vacation days per school year, based on the attached 2017-2018 school calendar. Any days that EMPLOYEE is required to work on a scheduled school holiday or over 190 days will be paid on a pro rata basis. Beginning and ending times of work days for the Employee shall be determined by the needs and schedules at the specific sites where employees are assigned.

c. The EMPLOYEE agrees that he/she shall at all times faithfully, industriously, and to the best of his/her ability perform all of the duties that may be required of the EMPLOYEE pursuant to the express and implicit terms of this AGREEMENT and the job specification. The EMPLOYEE understands that in light of the Charter School's size and limitations on availability of funds and personnel, the Charter School must be flexible and the Charter School may at times make assignments that are in addition to those expressly described in this AGREEMENT and the job specification. Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during the scheduled work hours with the school.

4. **COMPENSATION AND BENEFITS:**

a. **Salary:** Compensation shall be **\$54,710** annually less statutory and other authorized deductions. The EMPLOYEE understands that his/her position is exempt from overtime under State and Federal law. Salary will be paid bi-monthly over a ten-month period beginning with the first pay period following

August 31, 2017. Paychecks will compensate employees for 1/20 of their annual salary.

- b. **Benefits:** The EMPLOYEE shall be entitled to all health and welfare benefits granted to other employees of the Charter School in the same classification, workday, and work year.

c. **Paid Sick Leave ("PSL"):** In satisfaction of the California Healthy Workplaces, Healthy Families Act, EMPLOYEE will be allotted ten days (80 hours) of PSL per school year beginning immediately upon the effective date of this Agreement. PSL days are not accrued on an as-worked basis but rather are allotted to the eligible employees on the first day of work each 10-month school year for use in the current school year. Employees may use PSL beginning on the 30th day after the effective date of this Agreement. Employees hired after the start of the work year will be allotted a prorated amount of PSL at the rate of one (1) day per month. Employees may use their accrued PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventative care for) the employee or the employee's family member. Employee may also use PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault. For purposes of this policy, "family member" means a child, parent, spouse, registered domestic partner, grandparent, grandchild, or sibling of the employee. "Child" means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis. "Parent" means a biological, foster, or adoptive parent, a step-parent, or a legal guardian of the employee or the employee's spouse or registered domestic partner. "Spouse" means a legal spouse, as defined by California law.

PSL - Accrued but unused PSL in excess of 72 hours may not be carried over from year to year and will not be paid out upon termination.

PSL may be taken in minimum increments of two hours. Employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, Employee must provide notice as soon as practicable.

5. **CONDITIONS OF EMPLOYMENT:**

- a. **General Laws:** This EMPLOYMENT AGREEMENT is subject to all applicable laws of the United States, the State of California and to the lawful rules and regulations of the California State Board of Education and the rules, regulations and policies of the Charter School and the Board of Trustees of the Charter School.
- b. **Credential:** EMPLOYEE represents that he/she possesses the following California Credentials and/or certificates:

Credential
Single Subject: Math

Expires
 Life

EMPLOYEE further represents that he/she is not now under contract with any other school district or public school entity in the State of California.

EMPLOYEE warrants and represents that he/she will, with respect to each credential recited above and any other credential subsequently obtained:

1. Immediately register each credential with all appropriate agencies.
2. Take and pass all examinations or continuing education courses that are now, or may be required for renewal of each credential.
3. Refrain from any act, or omission, which is intended to or will result in suspension, revocation, or de-registration of any or all credentials.
4. Acknowledge that his/her continuing employment with the Charter School is expressly subject to maintenance of each credential. Failure to maintain each credential may be treated by the Charter School, at its sole option, as grounds for dismissal.
5. Failure to pass CBEST or other Charter School-prescribed proficiency test. No employment under this AGREEMENT may continue beyond the date of notification that EMPLOYEE either (1) failed such a test or (2) failed to appear for the test. In the event of either failure, this AGREEMENT shall automatically terminate and the Charter School will no longer employ EMPLOYEE.
6. The responsibility to maintain a valid California Teaching Credential rests with Employee. Expiration of Employee's California Teaching Credential is grounds for termination.

- c. **Extracurricular Assignments:** EMPLOYEE acknowledges that the Charter School's offer of employment is based upon his/her express willingness to perform coaching and/or other student activities as assigned by the Head of School of the Charter School. EMPLOYEE's continuing employment is expressly subject to such acceptance of such duties when assigned. Compensation for assignment to coaching and/or student activity duties will be in accordance with Charter School policies.

6. **EVALUATION:**

The Head of School or designee shall evaluate and assess in writing the performance of the EMPLOYEE as specified in the Charter School personnel policies. A failure to evaluate the EMPLOYEE shall not prevent the Charter School from dismissing the EMPLOYEE in accordance with this AGREEMENT.

7. **TERMINATION OF AGREEMENT/EMPLOYMENT:**

This AGREEMENT may be terminated by:

- a. **Mutual Agreement of the Parties:** This AGREEMENT may be terminated at any time by mutual consent, for any reason, of the Board of Trustees of Charter School and the EMPLOYEE upon written AGREEMENT.
- b. **Termination For Cause:** The EMPLOYEE may be terminated by the Board of Trustees or Superintendent of the Charter School, at any time for "Cause." "Cause" shall include, but is not limited to, breach of this AGREEMENT or the EMPLOYEE'S failure to perform his/her duties as set forth in this AGREEMENT, as defined by law, or as specified in the above mentioned and incorporated by reference job specification; the EMPLOYEE's failure or refusal to comply with the lawful and reasonable direction of his/her supervisor, or the policies, standards and/or rules of the Charter School; if it is determined that EMPLOYEE has conducted herself in an unprofessional, unethical, illegal, or fraudulent manner, or has acted in a manner detrimental to the reputation, character, or standing of the Charter School. The Charter School shall not terminate this AGREEMENT pursuant to this paragraph until a written statement of the grounds of termination has first been served upon the EMPLOYEE. The EMPLOYEE shall have the right to a representative of his/her choice, at his/her expense, at a conference with the Board of Trustees of the Charter School to review the recommendation for discipline or termination. The conference with the Board of Trustees of the Charter School shall be the EMPLOYEE's exclusive right to any hearing otherwise required by law and may occur before or after the termination depending upon the circumstances.
- c. **Death or Incapacitation of EMPLOYEE:** The death of the EMPLOYEE shall terminate this AGREEMENT and all rights entitled under this AGREEMENT. In the event that the EMPLOYEE becomes incapacitated to the extent that, in the judgment of the Charter School, the EMPLOYEE may no longer perform the essential functions of his/her job as set forth in the above referenced and incorporated job specifications, the Charter School may terminate this AGREEMENT.
- d. In the event that EMPLOYEE's employment terminates pursuant to Section 7(a), 7(b), or 7(c), s/he shall receive any unpaid portion of his/her then salary (prorated and minus any applicable deductions) for services rendered through the last day that s/he worked. EMPLOYEE is entitled to no other compensation for any reason.
- e. **Early Termination Without Cause:** The Board of Trustee of the Charter School may also unilaterally and with or without cause terminate this AGREEMENT by providing the EMPLOYEE notice of termination

In the event that EMPLOYEE's employment is terminated by the Charter School for other than Cause pursuant to Section 7(b), s/he shall receive severance compensation of

either: the remainder of his/her salary for the term of this AGREEMENT; or one (1) month(s) salary at his/her then-current salary level, whichever is less. EMPLOYEE is entitled to no other compensation when s/he is terminated without cause.

8. **NONRENEWAL OF CONTRACT:**

The Board of Trustees of the Charter School may, with or without cause, and solely within its discretion, decide not to offer future employment contracts to the EMPLOYEE.

9. **OUTSIDE PROFESSIONAL ACTIVITIES:**

By prior approval of the Head of School, the EMPLOYEE may undertake for consideration outside professional activities, including consulting, speaking, and writing. The outside activities shall not occur during regular work hours. The Charter School shall in no way be responsible for any expenses attendant to the performance of such outside activities.

10. **DUTY TO REPORT KNOWN OR REASONABLY SUSPECTED CHILD ABUSE:**

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

For purposes of California Penal Code section 11166, a "child care custodian" includes:

- a. any person employed as a teacher, a teacher's aide, a teacher's assistant, or an instructional aide by any public or private school who has been trained in the duties imposed by California Penal Code section 11166;
- b. a classified employee of any public school who has been trained in the duties imposed by California Penal Code section 11166; or
- c. administrative officers, supervisors of child welfare and attendance, or certificated pupil personnel employees of any public or private school.

By executing this AGREEMENT, EMPLOYEE is certifying that he/she has knowledge of California Penal Code section 11166 and will comply with its provisions.

11. **GENERAL PROVISIONS:**

- a. **Governing Law:** This AGREEMENT and the rights and obligations of the parties shall be governed by and construed in accordance with the laws of the State of California.

- b. **Entire Agreement:** This AGREEMENT contains all the understandings and agreements between the parties. There are no oral understandings, terms, or conditions, and neither party has relied upon any representations, express or implied, not contained in the AGREEMENT.
- c. **Modifications:** Any modifications or amendments of any of the terms and conditions of this AGREEMENT must be made in writing and expressly agreed to by the Board of Trustees of the Charter School and the employee.
- d. **Assignment:** The EMPLOYEE may not assign or transfer any rights or duties assumed under this AGREEMENT.
- e. **Severability:** If any provision of this AGREEMENT is held to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the AGREEMENT shall continue in full force and effect.

12. **ACCEPTANCE OF EMPLOYMENT:**

By signing below, the EMPLOYEE declares as follows:

- 1. I have read this AGREEMENT and accept employment with the Charter School on the terms specified herein.
- 2. All information I have provided to the Charter School related to my employment is true and accurate.
- 3. This is the entire AGREEMENT between the Charter School and myself regarding the terms and conditions of my employment. This is a final and complete AGREEMENT and there are no other agreements, oral or written, express or implied, concerning the subject matter of this AGREEMENT.

Employee Signature: Robert B. [Signature] Date: 5/12/17

Address: 1258 E 25th SE

Telephone: 408-390-5254 Social Security Number: 369-50-9678

CHARTER SCHOOL APPROVAL:

[Signature] Date: 7/20/2017
Signature of AIMS Board

[Signature] Date: 5-3-17
Superintendent of AIMS



**American Indian Model Schools
Employment Agreement
[Extended Year] 2017**

This Employment Agreement ("Agreement") is made effective by and between American Indian Model Schools ("Employer") and Robert Berning ("Employee").

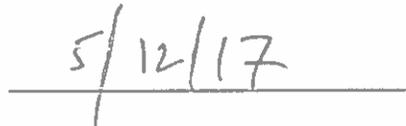
1. Employer shall employ Employee as a Teacher. Employee has been hired for the position of Teacher. This position is full-time. Employee accepts and agrees to such employment. Employment is subject to submission and verification of resume and official college transcripts indicating graduation, background check, and tuberculosis screening results. The applicant must: 1) pass the Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) Background check, 2) CBEST 3) and obtain state authorization for core, single-subject classroom teaching.
2. Best Efforts of Employee. Employee agrees to perform faithfully, industriously, and to the best of Employee's ability, experience, and talents, all of the duties that may be required by this position, to the reasonable satisfaction of Employer.
3. Compensation of Employee.
 - a. As compensation for the services provided by the Employee under this Agreement, employee will be paid \$4,031, less applicable withholding and authorized deductions, for work to be performed from [August 1, 2017] through [August 18, 2017]. Employee will be paid on [August 15, 2017 and August 31, 2017].
 - b. Employee's salary will be subject to those deductions (and only those deductions) permitted by the Fair Labor Standards Act and state law, including deductions when Employee is absent for a full day for personal reasons and deductions when Employee performs no work during a workweek, for any reason. Upon termination of this Agreement, payment under this paragraph shall cease: provided, however, that the Employee shall be entitled to payments for a period or partial periods that occurred prior to the date of termination and for which the Employee has not been paid.
4. Compliance with Employer's Rules. Employee agrees to comply with all the rules and regulations of the Employer. Employee is required to comply with the following schedule:
 - a. 8 hours of work are required per working day
 - b. 5 additional hours are required for parent contact
 - c. 5 additional hours are required for professional development and staff meetings
5. At-Will Employment. All American Indian Public Charter School employees are "at will" employees. Either party may terminate this agreement by written notice at any time for any reason or for no reason. This Agreement is intended to be and shall be deemed to be an at-will employment agreement and does not constitute a guarantee of continuing employment for any term. Except in extreme cases, AIMS will engage in progressive discipline as

defined in the handbook. (i.e. ongoing evaluation and plan for improvement upon dismissal). This is for the purpose of stability within the AIMS district.

6. Insurance Benefits. Employee shall be entitled to insurance benefits, in accordance with Employer's applicable insurance contract(s) and policies, and applicable state law. These benefits shall include Health Insurance (medical & dental), vision, life and California State Disability Insurance.
7. Adjustments and Changes in Employment Status. Employer reserves the right to make personnel decisions regarding Employee's employment, including but not limited to decisions regarding changes in duties and assignments, changes in salary and other compensation, changes in benefits and changes in policies or procedures.
8. Return of Property. Upon termination of this Agreement, the Employee shall deliver all property (including keys, records, notes, data, memoranda, models, and equipment) that is in the Employee's possession or under the Employee's control, which is Employer's property or related to Employer's business. Such obligations shall be governed by any separate confidentiality or proprietary rights agreement signed by the Employee.
9. Contract must be approved by the Superintendent.



Employee



Date



Dean



Date



Superintendent



Date



AIMS Board



Date

FIXED TERM EMPLOYMENT AGREEMENT – CERTIFICATED MANAGEMENT

Between

AMERICAN INDIAN MODEL SCHOOLS

And

Matthew Gordan

This Employment Agreement (“Agreement”) is entered into on July 1st 2018 (“Effective Date”) by and between the Board of Directors of American Indian Model Schools (“Charter School”), and Matthew Gordan (“Employee”). The Charter School and Employee are collectively referred to as the “Parties.”

1. TERM:

This Agreement shall commence on July 1, 2018 and shall end on June 30, 2019, unless terminated earlier pursuant to Section 6 (the “Term”). Employee will serve 236 work days within this term.

2. EMPLOYMENT TERMS:

a. Position and Duties:

Employee has been hired for the position of Educational Coordinator (College Bound Kids) and will perform the duties set forth on the position description attached hereto and incorporated by reference and as may be amended from time to time in the sole discretion of the Charter School, in addition to performing any tasks reasonably assigned by Employee’s supervisor and/or the Board of Directors. Employee acknowledges that the Charter School’s offer of employment is based upon Employee’s express willingness to perform activities as assigned by the Superintendent of the Charter School. Employee’s continuing employment is expressly subject to such acceptance of such duties when assigned. Compensation for assignment to additional activity duties will be in accordance with Charter School policies.

Employee shall comply with all school policies and procedures including those specified in the Employee Handbook. If the terms and conditions of this Agreement differ from those in the Employee Handbook, this Agreement shall prevail. The Employee will at all times faithfully, industriously, and to the best of his/her ability perform all of the duties that may be required of the Employee pursuant to the express and implicit terms of this Agreement and the job specification. Employee shall inform the School in writing when he or she accepts outside employment so that the Charter School can determine if a potential or actual conflict of interest

exists. Such notice shall include written assurances that Employee's outside employment shall not interfere with his or her duties.

b. Work Hours:

The School's general hours of operation are 7:00AM – 7:00PM. Employee's specific schedule will be determined by his or her supervisor. Specific starting and ending times of work days shall be determined according to the needs and schedules of the site or department where Employee is assigned. Employee acknowledges that the Charter School's offer of employment is based upon Employee's express willingness to perform job responsibilities, and/or student activities as assigned by the Charter School which may occur outside the Charter School's normal operating hours.

Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during scheduled work hours with the Charter School.

3. COMPENSATION AND BENEFITS:

a. Compensation:

Employee is an exempt employee and therefore is not eligible for overtime pay. Employee will receive a yearly salary of \$65,000.00 for 2018-19, less applicable withholding and authorized deductions. Salary will be paid semi-monthly over a twelve month period beginning with the first pay period following the Effective Date. Any overpayments shall be repaid within the 2018-19 year.

b. Benefits:

The Employee shall be entitled to all health and welfare benefits granted to other employees of the Charter School in the same classification, workday, and work year.

c. Paid Sick Leave ("PSL"):

In satisfaction of the California Healthy Workplaces, Healthy Families Act, Employee will be allotted twelve days (96 hours) of PSL per year beginning immediately upon the effective date of this Agreement. PSL days are not accrued on an as-worked basis but rather are allotted to the eligible employees on July 1 for use during the Term of the Agreement. Returning employees may use PSL immediately. New employees may use PSL beginning on the 30th day after the effective date of this Agreement. Employees hired after the start of the work year will be allotted a prorated amount of PSL at the rate of one (1) day per month.

A maximum of 96 hours of accrued but unused PSL will carry over from year to year. Employees may use their accrued PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventative care for) the employee or the employee's family member. Employee may also use PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault. For purposes of this policy, "family member" means a child, parent, spouse, registered domestic partner, grandparent, grandchild, or sibling of the employee. "Child" means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis. "Parent" means a biological, foster, or adoptive parent, a step-parent, or a legal guardian of the employee or the employee's spouse or registered domestic partner. "Spouse" means a legal spouse, as defined by California law. Accrued but unused PSL issued under this Agreement will not be paid out upon termination.

Employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, Employee must provide notice as soon as practicable.

d. Vacation Days:

Employee will accrue one day (8 hours) of paid personal/vacation time per month beginning immediately upon hire up to a cap of twenty-four (24) days (192 hours). Once the employee's accrued vacation reaches the maximum cap, further accrual of vacation is suspended until the employee has reduced the vacation balance below this limit. In such a case, no vacation will be earned for the period in which the employee's vacation was at the maximum. Accrued but unused vacation time will carry over from year to year, subject to this maximum accrual. Accrued but unused

vacation time will be paid out upon termination.

e. Holidays

The following are scheduled paid holidays during which no services will ordinarily be required of employees. Employee will be paid per diem whether service is rendered on any of these days or not.

September 3 -	Labor Day
November 12 -	Veteran's Day
January 21 -	Martin Luther King Day
February 18 -	President's Day
May 27 -	Memorial Day
July 2 – 6	Summer Break
November 21 – 23	Thanksgiving Day Recess
December 24 – January 2	Winter Break
March 27 – 29	Spring Break

4. CONDITIONS OF EMPLOYMENT:

a. Credential/Certificate:

Employee represents that he/she possesses the following California Credentials and/or certificates: _____.

Employee further represents that he/she is not now under contract with any other school district or public-school entity in the State of California.

Employee warrants and represents that he/she will, with respect to each credential recited above and any other credential subsequently obtained:

- i. Immediately register each credential with all appropriate agencies.
- ii. Take and pass all examinations or continuing education courses that are now, or may be required for renewal of each credential.

- iii. Refrain from any act, or omission, which is intended to or will result in suspension, revocation, or de-registration of any or all credentials.
 - iv. Acknowledge that his/her continuing employment with the Charter School is expressly subject to maintenance of each credential. Failure to maintain each credential may be treated by the Charter School, at its sole option, as grounds for immediate dismissal.
 - v. Failure to pass CBEST or Charter School-prescribed proficiency test. No employment under this Agreement may continue beyond the date of notification that Employee either (1) failed such a test or (2) failed to appear for the test. In the event of either failure, this Agreement shall automatically terminate and the Charter School will no longer employ Employee.
- b. Extracurricular Assignments: Employee acknowledges that the Charter School's offer of employment is based upon Employee's express willingness to perform other activities as assigned by the Superintendent or Board of Directors of the Charter School. These events are in part described in the 2018-2019 Administrative Policy. Employee's continuing employment is expressly subject to such acceptance of such duties when assigned.

5. **EVALUATION:**

The Superintendent or designee of the Charter School shall evaluate and assess in writing the performance of the Employee as specified in the Charter School's personnel policies. A failure to evaluate the Employee shall not prevent the Charter School from dismissing the Employee in accordance with this Agreement.

6. **TERMINATION OF AGREEMENT/EMPLOYMENT:**

This Agreement may be terminated by:

a. Mutual Agreement of the Parties:

This Agreement may be terminated at any time and for any reason by mutual consent upon written agreement and mutual consent of the Parties.

b. Termination For Cause:

The Employee may be terminated by the Board of Directors or Superintendent of the Charter School, at any time for "Cause." "Cause" shall include, but is not limited to, breach of this Agreement; the Employee's failure to perform her duties as set forth in this Agreement, as defined by law, or as specified in the above mentioned and incorporated by reference job specification; the Employee's failure or refusal to comply with the lawful and reasonable direction of his/her supervisor, or the policies, standards and/or rules of the Charter School; if it is determined that Employee has conducted himself/herself in an unprofessional, unethical, illegal or fraudulent manner, or has acted in a manner detrimental to the reputation, character or standing of the Charter School. The Charter School shall not terminate this Agreement pursuant to this paragraph until a written statement of the grounds of termination has first been served upon the Employee. The Employee shall have the right to a representative of his/her choice, at his/her expense, at a conference with the Board of Directors of the Charter School to review the recommendation for termination. The conference with the Board of Directors of the Charter School shall be the Employee's exclusive right to any hearing otherwise required by law and may occur before or after the termination depending upon the circumstances.

c. Death or Permanent Disability of Employee:

The death or permanent disability of the Employee shall terminate this Agreement and all rights provided for herein. Permanent disability shall exist when Employee suffers from a condition of mind or body that indefinitely prevents him/her from further performance of his/her essential duties, with or without reasonable accommodation.

d. Termination Without Cause:

The Board of Directors or Superintendent of the Charter School may also unilaterally and without cause terminate this Agreement by providing the Employee written notice of termination.

In the event that Employee's employment is terminated by the Charter School without cause under this Section 6(d), Employee shall receive severance

compensation of either: the remainder of his/her salary for the term of this Agreement; or one (1) month's salary at his/her then-current salary level, whichever is less. To be entitled to severance compensation, Employee must first execute a written severance agreement that is acceptable to the Charter School.

7. **NONRENEWAL OF CONTRACT:**

The Board of Directors or Superintendent of the Charter School may, with or without Cause, and solely within its discretion, decide not to offer future employment contracts to the Employee.

8. **OUTSIDE PROFESSIONAL ACTIVITIES:**

By prior approval of the Superintendent or designee, the Employee may undertake for consideration outside professional activities, including consulting, speaking, and writing. The outside activities shall not occur during regular work hours. The Charter School shall in no way be responsible for any expenses attendant to the performance of such outside activities.

9. **DUTY TO REPORT KNOWN OR REASONABLY SUSPECTED CHILD ABUSE:**

Employee understands and acknowledges that Employee is a mandated reporter as defined by California Penal Code section 11165.7. As a mandated reporter, Employee is responsible to report to an appropriate agency whenever Employee, in his/her professional capacity or within the scope of his/her employment, has knowledge of or observes a child whom Employee knows or reasonably suspects to have been the victim of child abuse or neglect. Employee understands and acknowledges that he/she must follow up on his/her initial report by filing a written report with the same agency within 36 hours of receiving the information concerning, or observing, the incident.

By executing this Agreement, Employee is certifying that he/she has knowledge of California Penal Code section 11166 and will comply with its provisions.

10. **GENERAL PROVISIONS:**

a. Governing Law:

This Agreement and the rights and obligations of the parties shall be governed by and construed in accordance with the laws of the State of California.

b. Entire Agreement:

This Agreement contains all the understandings and agreements between the parties. There are no oral understandings, terms, or conditions, and neither party has relied upon any representations, express or implied, not contained in the Agreement.

c. Modifications:

Any modifications or amendments of any of the terms and conditions of this Agreement must be made in writing and expressly agreed to by the Board of Directors of the Charter School and the employee.

d. Assignment:

The Employee may not assign or transfer any rights or duties assumed under this Agreement.

e. Severability:

If any provision of this Agreement is held to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the Agreement shall continue in full force and effect.

f. Waiver:

Either party to this Agreement may specifically and expressly waive, in writing, compliance by the other party thereto with any term, condition or requirements set forth in this Agreement. Either party to this Agreement may specifically and expressly waive, in writing, any breach of any term, condition or requirement of this Agreement by the other party hereto. However, in the event that either party makes or gives such a waiver, such action shall not constitute a further or continuing waiver of any preceding or succeeding breach, or requirement of compliance with,

the same or any other provision or contractual requirement, unless a specific statement to the contrary is contained with such waiver. The waiving party may, at any time thereafter, require further compliance by the other party hereto with the requirements or provisions of this Agreement that have been so waived. The consent of one party to any act by the other party for which such written consent was required shall not be deemed to imply consent or waiver of the necessity of obtaining such written consent for the same or similar acts in the future. No waiver or consent shall be implied from the silence or from the failure of any party to act, except as otherwise specified in this Agreement.

11. ACCEPTANCE OF EMPLOYMENT:

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with the Charter School on the terms specified herein.
2. All information I have provided to the Charter School related to my employment is true and accurate.
3. This is the entire Agreement between the Charter School and myself regarding the terms and conditions of my employment. This is a final and complete Agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement.

Employee Signature:  Date: 5/8/18

Address: 185 Athol Ave, Apt. 27, Oakland, CA 94606

Telephone: 919-332-2462

CHARTER SCHOOL APPROVAL:

Dated: _____

Signature of AIMS Board

Superintendent of AIMS

Coversheet

Approval of the following Job Descriptions: Facilities Technician,
Financial Manager, & Site Technol

Section: III. Action Items
Item: M. Approval of the following Job Descriptions: Facilities Technician,
Financial Manager, & Site Technol
Purpose: Vote
Submitted by:
Related Material: Facilities Technician.pdf
Site Technology Technician.pdf
Fiscal Services Technician.pdf
Financial Manager JD.pdf



American Indian Model Schools

171 12th Street 3rd Floor
Oakland, CA 94607

DRAFT

JOB DESCRIPTION - FACILITIES TECHNICIAN

PRIMARY FUNCTIONS

Under the supervision of the Head of School or designee, provide physical plant management services and ensure school safety and campus security.

ESSENTIAL DUTIES:

- Performs or causes to be performed periodic inspections of campus facilities and grounds to ensure that safe and healthful conditions are maintained at all times.
- Oversees all aspects of contracting for goods and services related to the maintenance and operations of the physical plant.
- Ensures compliance with safety, legal, and administrative requirements for the overall well-being of the building.
- Inspects buildings, sites and equipment for needed repair/maintenance regularly.
- Responds to emergency maintenance requests. Troubleshoots issues to determine cause and solution.
- Monitors the work of external contractors, following through to completion of tasks.
- Ensures the School's Workplace Health and Safety policy is adhered to at all times and that the maintenance staff are aware of matters related to Workplace Health and Safety.
- Promotes and maintains safety at a high school by supporting the efforts of local police.
- Promotes lawful behavior and protects the welfare of students, faculty and staff as a presence on campus.
- Performs foot patrols of school campus to monitor behavior, secure buildings and property, investigate disturbances, maintain order during events and enforce regulations.
- In emergency situations, responds to the scene, provides first aid, and alerts additional police or emergency personnel as appropriate.
- Maintains radio communication with other safety personnel and officers on campus, helping to coordinate emergency plans.
- Writes and submits incident reports to public safety supervisors or law enforcement agencies as appropriate.

- Examines doors, windows, and gates to ensure security; uses keys to open and close buildings; monitors closed buildings for unauthorized persons and/or suspicious activities.
- Watches for and reports irregularities, such as security breaches, facility and safety hazards, and emergency situations; contacts emergency responders, such as police, fire, and/or ambulance personnel, as required.
- Serves as head liaison to local Police, Fire, and other emergency services or agencies.
- Patrols and monitors assigned parking areas and perform routine patrols of and through on-campus buildings and near off campus areas to provide public security and assistance.
- Maintains confidentiality, and is professional in all comments to other employees, students, parents, and members of the community.
- Maintains disciplinary and suspension data.
- Takes phone calls from parents regarding attendance issues such as illness or late arrivals and maintains regular contact with parents and updates them on their children's attendance and progress as necessary.
- Serves as courier between AIMS work sites.
- Performs student supervision on and off campus as needed.
- Performs other duties as assigned.

QUALIFICATIONS:

- Must be organized and detail-oriented.
- Must be capable of multi-tasking while maintaining an attitude of professionalism.

EDUCATION AND EXPERIENCE

- AA in related subject.
- 1-3 years' experience with progressively increasing responsibility in facilities technician role.

This is a non-exempt position. The incumbent is eligible for overtime compensation. The Board of Directors reserves the right to waive any minimum qualifications.

Board Approved: [DATE]



American Indian Model Schools

171 12th Street 3rd Floor
Oakland, CA 94607

DRAFT

SITE TECHNOLOGY TECHNICIAN

PRIMARY FUNCTIONS

Under the supervision of the Head of School or designee, provide physical plant management services, ensure efficient operation of school technology systems and all site IT services. Provide desktop support in classroom and office settings, including maintenance, repairs, deployment, and upgrades of computers, software, and network servers. Create and support technology and database user accounts, security for personal folders, and electronic mail. Implement and maintain manufacturer developed or departmentally developed software packages to fit

ESSENTIAL DUTIES:

- Oversees all aspects school site technology purchasing.
- Maintains procedures and protocols for all technology use on campus.
- Provides consistent Internet connectivity and maintains network security.
- Installs technology.
- Provides Wi-Fi, LAN/WAN support, troubleshooting, internet security, and server/system management.
- Supports the student information System and related data systems.
- Integrates instructional technologies, and applications with state network systems.
- Participates in cross-training to ensure that basic network and application services are readily available.
- Provides database users with technical support, assistance with queries, and network security.
- Develops and supports AIMS internet websites and webmasters.
- Assists in the design, set-up, specification, and support of multi-media systems, including video, music, sound, animation, and other visual and/or learning presentation applications.
- Provides computer hardware, program software, and web-based user support and training.
- Answers and responds to trouble calls and monitors to ensure that all requests are addressed in a timely manner.
- Provides technical support and training to staff both one-on-one and during meetings.
- Attend staff meetings and in-service training as appropriate.
- Performs other duties as assigned.

KNOWLEDGE AND ABILITIES:

- Knowledge of personal computers, hardware, related software, multi-media systems, and web-based applications and functions.
- Must be organized and detail-oriented.
- Must be capable of multi-tasking while maintaining an attitude of professionalism.
- Requires the ability to analyze technical problems and to develop and apply appropriate solutions.
- Set-up, operate, monitor, and maintain computer equipment and one to one devices.
- Use software programs, computer hardware, and provides training.
- Read and understand equipment instructions and service manuals.
- Understand and carry out oral and written directions and work independently without direct supervision.
- Communicate effectively and accurately both orally and in writing.
- Establish and maintain cooperative working relationships with co-workers.
- Speak, read, and write English.

EDUCATION AND EXPERIENCE

- AA in related subject.
- 1-3 years' experience with progressively increasing responsibility in Information Technology role.
- Must possess a valid California Motor Vehicle Operator's license and maintain the minimum state vehicle insurance.

PHYSICAL REQUIREMENTS

- While performing the duties of this job, the employee is regularly required to sit, stand, walk, use hands to finger, handle or feel objects, tools, or controls, talk, and hear. The employee is occasionally required to reach with hands and arms, climb or balance, stoop, kneel, crouch, or crawl.
- The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus. Specific hearing abilities required by this job include the determination of sound direction and vocal clarity over a public-address sound system.
- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- While performing the duties of this job the employee regularly works inside in an office or classroom setting and is required to drive to work sites. The noise level in the work environment is usually low to moderate.

This is a non-exempt position. The incumbent is eligible for overtime compensation. The Board of Directors reserves the right to waive any minimum qualifications.

Board Approved: [DATE]



American Indian Model Schools

171 12th Street 3rd Floor
Oakland, CA 94607

DRAFT

JOB DESCRIPTION – FISCAL SERVICES TECHNICIAN

PRIMARY FUNCTIONS

Under the supervision of the Chief Business Officer the Fiscal Services Technician is responsible for assisting the Chief Business Officer in administering the financial systems/procedures of American Indian Model Schools (AIMS) and providing financial support. All accounting work is to be completed in accordance with the AIMS established systems of internal control, per the Business Office Policy & Procedure Manual.

ESSENTIAL DUTIES:

Accounts Payable

- Processes payments of bills, matching up checks with invoices, obtaining signatures, mailing, and filing.
- Maintains Vendor W9's and prepares annual 1099 information for CSMC.
- Tracks Sales & Use Tax transactions on a calendar basis and assists in preparation of the annual Sales & Use tax filing to State of California.

Payroll

- Collects timesheets, Swipe Clock records, collates hours, reviews final results, confirms changes, updates benefits, coding, and location allocation.
- Compiles, prepares, processes semi-monthly hourly and salaried payroll through a third-party vendor.
- Processes approved leave changes, new hires, terminations, withholding changes, direct deposits and enters into the payroll system.
- Maintains employee payroll deductions.
- Calculates payouts for accrued sick leave and vacation payouts.
- Distributes paychecks.
- Enters payroll employee data into QuickBooks.
- Files reports and maintain records.
- Meets calendar schedule for payroll including pay dates and processing schedule.

Purchasing

- Processes all school purchases through a purchase order system, including coordinating all annual classroom book, supply purchases and field trips for faculty.
- Confirms receipt of all approval and budgetary paperwork.
- Confirms receipt of materials ordered for invoice approval.

- Provides regular budget reports to division and department heads.
- Maintains internal controls.
- Maintains and posts to credit card payment system.

Other

- Maintains Business Office records and filing maintenance.
- Performs other duties as assigned by the Chief Business Officer or designee.

ABILITIES AND EXPECTATIONS

- Ability to interact in a timely and accurate manner with outsourced third-party payroll and back office accounting provider.
- Ability to communicate effectively with a wide range of personalities to describe and exchange accounting and financial information, policies and procedures.
- Ability to communicate verbally and in writing so others will understand.
- Ability to quickly master new software and accounting procedures.
- Ability to work independently.
- Ability to function under pressure.
- Expected to demonstrate attention to detail and thorough completion.
- Expected to provide excellent customer service with effective communication.
- Expected to be dependable.
- Expected to maintain confidentiality in all situations.
- Expected that duties and responsibilities will be performed with a high level of accuracy.

QUALIFICATIONS

- BA Degree in Accounting, Finance, Business or related field.
- Experienced in QuickBooks, Excel and MS Office.
- Familiarity with school accounting and/or administration.
- Strong computer skills for using accounting software and spreadsheets.
- Excellent computational and mathematical reasoning.
- Organized.

This is a non-exempt position. The incumbent is eligible for overtime compensation. The Board of Directors reserves the right to waive any minimum qualifications.

Board Approved: _____



American Indian Model Schools

171 12th Street 3rd Floor
Oakland, CA 94607

DRAFT

JOB DESCRIPTION – FINANCIAL MANAGER

PRIMARY FUNCTIONS

Under the supervision of the Superintendent the Financial Manager is responsible for oversight and functionality of all Finance Office services.

ESSENTIAL DUTIES:

- Responsible for implementing and maintaining generally accepted accounting principles, practice and procedures in performing or reviewing accounting transactions.
- Assists staff in completing the financial accounting, payroll and bookkeeping functions of AIMS.
- Maintains and manages the chart of accounts and double entry accrual basis of accounting in accordance with the requirements of the State of California, OUSD and generally acceptable accounting principles
- Documents all general fund revenues and oversees the bookkeeping for school budgets and activities.
- Provides timely and accurate reports to appropriate administrators concerning the status of their budgetary accounts to prevent the over spending of any budgeted account.
- Coordinates the development of written procedures, guidelines, forms and other documents, as needed, to facilitate the financial functions of the AIMS.
- Coordinates, processes, and controls transfers of budgeted funds as requested and approved by authorized personnel, and in accordance with School Board policy.
- Prepares and maintains depreciation schedules, asset listing and capital lease schedules and reconciles with source documents to insure accuracy in conjunction with other staff.
- Monitors bank account activity on a daily basis and reconciles bank accounts.
- Monitors credit card activity on a daily basis, reconciles credit card statements and process ACH payment.
- Monitors accounts payable EFT and ACH payments and ensures timely and accurate payments.
- In conjunction with Operations, monitors Food Service accounting including recording of revenue, monthly invoices and reporting to the Finance Committee.
- Responsible for all state and federal grants, ensuring appropriate allocation and administration of funds; ensures that grant activity is in compliance with School Board policy and funding source regulations.

- Prepares management reports on a monthly basis, including current budget, year-to-date expenses, encumbrances and compliance.
- Assumes primary responsibility for the execution of the annual audit by independent auditors to fulfill local, state and federal audit requirements.
- Performs or assists in the performance of internal controls to ensure compliance with established accounting practices.
- Oversees and ensures the accuracy of all external reporting required of payroll and accounts payable.
- Supervises all Finance Office staff
- Performs additional tasks as assigned.

JOB KNOWLEDGE, SKILLS AND ABILITIES

- Knowledge and experience in financial management and forecasting.
- Proven ability in leadership and supervision.
- Knowledge of state and federal reporting requirements.
- Ability to read, analyze and interpret documents such as policies, operating practices, procedure manuals, and government regulations.
- Experience and proficient computer skills in accounting system software, word processing, spreadsheet, database program, google sheets required.
- Ability to communicate courteously, efficiently and effectively with a variety of individuals.
- Ability to write reports, business correspondence and procedure manuals.
- Ability to work cooperatively and effectively with peers, subordinates, supervisors, and agencies.
- High accuracy and attention to detail; strong organizational skills; proven ability to work effectively without specific direction and with minimal supervision.

PHYSICAL REQUIREMENTS

- Must be able to move object weighing up to 25 pounds.
- Must be able to remain in a stationary position 95% of the time.
- Must be able to move around the office to access file cabinets, office machinery, deliver files, attend meetings, greet visitors, confer with departments, etc.
- Must be able to effectively and efficiently operate under stressful situations including multiple priorities and meeting deadlines.

QUALIFICATIONS

- Certified Public Accountant and BA Degree in Accounting or other related discipline.
- Minimum 4 years' experience in school administration or school business management (or equivalent training and experience from which comparable skills and knowledge are acquired).

This is an exempt position. The incumbent is not eligible for overtime compensation. The Board of Directors reserves the right to waive any minimum qualifications.

Board Approved: _____

Coversheet

Approval of BACR Contract

Section: III. Action Items
Item: N. Approval of BACR Contract
Purpose: Vote
Submitted by:
Related Material: 6.15 AIMS-BACR Draft.docx
6.19 AIMS-BACR Draft(2).pdf
6.19 AIMS-BACR Draft(2).docx
6.15 AIMS-BACR Draft.pdf



AGREEMENT FOR AFTER SCHOOL PROGRAM SERVICES & FUNDING

This Agreement for After School Program Services & Funding (“Agreement”) establishes the material terms of the business relationship between Bay Area Community Resources (“BACR”) and American Indian Model Schools (“AIMS” or “School”) for the provision of certain educational services (as further detailed below) at the AIMS school site during the 2018-19 school year. BACR and AIMS are each referred to individually as a “Party,” and collectively as the “Parties.” This Agreement is effective upon execution by representatives of each Party (“Effective Date”).

In exchange for the benefits and consideration set forth below, the sufficiency of which is hereby acknowledged by both Parties, AIMS and BACR will collaborate to implement the educational program detailed below (“Program”) and assure the fulfillment of the objectives and activities outlined in this Agreement. The program will occur at two different campuses.

I. SCOPE OF WORK AND RELATED TERMS

BACR agrees to provide an after-school program aligned with the School's school day, program quality, and fiscal oversight, as follows:

A. Miscellaneous Program Details:

1. BACR will develop the Program and review it with School staff, making adjustments as necessary, reasonable, and within the budget set forth below.
2. The Program will include an educational and literacy element designed to provide tutoring and/or homework assistance in one or more of the following subject areas: language arts, mathematics, history and social science, science, and computer training.
3. The Program will have an educational enrichment element that may include, but is not limited to, STEM focused activities, recreation, physical fitness, and other activities.
4. The Program will serve up to 140 School students at a maximum ratio of 20:1 (students to instructor). If it appears Program enrollment will exceed 140, BACR is open to accommodating more students. However, before Program enrollment exceeds 140 students, the Parties agree that they will confer and reach agreement on a written amendment to this Agreement, including the Program Budget and Management Fee terms set forth in Section IV below, with a revised Program Budget to allow for additional staff and Management Fee to reflect additional management efforts.
5. The program will operate daily, Monday through Friday, from August 20, 2018 to June 14, 2019. Program will begin immediately at the end of the regular school day on Monday-Thursdays (except scheduled minimum days) and 1:30 pm on Fridays and minimum days, and will stay open until 6:00 pm daily
6. BACR will handle all human resources and accounting duties as related to hiring, training, paying, and otherwise managing Program staff, who are BACR employees. BACR employees are not employed by AIMS or any of it's schools.
- 7.

B. Coordination between School, and BACR Program staffs.

The School and BACR intend to provide a comprehensive after school program for the School's students. To ensure a consistent experience for School students and families, the Parties hereby agree to the following:

1. Training. The BACR After-School Site Coordinator will attend, when able, training with School faculty and Staff (“School-Day Staff”). Additionally, both the School and BACR agree to be conscious of overlapping staff in scheduling professional development sessions so as to

BACR Initials _____
 School Initials _____

minimize disruption.

2. Fundraising. Because all fundraisers will affect the same group of parents, BACR must obtain written approval from AIMS prior to any fundraising efforts involving the School's parents, apart from those funds associated with Program Participation Fees as set forth herein.
 3. Classrooms. Teachers at the School will provide a "classroom checklist" to the BACR staff using their classrooms. These checklists are to ensure minimal disruption in the classroom from day to day. BACR staff will commit to checking the list upon arrival and before leaving, and reporting any issues regarding the same in a timely manner.
4. Events. BACR and the School will notify each other of any proposed School-related family events (including any shows or showcases) at least one month in advance, and will be open to changing dates and times for optimal coordination and participation.
5. Check-Ins. The BACR After-School Site Coordinator will check in daily with the School-Day Site Administrator or such other School staff member that is designated by the School Administrator from time to time for informational handover about student behavior and Program-related matters. In addition, the BACR After-School Site Coordinator and School-Day Site Administrator (or his or her designee) will have additional meetings on weekly or monthly basis to address case management of students, including updates around suspensions and expulsions, where necessary, as well as general Program operations and coordination between the School and BACR.
 6. Policies and Procedures. BACR employees working at the School must abide by all BACR, and School policies. BACR will communicate all relevant School policies and procedures to BACR staff and ensure that BACR staff abide by them at all times. These include but are not limited to the School's safety plans and procedures, discipline, social media, student restraint, and any other applicable elements from AIMS' Staff/Family Handbook. A current copy of AIMS' Staff/Family Handbook policies is attached as **Appendix A** and incorporated herein. AIMS, in its sole discretion, may change these policies from time to time. In the event of any such changes, AIMS will provide BACR with the updated versions of the policies.
7. Teacher communications. Specific discussions between teachers and the BACR staff using their room must involve BACR's After-School Site Coordinator and the School's School-Day Site Administrator.

C. Communication and accessibility with parents.

The School and BACR recognize that communication with School parents and guardians is an important component of the Program's success. To that end, the Parties hereby agree to the following:

1. Announcements. The School can send information out to its entire parent body on behalf of BACR. This should be used only for major announcements, i.e., deadlines and applications for signing up. Program-specific information to participants will be managed by BACR, but subject to the School-Division Head(s) prior approval. Communications should include the School-Division Head(s) on the distribution list.
2. Key School Year Events. The BACR After-School Site Coordinator commits to attending the School's major school-year events, so that BACR has a presence at school-related activities that occur outside of the school day.
3. Welcoming events. BACR commits to being present at welcoming events for new families.
4. Office hours. The BACR After-School Site Coordinator commits to being on-site and available for questions from families and School staff at pre-committed hours that will not interfere with Program duties. The BACR After-School Site Coordinator will be on-site and available for questions from families and School staff each week from 12:00-6:00 pm on Monday-Thursday, and 12:00-6:00 pm on Fridays. Two Wednesdays per month After-School Site Coordinator will have off-site mandatory meetings that he or she must attend, and thus will not be available for office hours during these times. The After-School Site Coordinator will communicate details regarding these off-site meetings to the School-Day Site Administrator with as much advance notice as possible.
5. Attendance Records: BACR shall maintain accurate Program attendance records.
6. Research: BACR shall respond to any additional surveys or other methods of data collection that may be required throughout the life of the Program.
7. Student-to-Staff Ratio: BACR shall maintain a student-to-staff member ratio of no more than 20:1, except for in the case of temporary emergencies.
8. Qualifications: BACR shall establish qualifications for each position so that all staff members directly supervising students meet the minimum qualifications of an instructional aide.

BACR Initials _____
 School Initials _____

9. Screening: BACR shall ensure that all Program staff and volunteers will fulfill health screening (Clear TB Test) and CalDOJ fingerprint clearance requirements in current law and in compliance with School policies (Certified Assurance #25)

D. Legal Compliance

BACR shall comply with all applicable federal, state, and local laws governing privacy of student information, including but not limited to the Health Insurance Portability and Accountability Act ("HIPAA"), the Family Educational Rights and Privacy Act ("FERPA"), and the Individuals with Disabilities in Education Act ("IDEA").

E. Safety and Crisis Protocol

To ensure the safety of all School students participating in the Program, the Parties agree that:

1. BACR shall enforce a clear safety and crisis protocol, applicable to Program operations, that outlines procedure, response times, and commitment to notifying and working with School staff. That Safe School Plan is attached hereto as **Appendix B**.
2. In the event that a crisis occurs while the BACR After-School Site Coordinator is not on the School-site, the BACR After-School Site Coordinator is expected to be available via phone within 5 minutes and physically present within 30 minutes, unless there are extenuating travel circumstances.
3. AIMS will identify a School staff member who will be on-call during BACR program hours, and who must be notified ASAP when a crisis occurs. The School staff member and BACR's Program Coordinator will jointly respond to the crisis.

II. PROGRAM PARTICIPANT FEES, SCHOLARSHIPS, AND PROGRAM FEE PAYMENT TERMS

A. Nature of the Program: The Program is an optional extra-curricular enrichment program that School families may elect to participate in, at their choosing, subject to the eligibility, payment of fees, and other criteria stated herein.

B. Program Fee Schedule:

BACR and AIMS have established Program Fees for participants who elect to participate in the Program in the 2018-2019 School Year ("Program Fee Schedule") as follows, and based upon various factors including sibling participants and income tiers.

[INTENTIONALLY BLANK]

Household Size	Tier 1 (Annual Household Income)	Tier 2 (Annual Household Income)	Tier 3 (Annual Household Income)
1	\$0 - 14,980.99	\$14,981.00 - 25,766.99	\$25,767.00 +
2	\$0 - 20,200.99	\$20,201.00 - 34,745.99	\$34,746.00 +
3	\$0 - 25,421.99	\$25,422.00 - 43,725.99	\$43,726.00 +
4	\$0 - 30,641.99	\$30,642.00 - 52,703.99	\$52,704.00 +
5	\$0 - 35,862.99	\$35,863.00 - 61,683.99	\$61,684.00 +
6	\$0 - 41,082.99	\$41,083.00 - 70,662.99	\$70,663.00 +
7	\$0 - 46,316.99	\$46,317.00 - 79,664.99	\$79,665.00 +
8	\$0 - 51,561.99	\$51,562.00 - 88,686.99	\$88,687.00 +
9	\$0 - 56,807.99	\$56,808.00 - 97,709.99	\$97,710.00 +

Income-Based	Monthly	Monthly Fee w/ Sibling
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BACR Initials _____
 School Initials _____

Tier	Fee/Student	Discount (20%) ¹
1	\$150	\$120
2	\$200	\$160
3	\$350	\$350

C. Program Fee Payment Terms:

1. Program Fees will not be pro-rated for students who join the Program later than the beginning of the school year or participate on a less-than-full-time basis (both of which are discouraged), except in cases where the student joins after January, 2019. Students who join after January, 2019 will be responsible for paying one half of the full-year Program Fee.
2. Program Fees may be paid in one lump sum, at the time of enrollment in the Program, or on a monthly basis, received by BACR no later than 7th of each month following the initial payment.
3. BACR will provide participants a 7-day grace period for payment, to the 15th of each month. If no payment is received by then, the nonpayment will be reported by BACR to the School via the Program Fees Report, described below, and it will become the School's responsibility to pay BACR those funds on the terms set forth below.
4. All Program Fees shall be made on-line, by check, or by money order, made payable to "Bay Area Community Resources." No cash payments will be accepted.
5. Monthly Program Fees are due before participation begins, and then on a monthly basis going forward (unless paid in one lump sum), and are non-refundable in the event that a child leaves the program prior to the end of the year and/or only attend on a part time basis (both of which are discouraged).
6. As noted above, the Program will run until 6:00 pm. BACR will extend a 10-minute grace period for parents, guardians and other authorized persons to pick-up Program participants. BACR will not release a Program participant to an unauthorized person, and it will not allow a Program participant to simply leave on his or her own, without the authorized person. Program participants who remain after 6:10 pm may be charged a late fee of \$5.00 for every 10 minutes they are picked up late after the 10-minute grace period of 6:10pm. Late pick up fees will need to be paid by next Program day, online, by check or by money order. In the event any Program participants do not pay any late fee(s) in a timely manner, the School will pay BACR the applicable amount, as invoiced on a monthly basis.

D. Scholarships:

AIMS will establish a process for the administration of Program scholarships, to be awarded by the School to individual students for participation in the Program. BACR will not provide any funding for Program scholarships, or be responsible for related fund-raising events. In addition, BACR will not be involved in establishing Program scholarship eligibility criteria or selecting recipients. Instead, the School will fund all Program scholarships. The School will also identify the criteria for determining which students will receive Program scholarships, and it shall be primarily responsible for communicating the availability of such assistance, the criteria, and application process to families. AIMS will also be responsible for issuing, receiving, and processing the Program scholarship applications, as well as applying the criteria it identifies, and determining which students will receive Program scholarships. The School will also notify Program scholarship applicants of its decisions.

Any Program scholarship granted by the School to its students shall be documented and reported to BACR (by name of recipient and amount), given that BACR must collect Program Fees as set forth below. Further, no Program scholarship award shall, in any event, impact the Management Fee the School shall pay BACR as set forth below.

III. PROGRAM ADMINISTRATION

A. Registration, Financial Aid, and First Collection of Program Fees

¹ This sibling discount does not apply to the first-enrolled student, but instead applies to the second (and any additional) enrolled students from the same family. For example, for a Tier 1 family, the monthly fee for student 1 is \$150, and the monthly fee is \$120 for any additional students from that same family.

BACR Initials _____
 School Initials _____

BACR will be responsible registering students, collecting Program Fees, and administering the financial assistance programs. BACR will use its best efforts to collect Program Fees from all families other than those that qualify for financial assistance. BACR will not allow families who have not paid the Program Fee (other than those designated by the BACR as being eligible for financial assistance) to participate in the program. BACR retain all Program Fees as a contribution towards the cost of managing the program.

B. Ongoing Collection of Program Fees

Following launch of the Program, BACR will be responsible for ongoing collection of Program Fees. BACR will use its best efforts to collect Program Fees from all families, considering those that receive Program scholarships as noted above and as determined by the School. BACR will report, to the School during the monthly meeting described below in Section IV, families who have not paid the Program Fee in full and in a timely manner (other than those designated by the School as being eligible for financial assistance). It shall then be the School’s responsibility to take corrective action, if any, for non-payment. The School will report all such action(s) to BACR, so that BACR may act accordingly with respect to Program administration, collection of Program Fees in the future, etc. BACR retains all Program Fees as a contribution towards the cost of managing the Program and coverage of the Management Fee (defined below).

IV. PROGRAM BUDGET AND MANAGEMENT FEE

The budget for the Program at AIMS for the 2018-19 year is \$283,250 based on the School's Program enrollment projection of 140 students. Thus, the fee that the School will pay to BACR for management of the Program as set forth herein is \$283,250 payable as set forth below (the "Management Fee").

The Program Fees that are projected to be collected monthly are \$25,750 from August 2018 through June 2019 (11 months), collected and paid in the manner set forth herein.

School staff and BACR staff will meet no later than the third Friday of each month in order to review various Program-related matters, including enrollment numbers and Program Fee collections.

At this monthly meeting, BACR will provide AIMS a written report of Program Fees it has collected from the parents of Program participants for the prior month, as well as any overdue Program Fees and late fees for that same month ("Program Fees Report"). In the event that Program Fee collections are below \$25,750, AIMS will fund any shortfall, regardless of amount. In addition, AIMS will fund any related late fees not already paid, as described above in Section (II)(C)(6). BACR will invoice AIMS for the shortfall, if any, and payment by the School will be made within thirty (30) days of issuance of BACR's invoice.

For the sake of clarity, the Parties expressly agree that the School (not BACR), shall solely fund any shortfall in collections of Program Fees, whether such shortfall is caused by lower than expected enrollment, non-payment by Program participants, or any other reason. But for this express agreement and commitment by AIMS, BACR would not enter into this Agreement on these terms. The Management Fee is set at \$283,250 regardless of collections of Program Fees or other factors, until and unless there is an amendment as set forth below.

In the event BACR receives payment of any Program Fees after the School has covered the same, e.g., in the event of an exceptionally late payment by Program participant to BACR, then BACR shall report the same to the School as part of the monthly meeting and that amount shall be used to offset any future payment of the Management Fee, so that BACR does not receive double payment at any time.

If enrollment trends over two (2) or more consecutive months indicate more than a 10% change in Program enrollment as compared to the current expected level of 140 participants, then the Parties will meet and confer on proposed changes to Program-related terms, including staffing, student groupings, and the Management Fee on a go-forward basis (i.e., non-retroactive) following execution of any addendum. The Parties will document the results of any such discussions and memorialize any related changes in an addendum to this Agreement.

V. TERM AND TERMINATION

The Term of the Agreement shall be from the Effective Date through June 30, 2019.

BACR Initials _____
 School Initials _____

Either Party may terminate this Agreement at any time for any reason by giving at least thirty (30) days' written notice to the other Party.

Notwithstanding any other provision of this Agreement, BACR may terminate this Agreement immediately for cause, without any further obligation by BACR, by providing written notice of the same to the School upon the occurrence of any of the following events which shall constitute "cause" for such immediate termination: (1) bankruptcy, insolvency, loss or reduction of funds for the Program by the School; (2) assignment of this Agreement by the School to any other person or entity without the express advance written consent of BACR; (3) a material breach of this Agreement; (4) the School's failure to pay the Management Fee to BACR in a timely manner as set forth above; or (5) a Force Majeure as defined below.

In the event of any termination for cause by BACR, other than one based on Force Majeure (as defined below), the School shall pay BACR any and all outstanding Management Fees and pre-approved expenses due and owing to BACR or incurred by BACR under this Agreement. For the sake of clarity, the School shall pay BACR the full Management Fee in the event of any termination for cause of this Agreement (except one resulting from Force Majeure as defined below), unless BACR advises of cost savings due to early termination that may be deducted from the AIMS fee.

VI. INDEMNITY

BACR shall defend, indemnify, and hold the School, AIMS, its Board of Directors, officers, employees and agents harmless from and against any and all liability, loss expense, attorney fees or claims for injury or damages, arising out of BACR's performance of the agreement but only in proportion to and to the extent such liability, loss, expense, attorney's fees or claims, for injury on damages are caused by or result from the grossly negligent or fraudulent acts or omissions of BACR, its officers, agents or employees.

AIMS shall defend, indemnify, and hold BACR, its Board of Directors, officers, employees and agents harmless from and against any and all liability, loss expense, attorney fees or claims for injury or damages, arising out of AIMS' performance of the Agreement but only in proportion to and to the extent such liability, loss, expense, attorney's fees or claims, for injury on damages are caused by or result from the negligent or intentional acts or omissions of AIMS, its officers, agents or employees. Further, if AIMS exercises its rights pursuant to Section VII of this Agreement (Removal of Staff), then it shall indemnify BACR and its Board of Directors, officers, employees and agents for any liability, loss, expense, attorney fees, or claims for injury or damages related to that termination, under any theory, even if in its exercise of such rights the School has not engaged in any negligent or intentional acts or omissions.

VII. REMOVAL OF STAFF

In the event that AIMS, for reasonable cause, at any time during the term of this agreement, desires the removal of any BACR related persons, employees, representatives or agents from the School site and/or property, BACR shall immediately upon receiving notice from AIMS of such desire, cause the removal of such person or persons. Notwithstanding the foregoing, BACR will retain final authority over hiring and termination of any BACR staff, and any such hiring or termination will follow BACR HR policies.

VIII. CANRA COMPLIANCE

BACR will comply with the Child Abuse and Neglect Reporting Act (CANRA) guidelines as mandated Reporters to report suspicions of possible child abuse to the appropriate reporting agency as stated in California Penal Code 11164 -11174.

IX. SUBCONTRACTING

BACR may elect to subcontract a portion of the work or activities to be performed under this agreement. In such an event, AIMS in its sole discretion, shall have the right to approve or disapprove the use of such subcontractor. BACR shall require each such AIMS-approved subcontractor to agree to abide by all terms of this Agreement, and to indemnify, hold harmless and defend AIMS, its officers, officials, employees, volunteers, or agents in accordance with the terms of Paragraph IV, above (Indemnity).

X. INSURANCE

During the term of this agreement, BACR shall maintain insurance as noted below and shall at all times name AIMS as additional insureds under the applicable policy or policies. Upon request, BACR shall furnish copies

BACR Initials _____
School Initials _____

of the policy forms indicating that AIMS is an additional insureds under the policy or policies. Insurance shall include the following:

- *Property Insurance* - for replacement value, including coverage for all assets listed in AIMS' property inventory and consumables that BACR will utilize as part of the Program. If full replacement value coverage is not available, BACR shall procure property insurance in amounts as close to replacement value as possible.
- *General Liability* - providing coverage for negligence, errors and omissions, abuse and molestation, and employment practices liability of the School, its governing board, officers, agents, employees, or students.
- *Automobile Insurance* - to the extent necessary and in amounts appropriate for the type and use of the automobile.

XI. RELATIONSHIP BETWEEN THE PARTIES.

It is agreed that the relationship of BACR to AIMS is that of an independent contractor, that BACR shall provide all services under this Agreement as an independent contractor, and that BACR shall not have the authority to bind or make any commitment on behalf of AIMS. Nothing herein shall be construed to create a joint venture, partnership, employer-employee, association, or principal-agent relationship between BACR and AIMS.

XII. NOTICE

Any notice required or permitted to be given hereunder may be effectively given by letter delivered either by personal delivery, registered mail or electronic means (with delivery confirmation), addressed to the recipient as follows:

If to the School:

ATTN: Marisol Magana
American Indian Model Schools
171 12th Street
Oakland, CA 94607
510-220-9985 (Phone)

If to BACR:

ATTN: Martin Weinstein, CEO
191 Carlos Drive
San Rafael, CA 94903-2005
415-444-5581 (Phone)
415-444-5589 (Fax)
mweinstein@bacr.org

All notices must be in writing to the addresses set forth above, unless otherwise advised by a Party. Notices sent are deemed to have been received immediately upon personal delivery, three (3) business days following deposit of the same with an authorized carrier for delivery by registered mail, or on the next business day following issuance by e-mail, but only if the recipient confirms receipt by e-mail.

XIII. INTEGRATION

This Agreement is the final, complete, and exclusive agreement of the Parties with respect to the subject matter hereof, and it supersedes and merges all prior discussions between the Parties.

This Agreement may only be modified in a writing signed by both Parties that expressly references this Agreement.

XIV. LIMITATION ON LIABILITY

TO THE EXTENT PERMITTED BY LAW, IN NO EVENT SHALL BACR'S AGGREGATE LIABILITY ARISING OUT OF OR RELATING TO THIS AGREEMENT (REGARDLESS OF THE FORM OF ACTION GIVING RISE TO SUCH LIABILITY, WHETHER IN CONTRACT, TORT, OR OTHERWISE) EXCEED THE FEES PAID OR PAYABLE BY THE SCHOOL UNDER THIS AGREEMENT TO BACR.

TO THE EXTENT PERMITTED BY LAW, IN NO EVENT SHALL THE SCHOOL'S AGGREGATE LIABILITY ARISING OUT OF OR RELATING TO THIS AGREEMENT (REGARDLESS OF THE FORM OF ACTION GIVING RISE TO SUCH LIABILITY, WHETHER IN CONTRACT, TORT OR OTHERWISE) EXCEED THE FEES PAID OR PAYABLE BY THE SCHOOL UNDER THIS AGREEMENT.

BACR Initials _____
School Initials _____

XV. EXCLUSION ON LIABILITY

IN NO EVENT SHALL BACR BE LIABLE FOR ANY CONSEQUENTIAL INCIDENTAL, INDIRECT, EXEMPLARY, PUNITIVE OR SPECIAL DAMAGES, HOWEVER CAUSED, INCLUDING LOSS OF PROFITS, BUSINESS, REVENUE, DATA, GOODWILL OR USE, INCURRED BY SCHOOL OR ANY THIRD PARTY, WHETHER UNDER THEORY OF CONTRACT, TORT (INCLUDING NEGLIGENCE), WARRANTY OR OTHERWISE, EVEN IF THE SCHOOL HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

IN NO EVENT SHALL THE SCHOOL BE LIABLE FOR ANY CONSEQUENTIAL, INCIDENTAL, INDIRECT, EXEMPLARY, PUNITIVE OR SPECIAL DAMAGES, HOWEVER CAUSED, INCLUDING LOSS OF PROFITS, BUSINESS, REVENUE, DATA, GOODWILL OR USE, INCURRED BY BACR OR ANY THIRD PARTY, WHETHER UNDER THE THEORY OF CONTRACT, TORT (INCLUDING NEGLIGENCE), WARRANTY OR OTHERWISE, EVEN IF BACR HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

XVI. MISCELLANEOUS

- A. Force Majeure: If, for reasons beyond the control of either Party (a "Force Majeure" event), BACR is unable to carry out any of its obligations hereunder, or is required to make material changes to the schedule or activities comprising the Program, BACR shall make reasonable efforts to inform School of such changes and to provide appropriate substitutes to School, or to suspend performance of its obligations, up to and including cancellation of the Agreement, and shall provide pro rata refunds to School after meeting BACR's non-recoupable expenses. Force Majeure shall include, without limitation, riot, war, acts of God, third-party labor disputes, governmental action or inaction, and failure of power, telecommunication means, or third-party service providers upon which an obligation hereunder depends.
- B. Time is of the Essence: Time is of the essence with respect to the Parties' performance of the Services hereunder.
- C. No Waiver: No waiver will be implied from conduct or failure to enforce rights. No provision of this Agreement shall be deemed waived unless such waiver is in writing and signed by the authorized representative of the Party against whom it is sought to be enforced.
- D. Survivability: All provisions of this Agreement and any exhibit that are by their nature intended to survive the expiration or termination of this Agreement or any such exhibit, including obligations with respect to indemnification, shall survive such expiration or termination.
- E. Joint Negotiation: This Agreement is the product of BACR and School, and each provision hereof has been subject to the negotiation and mutual agreement of the Parties, and sufficient time for the review of their respective legal counsel and advisers. Accordingly, any rule of construction that a document shall be interpreted or construed against the drafting Party shall not be applicable.
- F. Choice of Law: This Agreement will be governed and construed in accordance with the laws of the State of California.
- G. Venue and Forum Selection: To the extent the courts need to be involved, the Parties irrevocably consent to the exclusive jurisdiction of any state or federal courts located in Alameda County, California and the Parties expressly waive any objection thereto and consent to personal jurisdiction therein.
- H. Prevailing Party: In the event that it shall become necessary for any Party to institute legal proceedings

BACR Initials _____
School Initials _____

against another Party for recovery of any amounts due and owing under the Agreement, it is expressly agreed that the prevailing Party in any such action shall be entitled to recover from the non-prevailing Party all costs related to such collection, including reasonable attorneys' fees and all expert witness fees incurred during pre-suit efforts, suit, and post judgment, appeal, or settlement collection.

- I. Severability: While the Parties consider the provisions contained in this Agreement reasonable, having the opportunity to seek independent legal advice, if any provision(s) of this Agreement is held to be invalid, illegal or unenforceable the remaining provisions shall be severable and enforceable. If a provision is excessively broad, such provision shall be limited or reduced in scope so as to be enforceable
- J. Interpretation: In this Agreement: (i) the headings are used for convenience only and do not affect any interpretation; (ii) reference to "person(s)" include incorporated and unincorporated persons; (iii) references to the singular include the plural and vice versa; (iv) references to the feminine include the masculine and vice versa; and (v) where the word "including" is used, it means "including without limitation."
- K. Non-Assignability: This Agreement cannot be assigned or modified except pursuant to a written agreement signed by both Parties. Notwithstanding this term, BACR is permitted to subcontract as set forth herein.
- L. Counterpart Execution: This Agreement may be executed in counterparts, each of which shall be deemed an original, and all of which together shall constitute one and the same instrument. The Parties agree that a facsimile or electronic copy of this Agreement may be accepted as an original, and that facsimile or electronic copies of the executed Agreement constitute one and the same instrument. The Parties agree that a "including" is used, it means "including, but not limited to."
- M. Authority: The undersigned represent and warrant that they are duly authorized to sign this Agreement on behalf of their respective entities.

Effective as of the Date noted above upon signature of both parties.

AMERICAN INDIAN MODEL SCHOOLS

BAY AREA COMMUNITY RESOURCES, INC.

By: _____

By: _____

Its: _____

Its: _____

Printed Name: _____

Printed Name: _____

APPENDIX A: AMERICAN INDIAN MODEL SCHOOL STAFF AND FAMILY HANDBOOK

APENDIX B: SAFETY SCHOOL PLAN

BACR Initials _____
School Initials _____



AGREEMENT FOR AFTER SCHOOL PROGRAM SERVICES & FUNDING

This Agreement for After School Program Services & Funding (“Agreement”) establishes the material terms of the business relationship between Bay Area Community Resources (“BACR”) and American Indian Model Schools (“AIMS” or “School”) for the provision of certain educational services (as further detailed below) at the AIMS school site during the 2018-19 school year. BACR and AIMS are each referred to individually as a “Party,” and collectively as the “Parties.” This Agreement is effective upon execution by representatives of each Party (“Effective Date”).

In exchange for the benefits and consideration set forth below, the sufficiency of which is hereby acknowledged by both Parties, AIMS and BACR will collaborate to implement the educational program detailed below (“Program”) and assure the fulfillment of the objectives and activities outlined in this Agreement. The program will occur at two different campuses.

I. SCOPE OF WORK AND RELATED TERMS

BACR agrees to provide an after-school program aligned with the School's school day, program quality, and fiscal oversight, as follows:

A. Miscellaneous Program Details:

1. BACR will develop the Program and review it with School staff, making adjustments as necessary, reasonable, and within the budget set forth below.
2. The Program will include an educational and literacy element designed to provide tutoring and/or homework assistance in one or more of the following subject areas: language arts, mathematics, history and social science, science, and computer training.
3. The Program will have an educational enrichment element that may include, but is not limited to, STEM focused activities, recreation, physical fitness, and other activities.
4. The Program will serve up to 140 School students at a maximum ratio of 20:1 (students to instructor). If it appears Program enrollment will exceed 140, BACR is open to accommodating more students. However, before Program enrollment exceeds 140 students, the Parties agree that they will confer and reach agreement on a written amendment to this Agreement, including the Program Budget and Management Fee terms set forth in Section IV below, with a revised Program Budget to allow for additional staff and Management Fee to reflect additional management efforts.
5. Families will be responsible for providing snacks for the students participating in the afterschool program. Families will be informed of this requirement in the registration packet.
6. The program will operate daily, Monday through Friday, from August 20, 2018 to June 14, 2019. Program will begin immediately at the end of the regular school day on Monday-Thursdays (except scheduled minimum days) and 1:30 pm on Fridays and minimum days, and will stay open until 6:00 pm daily
7. BACR will handle all human resources and accounting duties as related to hiring, training, paying, and otherwise managing Program staff, who are BACR employees. BACR employees are not employed by AIMS or any of it’s schools.

B. Coordination between School, and BACR Program staffs.

The School and BACR intend to provide a comprehensive after school program for the School's students. To ensure a consistent experience for School students and families, the Parties hereby agree to the following:

1. Training. The BACR After-School Site Coordinator will attend, when able, training with School faculty and Staff (“School-Day Staff”). Additionally, both the School and BACR agree to be

BACR Initials _____
 School Initials _____

conscious of overlapping staff in scheduling professional development sessions so as to minimize disruption.

2. Fundraising. Because all fundraisers will affect the same group of parents, BACR must obtain written approval from AIMS prior to any fundraising efforts involving the School's parents, apart from those funds associated with Program Participation Fees as set forth herein.
 3. Classrooms. Teachers at the School will provide a "classroom checklist" to the BACR staff using their classrooms. These checklists are to ensure minimal disruption in the classroom from day to day. BACR staff will commit to checking the list upon arrival and before leaving and reporting any issues regarding the same in a timely manner.
4. Events. BACR and the School will notify each other of any proposed School-related family events (including any shows or showcases) at least one month in advance and will be open to changing dates and times for optimal coordination and participation.
5. Check-Ins. The BACR After-School Site Coordinator will check in daily with the School-Day Site Administrator or such other School staff member that is designated by the School Administrator from time to time for informational handover about student behavior and Program-related matters. In addition, the BACR After-School Site Coordinator and School-Day Site Administrator (or his or her designee) will have additional meetings on weekly or monthly basis to address case management of students, including updates around suspensions and expulsions, where necessary, as well as general Program operations and coordination between the School and BACR.
 6. Policies and Procedures. BACR employees working at the School must abide by all BACR, and School policies. BACR will communicate all relevant School policies and procedures to BACR staff and ensure that BACR staff abide by them at all times. These include but are not limited to the School's safety plans and procedures, discipline, social media, student restraint, and any other applicable elements from AIMS' Staff/Family Handbook. A current copy of AIMS' Staff/Family Handbook policies is attached as **Appendix A** and incorporated herein. AIMS, in its sole discretion, may change these policies from time to time. In the event of any such changes, AIMS will provide BACR with the updated versions of the policies.
7. Teacher communications. Specific discussions between teachers and the BACR staff using their room must involve BACR's After-School Site Coordinator and the School's School-Day Site Administrator.

C. Communication and accessibility with parents.

The School and BACR recognize that communication with School parents and guardians is an important component of the Program's success. To that end, the Parties hereby agree to the following:

1. Announcements. The School can send information out to its entire parent body on behalf of BACR. This should be used only for major announcements, i.e., deadlines and applications for signing up. Program-specific information to participants will be managed by BACR, but subject to the School-Division Head(s) prior approval. Communications should include the School-Division Head(s) on the distribution list.
2. Key School Year Events. The BACR After-School Site Coordinator commits to attending the School's major school-year events, so that BACR has a presence at school-related activities that occur outside of the school day.
3. Welcoming events. BACR commits to being present at welcoming events for new families.
4. Office hours. The BACR After-School Site Coordinator commits to being on-site and available for questions from families and School staff at pre-committed hours that will not interfere with Program duties. The BACR After-School Site Coordinator will be on-site and available for questions from families and School staff each week from 12:00-6:00 pm on Monday-Thursday, and 12:00-6:00 pm on Fridays. Two Wednesdays per month After-School Site Coordinator will have off-site mandatory meetings that he or she must attend, and thus will not be available for office hours during these times. The After-School Site Coordinator will communicate details regarding these off-site meetings to the School-Day Site Administrator with as much advance notice as possible.
5. Attendance Records: BACR shall maintain accurate Program attendance records.
6. Research: BACR shall respond to any additional surveys or other methods of data collection that may be required throughout the life of the Program.

BACR Initials _____
 School Initials _____

7. Student-to-Staff Ratio: BACR shall maintain a student-to-staff member ratio of no more than 20:1, except for in the case of temporary emergencies.
8. Qualifications: BACR shall establish qualifications for each position so that all staff members directly supervising students meet the minimum qualifications of an instructional aide.
9. Screening: BACR shall ensure that all Program staff and volunteers will fulfill health screening (Clear TB Test) and CalDOJ fingerprint clearance requirements in current law and in compliance with School policies (Certified Assurance #25)

D. Legal Compliance

BACR shall comply with all applicable federal, state, and local laws governing privacy of student information, including but not limited to the Health Insurance Portability and Accountability Act ("HIPAA"), the Family Educational Rights and Privacy Act ("FERPA"), and the Individuals with Disabilities in Education Act ("IDEA").

E. Safety and Crisis Protocol

To ensure the safety of all School students participating in the Program, the Parties agree that:

1. BACR shall enforce a clear safety and crisis protocol, applicable to Program operations, that outlines procedure, response times, and commitment to notifying and working with School staff. That Safe School Plan is attached hereto as **Appendix B**.
2. In the event that a crisis occurs while the BACR After-School Site Coordinator is not on the School-site, the BACR After-School Site Coordinator is expected to be available via phone within 5 minutes and physically present within 30 minutes, unless there are extenuating travel circumstances.
3. AIMS will identify a School staff member who will be on-call during BACR program hours, and who must be notified ASAP when a crisis occurs. The School staff member and BACR's Program Coordinator will jointly respond to the crisis.

II. PROGRAM PARTICIPANT FEES, AND PROGRAM FEE PAYMENT TERMS

A. Nature of the Program: The Program is an optional extra-curricular enrichment program that School families may elect to participate in, at their choosing, subject to the eligibility, payment of fees, and other criteria stated herein.

B. Program Fee Schedule:

BACR and AIMS have established Program Fees for participants who elect to participate in the Program in the 2018-2019 School Year ("Program Fee Schedule") as follows and based upon various factors including sibling participants and income tiers.

Income-Based Tier	Monthly Fee/Student	Monthly Fee w/ Sibling Discount (50%) ¹
1	\$150	\$75
2	\$200	\$100
3	\$350	\$175

C. Program Fee Payment Terms:

1. Program Fees will not be pro-rated for students who join the Program later than the beginning of the school year or participate on a less-than-full-time basis (both of which are discouraged), except in cases where the student joins after January, 2019. Students who join after January, 2019 will be responsible for paying one half of the full-year Program Fee.
2. Program Fees may be paid in one lump sum, at the time of enrollment in the Program, or on a monthly basis, received by BACR no later than 7th of each month following the initial payment.

¹ This sibling discount does not apply to the first-enrolled student, but instead applies to the second (and any additional) enrolled students from the same family. For example, for a Tier 1 family, the monthly fee for student 1 is \$150, and the monthly fee is \$75 for any additional students from that same family.

BACR Initials _____
 School Initials _____

3. BACR will provide participants a 7-day grace period for payment, to the 15th of each month. If no payment is received by then, the nonpayment will be reported by BACR to the School via the Program Fees Report, described below, and it will become the School's responsibility to pay BACR those funds on the terms set forth below.
4. All Program Fees shall be made on-line, by check, or by money order, made payable to "Bay Area Community Resources." No cash payments will be accepted.
5. Monthly Program Fees are due before participation begins, and then on a monthly basis going forward (unless paid in one lump sum), and are non-refundable in the event that a child leaves the program prior to the end of the year and/or only attend on a part time basis (both of which are discouraged).
6. As noted above, the Program will run until 6:00 pm. BACR will extend a 10-minute grace period for parents, guardians and other authorized persons to pick-up Program participants. BACR will not release a Program participant to an unauthorized person, and it will not allow a Program participant to simply leave on his or her own, without the authorized person. Program participants who remain after 6:10 pm may be charged a late fee of \$5.00 for every 10 minutes they are picked up late after the 10-minute grace period of 6:10pm. Late pick up fees will need to be paid by next Program day, online, by check or by money order. BACR will make every effort to collect fees from families, in the event any Program participants do not pay any late fee(s) in a timely manner, the School will pay BACR the applicable amount, as invoiced on a monthly basis.

III. PROGRAM ADMINISTRATION

A. Registration, Financial Aid, and First Collection of Program Fees

BACR will be responsible registering students, collecting Program Fees, and administering the financial assistance programs. BACR will use its best efforts to collect Program Fees from all families other than those that qualify for financial assistance. BACR will not allow families who have not paid the Program Fee (other than those designated by the BACR as being eligible for financial assistance) to participate in the program. BACR retain all Program Fees as a contribution towards the cost of managing the program.

B. Ongoing Collection of Program Fees

Following launch of the Program, BACR will be responsible for ongoing collection of Program Fees. BACR will use its best efforts to collect Program Fees from all families, considering those that receive Program scholarships as noted above and as determined by the School. BACR will report, to the School during the monthly meeting described below in Section IV, families who have not paid the Program Fee in full and in a timely manner (other than those designated by the School as being eligible for financial assistance). It shall then be the School's responsibility to take corrective action, if any, for non-payment. The School will report all such action(s) to BACR, so that BACR may act accordingly with respect to Program administration, collection of Program Fees in the future, etc. BACR retains all Program Fees as a contribution towards the cost of managing the Program and coverage of the Management Fee (defined below).

IV. PROGRAM BUDGET AND MANAGEMENT FEE

The budget for the Program at AIMS for the 2018-19 year is \$303,000 based on the School's Program enrollment projection of 140 students. AIMS will contribute \$20,000 and \$283,250 will be attained through parent's fees. Thus, the fee that the School will pay to BACR for management of the Program as set forth herein is \$303,000 payable as set forth below (the "Management Fee").

The Program Fees that are projected to be collected monthly are \$30,300 from August 2018 through June 2019 (10 months), collected and paid in the manner set forth herein.

School staff and BACR staff will meet no later than the third Friday of each month in order to review various Program-related matters, including enrollment numbers and Program Fee collections.

At this monthly meeting, BACR will provide AIMS a written report of Program Fees it has collected from the parents of Program participants for the prior month, as well as any overdue Program Fees and late fees for that same month ("Program Fees Report"). In the event that Program Fee collections are below \$30,300,

BACR Initials _____
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AIMS will fund any shortfall, regardless of amount. In addition, AIMS will fund any related late fees not already paid, as described above in Section (II)(C)(6). BACR will invoice AIMS for the shortfall, if any, and payment by the School will be made within thirty (30) days of issuance of BACR's invoice.

For the sake of clarity, the Parties expressly agree that the School (not BACR), shall solely fund any shortfall in collections of Program Fees, whether such shortfall is caused by lower than expected enrollment, non-payment by Program participants, or any other reason. But for this express agreement and commitment by AIMS, BACR would not enter into this Agreement on these terms. The Management Fee is set at \$303,000 regardless of collections of Program Fees or other factors, until and unless there is an amendment as set forth below.

In the event BACR receives payment of any Program Fees after the School has covered the same, e.g., in the event of an exceptionally late payment by Program participant to BACR, then BACR shall report the same to the School as part of the monthly meeting and that amount shall be used to offset any future payment of the Management Fee, so that BACR does not receive double payment at any time.

If enrollment trends over two (2) or more consecutive months indicate more than a 10% change in Program enrollment as compared to the current expected level of 140 participants, then the Parties will meet and confer on proposed changes to Program-related terms, including staffing, student groupings, and the Management Fee on a go-forward basis (i.e., non-retroactive) following execution of any addendum. The Parties will document the results of any such discussions and memorialize any related changes in an addendum to this Agreement.

V. TERM AND TERMINATION

The Term of the Agreement shall be from July 1, 2018 through June 30, 2019.

Either Party may terminate this Agreement at any time for any reason by giving at least thirty (30) days' written notice to the other Party.

Notwithstanding any other provision of this Agreement, BACR may terminate this this Agreement immediately for cause, without any further obligation by BACR, by providing written notice of the same to the School upon the occurrence of any of the following events which shall constitute "cause" for such immediate termination: (1) bankruptcy, insolvency, loss or reduction of funds for the Program by the School; (2) assignment of this Agreement by the School to any other person or entity without the express advance written consent of BACR; (3) a material breach of this Agreement; (4) the School's failure to pay the Management Fee to BACR in a timely manner as set forth above; or (5) a Force Majeure as defined below.

In the event of any termination for cause by BACR, other than one based on Force Majeure (as defined below), the School shall pay BACR any and all outstanding Management Fees and pre-approved expenses due and owing to BACR or incurred by BACR under this Agreement. For the sake of clarity, the School shall pay BACR the full Management Fee in the event of any termination for cause of this Agreement (except one resulting from Force Majeure as defined below), unless BACR advises of cost savings due to early termination that may be deducted from the AIMS fee.

VI. INDEMNITY

BACR shall defend, indemnify, and hold the School, AIMS, its Board of Directors, officers, employees and agents harmless from and against any and all liability, loss expense, attorney fees or claims for injury or damages, arising out of BACR's performance of the agreement but only in proportion to and to the extent such liability, loss, expense, attorney's fees or claims, for injury on damages are caused by or result from the grossly negligent or fraudulent acts or omissions of BACR, its officers, agents or employees.

AIMS shall defend, indemnify, and hold BACR, its Board of Directors, officers, employees and agents harmless from and against any and all liability, loss expense, attorney fees or claims for injury or damages, arising out of AIMS' performance of the Agreement but only in proportion to and to the extent such liability, loss, expense, attorney's fees or claims, for injury on damages are caused by or result from the negligent or intentional acts or omissions of AIMS, its officers, agents or employees. Further, if AIMS exercises its rights pursuant to Section VII of this Agreement (Removal of Staff), then it shall indemnify BACR and its Board of Directors, officers, employees and agents for any liability, loss, expense, attorney fees, or claims for injury or damages related to that termination, under any theory, even if in its exercise of such rights the School has not engaged in any negligent or intentional acts or omissions.

BACR Initials _____
School Initials _____

VII. REMOVAL OF STAFF

In the event that AIMS, for reasonable cause, at any time during the term of this agreement, desires the removal of any BACR related persons, employees, representatives or agents from the School site and/or property, BACR shall immediately upon receiving notice from AIMS of such desire, cause the removal of such person or persons. Notwithstanding the foregoing, BACR will retain final authority over hiring and termination of any BACR staff, and any such hiring or termination will follow BACR HR policies.

VIII. CANRA COMPLIANCE

BACR will comply with the Child Abuse and Neglect Reporting Act (CANRA) guidelines as mandated Reporters to report suspicions of possible child abuse to the appropriate reporting agency as stated in California Penal Code 11164 -11174.

IX. SUBCONTRACTING

BACR may elect to subcontract a portion of the work or activities to be performed under this agreement. In such an event, AIMS in its sole discretion, shall have the right to approve or disapprove the use of such subcontractor. BACR shall require each such AIMS-approved subcontractor to agree to abide by all terms of this Agreement, and to indemnify, hold harmless and defend AIMS, its officers, officials, employees, volunteers, or agents in accordance with the terms of Paragraph IV, above (Indemnity).

X. INSURANCE

During the term of this agreement, BACR shall maintain insurance as noted below and shall at all times name AIMS as additional insureds under the applicable policy or policies. Upon request, BACR shall furnish copies of the policy forms indicating that AIMS is an additional insureds under the policy or policies. Insurance shall include the following:

- *Property Insurance* - for replacement value, including coverage for all assets listed in AIMS' property inventory and consumables that BACR will utilize as part of the Program. If full replacement value coverage is not available, BACR shall procure property insurance in amounts as close to replacement value as possible.
- *General Liability* - providing coverage for negligence, errors and omissions, abuse and molestation, and employment practices liability of the School, its governing board, officers, agents, employees, or students.
- *Automobile Insurance* - to the extent necessary and in amounts appropriate for the type and use of the automobile.

XI. RELATIONSHIP BETWEEN THE PARTIES.

It is agreed that the relationship of BACR to AIMS is that of an independent contractor, that BACR shall provide all services under this Agreement as an independent contractor, and that BACR shall not have the authority to bind or make any commitment on behalf of AIMS. Nothing herein shall be construed to create a joint venture, partnership, employer-employee, association, or principal-agent relationship between BACR and AIMS.

XII. NOTICE

Any notice required or permitted to be given hereunder may be effectively given by letter delivered either by personal delivery, registered mail or electronic means (with delivery confirmation), addressed to the recipient as follows:

If to the School:

ATTN: Marisol Magana
 American Indian Model Schools
 171 12th Street
 Oakland, CA 94607
 510-220-9985 (Phone)

If to BACR:

ATTN: Martin Weinstein, CEO
 191 Carlos Drive
 San Rafael, CA 94903-2005
 415-444-5581 (Phone)
 415-444-5589 (Fax)
mweinstein@bacr.org

BACR Initials _____
 School Initials _____

All notices must be in writing to the addresses set forth above, unless otherwise advised by a Party. Notices sent are deemed to have been received immediately upon personal delivery, three (3) business days following deposit of the same with an authorized carrier for delivery by registered mail, or on the next business day following issuance by e-mail, but only if the recipient confirms receipt by e-mail.

XIII. INTEGRATION

This Agreement is the final, complete, and exclusive agreement of the Parties with respect to the subject matter hereof, and it supersedes and merges all prior discussions between the Parties.

This Agreement may only be modified in a writing signed by both Parties that expressly references this Agreement.

XIV. LIMITATION ON LIABILITY

TO THE EXTENT PERMITTED BY LAW, IN NO EVENT SHALL BACR'S AGGREGATE LIABILITY ARISING OUT OF OR RELATING TO THIS AGREEMENT (REGARDLESS OF THE FORM OF ACTION GIVING RISE TO SUCH LIABILITY, WHETHER IN CONTRACT, TORT, OR OTHERWISE) EXCEED THE FEES PAID OR PAYABLE BY THE SCHOOL UNDER THIS AGREEMENT TO BACR.

TO THE EXTENT PERMITTED BY LAW, IN NO EVENT SHALL THE SCHOOL'S AGGREGATE LIABILITY ARISING OUT OF OR RELATING TO THIS AGREEMENT (REGARDLESS OF THE FORM OF ACTION GIVING RISE TO SUCH LIABILITY, WHETHER IN CONTRACT, TORT OR OTHERWISE) EXCEED THE FEES PAID OR PAYABLE BY THE SCHOOL UNDER THIS AGREEMENT.

XV. EXCLUSION ON LIABILITY

IN NO EVENT SHALL BACR BE LIABLE FOR ANY CONSEQUENTIAL INCIDENTAL, INDIRECT, EXEMPLARY, PUNITIVE OR SPECIAL DAMAGES, HOWEVER CAUSED, INCLUDING LOSS OF PROFITS, BUSINESS, REVENUE, DATA, GOODWILL OR USE, INCURRED BY SCHOOL OR ANY THIRD PARTY, WHETHER UNDER THEORY OF CONTRACT, TORT (INCLUDING NEGLIGENCE), WARRANTY OR OTHERWISE, EVEN IF THE SCHOOL HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

IN NO EVENT SHALL THE SCHOOL BE LIABLE FOR ANY CONSEQUENTIAL, INCIDENTAL, INDIRECT, EXEMPLARY, PUNITIVE OR SPECIAL DAMAGES, HOWEVER CAUSED, INCLUDING LOSS OF PROFITS, BUSINESS, REVENUE, DATA, GOODWILL OR USE, INCURRED BY BACR OR ANY THIRD PARTY, WHETHER UNDER THE THEORY OF CONTRACT, TORT (INCLUDING NEGLIGENCE), WARRANTY OR OTHERWISE, EVEN IF BACR HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

XVI. MISCELLANEOUS

- A. Force Majeure: If, for reasons beyond the control of either Party (a "Force Majeure" event), BACR is unable to carry out any of its obligations hereunder, or is required to make material changes to the schedule or activities comprising the Program, BACR shall make reasonable efforts to inform School of such changes and to provide appropriate substitutes to School, or to suspend performance of its obligations, up to and including cancellation of the Agreement, and shall provide pro rata refunds to School after meeting BACR's non-recoupable expenses. Force Majeure shall include, without limitation, riot, war, acts of God, third-party labor disputes, governmental action or inaction, and failure of power, telecommunication means, or third-party service providers upon which an obligation hereunder depends.
- B. Time is of the Essence: Time is of the essence with respect to the Parties' performance of the Services hereunder.
- C. No Waiver: No waiver will be implied from conduct or failure to enforce rights. No provision of this Agreement shall be deemed waived unless such waiver is in writing and signed by the authorized representative of the Party against whom it is sought to be enforced.
- D. Survivability: All provisions of this Agreement and any exhibit that are by their nature intended to survive the expiration or termination of this Agreement or any such exhibit, including obligations with respect to indemnification, shall survive such expiration or termination.
- E. Joint Negotiation: This Agreement is the product of BACR and School, and each provision hereof has been subject to the negotiation and mutual agreement of the Parties, and sufficient time for the review of their respective legal counsel and advisers. Accordingly, any rule of construction that a document shall

BACR Initials _____
School Initials _____

- be interpreted or construed against the drafting Party shall not be applicable.
- F. Choice of Law: This Agreement will be governed and construed in accordance with the laws of the State of California.
- G. Venue and Forum Selection: To the extent the courts need to be involved, the Parties irrevocably consent to the exclusive jurisdiction of any state or federal courts located in Alameda County, California and the Parties expressly waive any objection thereto and consent to personal jurisdiction therein.
- H. Prevailing Party: In the event that it shall become necessary for any Party to institute legal proceedings against another Party for recovery of any amounts due and owing under the Agreement, it is expressly agreed that the prevailing Party in any such action shall be entitled to recover from the non-prevailing Party all costs related to such collection, including reasonable attorneys' fees and all expert witness fees incurred during pre-suit efforts, suit, and post judgment, appeal, or settlement collection.
- I. Severability: While the Parties consider the provisions contained in this Agreement reasonable, having the opportunity to seek independent legal advice, if any provision(s) of this Agreement is held to be invalid, illegal or unenforceable the remaining provisions shall be severable and enforceable. If a provision is excessively broad, such provision shall be limited or reduced in scope so as to be enforceable
- J. Interpretation: In this Agreement: (i) the headings are used for convenience only and do not affect any interpretation; (ii) reference to "person(s)" include incorporated and unincorporated persons; (iii) references to the singular include the plural and vice versa; (iv) references to the feminine include the masculine and vice versa; and (v) where the word "including" is used, it means "including without limitation."
- K. Non-Assignability: This Agreement cannot be assigned or modified except pursuant to a written agreement signed by both Parties. Notwithstanding this term, BACR is permitted to subcontract as set forth herein.
- L. Counterpart Execution: This Agreement may be executed in counterparts, each of which shall be deemed an original, and all of which together shall constitute one and the same instrument. The Parties agree that a facsimile or electronic copy of this Agreement may be accepted as an original, and that facsimile or electronic copies of the executed Agreement constitute one and the same instrument. The Parties agree that a "including" is used, it means "including, but not limited to."
- M. Authority: The undersigned represent and warrant that they are duly authorized to sign this Agreement on behalf of their respective entities.

Effective as of the Date noted above upon signature of both parties.

AMERICAN INDIAN MODEL SCHOOLS

BAY AREA COMMUNITY RESOURCES, INC.

By: _____

By: _____

Its: _____

Its: _____

Printed Name: _____

Printed Name: _____

APPENDIX A: AMERICAN INDIAN MODEL SCHOOL STAFF AND FAMILY HANDBOOK

APPENDIX B: SAFETY SCHOOL PLAN

BACR Initials _____
School Initials _____



AGREEMENT FOR AFTER SCHOOL PROGRAM SERVICES & FUNDING

This Agreement for After School Program Services & Funding (“Agreement”) establishes the material terms of the business relationship between Bay Area Community Resources (“BACR”) and American Indian Model Schools (“AIMS” or “School”) for the provision of certain educational services (as further detailed below) at the AIMS school site during the 2018-19 school year. BACR and AIMS are each referred to individually as a “Party,” and collectively as the “Parties.” This Agreement is effective upon execution by representatives of each Party (“Effective Date”).

In exchange for the benefits and consideration set forth below, the sufficiency of which is hereby acknowledged by both Parties, AIMS and BACR will collaborate to implement the educational program detailed below (“Program”) and assure the fulfillment of the objectives and activities outlined in this Agreement. The program will occur at two different campuses.

I. SCOPE OF WORK AND RELATED TERMS

BACR agrees to provide an after-school program aligned with the School's school day, program quality, and fiscal oversight, as follows:

A. Miscellaneous Program Details:

1. BACR will develop the Program and review it with School staff, making adjustments as necessary, reasonable, and within the budget set forth below.
2. The Program will include an educational and literacy element designed to provide tutoring and/or homework assistance in one or more of the following subject areas: language arts, mathematics, history and social science, science, and computer training.
3. The Program will have an educational enrichment element that may include, but is not limited to, STEM focused activities, recreation, physical fitness, and other activities.
4. The Program will serve up to 140 School students at a maximum ratio of 20:1 (students to instructor). If it appears Program enrollment will exceed 140, BACR is open to accommodating more students. However, before Program enrollment exceeds 140 students, the Parties agree that they will confer and reach agreement on a written amendment to this Agreement, including the Program Budget and Management Fee terms set forth in Section IV below, with a revised Program Budget to allow for additional staff and Management Fee to reflect additional management efforts.
5. Families will be responsible for providing snacks for the students participating in the afterschool program. Families will be informed of this requirement in the registration packet.
6. The program will operate daily, Monday through Friday, from August 20, 2018 to June 14, 2019. Program will begin immediately at the end of the regular school day on Monday-Thursdays (except scheduled minimum days) and 1:30 pm on Fridays and minimum days, and will stay open until 6:00 pm daily
7. BACR will handle all human resources and accounting duties as related to hiring, training, paying, and otherwise managing Program staff, who are BACR employees. BACR employees are not employed by AIMS or any of it’s schools.

B. Coordination between School, and BACR Program staffs.

The School and BACR intend to provide a comprehensive after school program for the School's students. To ensure a consistent experience for School students and families, the Parties hereby agree to the following:

1. Training. The BACR After-School Site Coordinator will attend, when able, training with School faculty and Staff (“School-Day Staff”). Additionally, both the School and BACR agree to be

BACR Initials _____
 School Initials _____

conscious of overlapping staff in scheduling professional development sessions so as to minimize disruption.

2. Fundraising. Because all fundraisers will affect the same group of parents, BACR must obtain written approval from AIMS prior to any fundraising efforts involving the School's parents, apart from those funds associated with Program Participation Fees as set forth herein.
 3. Classrooms. Teachers at the School will provide a "classroom checklist" to the BACR staff using their classrooms. These checklists are to ensure minimal disruption in the classroom from day to day. BACR staff will commit to checking the list upon arrival and before leaving and reporting any issues regarding the same in a timely manner.
4. Events. BACR and the School will notify each other of any proposed School-related family events (including any shows or showcases) at least one month in advance and will be open to changing dates and times for optimal coordination and participation.
5. Check-Ins. The BACR After-School Site Coordinator will check in daily with the School-Day Site Administrator or such other School staff member that is designated by the School Administrator from time to time for informational handover about student behavior and Program-related matters. In addition, the BACR After-School Site Coordinator and School-Day Site Administrator (or his or her designee) will have additional meetings on weekly or monthly basis to address case management of students, including updates around suspensions and expulsions, where necessary, as well as general Program operations and coordination between the School and BACR.
 6. Policies and Procedures. BACR employees working at the School must abide by all BACR, and School policies. BACR will communicate all relevant School policies and procedures to BACR staff and ensure that BACR staff abide by them at all times. These include but are not limited to the School's safety plans and procedures, discipline, social media, student restraint, and any other applicable elements from AIMS' Staff/Family Handbook. A current copy of AIMS' Staff/Family Handbook policies is attached as **Appendix A** and incorporated herein. AIMS, in its sole discretion, may change these policies from time to time. In the event of any such changes, AIMS will provide BACR with the updated versions of the policies.
7. Teacher communications. Specific discussions between teachers and the BACR staff using their room must involve BACR's After-School Site Coordinator and the School's School-Day Site Administrator.

C. Communication and accessibility with parents.

The School and BACR recognize that communication with School parents and guardians is an important component of the Program's success. To that end, the Parties hereby agree to the following:

1. Announcements. The School can send information out to its entire parent body on behalf of BACR. This should be used only for major announcements, i.e., deadlines and applications for signing up. Program-specific information to participants will be managed by BACR, but subject to the School-Division Head(s) prior approval. Communications should include the School-Division Head(s) on the distribution list.
2. Key School Year Events. The BACR After-School Site Coordinator commits to attending the School's major school-year events, so that BACR has a presence at school-related activities that occur outside of the school day.
3. Welcoming events. BACR commits to being present at welcoming events for new families.
4. Office hours. The BACR After-School Site Coordinator commits to being on-site and available for questions from families and School staff at pre-committed hours that will not interfere with Program duties. The BACR After-School Site Coordinator will be on-site and available for questions from families and School staff each week from 12:00-6:00 pm on Monday-Thursday, and 12:00-6:00 pm on Fridays. Two Wednesdays per month After-School Site Coordinator will have off-site mandatory meetings that he or she must attend, and thus will not be available for office hours during these times. The After-School Site Coordinator will communicate details regarding these off-site meetings to the School-Day Site Administrator with as much advance notice as possible.
5. Attendance Records: BACR shall maintain accurate Program attendance records.
6. Research: BACR shall respond to any additional surveys or other methods of data collection that may be required throughout the life of the Program.

BACR Initials _____
 School Initials _____

7. Student-to-Staff Ratio: BACR shall maintain a student-to-staff member ratio of no more than 20:1, except for in the case of temporary emergencies.
8. Qualifications: BACR shall establish qualifications for each position so that all staff members directly supervising students meet the minimum qualifications of an instructional aide.
9. Screening: BACR shall ensure that all Program staff and volunteers will fulfill health screening (Clear TB Test) and CalDOJ fingerprint clearance requirements in current law and in compliance with School policies (Certified Assurance #25)

D. Legal Compliance

BACR shall comply with all applicable federal, state, and local laws governing privacy of student information, including but not limited to the Health Insurance Portability and Accountability Act ("HIPAA"), the Family Educational Rights and Privacy Act ("FERPA"), and the Individuals with Disabilities in Education Act ("IDEA").

E. Safety and Crisis Protocol

To ensure the safety of all School students participating in the Program, the Parties agree that:

1. BACR shall enforce a clear safety and crisis protocol, applicable to Program operations, that outlines procedure, response times, and commitment to notifying and working with School staff. That Safe School Plan is attached hereto as **Appendix B**.
2. In the event that a crisis occurs while the BACR After-School Site Coordinator is not on the School-site, the BACR After-School Site Coordinator is expected to be available via phone within 5 minutes and physically present within 30 minutes, unless there are extenuating travel circumstances.
3. AIMS will identify a School staff member who will be on-call during BACR program hours, and who must be notified ASAP when a crisis occurs. The School staff member and BACR's Program Coordinator will jointly respond to the crisis.

II. PROGRAM PARTICIPANT FEES, AND PROGRAM FEE PAYMENT TERMS

A. Nature of the Program: The Program is an optional extra-curricular enrichment program that School families may elect to participate in, at their choosing, subject to the eligibility, payment of fees, and other criteria stated herein.

B. Program Fee Schedule:

BACR and AIMS have established Program Fees for participants who elect to participate in the Program in the 2018-2019 School Year ("Program Fee Schedule") as follows and based upon various factors including sibling participants and income tiers.

Income-Based Tier	Monthly Fee/Student	Monthly Fee w/ Sibling Discount (50%) ¹
1	\$150	\$75
2	\$200	\$100
3	\$350	\$175

C. Program Fee Payment Terms:

1. Program Fees will not be pro-rated for students who join the Program later than the beginning of the school year or participate on a less-than-full-time basis (both of which are discouraged), except in cases where the student joins after January, 2019. Students who join after January, 2019 will be responsible for paying one half of the full-year Program Fee.
2. Program Fees may be paid in one lump sum, at the time of enrollment in the Program, or on a monthly basis, received by BACR no later than 7th of each month following the initial payment.

¹ This sibling discount does not apply to the first-enrolled student, but instead applies to the second (and any additional) enrolled students from the same family. For example, for a Tier 1 family, the monthly fee for student 1 is \$150, and the monthly fee is \$75 for any additional students from that same family.

BACR Initials _____
 School Initials _____

3. BACR will provide participants a 7-day grace period for payment, to the 15th of each month. If no payment is received by then, the nonpayment will be reported by BACR to the School via the Program Fees Report, described below, and it will become the School's responsibility to pay BACR those funds on the terms set forth below.
4. All Program Fees shall be made on-line, by check, or by money order, made payable to "Bay Area Community Resources." No cash payments will be accepted.
5. Monthly Program Fees are due before participation begins, and then on a monthly basis going forward (unless paid in one lump sum), and are non-refundable in the event that a child leaves the program prior to the end of the year and/or only attend on a part time basis (both of which are discouraged).
6. As noted above, the Program will run until 6:00 pm. BACR will extend a 10-minute grace period for parents, guardians and other authorized persons to pick-up Program participants. BACR will not release a Program participant to an unauthorized person, and it will not allow a Program participant to simply leave on his or her own, without the authorized person. Program participants who remain after 6:10 pm may be charged a late fee of \$5.00 for every 10 minutes they are picked up late after the 10-minute grace period of 6:10pm. Late pick up fees will need to be paid by next Program day, online, by check or by money order. BACR will make every effort to collect fees from families, in the event any Program participants do not pay any late fee(s) in a timely manner, the School will pay BACR the applicable amount, as invoiced on a monthly basis.

III. PROGRAM ADMINISTRATION

A. Registration, Financial Aid, and First Collection of Program Fees

BACR will be responsible registering students, collecting Program Fees, and administering the financial assistance programs. BACR will use its best efforts to collect Program Fees from all families other than those that qualify for financial assistance. BACR will not allow families who have not paid the Program Fee (other than those designated by the BACR as being eligible for financial assistance) to participate in the program. BACR retain all Program Fees as a contribution towards the cost of managing the program.

B. Ongoing Collection of Program Fees

Following launch of the Program, BACR will be responsible for ongoing collection of Program Fees. BACR will use its best efforts to collect Program Fees from all families, considering those that receive Program scholarships as noted above and as determined by the School. BACR will report, to the School during the monthly meeting described below in Section IV, families who have not paid the Program Fee in full and in a timely manner (other than those designated by the School as being eligible for financial assistance). It shall then be the School's responsibility to take corrective action, if any, for non-payment. The School will report all such action(s) to BACR, so that BACR may act accordingly with respect to Program administration, collection of Program Fees in the future, etc. BACR retains all Program Fees as a contribution towards the cost of managing the Program and coverage of the Management Fee (defined below).

IV. PROGRAM BUDGET AND MANAGEMENT FEE

The budget for the Program at AIMS for the 2018-19 year is \$303,000 based on the School's Program enrollment projection of 140 students. AIMS will contribute \$20,000 and \$283,250 will be attained through parent's fees. Thus, the fee that the School will pay to BACR for management of the Program as set forth herein is \$303,000 payable as set forth below (the "Management Fee").

The Program Fees that are projected to be collected monthly are \$30,300 from August 2018 through June 2019 (10 months), collected and paid in the manner set forth herein.

School staff and BACR staff will meet no later than the third Friday of each month in order to review various Program-related matters, including enrollment numbers and Program Fee collections.

At this monthly meeting, BACR will provide AIMS a written report of Program Fees it has collected from the parents of Program participants for the prior month, as well as any overdue Program Fees and late fees for that same month ("Program Fees Report"). In the event that Program Fee collections are below \$30,300,

BACR Initials _____
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AIMS will fund any shortfall, regardless of amount. In addition, AIMS will fund any related late fees not already paid, as described above in Section (II)(C)(6). BACR will invoice AIMS for the shortfall, if any, and payment by the School will be made within thirty (30) days of issuance of BACR's invoice.

For the sake of clarity, the Parties expressly agree that the School (not BACR), shall solely fund any shortfall in collections of Program Fees, whether such shortfall is caused by lower than expected enrollment, non-payment by Program participants, or any other reason. But for this express agreement and commitment by AIMS, BACR would not enter into this Agreement on these terms. The Management Fee is set at \$303,000 regardless of collections of Program Fees or other factors, until and unless there is an amendment as set forth below.

In the event BACR receives payment of any Program Fees after the School has covered the same, e.g., in the event of an exceptionally late payment by Program participant to BACR, then BACR shall report the same to the School as part of the monthly meeting and that amount shall be used to offset any future payment of the Management Fee, so that BACR does not receive double payment at any time.

If enrollment trends over two (2) or more consecutive months indicate more than a 10% change in Program enrollment as compared to the current expected level of 140 participants, then the Parties will meet and confer on proposed changes to Program-related terms, including staffing, student groupings, and the Management Fee on a go-forward basis (i.e., non-retroactive) following execution of any addendum. The Parties will document the results of any such discussions and memorialize any related changes in an addendum to this Agreement.

V. TERM AND TERMINATION

The Term of the Agreement shall be from July 1, 2018 through June 30, 2019.

Either Party may terminate this Agreement at any time for any reason by giving at least thirty (30) days' written notice to the other Party.

Notwithstanding any other provision of this Agreement, BACR may terminate this Agreement immediately for cause, without any further obligation by BACR, by providing written notice of the same to the School upon the occurrence of any of the following events which shall constitute "cause" for such immediate termination: (1) bankruptcy, insolvency, loss or reduction of funds for the Program by the School; (2) assignment of this Agreement by the School to any other person or entity without the express advance written consent of BACR; (3) a material breach of this Agreement; (4) the School's failure to pay the Management Fee to BACR in a timely manner as set forth above; or (5) a Force Majeure as defined below.

In the event of any termination for cause by BACR, other than one based on Force Majeure (as defined below), the School shall pay BACR any and all outstanding Management Fees and pre-approved expenses due and owing to BACR or incurred by BACR under this Agreement. For the sake of clarity, the School shall pay BACR the full Management Fee in the event of any termination for cause of this Agreement (except one resulting from Force Majeure as defined below), unless BACR advises of cost savings due to early termination that may be deducted from the AIMS fee.

VI. INDEMNITY

BACR shall defend, indemnify, and hold the School, AIMS, its Board of Directors, officers, employees and agents harmless from and against any and all liability, loss expense, attorney fees or claims for injury or damages, arising out of BACR's performance of the agreement but only in proportion to and to the extent such liability, loss, expense, attorney's fees or claims, for injury on damages are caused by or result from the grossly negligent or fraudulent acts or omissions of BACR, its officers, agents or employees.

AIMS shall defend, indemnify, and hold BACR, its Board of Directors, officers, employees and agents harmless from and against any and all liability, loss expense, attorney fees or claims for injury or damages, arising out of AIMS' performance of the Agreement but only in proportion to and to the extent such liability, loss, expense, attorney's fees or claims, for injury on damages are caused by or result from the negligent or intentional acts or omissions of AIMS, its officers, agents or employees. Further, if AIMS exercises its rights pursuant to Section VII of this Agreement (Removal of Staff), then it shall indemnify BACR and its Board of Directors, officers, employees and agents for any liability, loss, expense, attorney fees, or claims for injury or damages related to that termination, under any theory, even if in its exercise of such rights the School has not engaged in any negligent or intentional acts or omissions.

BACR Initials _____
School Initials _____

VII. REMOVAL OF STAFF

In the event that AIMS, for reasonable cause, at any time during the term of this agreement, desires the removal of any BACR related persons, employees, representatives or agents from the School site and/or property, BACR shall immediately upon receiving notice from AIMS of such desire, cause the removal of such person or persons. Notwithstanding the foregoing, BACR will retain final authority over hiring and termination of any BACR staff, and any such hiring or termination will follow BACR HR policies.

VIII. CANRA COMPLIANCE

BACR will comply with the Child Abuse and Neglect Reporting Act (CANRA) guidelines as mandated Reporters to report suspicions of possible child abuse to the appropriate reporting agency as stated in California Penal Code 11164 -11174.

IX. SUBCONTRACTING

BACR may elect to subcontract a portion of the work or activities to be performed under this agreement. In such an event, AIMS in its sole discretion, shall have the right to approve or disapprove the use of such subcontractor. BACR shall require each such AIMS-approved subcontractor to agree to abide by all terms of this Agreement, and to indemnify, hold harmless and defend AIMS, its officers, officials, employees, volunteers, or agents in accordance with the terms of Paragraph IV, above (Indemnity).

X. INSURANCE

During the term of this agreement, BACR shall maintain insurance as noted below and shall at all times name AIMS as additional insureds under the applicable policy or policies. Upon request, BACR shall furnish copies of the policy forms indicating that AIMS is an additional insureds under the policy or policies. Insurance shall include the following:

- *Property Insurance* - for replacement value, including coverage for all assets listed in AIMS' property inventory and consumables that BACR will utilize as part of the Program. If full replacement value coverage is not available, BACR shall procure property insurance in amounts as close to replacement value as possible.
- *General Liability* - providing coverage for negligence, errors and omissions, abuse and molestation, and employment practices liability of the School, its governing board, officers, agents, employees, or students.
- *Automobile Insurance* - to the extent necessary and in amounts appropriate for the type and use of the automobile.

XI. RELATIONSHIP BETWEEN THE PARTIES.

It is agreed that the relationship of BACR to AIMS is that of an independent contractor, that BACR shall provide all services under this Agreement as an independent contractor, and that BACR shall not have the authority to bind or make any commitment on behalf of AIMS. Nothing herein shall be construed to create a joint venture, partnership, employer-employee, association, or principal-agent relationship between BACR and AIMS.

XII. NOTICE

Any notice required or permitted to be given hereunder may be effectively given by letter delivered either by personal delivery, registered mail or electronic means (with delivery confirmation), addressed to the recipient as follows:

If to the School:

ATTN: Marisol Magana
 American Indian Model Schools
 171 12th Street
 Oakland, CA 94607
 510-220-9985 (Phone)

If to BACR:

ATTN: Martin Weinstein, CEO
 191 Carlos Drive
 San Rafael, CA 94903-2005
 415-444-5581 (Phone)
 415-444-5589 (Fax)
mweinstein@bacr.org

BACR Initials _____
 School Initials _____

All notices must be in writing to the addresses set forth above, unless otherwise advised by a Party. Notices sent are deemed to have been received immediately upon personal delivery, three (3) business days following deposit of the same with an authorized carrier for delivery by registered mail, or on the next business day following issuance by e-mail, but only if the recipient confirms receipt by e-mail.

XIII. INTEGRATION

This Agreement is the final, complete, and exclusive agreement of the Parties with respect to the subject matter hereof, and it supersedes and merges all prior discussions between the Parties.

This Agreement may only be modified in a writing signed by both Parties that expressly references this Agreement.

XIV. LIMITATION ON LIABILITY

TO THE EXTENT PERMITTED BY LAW, IN NO EVENT SHALL BACR'S AGGREGATE LIABILITY ARISING OUT OF OR RELATING TO THIS AGREEMENT (REGARDLESS OF THE FORM OF ACTION GIVING RISE TO SUCH LIABILITY, WHETHER IN CONTRACT, TORT, OR OTHERWISE) EXCEED THE FEES PAID OR PAYABLE BY THE SCHOOL UNDER THIS AGREEMENT TO BACR.

TO THE EXTENT PERMITTED BY LAW, IN NO EVENT SHALL THE SCHOOL'S AGGREGATE LIABILITY ARISING OUT OF OR RELATING TO THIS AGREEMENT (REGARDLESS OF THE FORM OF ACTION GIVING RISE TO SUCH LIABILITY, WHETHER IN CONTRACT, TORT OR OTHERWISE) EXCEED THE FEES PAID OR PAYABLE BY THE SCHOOL UNDER THIS AGREEMENT.

XV. EXCLUSION ON LIABILITY

IN NO EVENT SHALL BACR BE LIABLE FOR ANY CONSEQUENTIAL INCIDENTAL, INDIRECT, EXEMPLARY, PUNITIVE OR SPECIAL DAMAGES, HOWEVER CAUSED, INCLUDING LOSS OF PROFITS, BUSINESS, REVENUE, DATA, GOODWILL OR USE, INCURRED BY SCHOOL OR ANY THIRD PARTY, WHETHER UNDER THEORY OF CONTRACT, TORT (INCLUDING NEGLIGENCE), WARRANTY OR OTHERWISE, EVEN IF THE SCHOOL HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

IN NO EVENT SHALL THE SCHOOL BE LIABLE FOR ANY CONSEQUENTIAL, INCIDENTAL, INDIRECT, EXEMPLARY, PUNITIVE OR SPECIAL DAMAGES, HOWEVER CAUSED, INCLUDING LOSS OF PROFITS, BUSINESS, REVENUE, DATA, GOODWILL OR USE, INCURRED BY BACR OR ANY THIRD PARTY, WHETHER UNDER THE THEORY OF CONTRACT, TORT (INCLUDING NEGLIGENCE), WARRANTY OR OTHERWISE, EVEN IF BACR HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

XVI. MISCELLANEOUS

- A. Force Majeure: If, for reasons beyond the control of either Party (a "Force Majeure" event), BACR is unable to carry out any of its obligations hereunder, or is required to make material changes to the schedule or activities comprising the Program, BACR shall make reasonable efforts to inform School of such changes and to provide appropriate substitutes to School, or to suspend performance of its obligations, up to and including cancellation of the Agreement, and shall provide pro rata refunds to School after meeting BACR's non-recoupable expenses. Force Majeure shall include, without limitation, riot, war, acts of God, third-party labor disputes, governmental action or inaction, and failure of power, telecommunication means, or third-party service providers upon which an obligation hereunder depends.
- B. Time is of the Essence: Time is of the essence with respect to the Parties' performance of the Services hereunder.
- C. No Waiver: No waiver will be implied from conduct or failure to enforce rights. No provision of this Agreement shall be deemed waived unless such waiver is in writing and signed by the authorized representative of the Party against whom it is sought to be enforced.
- D. Survivability: All provisions of this Agreement and any exhibit that are by their nature intended to survive the expiration or termination of this Agreement or any such exhibit, including obligations with respect to indemnification, shall survive such expiration or termination.
- E. Joint Negotiation: This Agreement is the product of BACR and School, and each provision hereof has been subject to the negotiation and mutual agreement of the Parties, and sufficient time for the review of their respective legal counsel and advisers. Accordingly, any rule of construction that a document shall

BACR Initials _____
School Initials _____

- be interpreted or construed against the drafting Party shall not be applicable.
- F. Choice of Law: This Agreement will be governed and construed in accordance with the laws of the State of California.
- G. Venue and Forum Selection: To the extent the courts need to be involved, the Parties irrevocably consent to the exclusive jurisdiction of any state or federal courts located in Alameda County, California and the Parties expressly waive any objection thereto and consent to personal jurisdiction therein.
- H. Prevailing Party: In the event that it shall become necessary for any Party to institute legal proceedings against another Party for recovery of any amounts due and owing under the Agreement, it is expressly agreed that the prevailing Party in any such action shall be entitled to recover from the non-prevailing Party all costs related to such collection, including reasonable attorneys' fees and all expert witness fees incurred during pre-suit efforts, suit, and post judgment, appeal, or settlement collection.
- I. Severability: While the Parties consider the provisions contained in this Agreement reasonable, having the opportunity to seek independent legal advice, if any provision(s) of this Agreement is held to be invalid, illegal or unenforceable the remaining provisions shall be severable and enforceable. If a provision is excessively broad, such provision shall be limited or reduced in scope so as to be enforceable
- J. Interpretation: In this Agreement: (i) the headings are used for convenience only and do not affect any interpretation; (ii) reference to "person(s)" include incorporated and unincorporated persons; (iii) references to the singular include the plural and vice versa; (iv) references to the feminine include the masculine and vice versa; and (v) where the word "including" is used, it means "including without limitation."
- K. Non-Assignability: This Agreement cannot be assigned or modified except pursuant to a written agreement signed by both Parties. Notwithstanding this term, BACR is permitted to subcontract as set forth herein.
- L. Counterpart Execution: This Agreement may be executed in counterparts, each of which shall be deemed an original, and all of which together shall constitute one and the same instrument. The Parties agree that a facsimile or electronic copy of this Agreement may be accepted as an original, and that facsimile or electronic copies of the executed Agreement constitute one and the same instrument. The Parties agree that a "including" is used, it means "including, but not limited to."
- M. Authority: The undersigned represent and warrant that they are duly authorized to sign this Agreement on behalf of their respective entities.

Effective as of the Date noted above upon signature of both parties.

AMERICAN INDIAN MODEL SCHOOLS

BAY AREA COMMUNITY RESOURCES, INC.

By: _____

By: _____

Its: _____

Its: _____

Printed Name: _____

Printed Name: _____

APPENDIX A: AMERICAN INDIAN MODEL SCHOOL STAFF AND FAMILY HANDBOOK

APPENDIX B: SAFETY SCHOOL PLAN

BACR Initials _____
School Initials _____



AGREEMENT FOR AFTER SCHOOL PROGRAM SERVICES & FUNDING

This Agreement for After School Program Services & Funding (“Agreement”) establishes the material terms of the business relationship between Bay Area Community Resources (“BACR”) and American Indian Model Schools (“AIMS” or “School”) for the provision of certain educational services (as further detailed below) at the AIMS school site during the 2018-19 school year. BACR and AIMS are each referred to individually as a “Party,” and collectively as the “Parties.” This Agreement is effective upon execution by representatives of each Party (“Effective Date”).

In exchange for the benefits and consideration set forth below, the sufficiency of which is hereby acknowledged by both Parties, AIMS and BACR will collaborate to implement the educational program detailed below (“Program”) and assure the fulfillment of the objectives and activities outlined in this Agreement. The program will occur at two different campuses.

I. SCOPE OF WORK AND RELATED TERMS

BACR agrees to provide an after-school program aligned with the School's school day, program quality, and fiscal oversight, as follows:

A. Miscellaneous Program Details:

1. BACR will develop the Program and review it with School staff, making adjustments as necessary, reasonable, and within the budget set forth below.
2. The Program will include an educational and literacy element designed to provide tutoring and/or homework assistance in one or more of the following subject areas: language arts, mathematics, history and social science, science, and computer training.
3. The Program will have an educational enrichment element that may include, but is not limited to, STEM focused activities, recreation, physical fitness, and other activities.
4. The Program will serve up to 140 School students at a maximum ratio of 20:1 (students to instructor). If it appears Program enrollment will exceed 140, BACR is open to accommodating more students. However, before Program enrollment exceeds 140 students, the Parties agree that they will confer and reach agreement on a written amendment to this Agreement, including the Program Budget and Management Fee terms set forth in Section IV below, with a revised Program Budget to allow for additional staff and Management Fee to reflect additional management efforts.
5. The program will operate daily, Monday through Friday, from August 20, 2018 to June 14, 2019. Program will begin immediately at the end of the regular school day on Monday-Thursdays (except scheduled minimum days) and 1:30 pm on Fridays and minimum days, and will stay open until 6:00 pm daily
6. BACR will handle all human resources and accounting duties as related to hiring, training, paying, and otherwise managing Program staff, who are BACR employees. BACR employees are not employed by AIMS or any of it's schools.
- 7.

B. Coordination between School, and BACR Program staffs.

The School and BACR intend to provide a comprehensive after school program for the School's students. To ensure a consistent experience for School students and families, the Parties hereby agree to the following:

1. Training. The BACR After-School Site Coordinator will attend, when able, training with School faculty and Staff (“School-Day Staff”). Additionally, both the School and BACR agree to be conscious of overlapping staff in scheduling professional development sessions so as to

BACR Initials _____
 School Initials _____

- minimize disruption.
- 2. Fundraising. Because all fundraisers will affect the same group of parents, BACR must obtain written approval from AIMS prior to any fundraising efforts involving the School's parents, apart from those funds associated with Program Participation Fees as set forth herein.
 - .3. Classrooms. Teachers at the School will provide a "classroom checklist" to the BACR staff using their classrooms. These checklists are to ensure minimal disruption in the classroom from day to day. BACR staff will commit to checking the list upon arrival and before leaving, and reporting any issues regarding the same in a timely manner.
- 4. Events. BACR and the School will notify each other of any proposed School-related family events (including any shows or showcases) at least one month in advance, and will be open to changing dates and times for optimal coordination and participation.
- 5. Check-Ins. The BACR After-School Site Coordinator will check in daily with the School-Day Site Administrator or such other School staff member that is designated by the School Administrator from time to time for informational handover about student behavior and Program-related matters. In addition, the BACR After-School Site Coordinator and School-Day Site Administrator (or his or her designee) will have additional meetings on weekly or monthly basis to address case management of students, including updates around suspensions and expulsions, where necessary, as well as general Program operations and coordination between the School and BACR.
 - .6. Policies and Procedures. BACR employees working at the School must abide by all BACR, and School policies. BACR will communicate all relevant School policies and procedures to BACR staff and ensure that BACR staff abide by them at all times. These include but are not limited to the School's safety plans and procedures, discipline, social media, student restraint, and any other applicable elements from AIMS' Staff/Family Handbook. A current copy of AIMS' Staff/Family Handbook policies is attached as **Appendix A** and incorporated herein. AIMS, in its sole discretion, may change these policies from time to time. In the event of any such changes, AIMS will provide BACR with the updated versions of the policies.
- 7. Teacher communications. Specific discussions between teachers and the BACR staff using their room must involve BACR's After-School Site Coordinator and the School's School-Day Site Administrator.

C. Communication and accessibility with parents.

The School and BACR recognize that communication with School parents and guardians is an important component of the Program's success. To that end, the Parties hereby agree to the following:

- 1. Announcements. The School can send information out to its entire parent body on behalf of BACR. This should be used only for major announcements, i.e., deadlines and applications for signing up. Program-specific information to participants will be managed by BACR, but subject to the School-Division Head(s) prior approval. Communications should include the School-Division Head(s) on the distribution list.
- 2. Key School Year Events. The BACR After-School Site Coordinator commits to attending the School's major school-year events, so that BACR has a presence at school-related activities that occur outside of the school day.
- 3. Welcoming events. BACR commits to being present at welcoming events for new families.
- 4. Office hours. The BACR After-School Site Coordinator commits to being on-site and available for questions from families and School staff at pre-committed hours that will not interfere with Program duties. The BACR After-School Site Coordinator will be on-site and available for questions from families and School staff each week from 12:00-6:00 pm on Monday-Thursday, and 12:00-6:00 pm on Fridays. Two Wednesdays per month After-School Site Coordinator will have off-site mandatory meetings that he or she must attend, and thus will not be available for office hours during these times. The After-School Site Coordinator will communicate details regarding these off-site meetings to the School-Day Site Administrator with as much advance notice as possible.
- 5. Attendance Records: BACR shall maintain accurate Program attendance records.
- 6. Research: BACR shall respond to any additional surveys or other methods of data collection that may be required throughout the life of the Program.
- 7. Student-to-Staff Ratio: BACR shall maintain a student-to-staff member ratio of no more than 20:1, except for in the case of temporary emergencies.
- 8. Qualifications: BACR shall establish qualifications for each position so that all staff members directly supervising students meet the minimum qualifications of an instructional aide.

BACR Initials _____
 School Initials _____

9. Screening: BACR shall ensure that all Program staff and volunteers will fulfill health screening (Clear TB Test) and CalDOJ fingerprint clearance requirements in current law and in compliance with School policies (Certified Assurance #25)

D. Legal Compliance

BACR shall comply with all applicable federal, state, and local laws governing privacy of student information, including but not limited to the Health Insurance Portability and Accountability Act ("HIPAA"), the Family Educational Rights and Privacy Act ("FERPA"), and the Individuals with Disabilities in Education Act ("IDEA") .

E. Safety and Crisis Protocol

To ensure the safety of all School students participating in the Program, the Parties agree that:

1. BACR shall enforce a clear safety and crisis protocol, applicable to Program operations, that outlines procedure, response times, and commitment to notifying and working with School staff. That Safe School Plan is attached hereto as **Appendix B**.
2. In the event that a crisis occurs while the BACR After-School Site Coordinator is not on the School-site, the BACR After-School Site Coordinator is expected to be available via phone within 5 minutes and physically present within 30 minutes, unless there are extenuating travel circumstances.
3. AIMS will identify a School staff member who will be on-call during BACR program hours, and who must be notified ASAP when a crisis occurs. The School staff member and BACR's Program Coordinator will jointly respond to the crisis.

II. PROGRAM PARTICIPANT FEES, SCHOLARSHIPS, AND PROGRAM FEE PAYMENT TERMS

A. Nature of the Program: The Program is an optional extra-curricular enrichment program that School families may elect to participate in, at their choosing, subject to the eligibility, payment of fees, and other criteria stated herein.

B. Program Fee Schedule:

BACR and AIMS have established Program Fees for participants who elect to participate in the Program in the 2018-2019 School Year ("Program Fee Schedule") as follows, and based upon various factors including sibling participants and income tiers.

[INTENTIONALLY BLANK]

Household Size	Tier 1 (Annual Household Income)	Tier 2 (Annual Household Income)	Tier 3 (Annual Household Income)
1	\$0 - 14,980.99	\$14,981.00 - 25,766.99	\$25,767.00 +
2	\$0 - 20,200.99	\$20,201.00 - 34,745.99	\$34,746.00 +
3	\$0 - 25,421.99	\$25,422.00 - 43,725.99	\$43,726.00 +
4	\$0 - 30,641.99	\$30,642.00 - 52,703.99	\$52,704.00 +
5	\$0 - 35,862.99	\$35,863.00 - 61,683.99	\$61,684.00 +
6	\$0 - 41,082.99	\$41,083.00 - 70,662.99	\$70,663.00 +
7	\$0 - 46,316.99	\$46,317.00 - 79,664.99	\$79,665.00 +
8	\$0 - 51,561.99	\$51,562.00 - 88,686.99	\$88,687.00 +
9	\$0 - 56,807.99	\$56,808.00 - 97,709.99	\$97,710.00 +

Income-Based Tier	Monthly Fee/Student	Monthly Fee w/ Sibling Discount (20%) ¹
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¹ This sibling discount does not apply to the first-enrolled student, but instead applies to the second (and any additional) enrolled students from the same family. For example, for a Tier 1 family, the monthly fee for student 1 is

BACR Initials _____
School Initials _____

1	\$150	\$120
2	\$200	\$160
3	\$350	\$350

C. Program Fee Payment Terms:

1. Program Fees will not be pro-rated for students who join the Program later than the beginning of the school year or participate on a less-than-full-time basis (both of which are discouraged), except in cases where the student joins after January, 2019. Students who join after January, 2019 will be responsible for paying one half of the full-year Program Fee.
2. Program Fees may be paid in one lump sum, at the time of enrollment in the Program, or on a monthly basis, received by BACR no later than 7th of each month following the initial payment.
3. BACR will provide participants a 7-day grace period for payment, to the 15th of each month. If no payment is received by then, the nonpayment will be reported by BACR to the School via the Program Fees Report, described below, and it will become the School's responsibility to pay BACR those funds on the terms set forth below.
4. All Program Fees shall be made on-line, by check, or by money order, made payable to "Bay Area Community Resources." No cash payments will be accepted.
5. Monthly Program Fees are due before participation begins, and then on a monthly basis going forward (unless paid in one lump sum), and are non-refundable in the event that a child leaves the program prior to the end of the year and/or only attend on a part time basis (both of which are discouraged).
6. As noted above, the Program will run until 6:00 pm. BACR will extend a 10-minute grace period for parents, guardians and other authorized persons to pick-up Program participants. BACR will not release a Program participant to an unauthorized person, and it will not allow a Program participant to simply leave on his or her own, without the authorized person. Program participants who remain after 6:10 pm may be charged a late fee of \$5.00 for every 10 minutes they are picked up late after the 10-minute grace period of 6:10pm. Late pick up fees will need to be paid by next Program day, online, by check or by money order. In the event any Program participants do not pay any late fee(s) in a timely manner, the School will pay BACR the applicable amount, as invoiced on a monthly basis.

D. Scholarships:

AIMS will establish a process for the administration of Program scholarships, to be awarded by the School to individual students for participation in the Program. BACR will not provide any funding for Program scholarships, or be responsible for related fund-raising events. In addition, BACR will not be involved in establishing Program scholarship eligibility criteria or selecting recipients. Instead, the School will fund all Program scholarships. The School will also identify the criteria for determining which students will receive Program scholarships, and it shall be primarily responsible for communicating the availability of such assistance, the criteria, and application process to families. AIMS will also be responsible for issuing, receiving, and processing the Program scholarship applications, as well as applying the criteria it identifies, and determining which students will receive Program scholarships. The School will also notify Program scholarship applicants of its decisions.

Any Program scholarship granted by the School to its students shall be documented and reported to BACR (by name of recipient and amount), given that BACR must collect Program Fees as set forth below. Further, no Program scholarship award shall, in any event, impact the Management Fee the School shall pay BACR as set forth below.

III. PROGRAM ADMINISTRATION

A. Registration, Financial Aid, and First Collection of Program Fees

BACR will be responsible registering students, collecting Program Fees, and administering the financial assistance programs. BACR will use its best efforts to collect Program Fees from all families other than those that qualify for financial assistance. BACR will not allow families who have not paid the Program Fee (other than those designated by the BACR as being eligible for financial assistance) to participate

\$150, and the monthly fee is \$120 for any additional students from that same family.

BACR Initials _____
 School Initials _____

in the program. BACR retain all Program Fees as a contribution towards the cost of managing the program.

B. Ongoing Collection of Program Fees

Following launch of the Program, BACR will be responsible for ongoing collection of Program Fees. BACR will use its best efforts to collect Program Fees from all families, considering those that receive Program scholarships as noted above and as determined by the School. BACR will report, to the School during the monthly meeting described below in Section IV, families who have not paid the Program Fee in full and in a timely manner (other than those designated by the School as being eligible for financial assistance). It shall then be the School's responsibility to take corrective action, if any, for non-payment. The School will report all such action(s) to BACR, so that BACR may act accordingly with respect to Program administration, collection of Program Fees in the future, etc. BACR retains all Program Fees as a contribution towards the cost of managing the Program and coverage of the Management Fee (defined below).

IV. PROGRAM BUDGET AND MANAGEMENT FEE

The budget for the Program at AIMS for the 2018-19 year is \$283,250 based on the School's Program enrollment projection of 140 students. Thus, the fee that the School will pay to BACR for management of the Program as set forth herein is \$283,250 payable as set forth below (the "Management Fee").

The Program Fees that are projected to be collected monthly are \$25,750 from August 2018 through June 2019 (11 months), collected and paid in the manner set forth herein.

School staff and BACR staff will meet no later than the third Friday of each month in order to review various Program-related matters, including enrollment numbers and Program Fee collections.

At this monthly meeting, BACR will provide AIMS a written report of Program Fees it has collected from the parents of Program participants for the prior month, as well as any overdue Program Fees and late fees for that same month ("Program Fees Report"). In the event that Program Fee collections are below \$25,750, AIMS will fund any shortfall, regardless of amount. In addition, AIMS will fund any related late fees not already paid, as described above in Section (II)(C)(6). BACR will invoice AIMS for the shortfall, if any, and payment by the School will be made within thirty (30) days of issuance of BACR's invoice.

For the sake of clarity, the Parties expressly agree that the School (not BACR), shall solely fund any shortfall in collections of Program Fees, whether such shortfall is caused by lower than expected enrollment, non-payment by Program participants, or any other reason. But for this express agreement and commitment by AIMS, BACR would not enter into this Agreement on these terms. The Management Fee is set at \$283,250 regardless of collections of Program Fees or other factors, until and unless there is an amendment as set forth below.

In the event BACR receives payment of any Program Fees after the School has covered the same, e.g., in the event of an exceptionally late payment by Program participant to BACR, then BACR shall report the same to the School as part of the monthly meeting and that amount shall be used to offset any future payment of the Management Fee, so that BACR does not receive double payment at any time.

If enrollment trends over two (2) or more consecutive months indicate more than a 10% change in Program enrollment as compared to the current expected level of 140 participants, then the Parties will meet and confer on proposed changes to Program-related terms, including staffing, student groupings, and the Management Fee on a go-forward basis (i.e., non-retroactive) following execution of any addendum. The Parties will document the results of any such discussions and memorialize any related changes in an addendum to this Agreement.

V. TERM AND TERMINATION

The Term of the Agreement shall be from the Effective Date through June 30, 2019.

Either Party may terminate this Agreement at any time for any reason by giving at least thirty (30) days' written notice to the other Party.

Notwithstanding any other provision of this Agreement, BACR may terminate this this Agreement immediately

BACR Initials _____
School Initials _____

for cause, without any further obligation by BACR, by providing written notice of the same to the School upon the occurrence of any of the following events which shall constitute "cause" for such immediate termination: (1) bankruptcy, insolvency, loss or reduction of funds for the Program by the School; (2) assignment of this Agreement by the School to any other person or entity without the express advance written consent of BACR; (3) a material breach of this Agreement; (4) the School's failure to pay the Management Fee to BACR in a timely manner as set forth above; or (5) a Force Majeure as defined below.

In the event of any termination for cause by BACR, other than one based on Force Majeure (as defined below), the School shall pay BACR any and all outstanding Management Fees and pre-approved expenses due and owing to BACR or incurred by BACR under this Agreement. For the sake of clarity, the School shall pay BACR the full Management Fee in the event of any termination for cause of this Agreement (except one resulting from Force Majeure as defined below), unless BACR advises of cost savings due to early termination that may be deducted from the AIMS fee.

VI. INDEMNITY

BACR shall defend, indemnify, and hold the School, AIMS, its Board of Directors, officers, employees and agents harmless from and against any and all liability, loss expense, attorney fees or claims for injury or damages, arising out of BACR's performance of the agreement but only in proportion to and to the extent such liability, loss, expense, attorney's fees or claims, for injury on damages are caused by or result from the grossly negligent or fraudulent acts or omissions of BACR, its officers, agents or employees.

AIMS shall defend, indemnify, and hold BACR, its Board of Directors, officers, employees and agents harmless from and against any and all liability, loss expense, attorney fees or claims for injury or damages, arising out of AIMS' performance of the Agreement but only in proportion to and to the extent such liability, loss, expense, attorney's fees or claims, for injury on damages are caused by or result from the negligent or intentional acts or omissions of AIMS, its officers, agents or employees. Further, if AIMS exercises its rights pursuant to Section VII of this Agreement (Removal of Staff), then it shall indemnify BACR and its Board of Directors, officers, employees and agents for any liability, loss, expense, attorney fees, or claims for injury or damages related to that termination, under any theory, even if in its exercise of such rights the School has not engaged in any negligent or intentional acts or omissions.

VII. REMOVAL OF STAFF

In the event that AIMS, for reasonable cause, at any time during the term of this agreement, desires the removal of any BACR related persons, employees, representatives or agents from the School site and/or property, BACR shall immediately upon receiving notice from AIMS of such desire, cause the removal of such person or persons. Notwithstanding the foregoing, BACR will retain final authority over hiring and termination of any BACR staff, and any such hiring or termination will follow BACR HR policies.

VIII. CANRA COMPLIANCE

BACR will comply with the Child Abuse and Neglect Reporting Act (CANRA) guidelines as mandated Reporters to report suspicions of possible child abuse to the appropriate reporting agency as stated in California Penal Code 11164 -11174.

IX. SUBCONTRACTING

BACR may elect to subcontract a portion of the work or activities to be performed under this agreement. In such an event, AIMS in its sole discretion, shall have the right to approve or disapprove the use of such subcontractor. BACR shall require each such AIMS-approved subcontractor to agree to abide by all terms of this Agreement, and to indemnify, hold harmless and defend AIMS, its officers, officials, employees, volunteers, or agents in accordance with the terms of Paragraph IV, above (Indemnity).

X. INSURANCE

During the term of this agreement, BACR shall maintain insurance as noted below and shall at all times name AIMS as additional insureds under the applicable policy or policies. Upon request, BACR shall furnish copies of the policy forms indicating that AIMS is an additional insureds under the policy or policies. Insurance shall include the following:

- *Property Insurance* - for replacement value, including coverage for all assets listed in AIMS' property inventory and consumables that BACR will utilize as part of the Program. If full replacement value

BACR Initials _____
 School Initials _____

coverage is not available, BACR shall procure property insurance in amounts as close to replacement value as possible.

- *General Liability* - providing coverage for negligence, errors and omissions, abuse and molestation, and employment practices liability of the School, its governing board, officers, agents, employees, or students.
- *Automobile Insurance* - to the extent necessary and in amounts appropriate for the type and use of the automobile.

XI. RELATIONSHIP BETWEEN THE PARTIES.

It is agreed that the relationship of BACR to AIMS is that of an independent contractor, that BACR shall provide all services under this Agreement as an independent contractor, and that BACR shall not have the authority to bind or make any commitment on behalf of AIMS. Nothing herein shall be construed to create a joint venture, partnership, employer-employee, association, or principal-agent relationship between BACR and AIMS.

XII. NOTICE

Any notice required or permitted to be given hereunder may be effectively given by letter delivered either by personal delivery, registered mail or electronic means (with delivery confirmation), addressed to the recipient as follows:

If to the School:

ATTN: Marisol Magana
American Indian Model Schools
171 12th Street
Oakland, CA 94607
510-220-9985 (Phone)

If to BACR:

ATTN: Martin Weinstein, CEO
191 Carlos Drive
San Rafael, CA 94903-2005
415-444-5581 (Phone)
415-444-5589 (Fax)
mweinstein@bacr.org

All notices must be in writing to the addresses set forth above, unless otherwise advised by a Party. Notices sent are deemed to have been received immediately upon personal delivery, three (3) business days following deposit of the same with an authorized carrier for delivery by registered mail, or on the next business day following issuance by e-mail, but only if the recipient confirms receipt by e-mail.

XIII. INTEGRATION

This Agreement is the final, complete, and exclusive agreement of the Parties with respect to the subject matter hereof, and it supersedes and merges all prior discussions between the Parties.

This Agreement may only be modified in a writing signed by both Parties that expressly references this Agreement.

XIV. LIMITATION ON LIABILITY

TO THE EXTENT PERMITTED BY LAW, IN NO EVENT SHALL BACR'S AGGREGATE LIABILITY ARISING OUT OF OR RELATING TO THIS AGREEMENT (REGARDLESS OF THE FORM OF ACTION GIVING RISE TO SUCH LIABILITY, WHETHER IN CONTRACT, TORT, OR OTHERWISE) EXCEED THE FEES PAID OR PAYABLE BY THE SCHOOL UNDER THIS AGREEMENT TO BACR.

TO THE EXTENT PERMITTED BY LAW, IN NO EVENT SHALL THE SCHOOL'S AGGREGATE LIABILITY ARISING OUT OF OR RELATING TO THIS AGREEMENT (REGARDLESS OF THE FORM OF ACTION GIVING RISE TO SUCH LIABILITY, WHETHER IN CONTRACT, TORT OR OTHERWISE) EXCEED THE FEES PAID OR PAYABLE BY THE SCHOOL UNDER THIS AGREEMENT.

XV. EXCLUSION ON LIABILITY

IN NO EVENT SHALL BACR BE LIABLE FOR ANY CONSEQUENTIAL INCIDENTAL, INDIRECT, EXEMPLARY, PUNITIVE OR SPECIAL DAMAGES, HOWEVER CAUSED, INCLUDING LOSS OF PROFITS,

BACR Initials _____
School Initials _____

BUSINESS, REVENUE, DATA, GOODWILL OR USE, INCURRED BY SCHOOL OR ANY THIRD PARTY, WHETHER UNDER THEORY OF CONTRACT, TORT (INCLUDING NEGLIGENCE), WARRANTY OR OTHERWISE, EVEN IF THE SCHOOL HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

IN NO EVENT SHALL THE SCHOOL BE LIABLE FOR ANY CONSEQUENTIAL, INCIDENTAL, INDIRECT, EXEMPLARY, PUNITIVE OR SPECIAL DAMAGES, HOWEVER CAUSED, INCLUDING LOSS OF PROFITS, BUSINESS, REVENUE, DATA, GOODWILL OR USE, INCURRED BY BACR OR ANY THIRD PARTY, WHETHER UNDER THE THEORY OF CONTRACT, TORT (INCLUDING NEGLIGENCE), WARRANTY OR OTHERWISE, EVEN IF BACR HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

XVI. MISCELLANEOUS

- A. Force Majeure: If, for reasons beyond the control of either Party (a "Force Majeure" event), BACR is unable to carry out any of its obligations hereunder, or is required to make material changes to the schedule or activities comprising the Program, BACR shall make reasonable efforts to inform School of such changes and to provide appropriate substitutes to School, or to suspend performance of its obligations, up to and including cancellation of the Agreement, and shall provide pro rata refunds to School after meeting BACR's non-recoupable expenses. Force Majeure shall include, without limitation, riot, war, acts of God, third-party labor disputes, governmental action or inaction, and failure of power, telecommunication means, or third-party service providers upon which an obligation hereunder depends.
- B. Time is of the Essence: Time is of the essence with respect to the Parties' performance of the Services hereunder.
- C. No Waiver: No waiver will be implied from conduct or failure to enforce rights. No provision of this Agreement shall be deemed waived unless such waiver is in writing and signed by the authorized representative of the Party against whom it is sought to be enforced.
- D. Survivability: All provisions of this Agreement and any exhibit that are by their nature intended to survive the expiration or termination of this Agreement or any such exhibit, including obligations with respect to indemnification, shall survive such expiration or termination.
- E. Joint Negotiation: This Agreement is the product of BACR and School, and each provision hereof has been subject to the negotiation and mutual agreement of the Parties, and sufficient time for the review of their respective legal counsel and advisers. Accordingly, any rule of construction that a document shall be interpreted or construed against the drafting Party shall not be applicable.
- F. Choice of Law: This Agreement will be governed and construed in accordance with the laws of the State of California.
- G. Venue and Forum Selection: To the extent the courts need to be involved, the Parties irrevocably consent to the exclusive jurisdiction of any state or federal courts located in Alameda County, California and the Parties expressly waive any objection thereto and consent to personal jurisdiction therein.
- H. Prevailing Party: In the event that it shall become necessary for any Party to institute legal proceedings

BACR Initials _____
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against another Party for recovery of any amounts due and owing under the Agreement, it is expressly agreed that the prevailing Party in any such action shall be entitled to recover from the non-prevailing Party all costs related to such collection, including reasonable attorneys' fees and all expert witness fees incurred during pre-suit efforts, suit, and post judgment, appeal, or settlement collection.

- I. Severability: While the Parties consider the provisions contained in this Agreement reasonable, having the opportunity to seek independent legal advice, if any provision(s) of this Agreement is held to be invalid, illegal or unenforceable the remaining provisions shall be severable and enforceable. If a provision is excessively broad, such provision shall be limited or reduced in scope so as to be enforceable
- J. Interpretation: In this Agreement: (i) the headings are used for convenience only and do not affect any interpretation; (ii) reference to "person(s)" include incorporated and unincorporated persons; (iii) references to the singular include the plural and vice versa; (iv) references to the feminine include the masculine and vice versa; and (v) where the word "including" is used, it means "including without limitation."
- K. Non-Assignability: This Agreement cannot be assigned or modified except pursuant to a written agreement signed by both Parties. Notwithstanding this term, BACR is permitted to subcontract as set forth herein.
- L. Counterpart Execution: This Agreement may be executed in counterparts, each of which shall be deemed an original, and all of which together shall constitute one and the same instrument. The Parties agree that a facsimile or electronic copy of this Agreement may be accepted as an original, and that facsimile or electronic copies of the executed Agreement constitute one and the same instrument. The Parties agree that a "including" is used, it means "including, but not limited to."
- M. Authority: The undersigned represent and warrant that they are duly authorized to sign this Agreement on behalf of their respective entities.

Effective as of the Date noted above upon signature of both parties.

AMERICAN INDIAN MODEL SCHOOLS

BAY AREA COMMUNITY RESOURCES, INC.

By: _____

By: _____

Its: _____

Its: _____

Printed Name: _____

Printed Name: _____

APPENDIX A: AMERICAN INDIAN MODEL SCHOOL STAFF AND FAMILY HANDBOOK

APPENDIX B: SAFETY SCHOOL PLAN

BACR Initials _____
School Initials _____

Coversheet

Approval of AIPCS I, AIPCS II, & AIPHS 2018-2019 LCAPs

Section: III. Action Items
Item: O. Approval of AIPCS I, AIPCS II, & AIPHS 2018-2019 LCAPs
Purpose: Vote
Submitted by:
Related Material: AIPCS 2018-2019 LCAP [Working] (1).pdf
AIPHS 2018-2019 LCAP [Working].pdf
AIPCS II 2018-2019 LCAP [Working].pdf

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
American Indian Public Charter School	Maurice Williams, Head of Division, 6-8	maurice.williams@aimschools.org

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

American Indian Public Charter School I is located in downtown Oakland. We serve **150** students. The community prides itself on being family oriented. The overarching goal is college and career readiness for all students and joint stakeholder strategic planning through the annual local control process aligns our resources and actions to serve our students in pursuit of this goal.

AIMS Mission Statement

Our mission at AIMS is to cultivate a community of diverse learners who achieve academic excellence. Our commitment to high expectations in attendance, academic achievement, and character development results in our students being prepared for lifelong success. The results driven culture at AIMS and the adherence to it with fidelity guarantees that all graduates earn admission into four year post- secondary programs and become productive members of society.

AIMS Credo

The Family: We are a family at AIM Schools.

The Goal: We are always working for academic and social excellence.

The Faith: We will prosper by focusing and working toward our goals.

The Journey: We will go forward, continue working, and remember we will always be a part of the AIM Schools family.

AIMS Values

At AIMS we value:

Excellence - Commitment to excellence in all that we do

Wisdom and Knowledge - Pursuit of wisdom and knowledge as intrinsically valuable

Empathy - Recognition of dignity and worth of every human being

Family and Community - Building of family and community

Citizenship - Social awareness and justice that leads to action

Legacy - The continued preservation and development of AIMS methodologies for 21st century learners and educators.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The LCAP serves as the school's annual work plan.

Key themes that are evident throughout the 2018-19 LCAP include:

- Whole Child Knowing
- Shared Responsibility
- Capacity Building
- Student Centered Approach
- Equity and Access
- Building Community
- Focus on student goals

- Family and Community Engagement, to reflect enhanced services that support all LCAP Goals

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Talk about expanding and intake of new students concerning

Our greatest needs have been our English Learners and students who are new to the district. When a student first comes to our school we provide the proper tools to support these students to ensure that they are performing at grade level.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Our largest performance gap is seen in the scores of our second language learners and students who are new to the AIMS school system. Expenditures have been allocated for increasing our ELD programs. Tutoring and intervention support have been funded to help students new to the AIMS system.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$ [Add amount here]
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ [Add amount here]

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

[Add text here]

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	

Annual Update

LCAP Year Reviewed: 2017–18

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Closing the Achievement Gap with High Expectations for All - All levels of the organization work to improve student achievement and close the achievement gap for all underperforming student groups.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected

Actual

Metric - 70% of students that have an initial retention meeting will be promoted to the next grade level	70% of students will be promoted to the next grade level.
50% of students performing below the range for “Standard Exceeded” would increase 1 achievement level descriptor in at least one SBAC assessment.	Pending SBAC results for 2017-2018 school year
Students that are struggling to pass with grades C- and below in ELA and/or Math are provided pull-out tutoring services up to twice a week. Service: One hour of tutoring is provided after school to students that are struggling to pass with grades C- and below in ELA and/or Math.	Students that are struggling to pass with grades C- and below in ELA and/or Math were provided pull-out/push-in tutoring services up to once a week. Students with a C- or below were provided one hour of tutoring after school, In order to compensate for a lack of RSP services, the school also offered more frequent Academic Saturday Schools for the purpose of individualized student support in order to close the achievement gap.

Hire 4 additional clerks to supervise lunch and after school activities in order to make intervention aides available for professional development/additional services.

4 additional clerks were hired to supervise lunch and after school activities in order to make intervention aides available for professional development/additional services.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. School will use formative assessments to develop learning plans, set goals with students, monitor progress, and evaluate the effectiveness of the plans at the end of the year. Relevant data will be accessible and readily available for staff to use in developing plans, setting goals, monitoring progress and evaluating effectiveness.</p> <p>2. Central office staff will support Deans and school staff to design site-based assessments systems that promote a culture of revision and continuous improvement of student learning.</p> <p>3. Develop, monitor and refine information that provides real time data, reporting and dashboards</p>	<p>AIPCS utilizes Illuminate benchmark assessments (ELA 6-8, Math 6-8) Ellevation is used for leveling ELs and LTELS and ELD development standards. Data was aggregated and shared, though it was not regularly used to develop plans, set goals, and monitor progress.</p> <p>Illuminate assessments were administered to students to determine benchmarks and formative data to drive instruction.</p> <p>Surveys were administered to families and students to evaluate and reflect school climate, safety and feedback from families.</p> <p>Teachers were trained in using Illuminate and Ellevations platforms that provide real time data and reports to drive instruction.</p>	<p>\$1,600.00</p>	<p>[Add estimated actual expenditures here]</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Deans, ELD coordinator, English Learner Support Teachers, classroom teachers will continue to analyze and discuss student progress to:</p> <ul style="list-style-type: none"> • Monitor the progress of English Learners (ELs) including Long Term English Learner (LTELs) and reclassified students • Create Newcomer program to support students that have been in the country for three years or less. Monitor and track progress with formative assessments. <p>2. Monthly ELAC, (DELAC- AIPCS) meetings to inform families of supplemental resources that are provided to EL students. Update of outcomes</p> <ul style="list-style-type: none"> • Determine the short and longer term needs of ELs • Determine specific actions designed to accelerate language acquisition and learning for English Learners (ELs) 	<p>1. Pull out services are provided throughout the week to support ELs and LTELs.</p> <p>Ellevation assessment leveling is administered to students to determine short and long term needs, in addition to discussion with classroom teachers and consideration of language development.</p> <p>2. Specific actions to accelerate language acquisition include using subgrant funds to meet accountability measures by continuing to implement small group intervention through classroom EL instructors for 1 hour on regular school days.</p>	<p>\$33,00.00</p>	<p>[Add estimated actual expenditures here]</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Action: Maintain current intervention teachers/ academic support staff and implement an additional five hours of professional</p>	<p>The ratio of support staff to students was maintained. These intervention aides have received at least five hours of professional development per semester. Students</p>	<p>\$70,200.00</p>	<p>[Add estimated actual expenditures here]</p>

<p>development per semester. One academic intervention teacher/academic support staff per 150 students.</p> <p>Service: Students that are struggling to pass with grades C- and below in ELA and/or Math are provided pull-out tutoring services up to twice a week. Service: One hour of tutoring is provided after school to students that are struggling to pass with grades C- and below in ELA and/or Math.</p>	<p>struggling in core subjects receive pull-out tutoring services at an average rate of 1.5 times per week. Additionally, students received tutoring from their classroom teachers (at the teacher's discretion) for 1 hour after school.</p>		
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Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>All students will receive academic advising and assistance with college readiness.</p>	<p>Eighth grade students attended academic presentations to understand A-G requirements, AP courses, and how they relate to college admissions. Credit recovery was offered to 8th graders so that</p>	<p>\$35,000.00</p>	<p>K2C Costs/Gordon's salary</p>

	they would be able to enroll in college-preparatory courses in high school.		
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Goal 2

Positive School Environment, Climate, and Culture with Equity at the Core and Support for the Entire Child - provide safe and well-maintained facilities and positive learning climates and instructional practices that are culturally responsive, challenge bias, and support the academic, social, emotional, and physical needs of students.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic (Conditions of Learning)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Annual Measurable Outcomes

Expected

Actual

Student Attendance Rate: 97.3% ADA	Student Attendance Rate: 97.60% ADA
School Climate Survey- Safety Student Survey: 89.87% Family Survey: 91.8%	[Add actual outcome here]
School Climate Survey- High Expectations Family Survey: 95.4%	[Add actual outcome here]

School Climate Survey- Caring Relationship Student Survey: 90.2%	
Facilities Inspection Tool (percent at good or better): Good	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> Implementation and interventions between school site to focus on the physical, social, emotional and behavioral health needs of students. Restorative practices and staff professional development to ensure effective implementation will continue. Recruit a Restorative Justice Coordinator Facilitate professional development for teachers Continuation of Restorative Justice class geared towards at risk youth. 	<ol style="list-style-type: none"> School Counselor/ MFT hired to support social-emotional and behavioral needs of students. Wellness committee formed to focus and implement programming around student specific needs in regards to physical, social, emotional wellness of student. PD weekly to monthly restorative justice circles and Saturday schools, weekly to monthly community building circles held. Recruited Restorative Justice coordinator,, received formal training from district and state. Four Professional Development days provided to teachers to educate and inform positive safe environment. Restorative Justice elective course provided to at risk students, designed to provide student positive self-regard, resiliency and self-advocacy in positive academic settings. 	\$2,000.00	[Add estimated actual expenditures here]

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The school will provide counseling, psychological and guidance services that address student social and emotional needs.</p>	<p>School counselor provided one on one counseling support, determined students by severity of social-emotional crisis, addressed needs of students, guidance counseling, and wrap-around family support as needed.</p> <p>Engagement with local community and partnerships created for family and student resources and referrals.</p>	<p>\$14,280.00</p>	<p>[Add estimated actual expenditures here]</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. The school will provide health and wellness services to students.</p> <p>2. The school will continue to implement its comprehensive wellness policy and action plan.</p>	<p>1.Partnered with Alameda County “Shoo the Flu” to provide district wide vaccinations and suicide intervention workshop.</p> <p>Formed district wellness committee to address and maintain positive health and wellness of whole-child. Partnered with Vision to Learn to provide free eye glasses and eye exams to students.</p> <p>Offered Athletic program open to students to provide opportunities to attain skills and knowledge to be physically active as a part of lifestyle.</p>	<p>\$1,170.00</p>	<p>[Add estimated actual expenditures here]</p>

	<p>2. The Wellness Committee met four times during the year to discuss and address nutritional awareness, chronic absenteeism related to sleep deprivation, malnutrition. In addition, to awareness of social-emotional wellbeing, importance of physical activity, to ensure the whole child is supported and academically prepared.</p>		
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Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> 1. School will hire a full-time security guard that would escort classes to physical education sites and escort them back to the school 2. Security guard would secure the building during pick up time after school. 	<ol style="list-style-type: none"> 1. A staff was hired to escort classes to physical education classes sites and escorted them back to the school. 2. A staff was hired to secure the building during pick up time after school, he also monitored the front door during after school. 	<p>\$9,720.00</p>	<p>[Add estimated actual expenditures here]</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>School Support Staff and Resources - All Students</p> <ol style="list-style-type: none"> The school will recruit, hire, and train effective clerical and support staff who promote a welcoming school climate, student attendance, and provide effective operations and support for students, parents and staff. The school will continue to provide staff with general supplies and operating expenses. 	<p>Clerical and support staff received ongoing professional development in the following domains: customer service, conflict de-escalation, establishing rapport and boundaries with families.</p> <p>Front desk staff offered Attendance Works literature to families to reduce chronic absenteeism.</p>	<p>\$21,060.00</p>	<p>[Add estimated actual expenditures here]</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Healthy and Nutritious Meals - All Students</p> <ol style="list-style-type: none"> The school will continue to provide resources for nutrition education and materials to promote healthy alternatives for classroom celebrations, and will work to ensure that all competitive food sales align with the wellness policy and state and federal guidelines. 	<ol style="list-style-type: none"> Health education was included in physical education curriculum for PE teachers. Physical education teachers embedded within their curriculum proper nutrition, healthy food groups/options, and the importance of healthy exercise on a regular basis for physical wellbeing. 	<p>\$180.00</p>	<p>[Add estimated actual expenditures here]</p>

<p>2. The school will continue its existing programs to ensure students are well-nourished and prepared to learn.</p>	<p>Wellness committee created to educate and inform families and students of healthy nutrition.</p> <p>2. Continuation of NSLP will be offered to ensure students are provided healthy nutritious meals to support wellness and academic success and promote learning throughout the day.</p>		
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Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Attractive, Clean and Well Maintained Schools - All Students</p> <ol style="list-style-type: none"> The school will continue to be clean and inviting. The school will continue to be well maintained and in good repair. The school will continue to be provided with necessary supplies and utilities. The school will continue to operate in a sustainable and environmentally responsible manner. Training and updates will continue to be provided to ensure well-prepared and informed staff. The school will continue to be compliant in all annual facility and safe school inspections. 	<p>Attractive, Clean and Well Maintained Schools - All Students</p> <ol style="list-style-type: none"> The school is clean and inviting. The school is well maintained and in good repair. The school was provided with necessary supplies and utilities. The school operated in a sustainable and environmentally responsible manner. Training and updates were provided to ensure well-prepared and informed staff. The school was compliant in all annual facility and safe school inspections. 	<p>\$34,200.00</p>	<p>[Add estimated actual expenditures here]</p>

Goal 3

Increase rate of students who are on track for college readiness by strengthening proficiency in mathematics and English language arts/literacy.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Annual Measurable Outcomes

Expected

Actual

Benchmarks ELA: 46%, Math 56%	[Add actual outcome here]
Retention Rates: 1.8%	[Add actual outcome here]
California Assessment of Student Performance and Progress ELA: 52%, Math 72%	[Add actual outcome here]
Intervention minutes for students receiving a C- or below in core subjects: at least 70 minutes per week	
Number of minutes with computer access: at least 45 minutes per week	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. The Course of Study will be updated on an annual basis to ensure continued alignment with the Common Core and English Language Development (ELD) State Standards, the Next Generation Science Standards (NGSS) and prepare students to meet the UC 'a-g' requirements.	1. Administrators designed pacing guides and curriculum maps for core subjects during the start of the year.	\$19,485.00	[Add estimated actual expenditures here]

<p>2. The school will continue to develop core content and course curriculum maps, tools, and guides, in alignment CCSS and NGSS standards and materials.</p> <p>3. Professional development and evaluation cycles will be strengthened across the school to ensure effective implementation of curriculum.</p>	<p>2. Teachers implemented the lessons and structures of the guides in their daily lesson plans. In collaboration with teachers, curriculum maps for history and science were created with NGSS and CA social studies standards.</p> <p>3. Teachers received weekly professional development based on curriculum, pedagogy, and school climate.</p> <p>Using the Charlotte Danielson Framework, teachers were evaluated three times during the year with the TCRP Teacher Effectiveness Rubric.</p>		
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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. The school will continue to identify and provide standards-aligned instructional materials and resources.</p> <p>2. Students will attend academic field trips that are aligned with curriculum.</p>	<p>1. The school identified additional standards-aligned instructional materials by communicating with high-performing schools and participating in county network events.</p> <p>2. Students attended a minimum of 2 academic field trips. All were aligned with curricular materials and were designed to elicit inquiry questions.</p>	<p>\$6,000.00</p>	<p>[Add estimated actual expenditures here]</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Purchase 120(AIPCS II) 40(AIPCS) additional Chromebooks to add to and maintain the pre-existing inventory.</p>	<p>120 additional chromebooks were purchased to add to and maintain the pre-existing inventory.</p>	<p>\$10,000.00</p>	<p>[Add estimated actual expenditures here]</p>

<p>Actions: Student will have computer instruction at a minimum of 30 minutes/week</p>	<p>Actions: Student received computer instruction at a minimum of 30 minutes/week</p>		
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Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Recruit 1 intervention teacher/academic support staff per staff per 150 students.</p> <p>Service:</p> <p>1. Students that are struggling to pass with grades C- and below in ELA and/or Math are provided push in and pull-out tutoring services up to twice a week.</p> <p>2. One hour of tutoring is provided after school to students that are struggling to pass with grades C- and below in ELA and/or Math</p>	<p>One intervention teacher was added in order to accommodate the ratio.</p> <p>Students earning a C- and below in core subjects receive pull-out tutoring services at an average rate of 1.5 times per week. Additionally, students received tutoring from their classroom teachers (at the teacher's discretion) for 1 hour after school.</p>	<p>\$70,200.00</p>	<p>[Add estimated actual expenditures here]</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Teachers will effectively use student assessment data to plan intervention for those students that are not meeting the standards.</p> <p>2. Teachers will receive training on how to effectively assess student data</p>	<p>1. Teachers used formative assessments from Illuminate, but required additional training concerning using that data to plan interventions.</p> <p>2. Teachers received training in the following domains: 6-8 Illuminate and Ellevation Training Teachers received practice in planning lessons informed by data concerning commonly missed standards</p>	<p>\$1600.00</p>	<p>[Add estimated actual expenditures here]</p>

Goal 4

Teaching and Learning Effectiveness – effective teaching is evident system-wide with a unifying vision that equips and empowers all stakeholders to provide optimal student learning opportunities and outcomes.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Annual Measurable Outcomes

Expected

Actual

Percentage of fully credentialed teachers 70.0%	[Add actual outcome here]
Rate of teacher misassignments 0.0%	[Add actual outcome here]
Monthly collaboration meetings 75% of teachers will meet monthly	[Add actual outcome here]
Classroom observation rated based on TCRP framework: 65% of teachers showed improvement from the 1 st observation to the 2 nd formal observation.	50% of teachers showed improvement from 1st observation to the 2nd formal observation. 33% of teachers maintained scores in combination of excellent or satisfactory
Availability of standards-aligned instructional materials, students are enrolled in a broad course of study (as described in Education Code section 51210), and teachers provide instruction aligned to the California state standards, including EL access to ELD state standards: During formal observation, use of standards-aligned instructional materials is evident.	Standards-aligned materials were available and teachers taught to Common Core State Standards and Next Generation Science Standards using materials from the school. Materials were procured after input and feedback from the curriculum committee. All materials were vetted with the criteria of offering embedded access to English Learners. All teachers used standards-aligned instructional materials during formal observations.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Administrators</p> <p>The school will continue to increase the size, stability, and quality of the teacher applicant pool through targeted outreach and support, such as:</p> <ol style="list-style-type: none"> 1. Recruitment events hosted by colleges and universities with large percentages of minority students. 2. Regularly monitoring potential barriers to initial and continued employment of diverse candidates. 3. Engaging in partnerships with other schools to promote the field of education and work toward national solutions to the teacher shortage and developing a purposeful plan to market education as a premier profession. 	<ol style="list-style-type: none"> 1. Continue to recruit and partner with universities to target larger percentages of minority students. Utilized student registration platform EOC “Enroll Oak “School Mint” to advertise and inform families of potential enrollment openings within the bay area. 2. Adopt a monitoring process to prepare for potential barriers to the initial and continued employment of diverse candidates. Continue to attend teacher recruitment fairs to expand potential candidate opportunities. 3. 	<p>\$2,100.00</p>	<p>[Add estimated actual expenditures here]</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Develop Capacity of Beginning Teachers and Teachers in Need of Support - All Students</p> <p>1. The school will continue to collaborate with local colleges and universities to ensure effective preparation of interns and student teachers.</p> <p>2. The school will continue to provide an Induction Program for beginning teachers and interns.</p>	<p>1. The school attended recruiting events, partnered with credentialing intern programs, and participated in panels to support recent graduates as a form of needs assessment.</p> <p>2. The school participated in the East Bay Induction Consortium's BTSA program and paid for all participants to clear their credentials.</p>	<p>\$4,000.00 per year/per teacher +\$140.00</p>	<p>[Add estimated actual expenditures here]</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>All teachers will have the supplies needed to be able to perform in successful educational environment</p> <p>All students will have all supplies needed to be able to thrive in school.</p>	<p>All teachers received and had access to supplies needed to be able to perform in a successful educational environment. Additionally, resources were provided to ensure all classroom needs were met.</p> <p>All students had access to supplies needed to be able to thrive in school.</p>	<p>\$39,000.00</p>	<p>[Add estimated actual expenditures here]</p>

Goal 5

Parent and Community Engagement - Parents and community members are engaged and work with the school to support student learning.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 3: Parental Involvement (Engagement)

Annual Measurable Outcomes

Expected

Actual

School Climate Survey- Safety Student Survey: 90.00% Family Survey: 91.8%	[Add actual outcome here]
School Climate Survey- High Expectations Family Survey: 95.4%	[Add actual outcome here]
School Climate Survey- Meaningful Participation Student Survey: 89.53% Family Survey: 92.0%	[Add actual outcome here]
School enrollment patterns- returning students for next school year: 96.50%	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> Annual school family surveys will be conducted to identify strengths and areas for improvement in family engagement. School/parents/guardians will create a family engagement plan based on survey results, student academic needs, and/or identified priorities, and aligned to school goals and federal and state requirements. Parent information and training will be 	<ol style="list-style-type: none"> School, student, and family surveys were conducted. Generating input representing how parents would like more event-oriented involvement. Family engagement plans were created by committee during Family Advisory Council (FAC) in the following areas: parent education, community 	\$1,400.00	[Add estimated actual expenditures here]

<p>provided to families so they can access Parent Portal (through PowerSchool), and training and support on family technology use at home and social media to enhance and support student achievement at home.</p> <p>4. Educate parents on the Local Control and Accountability Plan (LCAP), educational systems, etc., so that parents and community partners can make informed recommendations to the various decision making groups.</p>	<p>engagement, sports/booster, and student trips.</p> <p>3. PowerSchool (Student data base system) overview presented during orientations and parent-teacher meetings. Teachers facilitated class-level parent communication using digital platforms that best met the needs of their families.</p> <p>4. Intensive education on LCAP provided during SSC. cursory information offered during FAC. Recommendations made by SSC are reflected in 2018-2019 LCAP.</p>		
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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Translation and interpretation services will continue to be provided to facilitate effective communication, engagement, and participation for all stakeholders.</p>	<p>Translation services offered regularly in Cantonese and Spanish concerning memos, meeting participation, and parent-teacher meetings. School was unable to procure other highly represented languages due to spending on Cantonese and Spanish bilingual support staff.</p>	<p>\$3,500.00</p>	<p>[Add estimated actual expenditures here]</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. The school will continue to improve communication strategies and structures for timely and easy access to information, support, and resources.</p> <p>2. Community partnerships to support student and family engagement and learning will continue to be cultivated, sustained, and expanded.</p>	<p>1. School implemented more regular use of Parent Square in addition to memos and class-level communication.</p> <p>2. Community partnerships include:</p> <p>a. Oakland Public Works for cleaning up local community</p>	<p>\$700.00</p>	<p>[Add estimated actual expenditures here]</p>

<p>3. Current, accurate, and timely communication will continue to be provided to parents/guardians regarding student learning (e.g., PowerSchool, ParentSquare, website, AIMS TV, automated calls, school and teacher communications).</p> <p>4. Mandatory teacher-parent conference at beginning of the school year.</p> <p>5. SST - Student Success Team's formed on an at-need basis to provide support to individual students undergoing exceptional challenges. Team consists of faculty, families, students, and administrators.</p> <p>6. Regular correspondence through memo's, PowerSchool, ParentSquare, detention slips, and progress reports to encourage frequent communication between faculty and families.</p> <p>7. Powerschool Access is provided to families to view student academic progress.</p>	<p>b. TechBridge girls in using STEM to benefit the community</p> <p>c. Chinese Chamber of Commerce in participating in annual flag raising ceremony</p> <p>d. Guardian Gym partnership with students</p> <p>e. Oakland Parks and Recreation</p> <p>f. Alameda County early childhood network</p> <p>g. Oakland Natives Give Back</p> <p>3. PowerSchool, automated calls, AIMS TV, and teacher communications continued.</p> <p>4. Parent-teacher conferences took place at the beginning of the year and quarterly retention meetings continued thereafter.</p> <p>5. SSTs continued to function as a space for collaborative solutions for issues facing students and families.</p> <p>6. Correspondence was maintained.</p> <p>7. PowerSchool continued to be utilized, parents received login codes for their child at the beginning of the school year. Additionally, the school mailed the information to families directly.</p>		
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Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. SART –The Student Attendance Review Team (SART) acts as a support team between students, parents, and</p>	<p>Student Attendance Review Teams were conducted by division heads on an as-needed basis. Families were given</p>	<p>\$180.00</p>	<p>[Add estimated actual expenditures here]</p>

<p>schools. The main objective of the Student Attendance Review Team (SART) is to understand the reasons why students, at a site level, are not attending school and to connect students and families to school and community resources to address these absence concerns.</p>	<p>tools and support to mitigate chronic tardy/absenteeism. Collaborated with local non-profit organization, "Oakland Natives Give Back" to challenge and address chronic absenteeism district wide.</p>		
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Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> 1. FAC - Family Advisory Committee meets to provide general support and voice to all families. 2. SSC - School Site Council meets to provide input in school's planning, including SSD's. 3. DELAC (ELAC - AIPCS)– District English Learner Advisory Committee meets in effort to provide support for English Language Learners and their families. 4. Wellness committee 	<ol style="list-style-type: none"> 1. FAC met using a K-12 model with breakout sessions by committee. Childcare/movie nights were provided in order to enhance parent participation. 2. SSC met bimonthly to review LCAP goals, receive education on LCAP and budgeting considerations, and ultimately offer input on LCAP. 3. DELAC met to generate parent support concerning ELD goals and parent engagement. 4. Wellness Committee met 4 times during the school year. The committee developed the wellness policy. 	<p>\$600.00</p>	<p>[Add estimated actual expenditures here]</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> 1. Phase II of After School Enrichment Program 	<ol style="list-style-type: none"> 1. After school program continued using AIPCS staff. 	<p>\$7,650.00</p>	<p>[Add estimated actual expenditures here]</p>

<ul style="list-style-type: none"> 2. The After-School Enrichment Program will hire 3 after school instructors 3. Parents will pay a monthly fee of \$75/child 	<ul style="list-style-type: none"> 2. After-School hires 3 instructors, in addition to 1 coordinator. 3. Parents paid a monthly fee of \$75/child with discounts for multiple children. 		
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Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

[Add text here]

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

[Add text here]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Add text here]

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

[Add text here]

Stakeholder Engagement

LCAP Year: **2018-2019**

The LEA consulted with various stakeholders throughout the course of the school year.

School Site Council convened bimonthly and submitted input tools to indicate feedback and projected expectations for LCAPs. Input during Family Advisory Committee convenings were also noted in gathering stakeholder input. ELAC/DELAC input were considered. Annual parent/student surveys were compiled for consideration on the LCAP.

Finally, curriculum committee, professional development, and division-head initiated surveys gave opportunities for teachers to offer feedback to AIPCS II administration.

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

As a result of this input, the LEA determined....

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

[Add text here]

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

[Add selection here]

Goal 1

Closing the Achievement Gap with High Expectations for All - All levels of the organization work to improve student achievement and close the achievement gap for all underperforming student groups.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need:

Numerous metrics indicate a need to close the achievement gap for all underperforming student groups and ensure that all students are achieving. School data indicate that persistent gaps exist among student groups.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
EL Reclassification Rate	15%	ELPAC Baseline	ELPAC Baseline + 15%	ELPAC Baseline + 25%
ELs making at least one year's progress in learning English	50%	ELPAC Baseline	ELPAC Baseline + 15%	ELPAC Baseline + 25%
ELs achieving proficiency in English	<5 yrs cohort: 26% 5+ yrs cohort: 45%	ELPAC Baseline	ELPAC Baseline + 15%	ELPAC Baseline + 25%
California Assessment of Student	ELA: 50%	ELA: 52%	ELA: 54%	ELA: 56%

Performance and Progress	Math: 70%	Math: 72%	Math: 74%	Math: 76%
Middle school dropout rate	0.01%	0.01%	0.01%	0.01%
Benchmark Assessment Results – evaluation of student performance growth from 2 nd benchmark result to 3 rd benchmark result	ELA: 4% Math: 5%	ELA: 5% Math: 6%	ELA: 6% Math: 7%	ELA: 7% Math: 8%

Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	LEA

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	[Add 2019-20 selection here]

2017-18 Actions/Services

1. School will use formative assessments to help teachers develop goals for students, monitor progress, and adjust instructional plans throughout the year. Relevant data will be accessible and readily available for staff to use in developing plans, setting goals, monitoring progress and evaluating effectiveness.
2. Central office staff will support Deans and school staff to design site-based assessments systems that promote a culture of revision and continuous improvement of student learning.
3. Develop, monitor and refine information that provides real time data, reporting and dashboards

2018-19 Actions/Services

1. School will use formative assessments to help teachers develop goals for students, monitor progress, and adjust instructional plans throughout the year. Benchmarks will be administered with greater frequency (Illuminate, ESGI, Ellevation, etc.).
2. Central office staff will support Deans and school staff to revise site-based assessments systems that promote a culture of revision and continuous improvement of student learning.
3. Continue to monitor and refine information that provides real time data, reporting and dashboards.
4. Professional development will be given to improve teacher data analysis skills. Teachers will work collaboratively to develop more individualized learning plans, set goals, monitor progress and evaluate effectiveness of instruction.
5. 6-8 grade students who are behind will be required to go to Academic Saturday School every Saturday for the school year. There will also be tutors working with students throughout the day in addition to our intervention aides.
6. New students entering our system along with students who are behind grade level will be required to attend an intensive Math and ELA camp during the summer. This will be taught by classroom teachers and other staff.

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,000	Up to \$50,000	[Add amount here]
Source	LCFF	LCFF	[Add source here]
Budget Reference	8011	8011	[Add budget reference here]

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Specific Student Groups	School
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

[Add 2017-18 selection here]	[Add 2018-19 selection here]	[Add 2019-20 selection here]
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2017-18 Actions/Services

Deans, ELD coordinator, English Learner Support Teachers, classroom teachers will continue to analyze and discuss student progress to:

2018-19 Actions/Services

Division Heads, ELD coordinator, English Learner Support Teachers, classroom teachers will continue to analyze and discuss student progress to:

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

<ul style="list-style-type: none"> • Monitor the progress of English Learners (ELs) including Long Term English Learner (LTELs) and reclassified students • Create Newcomer program to support students that have been in the country for three years or less. Monitor and track progress with formative assessments. <p>Monthly ELAC, (DELAC- AIPCSII) meetings to inform families of supplemental resources that are provided to EL students. Update of outcomes</p> <ul style="list-style-type: none"> • Determine the short and longer term needs of ELs • Determine specific actions designed to accelerate language acquisition and learning for English Learners (ELs) 	<ul style="list-style-type: none"> • Monitor the progress of English Learners (ELs) including Long Term English Learner (LTELs) and reclassified students • Create Newcomer program to support students that have been in the country for three years or less. Monitor and track progress with formative assessments. <p>Monthly ELAC, (DELAC- AIPCSII) meetings to inform families of supplemental resources that are provided to EL students. Update of outcomes</p> <ul style="list-style-type: none"> • Determine the short and longer term needs of ELs • Determine specific actions designed to accelerate language acquisition and learning for English Learners (ELs) 	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$33,000	Up to \$60,000	[Add amount here]
Source	Title III/LCFF	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups) [Add Students to be Served selection here]	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans): [Add Location(s) selection here]
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
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(Select from English Learners, Foster Youth, and/or Low Income)

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

[Add 2017-18 selection here]

[Add 2018-19 selection here]

[Add 2019-20 selection here]

2017-18 Actions/Services

Action:
Maintain current intervention teachers/ academic support staff and implement an additional five hours of professional development per semester. One academic intervention teacher/academic support staff per 150 students.

Service:
Students that are struggling to pass with grades C- and below in ELA and/or Math are provided pull-out tutoring services up to twice a week. Service: One hour of tutoring is provided after school to students that are struggling to pass with grades C- and below in ELA and/or Math.

Hire 4 additional clerks to supervise lunch and after school activities in order to make intervention aides available for professional development/additional services.

2018-19 Actions/Services

Action:
Maintain current intervention teachers/ academic support staff and implement an additional five hours of professional development per semester. One academic intervention teacher/academic support staff per 150 students.

Service:
Students that are struggling to pass with grades C- and below in ELA and/or Math are provided pull-out tutoring services up to twice a week. Service: One hour of tutoring is provided after school to students that are struggling to pass with grades C- and below in ELA and/or Math.

Hire 4 additional clerks to supervise lunch and after school activities in order to make intervention aides available for professional development/additional services.

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$70,200	Up to \$100,000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]

Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]
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Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
[Add 2017-18 selection here]	[Add 2018-19 selection here]	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
All students will receive academic advising and assistance with college readiness.	All students will receive academic advising and assistance with college readiness.	[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,753	Up to \$20,000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]

Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]
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Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

[Add selection here]

Goal 2

Positive School Environment, Climate, and Culture with Equity at the Core and Support for the Entire Child - provide safe and well-maintained facilities and positive learning climates and instructional practices that are culturally responsive, challenge bias, and support the academic, social, emotional, and physical needs of students.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic (Conditions of Learning)

Identified Need:

To provide positive and supportive learning environments for students in schools that are safe, clean, and inviting and increase attendance and sense of well-being. An analysis of school data indicate that the school is well-maintained and inviting, but there are areas of need that must be continually monitored and addressed.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student Attendance Rate	97% ADA	97.6% ADA	[Add outcome here]	[Add outcome here]
School Climate Survey - Safety	Student Survey: 81.6% Family Survey: 92.94%	[Add outcome here]	[Add outcome here]	[Add outcome here]
School Climate Survey - High Expectations	Family Survey: 82.35%	[Add outcome here]	[Add outcome here]	[Add outcome here]
School Climate Survey - Caring Relationships	Student Survey: 79.31%			
Facilities Inspection Tool (percent at good or better)	Good	Good		

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

[Add 2017-18 selection here]	[Add 2018-19 selection here]	[Add 2019-20 selection here]
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<ol style="list-style-type: none"> 1. Implementation and interventions between school site to focus on the physical, social, emotional and behavioral health needs of students. 2. Restorative practices and staff professional development to ensure effective implementation will continue. 3. Recruit a Restorative Justice Coordinator 4. Facilitate professional development for teachers 5. Continuation of Restorative Justice class and Restorative Justice Saturday School geared towards at risk youth. 	<ol style="list-style-type: none"> 1. Implementation and interventions between school site to focus on the physical, social, emotional and behavioral health needs of students. 2. Restorative practices and staff professional development to ensure effective implementation will continue. 3. Recruit .5 Restorative Justice Coordinator 4. Facilitate professional development for teachers 5. Continuation of Restorative Justice class and Restorative Justice Saturday School geared towards at risk youth. 	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2000	Up to \$6000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
[Add 2017-18 selection here]	[Add 2018-19 selection here]	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. The school will provide counseling, services that address student social and emotional needs.	1. The school will provide counseling, services that address student social and emotional needs.	[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$14,280.00	Up to \$20,000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
[Add 2017-18 selection here]	[Add 2018-19 selection here]	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The school will provide health and wellness services to students. The school will continue to implement its comprehensive wellness policy and action plan.	The school will provide health and wellness services to students. The school will continue to implement its comprehensive wellness policy and action plan.	[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1170	Up to \$7000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]

Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]
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Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
[Add 2017-18 selection here]	[Add 2018-19 selection here]	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<ol style="list-style-type: none"> School will hire a full-time security guard that would escort classes to physical education sites and escort them back to the school Security guard would secure the building during pick up time after school. 	<ol style="list-style-type: none"> School will hire a full-time staff that would escort classes to physical education sites and escort them back to the school. Staff would secure the building during pick up time after school. School will provide safe transportation to students for sports, field trip and other school related activities. 	[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$9720	Up to \$25,000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups) [Add Students to be Served selection here]	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans): [Add Location(s) selection here]
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income) [Add Students to be Served selection here]	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) [Add Scope of Services selection here]	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) [Add Location(s) selection here]
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18 [Add 2017-18 selection here]	Select from New, Modified, or Unchanged for 2018-19 [Add 2018-19 selection here]	Select from New, Modified, or Unchanged for 2019-20 [Add 2019-20 selection here]
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
School Support Staff and Resources - All Students 1. The school will recruit, hire, and train effective clerical and support staff who promote a welcoming school climate, student attendance, and provide effective	School Support Staff and Resources - All Students 1. The school will recruit, hire, and train effective clerical and support staff who promote a welcoming school climate, student attendance, and provide effective	[Describe the 2019-20 action/service here]

operations and support for students, parents and staff.	operations and support for students, parents and staff.	
2. The school will continue to provide staff with general supplies and operating expenses.	2. The school will continue to provide staff with general supplies and operating expenses.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$21,060	Up to \$50,000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
[Add 2017-18 selection here]	[Add 2018-19 selection here]	[Add 2019-20 selection here]

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<p>Healthy and Nutritious Meals - All Students</p> <ol style="list-style-type: none"> The school will continue to provide resources for nutrition education and materials to promote healthy alternatives for classroom celebrations, and will work to ensure that all competitive food sales align with the wellness policy and state and federal guidelines. The school will continue its existing programs to ensure students are well-nourished and prepared to learn. 	<p>Healthy and Nutritious Meals - All Students</p> <ol style="list-style-type: none"> The school will continue to provide resources for nutrition education and materials to promote healthy alternatives for classroom celebrations, and will work to ensure that all competitive food sales align with the wellness policy and state and federal guidelines. The school will continue its existing programs to ensure students are well-nourished and prepared to learn. 	<p>[Describe the 2019-20 action/service here]</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$47,000	Up to \$60,000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	4700	[Add budget reference here]

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
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[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18 Select from New, Modified, or Unchanged for 2018-19 Select from New, Modified, or Unchanged for 2019-20

[Add 2017-18 selection here]	[Add 2018-19 selection here]	[Add 2019-20 selection here]
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<p>Attractive, Clean and Well Maintained Schools - All Students</p> <ol style="list-style-type: none"> 1. The school will continue to be clean and inviting. 2. The school will continue to be well maintained and in good repair. 3. The school will continue to be provided with necessary supplies and utilities. 4. The school will continue to operate in a sustainable and environmentally responsible manner. 5. Training and updates will continue to be provided to ensure well-prepared and informed staff. 6. The school will continue to be compliant in all annual facility and safe school inspections. 	<p>Attractive, Clean and Well Maintained Schools - All Students</p> <ol style="list-style-type: none"> 1. The school will continue to be clean and inviting. 2. The school will continue to be well maintained and in good repair. 3. The school will continue to be provided with necessary supplies and utilities. 4. The school will continue to operate in a sustainable and environmentally responsible manner. 5. Training and updates will continue to be provided to ensure well-prepared and informed staff. 6. The school will continue to be compliant in all annual facility and safe school inspections. 	<p>[Describe the 2019-20 action/service here]</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$34,200	Up to \$50,000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

[Add selection here]

Goal 3

Increase rate of students who are on track for college readiness by strengthening proficiency in mathematics and English language arts/literacy.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Identified Need

1. Additional support for students struggling in core subjects.
2. Additional support for English Language Learners.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Benchmarks	ELA: 45%	TBD	[Add outcome here]	[Add outcome here]

	Math: 55%			
Retention Rates	2%	TBD	[Add outcome here]	[Add outcome here]
California Assessment of Student Performance and Progress	ELA: 50% Math: 70%	TBD	[Add outcome here]	[Add outcome here]
Intervention minutes for students receiving a C- or below in core subjects	At least 60 minutes per week	At least 60 minutes per week		
Number of minutes students have computer access	At least 30 minutes per week	At least 30 minutes per week		

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

[Add 2017-18 selection here]

[Add 2018-19 selection here]

[Add 2019-20 selection here]

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1. The Course of Study will be updated on an annual basis to ensure continued alignment with the Common Core and English Language Development (ELD) State Standards, the Next Generation Science Standards (NGSS) and prepare students to meet the UC 'a-g' requirements.
2. The school will continue to develop core content and course curriculum maps, tools, and guides, in alignment CCSS and NGSS standards and materials.
3. Professional development and evaluation cycles will be strengthened across the school to ensure effective implementation of curriculum.

1. The Course of Study will be updated on an annual basis to ensure continued alignment with the Common Core and English Language Development (ELD) State Standards, the Next Generation Science Standards (NGSS) and prepare students to meet the UC 'a-g' requirements.
2. The school will continue to develop core content and course curriculum maps, tools, and guides, in alignment CCSS and NGSS standards and materials.
3. Professional development and evaluation cycles will be strengthened across the school to ensure effective implementation of curriculum.

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$16,785 PD \$2700	up to \$25,000	[Add amount here]
Source		[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

(Select from All, Students with Disabilities, or Specific Student Groups)

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]	[Add Location(s) selection here]
--	----------------------------------

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income) [Add Students to be Served selection here]	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) [Add Scope of Services selection here]	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) [Add Location(s) selection here]
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18 [Add 2017-18 selection here]	Select from New, Modified, or Unchanged for 2018-19 [Add 2018-19 selection here]	Select from New, Modified, or Unchanged for 2019-20 [Add 2019-20 selection here]
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2017-18 Actions/Services 1. The school will continue to identify and provide standards-aligned instructional materials and resources. 2. Students will attend academic field trips that are aligned with curriculum.	2018-19 Actions/Services 1. The school will continue to identify and provide standards-aligned instructional materials and resources. 2. Students will attend academic field trips that are aligned with curriculum.	2019-20 Actions/Services [Describe the 2019-20 action/service here]
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,000.00	Up to \$14,000.00	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
[Add 2017-18 selection here]	[Add 2018-19 selection here]	[Add 2019-20 selection here]

2017-18 Actions/Services

1. Purchase 40 additional Chromebooks to add to and maintain the pre-existing inventory.

Actions:
Student will have computer instruction at a minimum of 30 minutes/week.

2018-19 Actions/Services

1. Purchase 40 additional Chromebooks to add to and maintain the pre-existing inventory.

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,000.00	Up to \$10,000.00	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]

Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]
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Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
[Add 2017-18 selection here]	[Add 2018-19 selection here]	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Action: 1. Recruit 1 intervention teacher/academic support staff per 150 students. Service: 1. Students that are struggling to pass with grades C- and below in ELA and/or Math are provided push in and pull-out tutoring services up to twice a week. 2. One hour of tutoring is provided after school to students that are struggling to pass with grades C- and below in ELA	Action: 1. Recruit 1 intervention teacher/academic support staff per 150 students. Service: 1. Students that are struggling to pass with grades C- and below in ELA and/or Math are provided push in and pull-out tutoring services up to twice a week. 2. Students that are struggling to pass with	[Describe the 2019-20 action/service here]

and/or Math.	grades C- and below in ELA and/or Math will be required to attend weekly Saturday Schools until they are at grade level	
	3. One hour of tutoring is provided after school to students that are struggling to pass with grades C- and below in ELA and/or Math.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See 1.3	See 1.3	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

[Add 2017-18 selection here]	[Add 2018-19 selection here]	[Add 2019-20 selection here]
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<ol style="list-style-type: none"> Teachers will effectively use student assessment data to plan intervention for those students that are not meeting the standards. Teachers will receive training on how to effectively assess student data. 	<ol style="list-style-type: none"> Teachers will effectively use student assessment data to plan intervention for those students that are not meeting the standards. Teachers will receive training on how to effectively assess student data. 	[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See 1.1	See 1.1	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

[Add selection here]

Goal 4

Teaching and Learning Effectiveness – effective teaching is evident system-wide with a unifying vision that equips and empowers all stakeholders to provide optimal student learning opportunities and outcomes.

State and/or Local Priorities addressed by this goal:

State Priorities: [List State Priorities here]

Local Priorities: [List Local Priorities here]

Identified Need

To ensure all students receive quality instruction and equip and teachers to provide for it. There will continue to be a need to recruit, develop, and retain effective teachers who are prepared and equipped to effectively support our diverse students, families.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of fully credentialed teachers	84%	[Add outcome here]	[Add outcome here]	[Add outcome here]
Rate of teacher mis-assignments	0.01%	[Add outcome here]	[Add outcome here]	[Add outcome here]
Monthly collaboration meetings	70% of teachers will meet monthly	[Add outcome here]	[Add outcome here]	[Add outcome here]

<p>Classroom observation rated based on TCRP framework</p> <p>Availability of standards-aligned instructional materials, students are enrolled in a broad course of study (as described in Education Code section 51210), and teachers provide instruction aligned to the California state standards, including EL access to ELD state standards.</p>	<p>60% of teachers showed improvement from the 1st observation to the 2nd formal observation.</p> <p>During formal observation use of standards-aligned instructional materials is evident</p>			
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Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):</p>
<p>[Add Students to be Served selection here]</p>	<p>[Add Location(s) selection here]</p>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p>	<p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p>
<p>[Add Students to be Served selection here]</p>	<p>[Add Scope of Services selection here]</p>	<p>[Add Location(s) selection here]</p>

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

[Add 2017-18 selection here]

[Add 2018-19 selection here]

[Add 2019-20 selection here]

2017-18 Actions/Services

Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Administrators

The school will continue to increase the size, stability, and quality of the teacher applicant pool through targeted outreach and support, such as:

1. Recruitment events hosted by colleges and universities with large percentages of minority students.
2. Regularly monitoring potential barriers to initial and continued employment of diverse candidates.
3. Engaging in partnerships with other schools to promote the field of education and work toward national solutions to the teacher shortage and developing a purposeful plan to market education as a premier profession.

2018-19 Actions/Services

Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Administrators

The school will continue to increase the size, stability, and quality of the teacher applicant pool through targeted outreach and support, such as:

1. Recruitment events hosted by colleges and universities with large percentages of minority students.
2. Regularly monitoring potential barriers to initial and continued employment of diverse candidates.
3. Engaging in partnerships with other schools to promote the field of education and work toward national solutions to the teacher shortage and developing a purposeful plan to market education as a premier profession.

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,100	Up to \$5,000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

[Add 2017-18 selection here]

Select from New, Modified, or Unchanged for 2018-19

[Add 2018-19 selection here]

Select from New, Modified, or Unchanged for 2019-20

[Add 2019-20 selection here]

2017-18 Actions/Services

Develop Capacity of Beginning Teachers and Teachers in Need of Support - All Students

1. The school will continue to collaborate with local colleges and universities to ensure effective preparation of interns and student teachers.
2. The school will continue to provide an Induction Program for beginning teachers and interns.

2018-19 Actions/Services

Develop Capacity of Beginning Teachers and Teachers in Need of Support - All Students

1. The school will continue to collaborate with local colleges and universities to ensure effective preparation of interns and student teachers.
2. The school will continue to provide an Induction Program for beginning teachers and interns.

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000/year/teacher +140	Up to \$25,000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

[Add 2017-18 selection here]

Select from New, Modified, or Unchanged for 2018-19

[Add 2018-19 selection here]

Select from New, Modified, or Unchanged for 2019-20

[Add 2019-20 selection here]

2017-18 Actions/Services

All teachers will have the supplies needed to be able to perform in successful educational environment

2018-19 Actions/Services

All teachers will have the supplies needed to be able to perform in successful educational environment

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

All students will have all supplies needed to be able to thrive in school. Purchased 10 laptops for teachers to use to support students.	All students will have all supplies needed to be able to thrive in school. Purchased 4 laptops for teachers to use to support students.	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$9,000	Up to \$80,000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

[Add selection here]

Goal 5

Parent and Community Engagement - Parents and community members are engaged and work with the school to support student learning.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 3: Parental Involvement (Engagement)

Identified Need:

1. Improve overall family engagement.
2. Organized systems to encourage familial involvement.
3. Reduce chronic absenteeism.
4. Implement an after-school program

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Climate Survey - Safety	Student Survey: 81.6% Family Survey: 92.94%	Student Survey: 80.85% Family Survey: 94.54%	[Add outcome here]	[Add outcome here]
School Climate Survey - High Expectations	Family Survey: 82.35%	Family Survey:	[Add outcome here]	[Add outcome here]
School Climate Survey - Meaningful Participation	Student Survey: 77.01% Family Survey: 83.52	Student Survey: Family Survey:	[Add outcome here]	[Add outcome here]
School enrollment patterns - returning students for next school year	96.00%	96.00		
Promoting parent participation	Family Survey: 82.35%	Family Survey: 82.35		

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

[Add 2017-18 selection here]

[Add 2018-19 selection here]

[Add 2019-20 selection here]

2017-18 Actions/Services

1. Annual school family surveys will be conducted to identify strengths and areas for improvement in family engagement.
2. School/parents/guardians will create a family engagement plan based on survey results, student academic needs, and/or identified priorities, and aligned to school goals and federal and state requirements.
3. Parent information and training will be provided to families so they can access Parent Portal (through PowerSchool), and training and support on family technology use at home and social media to enhance and support student achievement at home.
4. Educate parents on the Local Control and Accountability Plan (LCAP), educational systems, etc., so that parents and community partners can make informed recommendations to the various decision making groups.

2018-19 Actions/Services

1. Annual school family surveys will be conducted to identify strengths and areas for improvement in family engagement.
2. School/parents/guardians will create a family engagement plan based on survey results, student academic needs, and/or identified priorities, and aligned to school goals and federal and state requirements.
3. Parent information and training will be provided to families so they can access Parent Portal (through PowerSchool), and training and support on family technology use at home and social media to enhance and support student achievement at home.
4. Educate parents on the Local Control and Accountability Plan (LCAP), educational systems, etc., so that parents and

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

community partners can make informed recommendations to the various decision making groups.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1400	Up to \$20,000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

[Add 2017-18 selection here]

Select from New, Modified, or Unchanged for 2018-19

[Add 2018-19 selection here]

Select from New, Modified, or Unchanged for 2019-20

[Add 2019-20 selection here]

2017-18 Actions/Services

Translation and interpretation services will continue to be provided to facilitate effective communication, engagement, and participation for all stakeholders.

2018-19 Actions/Services

Translation and interpretation services will continue to be provided to facilitate effective communication, engagement, and participation for all stakeholders.

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3500	Up to \$5000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

[Add 2017-18 selection here]

Select from New, Modified, or Unchanged for 2018-19

[Add 2018-19 selection here]

Select from New, Modified, or Unchanged for 2019-20

[Add 2019-20 selection here]

2017-18 Actions/Services

1. The school will continue to improve communication strategies and structures for timely and easy access to information, support, and resources.
2. Community partnerships to support student and family engagement and learning will continue to be cultivated, sustained, and expanded.
3. Current, accurate, and timely communication will continue to be provided to parents/guardians regarding student learning (e.g., PowerSchool, ParentSquare, website, AIMS TV, automated calls, school and teacher communications).
4. Mandatory teacher-parent conference at beginning of the school year.
5. SST - Student Success Team's formed on an at-need basis to provide support to individual students undergoing exceptional challenges. Team consists of faculty, families, students, and administrators.
6. Regular correspondence through memo's, PowerSchool, ParentSquare, detention slips, and progress reports to encourage frequent communication between faculty and families.
7. Powerschool Access is provided to families to view student academic progress.

2018-19 Actions/Services

1. The school will continue to improve communication strategies and structures for timely and easy access to information, support, and resources.
2. Community partnerships to support student and family engagement and learning will continue to be cultivated, sustained, and expanded.
3. Current, accurate, and timely communication will continue to be provided to parents/guardians regarding student learning (e.g., PowerSchool, ParentSquare, website, AIMS TV, automated calls, school and teacher communications).
4. Mandatory teacher-parent conference at beginning of the school year.
5. SST - Student Success Team's formed on an at-need basis to provide support to individual students undergoing exceptional challenges. Team consists of faculty, families, students, and administrators.
6. Regular correspondence through memo's, PowerSchool, ParentSquare, detention slips, and progress reports to encourage frequent communication between faculty and families.
7. Powerschool Access is provided to families to view student academic progress.

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$700	Up to 5,000	[Add amount here]

Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
[Add 2017-18 selection here]	[Add 2018-19 selection here]	[Add 2019-20 selection here]

2017-18 Actions/Services

1. SART –The Student Attendance Review Team (SART) acts as a support team between students, parents, and schools. The main objective of the Student Attendance Review Team (SART) is to understand the reasons why students, at a site level, are not attending school and to connect students and families to school and community resources to address these absence concerns.

2018-19 Actions/Services

1. SART –The Student Attendance Review Team (SART) acts as a support team between students, parents, and schools. The main objective of the Student Attendance Review Team (SART) is to understand the reasons why students, at a site level, are not attending school and to connect students and families to school and community resources to address these absence concerns.

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35,500	Up to \$35,000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

[Add 2017-18 selection here]

Select from New, Modified, or Unchanged for 2018-19

[Add 2018-19 selection here]

Select from New, Modified, or Unchanged for 2019-20

[Add 2019-20 selection here]

2017-18 Actions/Services

1. FAC - Family Advisory Committee meets to provide general support and voice to all families.
2. SSC - School Site Council meets to provide

2018-19 Actions/Services

1. FAC - Family Advisory Committee meets to provide general support and voice to all families.
2. SSC - School Site Council meets to provide

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

input in school's planning, including SSD's.	input in school's planning, including SSD's.	
3. DELAC (ELAC - AIPCS)– District English Learner Advisory Committee meets in effort to provide support for English Language Learners and their families.	3. DELAC (ELAC - AIPCS)– District English Learner Advisory Committee meets in effort to provide support for English Language Learners and their families.	
4. Wellness committee	4. Wellness committee	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$600	Up to \$5000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

[Add 2017-18 selection here]	[Add 2018-19 selection here]	[Add 2019-20 selection here]
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<ol style="list-style-type: none"> Phase II of After School Enrichment Program The After-School Enrichment Program will hire 3 after school instructors Parents will pay a monthly fee of \$75/child 	<ol style="list-style-type: none"> This year we will be outsourcing our afterschool program. Parents will pay a monthly fee of \$350/\$150 per child depending on FRL eligibility 	[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$34,850	\$0	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **XXXX-XX**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$ [Add amount here]	[Add percentage here] %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

[Add text here]

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter

Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer.

Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
American Indian Public High School	Tareyton Russ - Head of School Peter Holmquist - Division Head	tareyton.russ@aimschools.org peter.holmquist@aimschools.org

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

American Indian Public High School is located in downtown Oakland. We serve 420 students. The community prides itself on being family oriented, to be able to provide a diverse student population for success in a four year university. We provide a college prep program that supports students with exceeding their UC/CSU A-G requirements and to take AP courses. Our approach to college readiness ensures all students have a pathway towards learning content and knowledge, improving cognitive skills

The overarching goal is college and career readiness for all students and joint stakeholder strategic planning through the annual local control process aligns our resources and actions to serve our students in pursuit of this goal.

AIMS Mission Statement

Our mission at AIMS is to cultivate a community of diverse learners who achieve academic excellence. Our commitment to high expectations in attendance, academic achievement, and character development results in our students being prepared for lifelong success. The results driven culture at AIMS and the adherence to it with fidelity guarantees that all graduates earn admission into four year post- secondary programs and become productive members of society.

AIMS Credo
The Family: We are a family at AIM Schools.

The Goal: We are always working for academic and social excellence.

The Faith: We will prosper by focusing and working toward our goals.

The Journey: We will go forward, continue working, and remember we will always be a part of the AIM Schools family.

AIMS Values

At AIMS we value:

Excellence - Commitment to excellence in all that we do

Wisdom and Knowledge - Pursuit of wisdom and knowledge as intrinsically valuable

Empathy - Recognition of dignity and worth of every human being

Family and Community - Building of family and community

Citizenship - Social awareness and justice that leads to action

Legacy - The continued preservation and development of AIMS methodologies for 21st century learners and

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The LCAP serves as the school's annual work plan.

Key themes that are evident throughout the 2018-19 LCAP include:

- Whole Child Knowing**
- Shared Responsibility**

- Capacity Building
- Student Centered Approach
- Equity and Access
- Building Community
- Focus on student goals
- Family and Community Engagement, to reflect enhanced services that support all LCAP Goals

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

AIPHS was recognized by Innovate Public Schools as one of three schools in the Bay Area for eliminating the achievement gap among Low-Income African American and Latino students in Math and ELA.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Our greatest needs have been academically preparing are English Learners and students who are new to the district. In addition, students that are new to the district may have longer commutes that have in turn affected chronic truancy rates. When a student first attends our school we provide the proper tools to support students to ensure that they are performing at grade level.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Our largest performance gap is seen in the scores of our second language learners and students who are new to the AIMS school system. Expenditures have been allocated for increasing our ELD programs. Tutoring and intervention support have been funded to help students new to the AIMS system.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

Additional ways that AIPHS has increased or improved services include:

- Activities include expanding the number of school counselors, adding opportunities for original credit and credit recovery during math camp, increasing number of students serves in after school tutoring program by 25%, expanding family literacy and programs at Title I school sites, and adding additional students and staff to high school College program.
- Activities include targeted professional development on prioritizing standards, creating culturally responsive learning environments, utilizing restorative practices, improving the teaching of mathematics, and supporting the needs of long term English learners (LTELs).
- Activities include expanding the number of community liaisons at school site and providing resources for families.
- Activities expanding the number of community liaisons at school site and providing regular training and expanding site and district parent education opportunities.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$ [Add amount here]

Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ [Add amount here]
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The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The California Education Code requires that local educational agencies (LEAs) to follow the definitions, instructions, and procedures in the California School Accounting Manual. The General Fund is the chief operating fund for all LEAs and is divided into restricted and unrestricted resources. Restricted programs fulfill the requirements defined by the funding source and are not included with the LCAP unless they are specifically support the goals and services included in the document. For this reason, restricted expenditures (such as those in Title I, II, and III) are generally not included as part of LCAP expenditures unless specifically identified as a funding source. Any significant revisions to the LCAP will be developed in collaboration with the SSC (School Site Council) Parent Advisory Committee and the District English Advisory Committee and presented to the Board for approval.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	AIPCS 1: \$1,443,898
	AIPCS 2: \$7,377,462

Annual Update

LCAP Year Reviewed: 2017–18

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Closing the Achievement Gap with High Expectations for All - All levels of the organization work to improve student achievement and close the achievement gap for all underperforming student groups.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected

Actual

EL Reclassification rates	
ELs making at least one year’s Progress in learning English	
ELs achieving Proficiency in English	
California Assessment of Student Performance and Progress	
Graduation Rate	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. School will use formative assessments to develop learning plans, set goals with students, monitor progress, and evaluate the effectiveness of the plans at the end of the year. Relevant data will be accessible and readily available for staff to use in developing plans, setting goals, monitoring progress and evaluating effectiveness.</p> <p>2. Central office staff will support Deans and school staff to design site-based assessments systems that promote a culture of revision and continuous improvement of student learning.</p> <p>3. Develop, monitor and refine information that provides real time data, reporting and dashboards</p>	<p>AIPHS utilize Illuminate benchmark assessments and Ellevation for English Learners. Data was aggregated and shared, though it was not regularly used to develop plans, set goals, and monitor progress.</p> <p>Illuminate assessments were administered to students to determine benchmarks and formative data to drive instruction.</p> <p>Surveys were administered to families and students to evaluate and reflect school climate, safety and feedback from families.</p> <p>Teachers were trained in using Illuminate and Ellevations platforms that provide real time data and reports to drive instruction.</p>	<p>\$12,000</p>	<p>[Add estimated actual expenditures here]</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Deans, ELD coordinator, English Learner Support Teachers, classroom teachers will continue to analyze and discuss student progress to:</p> <ul style="list-style-type: none"> • Monitor the progress of English Learners (ELs) including Long Term English Learner (LTELs) and reclassified students • Create Newcomer program to support students that have been in the country for three years or less. Monitor and 	<p>Pull out services are provided throughout the week to support ELs and LTELs.</p> <p>Ellevation assessment leveling is administered to students to determine short and long term needs, in addition to discussion with classroom teachers and consideration of language development.</p>	<p>\$150,000</p>	<p>[Add estimated actual expenditures here]</p>

<p>track progress with formative assessments.</p> <p>Monthly ELAC, (DELAC- AIPCSII) meetings to inform families of supplemental resources that are provided to EL students. Update of outcomes</p> <ul style="list-style-type: none"> • Determine the short and longer term needs of ELs • Determine specific actions designed to accelerate language acquisition and learning for English Learners (ELs) 	<p>Specific actions to accelerate language acquisition include using subgrant funds to meet accountability measures by continuing to implement small group intervention through classroom EL instructors for 1 hour on regular school days.</p>		
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action: Maintain current intervention teachers/ academic support staff and implement an additional five hours of professional development per semester. One academic intervention teacher/academic support staff per 150 students.</p> <p>Service: Students that are struggling to pass with grades C- and below in ELA and/or Math are provided pull-out tutoring services up to twice a week. Service: One hour of tutoring is provided after school to students that are struggling to pass with grades C- and below in ELA and/or Math.</p>	<p>The ratio of support staff to students was maintained. These intervention aides have received at least five hours of professional development per semester. Students struggling in core subjects receive pull-out tutoring services at an average rate of 1.5 times per week. Additionally, students received tutoring from their classroom teachers (at the teacher's discretion) for 1 hour after school.</p>	<p>\$303,000</p>	<p>[Add estimated actual expenditures here]</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.All students will have 4-year plans, that clearly articulate the courses students will complete to meet state and district graduation/'a-g' requirements, and be prepared for college.</p>	<p>1.In consultation with College Advisor, Administrators, and teachers, all students participated in articulating the courses which will meet state and district graduation/'a-g' requirements, and prepare them for college.</p>	<p>\$25,000.00</p>	<p>\$</p>

Goal 2

Positive School Environment, Climate, and Culture with Equity at the Core and Support for the Entire Child - provide safe and well-maintained facilities and positive learning climates and instructional practices that are culturally responsive, challenge bias, and support the academic, social, emotional, and physical needs of students.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic (Conditions of Learning)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Annual Measurable Outcomes

Expected

Actual

Student Attendance Rate: 96.39 ADA	Student Attendance Rate:
School Climate Survey- Safety Student Survey: 75.29% Family Survey: 89.74%	School Climate Survey- Safety Student Survey: Family Survey:
School Climate Survey- High Expectations Family Survey: 84.61%	School Climate Survey- High Expectations Family Survey-
School Climate Survey- Caring Relationship Student Survey: 72.94%	School Climate Survey- Caring Relationship Student Survey:

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> Implementation and interventions between school site to focus on the physical, social, emotional and behavioral health needs of students. Positive Behavioral Intervention and Support (PBIS) programs and staff professional development to ensure effective implementation of program 	<ol style="list-style-type: none"> School Counselor/ MFT hired to support social-emotional and behavioral needs of students. Wellness committee formed to focus and implement programming around student specific needs in regards to physical, social, emotional wellness of student. Four Professional Development days provided to teachers to educate and inform positive safe environment. 	\$15,000	

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

<p>1.The school will provide counseling, psychological and guidance services that address student social and emotional needs.</p>	<p>1. School counselor provided one on one counseling support, determined students by severity of social-emotional crisis, addressed needs of students, guidance counseling, and wrap-around family support as needed. Engagement with local community and partnerships created for family and student resources and referrals.</p>	<p>\$40,000</p>	<p>[Add estimated actual expenditures here]</p>
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.The school will provide health and wellness services to students. 2. Offer Athletic program to 9th-12th grade. 3.The school will continue to implement its comprehensive wellness policy and action plan.</p>	<p>1. Formed district wellness committee to address and maintain positive health and wellness of whole-child. Partnered with Vision to Learn to provide free eye glasses and eye exams to students. 2.Offered Athletic program open to students to provide opportunities to attain skills and knowledge to be physically active as a part of lifestyle. The Wellness Committee met four times during the year to discuss and address nutritional awareness, chronic absenteeism related to sleep deprivation, malnutrition. In addition, to awareness of social-emotional wellbeing, importance of physical activity, to ensure the whole child is supported and academically prepared.</p>	<p>\$4,500</p>	<p>[Add estimated actual expenditures here]</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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School will install a security monitoring system that has visual monitoring capabilities.	Four security cameras were installed that allow monitoring in the most vulnerable areas during school hours.	\$10,000	[Add estimated actual expenditures here]
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Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>School Support Staff and Resources - All Students</p> <ol style="list-style-type: none"> The school will recruit, hire, and train effective clerical and support staff who promote a welcoming school climate, student attendance, and provide effective operations and support for students, parents and staff. The school will continue to provide staff with general supplies and operating expenses. 	<p>Clerical and support staff received ongoing professional development in the following domains: customer service, conflict de-escalation, establishing rapport and boundaries with families.</p> <p>Front desk staff offered Attendance Works literature to families to reduce chronic absenteeism.</p>	\$47,000	[Add estimated actual expenditures here]

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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School will hire athletic coaches	School site hired teachers with coaching experience and credentials or outside adults with coaching experience to coach high school volleyball, soccer, swimming, & cross-country. All teams participated in the league competitions.	\$40,000	\$
School will offer competitive/comprehensive athletic programming			
School will purchase uniforms and sports equipment			

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School will have an active and robust Student Government.	Leadership class was offered and student government officers contributed to the school climate and school activities and events.	\$9,000	[Add estimated actual expenditures here]

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
AIPHS will purchase 140 new classroom desks.	Purchased 140 desks	\$18,000	\$15,000

Goal 3

Increase rate of students who are on track for college readiness by strengthening proficiency in mathematics and English language arts/literacy.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Annual Measurable Outcomes

Expected

Actual

Hours of computer usage	
Retention Rates	
California Assessment of Student Performance and Progress ELA: 52%, Math 72%	
17% of students getting a 3 or above score in AP exams	% of students getting a 3 or above score in AP exams (waiting for data)
60% of students scoring above state average in PSAT	% of students scoring above state average in PSAT
60% of students scoring above state average in SAT	% of students scoring above state average in SAT

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> The Course of Study will be updated on an annual basis to ensure continued alignment with the Common Core and English Language Development (ELD) State Standards, the Next Generation Science Standards (NGSS) and prepare students to meet the UC 'a-g' requirements. The school will continue to develop core content and course curriculum maps, tools, and guides, in alignment CCSS and NGSS standards and materials. 	<ol style="list-style-type: none"> Administrators led professional development in which teachers designed pacing guides and curriculum maps for core subjects during the start of the year. Teachers implemented the lessons and structures of the guides in their daily lesson plans. In collaboration with teachers, curriculum maps for history and science were created with NGSS and CA social studies standards. Teachers received semi-weekly professional development based on 	\$259,000	[Add estimated actual expenditures here]

<p>3. Professional development and evaluation cycles will be strengthened across the school to ensure effective implementation of curriculum.</p>	<p>curriculum, pedagogy, and school climate.</p> <p>4. Using the Charlotte Danielson Framework, teachers were evaluated three times during the year with the TCRP Teacher Effectiveness Rubric.</p>		
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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. School will offer AP testing for all students enrolled in an AP class.</p> <p>2. School will pay SAT fees for all enrolled students in the 11th grade</p> <p>3. School will pay for PSAT fees for all enrolled students in the 9th and 10th graders</p> <p>4. School will pay for up to three college/university applications for our 12th graders</p>	<p>1. 711 AP tests administered</p> <p>2. 35% students who took the SAT (fees paid)</p> <p>3. 35% students who took the PSAT (fees paid)</p> <p>4. 3% students who applied (fees paid)</p>	<p>\$50,000</p>	

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Purchase 120 additional Chromebooks to add to and maintain pre-existing inventory.</p> <p>1. Establish a barcode tracking system of school Science equipment, laptops, music equipment, novels, and other materials.</p>	<p>1. 120 more Chromebooks purchased</p> <p>2. Barcoding system purchased and begun coding new materials</p>	<p>\$40,000</p>	<p>\$15,000</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. School will replace pre-existing textbooks to updated AP aligned ones 2. Update all science classrooms with science lab technology/equipment	1. Current AP aligned textbooks were purchased for Calculus, Pre-Calculus, Statistics, Algebra 2, Physics, Biology, World History and U.S. History. 2. Lab tables and specific lab materials were purchased for Biology, _____	AP Books included in 3.1 Science Equipment - \$80,000.00	

Goal 4

Teaching and Learning Effectiveness – effective teaching is evident system-wide with a unifying vision that equips and empowers all stakeholders to provide optimal student learning opportunities and outcomes.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Annual Measurable Outcomes

Expected

Actual

Percentage of fully credentialed teachers 85.0%	[Add actual outcome here]
Rate of teacher misassignments 0.01%	[Add actual outcome here]
Monthly collaboration meetings 70% of teachers will meet monthly	[Add actual outcome here]
Classroom observation rated based on TCRP framework	% of teachers showed improvement from 1st observation to the 2nd formal observation.

Availability of standards-aligned instructional materials, students are enrolled in a broad course of study (as described in Education Code section 51210), and teachers provide instruction aligned to the California state standards, including EL access to ELD state standards

% of teachers maintained scores in combination of excellent or satisfactory

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Administrators</p> <p>The school will continue to increase the size, stability, and quality of the teacher applicant pool through targeted outreach and support, such as:</p> <ol style="list-style-type: none"> 1. Recruitment events hosted by colleges and universities with large percentages of minority students. 2. Regularly monitoring potential barriers to initial and continued employment of diverse candidates. 3. Engaging in partnerships with other schools to promote the field of education and work toward national solutions to the teacher shortage and developing a purposeful plan to market education as a premier profession. 	<ol style="list-style-type: none"> 1. District-wide participation in several college/university hosted recruitment events. 2. Professional Development event with current teachers around student data around interpreting diversity and underserved groups. Also PD to begin work on uncovering unconscious biases. 	<p>\$4,000</p>	<p>[Add estimated actual expenditures here]</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Develop Capacity of Beginning Teachers and Teachers in Need of Support - All Students</p> <ol style="list-style-type: none"> 1. The school will continue to collaborate with local colleges and universities to ensure 	<ol style="list-style-type: none"> 1. The school attended recruiting events, partnered with credentialing intern programs, and participated in panels to support recent graduates as a form of needs assessment. 	<p>See 3.1</p>	<p>[Add estimated actual expenditures here]</p>

<p>effective preparation of interns and student teachers.</p> <p>2. The school will continue to provide an Induction Program for beginning teachers and interns.</p>	<p>2. The school participated in the East Bay Induction Consortium BTSA program and paid for all participants to clear their credentials.</p>		
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>All teachers must attend an off-campus workshop/ professional development on targeted subjects.</p>	<p>1. Two teachers sent to AP training.</p> <p>2. 40% of other teachers participated in ACOE English Literacy, as well as Science and Technology networks, and Region 4 (RSDSS) CA data and accountability training.</p>	<p>See 3.1</p>	<p>[Add estimated actual expenditures here]</p>

Goal 5

Parent and Community Engagement - Parents and community members are engaged and work with the school to support student learning.

State and/or Local Priorities addressed by this goal:

State Priorities:
 Priority 3: Parental Involvement (Engagement)

Annual Measurable Outcomes

Expected

Actual

<p>School Climate Survey- Safety</p> <p>Student Survey: 75.29%</p> <p>Family Survey: 89.74%</p>	<p>[Add actual outcome here]</p>
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School Climate Survey- High Expectations Family Survey: 84.61%	[Add actual outcome here]
School Climate Survey- Meaningful Participation Student Survey: 62.35% Family Survey: 65.38%	[Add actual outcome here]
Promoting parent participation: 66.66%	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> Annual school family surveys will be conducted to identify strengths and areas for improvement in family engagement. School/parents/guardians will create a family engagement plan based on survey results, student academic needs, and/or identified priorities, and aligned to school goals and federal and state requirements. Parent information and training will be provided to families so they can access Parent Portal (through PowerSchool), and training and support on family technology use at home and social media to enhance and support student achievement at home. Educate parents on the Local Control and Accountability Plan (LCAP), educational systems, etc., so that parents and community partners can make informed recommendations to the various decision making groups. 	<ol style="list-style-type: none"> School, student, and family surveys were conducted. Generating input representing how parents would like more event-oriented involvement. Family engagement plans were created by committee during Family Advisory Council (FAC) in the following areas: parent education, community engagement, sports/booster, and student trips. PowerSchool (Student data base system) overview presented during orientations and parent-teacher meetings. Teachers facilitated class-level parent communication using digital platforms that best met the needs of their families. Intensive education on LCAP provided during SSC. Cursory information offered during FAC. Recommendations made by SSC are reflected in 2018-2019 LCAP. 	\$3,500	[Add estimated actual expenditures here]

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Translation and interpretation services will continue to be provided to facilitate effective communication, engagement, and participation for all stakeholders.</p>	<p>Translation services offered regularly in Cantonese and Spanish concerning memos, meeting participation, and parent-teacher meetings. School was unable to procure other highly represented languages due to spending on Cantonese and Spanish bilingual support staff. Arabic speaking staff member was added late in the year.</p>	<p>\$6000</p>	<p>[Add estimated actual expenditures here]</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> 1. The school will continue to improve communication strategies and structures for timely and easy access to information, support, and resources. 2. Community partnerships to support student and family engagement and learning will continue to be cultivated, sustained, and expanded. 3. Current, accurate, and timely communication will continue to be provided to parents/guardians regarding student learning (e.g., PowerSchool, ParentSquare, website, AIMS TV, automated calls, school and teacher communications). 4. Mandatory teacher-parent conference at beginning of the school year. 5. SST - Student Success Team's formed on an at-need basis to provide support to individual students undergoing exceptional challenges. Team consists 	<ol style="list-style-type: none"> 1. School implemented more regular use of Parent Square in addition to memos and class-level communication. 2. Community partnerships include: <ol style="list-style-type: none"> a. Chinese Chamber of Commerce in participating in annual flag raising ceremony b. Oakland Natives Give Back c. K2C - events and information 3. PowerSchool, ParentSquare, automated calls, AIMS TV, and teacher communications continued. 4. Parent-teacher conferences took place at the beginning of the year and quarterly intervention meetings continued thereafter. 5. SSTs continued to function as a space for collaborative solutions for issues facing students and families. 	<p>\$2000</p>	<p>[Add estimated actual expenditures here]</p>

<p>of faculty, families, students, and administrators.</p> <p>6. Regular correspondence through memo's, PowerSchool, ParentSquare, detention slips, and progress reports to encourage frequent communication between faculty and families.</p> <p>7. Powerschool Access is provided to families to view student academic progress.</p>	<p>6. Correspondence was maintained.</p> <p>7. PowerSchool continued to be utilized, parents received login codes for their child at the beginning of the school year. Additionally, the school mailed the information to families directly.</p>		
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Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. SART –The Student Attendance Review Team (SART) acts as a support team between students, parents, and schools. The main objective of the Student Attendance Review Team (SART) is to understand the reasons why students, at a site level, are not attending school and to connect students and families to school and community resources to address these absence concerns.</p> <p>2. Attendance personnel will meet with Deans monthly to review students that have chronic absenteeism and truancy.</p>	<p>1. Student Attendance Review Teams were conducted by Head of School on an as-needed basis. Families were given tools and support to mitigate chronic tardy/absenteeism.</p> <p>2. Collaborated with local non-profit organization, “Oakland Natives Give Back” to challenge and address chronic absenteeism district wide.</p>	<p>\$87,5000</p>	<p>[Add estimated actual expenditures here]</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. FAC - Family Advisory Committee meets to provide general support and</p>	<p>1. FAC met using a K-12 model with breakout sessions by committee.</p>	<p>\$3,000</p>	<p>[Add estimated actual expenditures here]</p>

<p>voice to all families.</p> <ol style="list-style-type: none"> 2. SSC - School Site Council meets to provide input in school's planning, including SSD's. 3. ELAC – English Learner Advisory Committee meets in effort to provide support for English Language Learners and their families. 4. Wellness committee 	<p>Childcare/movie nights were provided in order to enhance parent participation.</p> <ol style="list-style-type: none"> 2. SSC met bimonthly to review LCAP goals, receive education on LCAP and budgeting considerations, and ultimately offer input on LCAP. 3. ELAC met to generate parent support concerning ELD goals and parent engagement. 4. Wellness Committee met 4 times during the school year. The committee developed the wellness policy. 		
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Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Many of these goals are modifications, aimed at improving our current high expectations, school environment, college readiness, teaching/learning effectiveness, and parent/community engagement.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Highlights from this year include:

Goal 1: District-wide ELD program for newcomers, long term English learners, and better supporting recently reclassified English Language Learners, with staff assigned to this focus.

Goal 2: High school sports program including hiring teachers who coached sports, or adults from outside the school to coach our school teams.

Goal 3: Chromebooks and lab tables were purchased, administrators and teachers prepared detailed instructional plans ahead of time, over 200 more AP tests were given this year than last year.

Goal 4: AIMS staff participated in teacher recruitment events, preliminary credential internship and credential clearing (EBIC) programs, and teachers participated in professional development on understanding and using California dashboard data as well as off campus professional development events.

Goal 5: Increased diversity in school staff allowing broader primary language communication and translations, continuing growth in expertise and use of technological options for communicating with staff, parents, and students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Add text here]

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

[Add text here]

Stakeholder Engagement

LCAP Year: **2018-2019**

The LEA consulted with various stakeholders throughout the course of the school year.

School Site Council convened bimonthly and submitted input tools to indicate feedback and projected expectations for LCAPs. Input during Family Advisory Committee convenings were also noted in gathering stakeholder input. ELAC/DELAC input were considered. Annual parent/student surveys were compiled for consideration on the LCAP.

Finally, curriculum committee, professional development, and division-head initiated surveys gave opportunities for teachers to offer feedback to AIPCS II administration.

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

As a result of this input, the LEA determined that ...

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

As a result of this input, the LEA determined that the goals of the LCAP continue to be very important and only small adjustments to the plan were needed. The main areas of concern continue to be in meeting the needs of the current group of students and those who choose to come to the school. That group continues to evolve, so adjustments made in 2017-2018, continue to be made as new groups of students arrive, and we build on successes for 2018-2019, for groups in every category.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

[Add selection here]

Goal 1

Closing the Achievement Gap with High Expectations for All - All levels of the organization work to improve student achievement and close the achievement gap for all underperforming student groups.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need:

Numerous metrics indicate a need to close the achievement gap for all underperforming student groups and ensure that all students are achieving. School data indicate that persistent gaps exist among student groups.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
EL Reclassification Rate	15%		ELPAC Baseline + 15%	ELPAC Baseline + 25%
ELs making at least one year's progress in learning English	50%		ELPAC Baseline + 15%	ELPAC Baseline + 25%
ELs achieving proficiency in English	<5 yrs cohort: 26% 5+ yrs cohort: 45%		ELPAC Baseline + 15%	ELPAC Baseline + 25%
California Assessment of Student Performance and Progress	ELA: 50% Math: 70%	ELA: Math:	ELA: 54% Math: 74%	ELA: 56% Math: 76%
Graduation Rate	95.5			

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	LEA

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income) [Add Students to be Served selection here]	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) [Add Scope of Services selection here]	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) [Add Location(s) selection here]
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	[Add 2019-20 selection here]

2017-18 Actions/Services

- School will use formative assessments to help teachers develop goals for students, monitor progress, and adjust instructional plans throughout the year. Relevant data will be accessible and readily available for staff to use in developing plans, setting goals, monitoring progress and evaluating effectiveness.
- Central office staff will support Deans and school staff to design site-based assessments systems that promote a culture of revision and continuous improvement of student learning.
- Develop, monitor and refine information that provides real time data, reporting and

2018-19 Actions/Services

- School will use formative assessments to help teachers develop goals for students, monitor progress, and adjust instructional plans throughout the year. Benchmarks will be administered with greater frequency (Illuminate, ESGI, Ellevation, etc.).
Illuminate software: \$2598
- Central office staff will support Deans and school staff to revise site-based assessments systems that promote a culture of revision and continuous improvement of student learning.

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

dashboards	<p>3. Continue to monitor and refine information that provides real time data, reporting and dashboards.</p> <p>4. Professional development will be given to improve teacher data analysis skills. Teachers will work collaboratively to develop more individualized learning plans, set goals, monitor progress and evaluate effectiveness of instruction.</p>	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	Up to \$10,000	[Add amount here]
Source	LCFF	LCFF	[Add source here]
Budget Reference	8011	8011	[Add budget reference here]

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
Specific Student Groups	School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income) [Add Students to be Served selection here]	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) [Add Scope of Services selection here]	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) [Add Location(s) selection here]
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New	Unchanged	[Add 2019-20 selection here]
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2017-18 Actions/Services

Deans, ELD coordinator, English Learner Support Teachers, classroom teachers will continue to analyze and discuss student progress to:

- Monitor the progress of English Learners (ELs) including Long Term English Learner (LTELs) and reclassified students
- Create Newcomer program to support students that have been in the country for three years or less. Monitor and track progress with formative assessments.

Monthly ELAC, (DELAC- AIPCSII) meetings to inform families of supplemental resources that are provided to EL students. Update of outcomes

- Determine the short and longer term needs of ELs
- Determine specific actions designed to accelerate language acquisition and learning for English Learners (ELs)

2018-19 Actions/Services

Head of School, Division Heads, ELD coordinator, English Learner Support Teachers, classroom teachers will continue to analyze and discuss student progress to:

- Monitor the progress of English Learners (ELs) including Long Term English Learner (LTELs) and reclassified students
- Create Newcomer program to support students that have been in the country for three years or less. Monitor and track progress with formative assessments.

Monthly ELAC meetings to inform families of supplemental resources that are provided to EL students. Update of outcomes

- Determine the short and longer term needs of ELs
- Determine specific actions designed to accelerate language acquisition and learning for English Learners (ELs)

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$67,500	Up to \$120,000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modification	Unchanged	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>Action: Maintain current intervention teachers/ academic support staff and implement an additional five hours of professional development per semester. One academic intervention teacher/academic support staff per 180 students.</p> <p>Service: Students that are struggling to pass with grades C- and below in ELA and/or Math are provided pull-out tutoring services up to twice a week. Service: One hour of tutoring is provided after school to students that are struggling to pass with grades C- and below in ELA and/or Math.</p>	<p>Action: Maintain current intervention teachers/ academic support staff and implement an additional five hours of professional development per semester. One academic intervention teacher/academic support staff per 180 students.</p> <p>Service: Students that are struggling to pass with grades C- and below in ELA and/or Math are provided pull-out tutoring services up to twice a week. Service: One hour of tutoring is provided after school to students that are struggling to pass with grades C- and below in ELA and/or Math.</p>	<p>[Describe the 2019-20 action/service here]</p>

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$140,000	Up to 200,000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modification

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

[Add 2019-20 selection here]

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

All students will have 4-year plans, that clearly articulate the courses students will complete to meet state and district graduation/'a-g' requirements, and be prepared for college.	All students will have 4-year plans, that clearly articulate the courses students will complete to meet state and district graduation/'a-g' requirements, and be prepared for college.	[Describe the 2019-20 action/service here]
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,000	Up to \$60,000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

[Add selection here]

Goal 2

Positive School Environment, Climate, and Culture with Equity at the Core and Support for the Entire Child - provide safe and well-maintained facilities and positive learning climates and instructional practices that are culturally responsive, challenge bias, and support the academic, social, emotional, and physical needs of students.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic (Conditions of Learning)

Identified Need:

To provide positive and supportive learning environments for students in schools that are safe, clean, and inviting and increase attendance and sense of well-being. An analysis of school data indicate that the school is well-maintained and inviting, but there are areas of need that must be continually monitored and addressed.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student Attendance Rate	96.39% ADA	ADA	[Add outcome here]	[Add outcome here]
School Climate Survey - Safety	Student Survey: 75.29% Family Survey: 89.74%	Student Survey: Family Survey:	[Add outcome here]	[Add outcome here]
School Climate Survey - High Expectations	Family Survey: 84.61%	Family Survey:	[Add outcome here]	[Add outcome here]
School Climate Survey - Caring Relationships	Student Survey: 72.94%	Student Survey:		

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]	[Add Location(s) selection here]
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: <small>(Select from English Learners, Foster Youth, and/or Low Income)</small>	Scope of Services: <small>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</small>	Location(s): <small>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</small>
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<ol style="list-style-type: none"> 1. Implementation of attendance coordination and interventions between school site to focus on the physical, social, emotional and behavioral health needs of students. 2. Positive Behavioral Intervention and Support (PBIS) programs and staff professional development to ensure effective implementation of program. 	<ol style="list-style-type: none"> 1. Implementation of attendance coordination and interventions between school site to focus on the physical, social, emotional and behavioral health needs of students. 2. Positive Behavioral Intervention and Support (PBIS) programs and staff professional development to ensure effective implementation of program. 	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000		[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

[Add 2019-20 selection here]

2017-18 Actions/Services

1. The school will provide counseling, services that address student social and emotional needs.

2018-19 Actions/Services

1. The school will provide counseling, services that address student social and emotional needs.

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$40,000	Up to \$60,000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]

Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]
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Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The school will provide health and wellness services to students.	The school will provide health and wellness services to students.	[Describe the 2019-20 action/service here]
The school will continue to implement its comprehensive wellness policy and action plan.	The school will continue to implement its comprehensive wellness policy and action plan.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,500	Up to \$6000	[Add amount here]

Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

[Add 2019-20 selection here]

2017-18 Actions/Services

- School will install a security monitoring system that has visual monitoring capabilities.

2018-19 Actions/Services

- School continue to operate the security monitoring system

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	Up to 10,000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]

Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]
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Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	[Add 2019-20 selection here]

2017-18 Actions/Services

School Support Staff and Resources - All Students

- The school will recruit, hire, and train effective clerical and support staff who promote a welcoming school climate, student attendance, and provide effective operations and support for students, parents and staff.
- The school will continue to provide staff with general supplies and operating expenses.

2018-19 Actions/Services

School Support Staff and Resources - All Students

- The school will recruit, hire, and train effective clerical and support staff who promote a welcoming school climate, student attendance, and provide effective operations and support for students, parents and staff.
- The school will continue to provide staff with general supplies and operating expenses.

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$47,000	Up to \$100,000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

[Add 2019-20 selection here]

2017-18 Actions/Services

School will hire athletic coaches

School will offer competitive/comprehensive athletic programming

2018-19 Actions/Services

1. School will hire athletic coaches

2. School will offer competitive/comprehensive athletic programming

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

School will purchase uniforms and sports equipment	3. School will purchase uniforms and sports equipment	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$40,000	Up to \$200,000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	4700	[Add budget reference here]

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	[Add 2019-20 selection here]

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1. School will have an active and robust Student Government.	1. School will have an active and robust Student Government.	[Describe the 2019-20 action/service here]
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$9,000	Up to \$15,000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
[Add 2017-18 selection here]	New	[Add 2019-20 selection here]

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	Healthy and Nutritious Meals - All Students 1. The school will provide resources for nutrition education and materials to promote healthy alternatives for classroom celebrations, and will work to ensure that all competitive food sales align with the wellness policy and state and federal guidelines. 2. The school will start a lunch program to ensure students are well-nourished and prepared to learn	[Describe the 2019-20 action/service here]
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	[Add amount here]	Up to \$140,000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
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[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	[Add 2018-19 selection here]	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
AIPHS will purchase 140 new classroom desks.	AIPHS will purchase 70 new classroom desks.	[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$18,000	\$9000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
--	--	---

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
--	--	----------------------------------

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	1. School will provide safe transportation to students for sports, field trip and other school related activities.	[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		Up to \$50,000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

[Add selection here]

Goal 3

Increase rate of students who are on track for college readiness by strengthening proficiency in mathematics and English language arts/literacy.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Identified Need

1. Additional support for students struggling in core subjects.
2. Additional support for English Language Learners.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Hours of computer usage	At least 30 minutes per week	TBD	[Add outcome here]	[Add outcome here]
Retention Rates	2%	TBD	[Add outcome here]	[Add outcome here]
California Assessment of Student Performance and Progress	ELA: 55% Math: 70%	TBD	[Add outcome here]	[Add outcome here]
% of students getting a 3 or above score in AP exams	17% of students will get a 3 or above score in AP exams			

% of students scoring above state average in PSAT	60% of students scoring above state average in PSAT			
% of students scoring above state average in SAT	60% of students scoring above state average in SAT			

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. The Course of Study will be updated on an annual basis to ensure continued alignment	1. The Course of Study will be updated on an annual basis to ensure continued alignment	[Describe the 2019-20 action/service here]

<p>with the Common Core and English Language Development (ELD) State Standards, the Next Generation Science Standards (NGSS) and prepare students to meet the UC 'a-g' requirements.</p> <p>2. The school will continue to develop core content and course curriculum maps, tools, and guides, in alignment CCSS and NGSS standards and materials.</p> <p>3. Professional development and evaluation cycles will be strengthened across the school to ensure effective implementation of curriculum.</p>	<p>with the Common Core and English Language Development (ELD) State Standards, the Next Generation Science Standards (NGSS) and prepare students to meet the UC 'a-g' requirements.</p> <p>2. The school will continue to develop core content and course curriculum maps, tools, and guides, in alignment CCSS and NGSS standards and materials.</p> <p>3. Professional development and evaluation cycles will be strengthened across the school to ensure effective implementation of curriculum.</p>	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$259,000	up to \$150,000.00	[Add amount here]
Source		[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
-------------------------------	---------------------------	---------------------

(Select from English Learners, Foster Youth, and/or Low Income)

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

[Add 2019-20 selection here]

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1. The school will continue to identify and provide standards-aligned instructional materials and resources.
2. Students will attend academic field trips that are aligned with curriculum.

1. The school will continue to identify and provide standards-aligned instructional materials and resources.
2. Students will attend academic field trips that are aligned with curriculum.

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$50,000.00	Up to \$70,000.00	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income) [Add Students to be Served selection here]	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) [Add Scope of Services selection here]	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) [Add Location(s) selection here]
--	--	---

Actions/Services

Select from New, Modified, or Unchanged for 2017-18 Modified	Select from New, Modified, or Unchanged for 2018-19 Unchanged	Select from New, Modified, or Unchanged for 2019-20 [Add 2019-20 selection here]
---	--	---

2017-18 Actions/Services 1. Purchase 120 additional Chromebooks to add to and maintain the pre-existing inventory. 2. Establish a barcode tracking system of school Science equipment, laptops, music equipment, novels, and other materials.	2018-19 Actions/Services 1. Purchase 120 additional Chromebooks to add to and maintain the pre-existing inventory. 2. Continue barcode system	2019-20 Actions/Services [Describe the 2019-20 action/service here]
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$40,000.00	Up to \$50,000.00	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
--	--

[Add Students to be Served selection here]	[Add Location(s) selection here]
--	----------------------------------

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. School will replace pre-existing textbooks to updated AP aligned ones 2. Update all science classrooms with science lab technology/equipment	1. School will replace pre-existing textbooks to updated AP aligned ones 2. Maintain science classrooms with science lab technology/equipment	[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	AP Books included in 3.1 Science Equipment - \$80,000.00	Up to \$50,000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

[Add 2019-20 selection here]

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1. Teachers will effectively use student assessment data to plan intervention for those students that are not meeting the standards.
2. Teachers will receive training on how to effectively assess student data.

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	[Add amount here]	Up to \$6,000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

[Add selection here]

Goal 4

Teaching and Learning Effectiveness – effective teaching is evident system-wide with a unifying vision that equips and empowers all stakeholders to provide optimal student learning opportunities and outcomes.

State and/or Local Priorities addressed by this goal:

State Priorities: [List State Priorities here]
 Local Priorities: [List Local Priorities here]

Identified Need

To ensure all students receive quality instruction and equip and teachers to provide for it. There will continue to be a need to recruit, develop, and retain effective teachers who are prepared and equipped to effectively support our diverse students, families.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of fully credentialed teachers	85%	[Add outcome here]	[Add outcome here]	[Add outcome here]

Rate of teacher mis-assignments	0.01%	[Add outcome here]	[Add outcome here]	[Add outcome here]
Monthly collaboration meetings	70% of teachers will meet monthly	[Add outcome here]	[Add outcome here]	[Add outcome here]
Classroom observation rated based on TCRP framework	60% of teachers showed improvement from the 1 st observation to the 2 nd formal observation.			
Availability of standards-aligned instructional materials, students are enrolled in a broad course of study (as described in Education Code section 51210), and teachers provide instruction aligned to the California state standards, including EL access to ELD state standards.	During formal observation use of standards-aligned instructional materials is evident			

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

[Add 2019-20 selection here]

2017-18 Actions/Services

Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Administrators

The school will continue to increase the size, stability, and quality of the teacher applicant pool through targeted outreach and support, such as:

1. Recruitment events hosted by colleges and universities with large percentages of minority students.
2. Regularly monitoring potential barriers to initial and continued employment of diverse candidates.
3. Engaging in partnerships with other schools to promote the field of education and work toward national solutions to the teacher shortage and developing a purposeful plan to market education as a premier profession.

2018-19 Actions/Services

Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Administrators

The school will continue to increase the size, stability, and quality of the teacher applicant pool through targeted outreach and support, such as:

1. Recruitment events hosted by colleges and universities with large percentages of minority students.
2. Regularly monitoring potential barriers to initial and continued employment of diverse candidates.
3. Engaging in partnerships with other schools to promote the field of education and work toward national solutions to the teacher shortage and developing a purposeful plan to market education as a premier profession.

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Amount	\$4,000	Up to \$6,000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

[Add 2019-20 selection here]

2017-18 Actions/Services

Develop Capacity of Beginning Teachers and Teachers in Need of Support - All Students
 1. The school will continue to collaborate with local colleges and universities to ensure effective preparation of interns and student teachers.
 2. The school will continue to provide an Induction Program for beginning teachers and interns.

2018-19 Actions/Services

Develop Capacity of Beginning Teachers and Teachers in Need of Support - All Students
 1. The school will continue to collaborate with local colleges and universities to ensure effective preparation of interns and student teachers.

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

2. The school will continue to provide an Induction Program for beginning teachers and interns.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See 3.1	See 3.1	[Add amount here]
Source	general funds	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

[Add 2019-20 selection here]

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

All teachers must attend an off-campus workshop/ professional development on targeted subjects.	All teachers must attend an off-campus workshop/ professional development on targeted subjects.	[Describe the 2019-20 action/service here]
---	---	--

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See 3.1	See 3.1	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups) [Add Students to be Served selection here]	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans): [Add Location(s) selection here]
--	--

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income) [Add Students to be Served selection here]	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) [Add Scope of Services selection here]	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) [Add Location(s) selection here]
--	--	---

Actions/Services

Select from New, Modified, or Unchanged for 2017-18 Modified	Select from New, Modified, or Unchanged for 2018-19 Unchanged	Select from New, Modified, or Unchanged for 2019-20 [Add 2019-20 selection here]
---	--	---

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
--------------------------	--------------------------	--------------------------

All teachers will have the supplies needed to be able to perform in successful educational environment	All teachers will have the supplies needed to be able to perform in successful educational environment	[Describe the 2019-20 action/service here]
All students will have all supplies needed to be able to thrive in school.	All students will have all supplies needed to be able to thrive in school.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	[Add amount here]	Up to \$60,000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

[Add selection here]

Goal 5

Parent and Community Engagement - Parents and community members are engaged and work with the school to support student learning.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 3: Parental Involvement (Engagement)

Identified Need:

1. Improve overall family engagement.
2. Organized systems to encourage familial involvement.
3. Reduce chronic absenteeism.
4. Implement an after-school program

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Climate Survey - Safety	Student Survey: 75.29% Family Survey: 89.74%	Student Survey: Family Survey:	[Add outcome here]	[Add outcome here]
School Climate Survey - High Expectations	Family Survey: 84.61%	Family Survey:	[Add outcome here]	[Add outcome here]
School Climate Survey - Meaningful Participation	Student Survey: 62.35% Family Survey: 65.38%	Student Survey: Family Survey:	[Add outcome here]	[Add outcome here]
Promoting parent participation	Family Survey: 66.66%	Family Survey:		

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All
-----	-----

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income) [Add Students to be Served selection here]	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) [Add Scope of Services selection here]	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) [Add Location(s) selection here]
--	--	---

Actions/Services

Select from New, Modified, or Unchanged for 2017-18 New	Select from New, Modified, or Unchanged for 2018-19 Modified	Select from New, Modified, or Unchanged for 2019-20 [Add 2019-20 selection here]
--	---	---

2017-18 Actions/Services

1. Annual school family surveys will be conducted to identify strengths and areas for improvement in family engagement.
2. School/parents/guardians will create a family engagement plan based on survey results, student academic needs, and/or identified priorities, and aligned to school goals and federal and state requirements.
3. Parent information and training will be provided to families so they can access Parent Portal (through PowerSchool), and training and support on family technology use at home and social media to enhance and support student achievement at home.
4. Educate parents on the Local Control and Accountability Plan (LCAP), educational systems, etc., so that parents and community partners can make informed recommendations to the various decision making groups.

2018-19 Actions/Services

1. Annual school family surveys will be conducted to identify strengths and areas for improvement in family engagement.
2. School/parents/guardians will create a family engagement plan based on survey results, student academic needs, and/or identified priorities, and aligned to school goals and federal and state requirements.
3. Parent information and training will be provided to families so they can access Parent Portal (through PowerSchool), and training and support on family technology use at home and social media to enhance and support student achievement at home.
4. Educate parents on the Local Control and Accountability Plan (LCAP), educational systems, etc., so that parents and community partners can make informed recommendations to the various decision making groups.

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3500	Up to \$7000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

[Add 2017-18 selection here]

Select from New, Modified, or Unchanged for 2018-19

[Add 2018-19 selection here]

Select from New, Modified, or Unchanged for 2019-20

[Add 2019-20 selection here]

2017-18 Actions/Services

Translation and interpretation services will continue to be provided to facilitate effective communication, engagement, and participation for all stakeholders.

2018-19 Actions/Services

Translation and interpretation services will continue to be provided to facilitate effective communication, engagement, and participation for all stakeholders.

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,000	Up to \$8000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

[Add 2019-20 selection here]

2017-18 Actions/Services

1. The school will continue to improve communication strategies and structures for timely and easy access to information, support, and resources.

2018-19 Actions/Services

1. The school will continue to improve communication strategies and structures for timely and easy access to information, support, and resources.

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

<ol style="list-style-type: none"> 2. Community partnerships to support student and family engagement and learning will continue to be cultivated, sustained, and expanded. 3. Current, accurate, and timely communication will continue to be provided to parents/guardians regarding student learning (e.g., PowerSchool, ParentSquare, website, AIMS TV, automated calls, school and teacher communications). 4. Mandatory teacher-parent conference at beginning of the school year. 5. SST - Student Success Team's formed on an at-need basis to provide support to individual students undergoing exceptional challenges. Team consists of faculty, families, students, and administrators. 6. Regular correspondence through memo's, PowerSchool, ParentSquare, detention slips, and progress reports to encourage frequent communication between faculty and families. 7. Powerschool Access is provided to families to view student academic progress. 	<ol style="list-style-type: none"> 2. Community partnerships to support student and family engagement and learning will continue to be cultivated, sustained, and expanded. 3. Current, accurate, and timely communication will continue to be provided to parents/guardians regarding student learning (e.g., PowerSchool, ParentSquare, website, AIMS TV, automated calls, school and teacher communications). 4. Mandatory teacher-parent conference at beginning of the school year. 5. SST - Student Success Team's formed on an at-need basis to provide support to individual students undergoing exceptional challenges. Team consists of faculty, families, students, and administrators. 6. Regular correspondence through memo's, PowerSchool, ParentSquare, detention slips, and progress reports to encourage frequent communication between faculty and families. 7. Powerschool Access is provided to families to view student academic progress. 	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2000	Up to \$5000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income) [Add Students to be Served selection here]	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) [Add Scope of Services selection here]	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) [Add Location(s) selection here]
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. SART –The Student Attendance Review Team (SART) acts as a support team between students, parents, and schools. The main objective of the Student Attendance Review Team (SART) is to understand the reasons why students, at a site level, are not attending school and to connect students and families to school and community resources to address these absence concerns.	1. SART –The Student Attendance Review Team (SART) acts as a support team between students, parents, and schools. The main objective of the Student Attendance Review Team (SART) is to understand the reasons why students, at a site level, are not attending school and to connect students and families to school and community resources to address these absence concerns.	[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Amount	\$87,500	Up to \$100,000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	School site
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New	Unchanged	[Add 2019-20 selection here]
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2017-18 Actions/Services

1. FAC - Family Advisory Committee meets to provide general support and voice to all families.
2. SSC - School Site Council meets to provide input in school's planning, including SSD's.
3. DELAC (ELAC - AIPCS)– District English Learner Advisory Committee meets in effort to provide support for English Language

2018-19 Actions/Services

1. FAC - Family Advisory Committee meets to provide general support and voice to all families.
2. SSC - School Site Council meets to provide input in school's planning, including SSD's.
3. DELAC (ELAC - AIPCS)– District English Learner Advisory Committee meets in effort to provide support for English Language

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Learners and their families. 4. Wellness committee	Learners and their families. 4. Wellness committee	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	Up to \$5000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017–18

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$ [Add amount here]	[Add percentage here] %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

[Add text here]

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter

Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer.

Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
American Indian Public Charter School II	Erin Oh, Head of Division, K-1	erin.oh@aimschools.org
	Christopher Ahmad, Head of Division, 2-5	christopher.ahmad@aimschools.org
	Maurice Williams, Head of Division, 6-8	maurice.williams@aimschools.org

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

American Indian Public Charter School II is located in downtown Oakland. We serve **650** students. The community prides itself on being family oriented. The overarching goal is college and career readiness for all students and joint stakeholder strategic planning through the annual local control process aligns our resources and actions to serve our students in pursuit of this goal.

AIMS Mission Statement

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

at AIMS and the adherence to it with fidelity guarantees that all graduates earn admission into four year post- secondary programs and become productive members of society.

AIMS Credo

The Family: We are a family at AIM Schools.

The Goal: We are always working for academic and social excellence.

The Faith: We will prosper by focusing and working toward our goals.

The Journey: We will go forward, continue working, and remember we will always be a part of the AIM Schools family.

AIMS Values

At AIMS we value:

Excellence - Commitment to excellence in all that we do

Wisdom and Knowledge - Pursuit of wisdom and knowledge as intrinsically valuable

Empathy - Recognition of dignity and worth of every human being

Family and Community - Building of family and community

Citizenship - Social awareness and justice that leads to action

Legacy - The continued preservation and development of AIMS methodologies for 21st century learners and educators.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The LCAP serves as the school's annual work plan.

Key themes that are evident throughout the 2018-19 LCAP include:

- Whole Child Knowing
- Shared Responsibility
- Capacity Building
- Student Centered Approach

- Equity and Access
- Building Community
- Focus on student goals
- Family and Community Engagement, to reflect enhanced services that support all LCAP Goals

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

ELD, but data?

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Talk about expanding and intake of new students concerning

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

subgroups AND incoming students?

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

[Add text here]

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$ [Add amount here]
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ [Add amount here]

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

[Add text here]

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	

Annual Update

LCAP Year Reviewed: 2017–18

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Closing the Achievement Gap with High Expectations for All - All levels of the organization work to improve student achievement and close the achievement gap for all underperforming student groups.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected

Actual

<p>Metric - 70% of students that have an initial retention meeting will be promoted to the next grade level</p>	<p>K-2 - 71% 3-5 - 66% Middle School?</p>
<p>50% of students performing below the range for “Standard Exceeded” would increase 1 achievement level descriptor in at least one SBAC assessment.</p>	<p>Pending SBAC results for 2017-2018 school year</p>
<p>Students that are struggling to pass with grades C- and below in ELA and/or Math are provided pull-out tutoring services up to twice a week. Service: One hour of tutoring is provided after school to students that are struggling to pass with grades C- and below in ELA and/or Math.</p>	<p>Students that are struggling to pass with grades C- and below in ELA and/or Math were provided pull-out/push-in tutoring services up to once a week. Students with a C- or below were provided one hour of tutoring after school, In order to compensate for a lack of RSP services, the school also offered more frequent Academic Saturday Schools for the purpose of individualized student support in order to close the achievement gap.</p>

Hire 4 additional clerks to supervise lunch and after school activities in order to make intervention aides available for professional development/additional services.

4 additional clerks were hired to supervise lunch and after school activities in order to make intervention aides available for professional development/additional services.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. School will use formative assessments to develop learning plans, set goals with students, monitor progress, and evaluate the effectiveness of the plans at the end of the year. Relevant data will be accessible and readily available for staff to use in developing plans, setting goals, monitoring progress and evaluating effectiveness.</p> <p>2. Central office staff will support Deans and school staff to design site-based assessments systems that promote a culture of revision and continuous improvement of student learning.</p> <p>3. Develop, monitor and refine information that provides real time data, reporting and dashboards</p>	<p>AIPCS II utilize Illuminate benchmark assessments (ELA 3-8, Math K-8), K-2 Center for Collaborative Literacy reading assessments, and Ellevation for English Learners. Data was aggregated and shared, though it was not regularly used to develop plans, set goals, and monitor progress.</p> <p>Illuminate assessments were administered to students to determine benchmarks and formative data to drive instruction.</p> <p>Surveys were administered to families and students to evaluate and reflect school climate, safety and feedback from families.</p> <p>Teachers were trained in using Illuminate and Ellevations platforms that provide real time data and reports to drive instruction.</p>	<p>\$12,000</p>	<p>[Add estimated actual expenditures here]</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Deans, ELD coordinator, English Learner Support Teachers, classroom teachers will continue to analyze and discuss student progress to:</p> <ul style="list-style-type: none"> • Monitor the progress of English Learners (ELs) including Long Term English Learner (LTELs) and reclassified students • Create Newcomer program to support students that have been in the country for three years or less. Monitor and track progress with formative assessments. <p>Monthly ELAC, (DELAC- AIPCSII) meetings to inform families of supplemental resources that are provided to EL students. Update of outcomes</p> <ul style="list-style-type: none"> • Determine the short and longer term needs of ELs • Determine specific actions designed to accelerate language acquisition and learning for English Learners (ELs) 	<p>Pull out services are provided throughout the week to support ELs and LTELs.</p> <p>Ellevation assessment leveling is administered to students to determine short and long term needs, in addition to discussion with classroom teachers and consideration of language development.</p> <p>Specific actions to accelerate language acquisition include using subgrant funds to meet accountability measures by continuing to implement small group intervention through classroom EL instructors for 1 hour on regular school days.</p>	<p>\$150,000</p>	<p>[Add estimated actual expenditures here]</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Action: Maintain current intervention teachers/ academic</p>	<p>The ratio of support staff to students was maintained. These intervention aides have</p>	<p>\$303,000</p>	<p>[Add estimated actual expenditures here]</p>

<p>support staff and implement an additional five hours of professional development per semester. One academic intervention teacher/academic support staff per 150 students.</p> <p>Service: Students that are struggling to pass with grades C- and below in ELA and/or Math are provided pull-out tutoring services up to twice a week. Service: One hour of tutoring is provided after school to students that are struggling to pass with grades C- and below in ELA and/or Math.</p>	<p>received at least five hours of professional development per semester. Students struggling in core subjects receive pull-out tutoring services at an average rate of 1.5 times per week. Additionally, students received tutoring from their classroom teachers (at the teacher's discretion) for 1 hour after school.</p>		
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Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>All students will receive academic advising and assistance with college readiness.</p>	<p>Kindergarten to College event facilitates alongside Oakland Promise to facilitate early elementary excitement concerning college enrollment (ie: celebration events and Cal Day field trips). 10 families also enrolled their children for college savings plans.</p>	<p>\$55,000.00</p>	<p>K2C Costs/Gordon's salary</p>

	<p>Eighth grade students attended academic presentations to understand A-G requirements, AP courses, and how they relate to college admissions. Credit recovery was offered to 8th graders so that they would be able to enroll in college-preparatory courses in high school.</p>		
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Goal 2

Positive School Environment, Climate, and Culture with Equity at the Core and Support for the Entire Child - provide safe and well-maintained facilities and positive learning climates and instructional practices that are culturally responsive, challenge bias, and support the academic, social, emotional, and physical needs of students.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic (Conditions of Learning)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Annual Measurable Outcomes

Expected

Actual

Student Attendance Rate: 97.3% ADA	Student Attendance Rate: 97.60% ADA
School Climate Survey- Safety	[Add actual outcome here]

Student Survey: 89.87% Family Survey: 91.8%	
School Climate Survey- High Expectations Family Survey: 95.4%	[Add actual outcome here]
School Climate Survey- Caring Relationship Student Survey: 90.2%	
Facilities Inspection Tool (percent at good or better): Good	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> 1. Implementation and interventions between school site to focus on the physical, social, emotional and behavioral health needs of students. 2. Restorative practices and staff professional development to ensure effective implementation will continue. 3. Recruit a Restorative Justice Coordinator 4. Facilitate professional development for teachers 5. Continuation of Restorative Justice class geared towards at risk youth. 	<ol style="list-style-type: none"> 1. School Counselor/ MFT hired to support social-emotional and behavioral needs of students. Wellness committee formed to focus and implement programming around student specific needs in regards to physical, social, emotional wellness of student. 2. PD weekly to monthly restorative justice circles and Saturday schools, weekly to monthly community building circles held. 3. Recruited Restorative Justice coordinator,, received formal training from district and state. 4. Four Professional Development days provided to teachers to educate and inform positive safe environment. 	\$9,000	[Add estimated actual expenditures here]

5. Restorative Justice elective course provided to at risk students, designed to provide student positive self-regard, resiliency and self-advocacy in positive academic settings.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The school will provide counseling, psychological and guidance services that address student social and emotional needs.</p>	<p>School counselor provided one on one counseling support, determined students by severity of social-emotional crisis, addressed needs of students, guidance counseling, and wrap-around family support as needed.</p> <p>Engagement with local community and partnerships created for family and student resources and referrals.</p>	<p>\$63,320</p>	<p>[Add estimated actual expenditures here]</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The school will provide health and wellness services to students.</p> <p>The school will continue to implement its comprehensive wellness policy and action plan.</p>	<p>Partnered with Alameda County "Shoo the Flu" to provide district wide vaccinations and suicide intervention workshop.</p> <p>Formed district wellness committee to address and maintain positive health and wellness of whole-child. Partnered with Vision to Learn to provide free eye glasses and eye exams to students.</p> <p>Offered Athletic program open to students to provide opportunities to attain skills and</p>	<p>\$5,330</p>	<p>[Add estimated actual expenditures here]</p>

	<p>knowledge to be physically active as a part of lifestyle.</p> <p>Provided early elementary social studies curriculum concerning racial identity, “rude mean or bullying”.</p> <p>The Wellness Committee met four times during the year to discuss and address nutritional awareness, chronic absenteeism related to sleep deprivation, malnutrition. In addition, to awareness of social-emotional wellbeing, importance of physical activity, to ensure the whole child is supported and academically prepared.</p>		
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Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> School will hire a full-time security guard that would escort classes to physical education sites and escort them back to the school Security guard would secure the building during pick up time after school. 	<ol style="list-style-type: none"> A staff was hired to escort classes to physical education classes sites and escorted them back to the school. A staff was hired to secure the building during pick up time after school, he also monitored the front door during after school. 	<p>\$44,280</p>	<p>[Add estimated actual expenditures here]</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

<p>School Support Staff and Resources - All Students</p> <ol style="list-style-type: none"> The school will recruit, hire, and train effective clerical and support staff who promote a welcoming school climate, student attendance, and provide effective operations and support for students, parents and staff. The school will continue to provide staff with general supplies and operating expenses. 	<p>Clerical and support staff received ongoing professional development in the following domains: customer service, conflict de-escalation, establishing rapport and boundaries with families.</p> <p>Front desk staff offered Attendance Works literature to families to reduce chronic absenteeism.</p>	<p>\$95,940</p>	<p>[Add estimated actual expenditures here]</p>
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Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Healthy and Nutritious Meals - All Students</p> <ol style="list-style-type: none"> The school will continue to provide resources for nutrition education and materials to promote healthy alternatives for classroom celebrations, and will work to ensure that all competitive food sales align with the wellness policy and state and federal guidelines. The school will continue its existing programs to ensure students are well-nourished and prepared to learn. 	<ol style="list-style-type: none"> Health education was included in physical education curriculum for PE teachers. Physical education teachers embedded within their curriculum proper nutrition, healthy food groups/options, and the importance of healthy exercise on a regular basis for physical wellbeing. Wellness committee created to educate and inform families and students of healthy nutrition. Continuation of NSLP will be offered to ensure students are provided healthy nutritious meals to support wellness and 	<p>\$200,000</p>	<p>[Add estimated actual expenditures here]</p>

academic success and promote learning throughout the day.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Attractive, Clean and Well Maintained Schools - All Students</p> <ol style="list-style-type: none"> The school will continue to be clean and inviting. The school will continue to be well maintained and in good repair. The school will continue to be provided with necessary supplies and utilities. The school will continue to operate in a sustainable and environmentally responsible manner. Training and updates will continue to be provided to ensure well-prepared and informed staff. The school will continue to be compliant in all annual facility and safe school inspections. 	<p>Attractive, Clean and Well Maintained Schools - All Students</p> <ol style="list-style-type: none"> The school is clean and inviting. The school is well maintained and in good repair. The school was provided with necessary supplies and utilities. The school operated in a sustainable and environmentally responsible manner. Training and updates were provided to ensure well-prepared and informed staff. The school was compliant in all annual facility and safe school inspections. 	<p>\$155,800.00</p>	<p>[Add estimated actual expenditures here]</p>

Goal 3

Increase rate of students who are on track for college readiness by strengthening proficiency in mathematics and English language arts/literacy.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Annual Measurable Outcomes

Expected	Actual
Benchmarks ELA: 46%, Math 56%	[Add actual outcome here]
Retention Rates: 1.8%	[Add actual outcome here]
California Assessment of Student Performance and Progress ELA: 52%, Math 72%	[Add actual outcome here]
Intervention minutes for students receiving a C- or below in core subjects: at least 70 minutes per week	
Number of minutes with computer access: at least 45 minutes per week	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> 1. The Course of Study will be updated on an annual basis to ensure continued alignment with the Common Core and English Language Development (ELD) State Standards, the Next Generation Science Standards (NGSS) and prepare students to meet the UC 'a-g' requirements. 2. The school will continue to develop core content and course curriculum maps, tools, and guides, in alignment CCSS and NGSS standards and materials. 3. Professional development and evaluation cycles will be strengthened 	<ol style="list-style-type: none"> 1. Administrators designed pacing guides and curriculum maps for core subjects during the start of the year. 2. Teachers implemented the lessons and structures of the guides in their daily lesson plans. In collaboration with teachers, curriculum maps for history and science were created with NGSS and CA social studies standards. 	<p>\$61,093</p>	<p>[Add estimated actual expenditures here]</p>

<p>across the school to ensure effective implementation of curriculum.</p>	<p>3. Teachers received weekly professional development based on curriculum, pedagogy, and school climate.</p> <p>Using the Charlotte Danielson Framework, teachers were evaluated three times during the year with the TCRP Teacher Effectiveness Rubric.</p>		
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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. The school will continue to identify and provide standards-aligned instructional materials and resources.</p> <p>2. Students will attend academic field trips that are aligned with curriculum.</p>	<p>1. The school identified additional standards-aligned instructional materials by communicating with high-performing schools and participating in county network events.</p> <p>2. Students attended a minimum of 2 academic field trips. All were aligned with curricular materials and were designed to elicit inquiry questions.</p>	<p>\$24,000</p>	<p>[Add estimated actual expenditures here]</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Purchase 120(AIPCS II) 40(AIPCS) additional Chromebooks to add to and maintain the pre-existing inventory.</p> <p>Actions: Student will have computer instruction at a minimum of 30 minutes/week</p>	<p>120 additional chromebooks were purchased to add to and maintain the pre-existing inventory.</p> <p>Actions: Student received computer instruction at a minimum of 30 minutes/week</p>	<p>\$40,000</p>	<p>[Add estimated actual expenditures here]</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>1. Recruit 1 intervention teacher/academic support staff per staff per 150 students.</p> <p>Service:</p> <p>1. Students that are struggling to pass with grades C- and below in ELA and/or Math are provided push in and pull-out tutoring services up to twice a week.</p> <p>2. One hour of tutoring is provided after school to students that are struggling to pass with grades C- and below in ELA and/or Math</p>	<p>One intervention teacher was added in order to accommodate the ratio.</p> <p>Students earning a C- and below in core subjects receive pull-out tutoring services at an average rate of 1.5 times per week. Additionally, students received tutoring from their classroom teachers (at the teacher's discretion) for 1 hour after school.</p>	<p>\$303,000</p>	<p>[Add estimated actual expenditures here]</p>
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Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Teachers will effectively use student assessment data to plan intervention for those students that are not meeting the standards.</p> <p>2. Teachers will receive training on how to effectively assess student data</p>	<p>1. Teachers used formative assessments from Illuminate, but required additional training concerning using that data to plan interventions.</p> <p>2. Teachers received training in the following domains:</p> <p>K-2 Illuminate and Center for Collaborative Literacy Training</p> <p>3-8 Illuminate and Ellevation Training</p> <p>Teachers received practice in planning lessons informed by data concerning commonly missed standards</p>	<p>\$12,000</p>	<p>[Add estimated actual expenditures here]</p>

Goal 4

Teaching and Learning Effectiveness – effective teaching is evident system-wide with a unifying vision that equips and empowers all stakeholders to provide optimal student learning opportunities and outcomes.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Annual Measurable Outcomes

Expected

Actual

Percentage of fully credentialed teachers 70.0%	[Add actual outcome here]
Rate of teacher misassignments 0.0%	[Add actual outcome here]
Monthly collaboration meetings 75% of teachers will meet monthly	[Add actual outcome here]
Classroom observation rated based on TCRP framework: 65% of teachers showed improvement from the 1 st observation to the 2 nd formal observation.	50% of teachers showed improvement from 1st observation to the 2nd formal observation. 33% of teachers maintained scores in combination of excellent or satisfactory
Availability of standards-aligned instructional materials, students are enrolled in a broad course of study (as described in Education Code section 51210), and teachers provide instruction aligned to the California state standards, including EL access to ELD state standards: During formal observation, use of standards-aligned instructional materials is evident.	Standards-aligned materials were available and teachers taught to Common Core State Standards and Next Generation Science Standards using materials from the school. Materials were procured after input and feedback from the curriculum committee. All materials were vetted with the criteria of offering embedded access to English Learners. All teachers used standards-aligned instructional materials during formal observations.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Administrators</p> <p>The school will continue to increase the size, stability, and quality of the teacher applicant pool through targeted outreach and support, such as:</p> <ol style="list-style-type: none"> 1. Recruitment events hosted by colleges and universities with large percentages of minority students. 2. Regularly monitoring potential barriers to initial and continued employment of diverse candidates. 3. Engaging in partnerships with other schools to promote the field of education and work toward national solutions to the teacher shortage and developing a purposeful plan to market education as a premier profession. 	<ol style="list-style-type: none"> 1. 2. 3. 	<p>\$9,300</p>	<p>[Add estimated actual expenditures here]</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Develop Capacity of Beginning Teachers and Teachers in Need of Support - All Students</p> <ol style="list-style-type: none"> 1. The school will continue to collaborate with local colleges and universities to ensure effective preparation of interns and student 	<ol style="list-style-type: none"> 1. The school attended recruiting events, partnered with credentialing intern programs, and participated in panels to support recent graduates as a form of needs assessment. 	<p>\$4,000 per year/per teacher + \$620</p>	<p>[Add estimated actual expenditures here]</p>

<p>teachers.</p> <p>2. The school will continue to provide an Induction Program for beginning teachers and interns.</p>	<p>2. The school participated in the East Bay Induction Consortium BTSA program and paid for all participants to clear their credentials.</p>		
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>All teachers will have the supplies needed to be able to perform in successful educational environment</p> <p>All students will have all supplies needed to be able to thrive in school.</p>	<p>All teachers received and had access to supplies needed to be able to perform in a successful educational environment. Additionally, resources were provided to ensure all classroom needs were met.</p> <p>All students had access to supplies needed to be able to thrive in school.</p>	<p>\$39,000</p>	<p>[Add estimated actual expenditures here]</p>

Goal 5

Parent and Community Engagement - Parents and community members are engaged and work with the school to support student learning.

State and/or Local Priorities addressed by this goal:

State Priorities:
 Priority 3: Parental Involvement (Engagement)

Annual Measurable Outcomes

Expected

Actual

<p>School Climate Survey- Safety</p> <p>Student Survey: 90.00%</p> <p>Family Survey: 91.8%</p>	<p>[Add actual outcome here]</p>
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School Climate Survey- High Expectations Family Survey: 95.4%	[Add actual outcome here]
School Climate Survey- Meaningful Participation Student Survey: 89.53% Family Survey: 92.0%	[Add actual outcome here]
School enrollment patterns- returning students for next school year: 96.50%	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> Annual school family surveys will be conducted to identify strengths and areas for improvement in family engagement. School/parents/guardians will create a family engagement plan based on survey results, student academic needs, and/or identified priorities, and aligned to school goals and federal and state requirements. Parent information and training will be provided to families so they can access Parent Portal (through PowerSchool), and training and support on family technology use at home and social media to enhance and support student achievement at home. Educate parents on the Local Control and Accountability Plan (LCAP), educational systems, etc., so that parents and community partners can make informed recommendations to the various decision making groups. 	<ol style="list-style-type: none"> School, student, and family surveys were conducted. Generating input representing how parents would like more event-oriented involvement. Family engagement plans were created by committee during Family Advisory Council (FAC) in the following areas: parent education, community engagement, sports/booster, and student trips. PowerSchool (Student data base system) overview presented during orientations and parent-teacher meetings. Teachers facilitated class-level parent communication using digital platforms that best met the needs of their families. Intensive education on LCAP provided during SSC. cursory information offered during FAC. Recommendations made by SSC are reflected in 2018-2019 LCAP. 	\$6,200	[Add estimated actual expenditures here]

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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Translation and interpretation services will continue to be provided to facilitate effective communication, engagement, and participation for all stakeholders.	Translation services offered regularly in Cantonese and Spanish concerning memos, meeting participation, and parent-teacher meetings. School was unable to procure other highly represented languages due to spending on Cantonese and Spanish bilingual support staff.	\$15,500	[Add estimated actual expenditures here]

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> 1. The school will continue to improve communication strategies and structures for timely and easy access to information, support, and resources. 2. Community partnerships to support student and family engagement and learning will continue to be cultivated, sustained, and expanded. 3. Current, accurate, and timely communication will continue to be provided to parents/guardians regarding student learning (e.g., PowerSchool, ParentSquare, website, AIMS TV, automated calls, school and teacher communications). 4. Mandatory teacher-parent conference at beginning of the school year. 5. SST - Student Success Team's formed on an at-need basis to provide support to individual students undergoing exceptional challenges. Team consists of faculty, families, students, and administrators. 	<ol style="list-style-type: none"> 1. School implemented more regular use of Parent Square in addition to memos and class-level communication. 2. Community partnerships include: <ol style="list-style-type: none"> a. Oakland Public Works for cleaning up local community b. TechBridge girls in using STEM to benefit the community c. Chinese Chamber of Commerce in participating in annual flag raising ceremony d. Guardian Gym partnership with students e. Oakland Parks and Recreation f. Alameda County early childhood network g. Oakland Natives Give Back 	\$3,100	[Add estimated actual expenditures here]

<p>6. Regular correspondence through memo's, PowerSchool, ParentSquare, detention slips, and progress reports to encourage frequent communication between faculty and families.</p> <p>7. Powerschool Access is provided to families to view student academic progress.</p>	<p>3. PowerSchool, automated calls, AIMS TV, and teacher communications continued.</p> <p>4. Parent-teacher conferences took place at the beginning of the year and quarterly retention meetings continued thereafter.</p> <p>5. SSTs continued to function as a space for collaborative solutions for issues facing students and families.</p> <p>6. Correspondence was maintained.</p> <p>7. PowerSchool continued to be utilized, parents received login codes for their child at the beginning of the school year. Additionally, the school mailed the information to families directly.</p>		
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Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. SART –The Student Attendance Review Team (SART) acts as a support team between students, parents, and schools. The main objective of the Student Attendance Review Team (SART) is to understand the reasons why students, at a site level, are not attending school and to connect students and families to school and community resources to address these absence concerns.</p>	<p>Student Attendance Review Teams were conducted by division heads on an as-needed basis. Families were given tools and support to mitigate chronic tardy/absenteeism.</p> <p>Collaborated with local non-profit organization, “Oakland Natives Give Back” to challenge and address chronic absenteeism district wide.</p>	<p>\$150,000</p>	<p>[Add estimated actual expenditures here]</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<ol style="list-style-type: none"> 1. FAC - Family Advisory Committee meets to provide general support and voice to all families. 2. SSC - School Site Council meets to provide input in school's planning, including SSD's. 3. DELAC (ELAC - AIPCS)– District English Learner Advisory Committee meets in effort to provide support for English Language Learners and their families. 4. Wellness committee 	<ol style="list-style-type: none"> 1. FAC met using a K-12 model with breakout sessions by committee. Childcare/movie nights were provided in order to enhance parent participation. 2. SSC met bimonthly to review LCAP goals, receive education on LCAP and budgeting considerations, and ultimately offer input on LCAP. 3. DELAC met to generate parent support concerning ELD goals and parent engagement. 4. Wellness Committee met 4 times during the school year. The committee developed the wellness policy. 	<p>\$2,700</p>	<p>[Add estimated actual expenditures here]</p>
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Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> 1. Phase II of After School Enrichment Program 2. The After-School Enrichment Program will hire 3 after school instructors 3. Parents will pay a monthly fee of \$75/child 	<ol style="list-style-type: none"> 1. After school program continued using AIPCS II staff. 2. After-School hires 3 instructors, in addition to 1 coordinator. 3. Parents paid a monthly feed of \$75/child with discounts for multiple children. 	<p>\$34,850</p>	<p>[Add estimated actual expenditures here]</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

[Add text here]

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

[Add text here]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Add text here]

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

[Add text here]

Stakeholder Engagement

LCAP Year: **2018-2019**

The LEA consulted with various stakeholders throughout the course of the school year.

School Site Council convened bimonthly and submitted input tools to indicate feedback and projected expectations for LCAPs. Input during Family Advisory Committee convenings were also noted in gathering stakeholder input. ELAC/DELAC input were considered. Annual parent/student surveys were compiled for consideration on the LCAP.

Finally, curriculum committee, professional development, and division-head initiated surveys gave opportunities for teachers to offer feedback to AIPCS II administration.

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

As a result of this input, the LEA determined....

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

[Add text here]

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

[Add selection here]

Goal 1

Closing the Achievement Gap with High Expectations for All - All levels of the organization work to improve student achievement and close the achievement gap for all underperforming student groups.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need:

Numerous metrics indicate a need to close the achievement gap for all underperforming student groups and ensure that all students are achieving. School data indicate that persistent gaps exist among student groups.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
EL Reclassification Rate	15%	ELPAC Baseline	ELPAC Baseline + 15%	ELPAC Baseline + 25%
ELs making at least one year’s progress in learning English	50%	ELPAC Baseline	ELPAC Baseline + 15%	ELPAC Baseline + 25%
ELs achieving proficiency in English	<5 yrs cohort: 26% 5+ yrs cohort: 45%	ELPAC Baseline	ELPAC Baseline + 15%	ELPAC Baseline + 25%
California Assessment of Student Performance and Progress	ELA: 50% Math: 70%	ELA: 52% Math: 72%	ELA: 54% Math: 74%	ELA: 56% Math: 76%
Middle school dropout rate	0.01%	0.01%	0.01%	0.01%
Benchmark Assessment Results – evaluation of student performance growth from 2 nd benchmark result to 3 rd benchmark result	ELA: 4% Math: 5%	ELA: 5% Math: 6%	ELA: 6% Math: 7%	ELA: 7% Math: 8%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

LEA

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

[Add 2019-20 selection here]

2017-18 Actions/Services

- School will use formative assessments to help teachers develop goals for students, monitor progress, and adjust instructional plans throughout the year. Relevant data will be accessible and readily available for staff to use in developing plans, setting goals, monitoring progress and evaluating effectiveness.
- Central office staff will support Deans and school staff to design site-based assessments systems that promote a

2018-19 Actions/Services

- School will use formative assessments to help teachers develop goals for students, monitor progress, and adjust instructional plans throughout the year. Benchmarks will be administered with greater frequency (Illuminate, ESGI, Ellevation, etc.).
- Central office staff will support Deans and school staff to revise site-based assessments systems that promote a

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

<p>culture of revision and continuous improvement of student learning.</p> <p>3. Develop, monitor and refine information that provides real time data, reporting and dashboards</p>	<p>culture of revision and continuous improvement of student learning.</p> <p>3. Continue to monitor and refine information that provides real time data, reporting and dashboards.</p> <p>4. Professional development will be given to improve teacher data analysis skills. Teachers will work collaboratively to develop more individualized learning plans, set goals, monitor progress and evaluate effectiveness of instruction.</p> <p>5. 2-8 grade students who are behind will be required to go to Academic Saturday School every Saturday for the school year. There will also be tutors working with students throughout the day in addition to our intervention aides.</p> <p>6. New students entering our system along with students who are behind grade level will be required to attend an intensive Math and ELA camp during the summer. This will be taught by classroom teachers and other staff.</p>	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,000	Up to \$80,000	[Add amount here]
Source	LCFF	LCFF	[Add source here]
Budget Reference	8011	8011	[Add budget reference here]

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
Specific Student Groups	School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
[Add 2017-18 selection here]	[Add 2018-19 selection here]	[Add 2019-20 selection here]

2017-18 Actions/Services

Deans, ELD coordinator, English Learner Support Teachers, classroom teachers will continue to analyze and discuss student progress to:

- Monitor the progress of English Learners (ELs) including Long Term English Learner (LTELs) and reclassified students
- Create Newcomer program to support students that have been in the country for three years or less. Monitor and track progress with formative assessments.

Monthly ELAC, (DELAC- AIPCSII) meetings to inform families of supplemental resources that are provided to EL students. Update of outcomes

- Determine the short and longer term needs

2018-19 Actions/Services

Division Heads, ELD coordinator, English Learner Support Teachers, classroom teachers will continue to analyze and discuss student progress to:

- Monitor the progress of English Learners (ELs) including Long Term English Learner (LTELs) and reclassified students
- Create Newcomer program to support students that have been in the country for three years or less. Monitor and track progress with formative assessments.

Monthly ELAC, (DELAC- AIPCSII) meetings to inform families of supplemental resources that are provided to EL students. Update of outcomes

- Determine the short and longer term needs

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

of ELs • Determine specific actions designed to accelerate language acquisition and learning for English Learners (ELs)	of ELs • Determine specific actions designed to accelerate language acquisition and learning for English Learners (ELs)	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$150,000	\$150,000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups) [Add Students to be Served selection here]	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans): [Add Location(s) selection here]
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income) [Add Students to be Served selection here]	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) [Add Scope of Services selection here]	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) [Add Location(s) selection here]
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18 [Add 2017-18 selection here]	Select from New, Modified, or Unchanged for 2018-19 [Add 2018-19 selection here]	Select from New, Modified, or Unchanged for 2019-20 [Add 2019-20 selection here]
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2017-18 Actions/Services

Action:
 Maintain current intervention teachers/ academic support staff and implement an additional five hours of professional development per semester. One academic intervention teacher/academic support staff per 150 students.

Service:
 Students that are struggling to pass with grades C- and below in ELA and/or Math are provided pull-out tutoring services up to twice a week. Service: One hour of tutoring is provided after school to students that are struggling to pass with grades C- and below in ELA and/or Math.

Hire 4 additional clerks to supervise lunch and after school activities in order to make intervention aides available for professional development/additional services.

2018-19 Actions/Services

Action:
 Maintain current intervention teachers/ academic support staff and implement an additional five hours of professional development per semester. One academic intervention teacher/academic support staff per 150 students.

Service:
 Students that are struggling to pass with grades C- and below in ELA and/or Math are provided pull-out tutoring services up to twice a week. Service: One hour of tutoring is provided after school to students that are struggling to pass with grades C- and below in ELA and/or Math.

Hire 4 additional clerks to supervise lunch and after school activities in order to make intervention aides available for professional development/additional services.

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$303,000	\$303,000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]	[Add Location(s) selection here]
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income) [Add Students to be Served selection here]	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) [Add Scope of Services selection here]	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) [Add Location(s) selection here]
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Actions/Services		
Select from New, Modified, or Unchanged for 2017-18 [Add 2017-18 selection here]	Select from New, Modified, or Unchanged for 2018-19 [Add 2018-19 selection here]	Select from New, Modified, or Unchanged for 2019-20 [Add 2019-20 selection here]
2017-18 Actions/Services All students will receive academic advising and assistance with college readiness.	2018-19 Actions/Services All students will receive academic advising and assistance with college readiness.	2019-20 Actions/Services [Describe the 2019-20 action/service here]

Budgeted Expenditures			
Year	2017-18	2018-19	2019-20
Amount	\$55,000	\$55,000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Goals, Actions, & Services

Strategic Planning Details and Accountability
 Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

[Add selection here]

Goal 2

Positive School Environment, Climate, and Culture with Equity at the Core and Support for the Entire Child - provide safe and well-maintained facilities and positive learning climates and instructional practices that are culturally responsive, challenge bias, and support the academic, social, emotional, and physical needs of students.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic (Conditions of Learning)

Identified Need:

To provide positive and supportive learning environments for students in schools that are safe, clean, and inviting and increase attendance and sense of well-being. An analysis of school data indicate that the school is well-maintained and inviting, but there are areas of need that must be continually monitored and addressed.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student Attendance Rate	97% ADA	97.6% ADA	[Add outcome here]	[Add outcome here]
School Climate Survey - Safety	[Add baseline here]	[Add outcome here]	[Add outcome here]	[Add outcome here]
School Climate Survey - High Expectations	[Add baseline here]	[Add outcome here]	[Add outcome here]	[Add outcome here]

School Climate Survey - Caring Relationships				
Facilities Inspection Tool (percent at good or better)	Good	Good		

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

[Add 2017-18 selection here]

Select from New, Modified, or Unchanged for 2018-19

[Add 2018-19 selection here]

Select from New, Modified, or Unchanged for 2019-20

[Add 2019-20 selection here]

2017-18 Actions/Services

1. Implementation and interventions between school site to focus on the physical, social, emotional and behavioral health needs of

2018-19 Actions/Services

1. Implementation and interventions between school site to focus on the physical, social, emotional and behavioral health needs of

2019-20 Actions/Services

<p>students.</p> <ol style="list-style-type: none"> Restorative practices and staff professional development to ensure effective implementation will continue. Recruit a Restorative Justice Coordinator Facilitate professional development for teachers Continuation of Restorative Justice class and Restorative Justice Saturday School geared towards at risk youth. 	<p>students.</p> <ol style="list-style-type: none"> Restorative practices and staff professional development to ensure effective implementation will continue. Recruit two Restorative Justice Coordinators Facilitate professional development for teachers Continuation of Restorative Justice class and Restorative Justice Saturday School geared towards at risk youth. 	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$9000	Up to \$9000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
-------------------------------	---------------------------	---------------------

(Select from English Learners, Foster Youth, and/or Low Income)

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

[Add 2017-18 selection here]

[Add 2018-19 selection here]

[Add 2019-20 selection here]

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1. The school will provide counseling, services that address student social and emotional needs.

1. The school will provide counseling, services that address student social and emotional needs.

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	[Add amount here]	Up to \$63,240	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Scope of Services:

Location(s):

(Select from English Learners, Foster Youth, and/or Low Income)

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

[Add 2017-18 selection here]

[Add 2018-19 selection here]

[Add 2019-20 selection here]

2017-18 Actions/Services

The school will provide health and wellness services to students.

The school will continue to implement its comprehensive wellness policy and action plan.

2018-19 Actions/Services

The school will provide health and wellness services to students.

The school will continue to implement its comprehensive wellness policy and action plan.

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	[Add amount here]	Up to \$7000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

[Add 2017-18 selection here]

Select from New, Modified, or Unchanged for 2018-19

[Add 2018-19 selection here]

Select from New, Modified, or Unchanged for 2019-20

[Add 2019-20 selection here]

2017-18 Actions/Services

1. School will hire a full-time security guard that would escort classes to physical education sites and escort them back to the school
2. Security guard would secure the building during pick up time after school.

2018-19 Actions/Services

1. School will hire a full-time staff that would escort classes to physical education sites and escort them back to the school.
2. Staff would secure the building during pick up time after school.
3. School will provide safe transportation to students for sports, field trip and other school related activities.

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	[Add amount here]	Up to \$80,000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]	[Add Location(s) selection here]
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: <small>(Select from English Learners, Foster Youth, and/or Low Income)</small>	Scope of Services: <small>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</small>	Location(s): <small>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</small>
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

<small>Select from New, Modified, or Unchanged for 2017-18</small>	<small>Select from New, Modified, or Unchanged for 2018-19</small>	<small>Select from New, Modified, or Unchanged for 2019-20</small>
[Add 2017-18 selection here]	[Add 2018-19 selection here]	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
School Support Staff and Resources - All Students 1. The school will recruit, hire, and train effective clerical and support staff who promote a welcoming school climate, student attendance, and provide effective operations and support for students, parents and staff. 2. The school will continue to provide staff with general supplies and operating expenses.	School Support Staff and Resources - All Students 1. The school will recruit, hire, and train effective clerical and support staff who promote a welcoming school climate, student attendance, and provide effective operations and support for students, parents and staff. 2. The school will continue to provide staff with general supplies and operating expenses.	[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	[Add amount here]	Up to \$100,000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
[Add 2017-18 selection here]	[Add 2018-19 selection here]	[Add 2019-20 selection here]

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<p>Healthy and Nutritious Meals - All Students</p> <ol style="list-style-type: none"> The school will continue to provide resources for nutrition education and materials to promote healthy alternatives for classroom celebrations, and will work to ensure that all competitive food sales align with the wellness policy and state and federal guidelines. The school will continue its existing programs to ensure students are well-nourished and prepared to learn. 	<p>Healthy and Nutritious Meals - All Students</p> <ol style="list-style-type: none"> The school will continue to provide resources for nutrition education and materials to promote healthy alternatives for classroom celebrations, and will work to ensure that all competitive food sales align with the wellness policy and state and federal guidelines. The school will continue its existing programs to ensure students are well-nourished and prepared to learn. 	<p>[Describe the 2019-20 action/service here]</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	[Add amount here]	Up to \$200,000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	4700	[Add budget reference here]

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups) [Add Students to be Served selection here]	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans): [Add Location(s) selection here]
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income) [Add Students to be Served selection here]	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) [Add Scope of Services selection here]	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) [Add Location(s) selection here]
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18 [Add 2017-18 selection here]	Select from New, Modified, or Unchanged for 2018-19 [Add 2018-19 selection here]	Select from New, Modified, or Unchanged for 2019-20 [Add 2019-20 selection here]
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Attractive, Clean and Well Maintained Schools - All Students 1. The school will continue to be clean and inviting. 2. The school will continue to be well	Attractive, Clean and Well Maintained Schools - All Students 1. The school will continue to be clean and inviting. 2. The school will continue to be well	[Describe the 2019-20 action/service here]

<p>maintained and in good repair.</p> <ol style="list-style-type: none"> 3. The school will continue to be provided with necessary supplies and utilities. 4. The school will continue to operate in a sustainable and environmentally responsible manner. 5. Training and updates will continue to be provided to ensure well-prepared and informed staff. 6. The school will continue to be compliant in all annual facility and safe school inspections. 	<p>maintained and in good repair.</p> <ol style="list-style-type: none"> 3. The school will continue to be provided with necessary supplies and utilities. 4. The school will continue to operate in a sustainable and environmentally responsible manner. 5. Training and updates will continue to be provided to ensure well-prepared and informed staff. 6. The school will continue to be compliant in all annual facility and safe school inspections. 	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	[Add amount here]	Up to \$175,000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

[Add selection here]

Goal 3

Increase rate of students who are on track for college readiness by strengthening proficiency in mathematics and English language arts/literacy.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Identified Need

1. Additional support for students struggling in core subjects.
2. Additional support for English Language Learners.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Benchmarks	ELA: 45% Math: 55%	TBD	[Add outcome here]	[Add outcome here]
Retention Rates	2%	TBD	[Add outcome here]	[Add outcome here]
California Assessment of Student Performance and Progress	ELA: 50% Math: 70%	TBD	[Add outcome here]	[Add outcome here]
Intervention minutes for students receiving	At least 60 minutes per week	At least 60 minutes per week		

a C- or below in core subjects				
Number of minutes students have computer access	At least 30 minutes per week	At least 30 minutes per week		

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

[Add 2017-18 selection here]

Select from New, Modified, or Unchanged for 2018-19

[Add 2018-19 selection here]

Select from New, Modified, or Unchanged for 2019-20

[Add 2019-20 selection here]

2017-18 Actions/Services

1. The Course of Study will be updated on an annual basis to ensure continued alignment with the Common Core and English

2018-19 Actions/Services

1. The Course of Study will be updated on an annual basis to ensure continued alignment with the Common Core and English

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

<p>Language Development (ELD) State Standards, the Next Generation Science Standards (NGSS) and prepare students to meet the UC 'a-g' requirements.</p> <p>2. The school will continue to develop core content and course curriculum maps, tools, and guides, in alignment CCSS and NGSS standards and materials.</p> <p>3. Professional development and evaluation cycles will be strengthened across the school to ensure effective implementation of curriculum.</p>	<p>Language Development (ELD) State Standards, the Next Generation Science Standards (NGSS) and prepare students to meet the UC 'a-g' requirements.</p> <p>2. The school will continue to develop core content and course curriculum maps, tools, and guides, in alignment CCSS and NGSS standards and materials.</p> <p>3. Professional development and evaluation cycles will be strengthened across the school to ensure effective implementation of curriculum.</p>	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$64,063.00	up to \$75,000.00	[Add amount here]
Source		[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Scope of Services:

Location(s):

(Select from English Learners, Foster Youth, and/or Low Income)

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

[Add 2017-18 selection here]

[Add 2018-19 selection here]

[Add 2019-20 selection here]

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1. The school will continue to identify and provide standards-aligned instructional materials and resources.
2. Students will attend academic field trips that are aligned with curriculum.

1. The school will continue to identify and provide standards-aligned instructional materials and resources.
2. Students will attend academic field trips that are aligned with curriculum.

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$24,000.00	Up to \$34,000.00	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income) [Add Students to be Served selection here]	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) [Add Scope of Services selection here]	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) [Add Location(s) selection here]
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18 [Add 2017-18 selection here]	Select from New, Modified, or Unchanged for 2018-19 [Add 2018-19 selection here]	Select from New, Modified, or Unchanged for 2019-20 [Add 2019-20 selection here]
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2017-18 Actions/Services

1. Purchase 120(AIPCS II) 40(AIPCS) additional Chromebooks to add to and maintain the pre-existing inventory.

Actions:
Student will have computer instruction at a minimum of 30 minutes/week.

2018-19 Actions/Services

1. Purchase 120(AIPCS II) 40(AIPCS) additional Chromebooks to add to and maintain the pre-existing inventory.

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$40,000.00	\$50,000.00	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
--	--

[Add Students to be Served selection here]	[Add Location(s) selection here]
--	----------------------------------

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
[Add 2017-18 selection here]	[Add 2018-19 selection here]	[Add 2019-20 selection here]

2017-18 Actions/Services

Action:

1. Recruit 1 intervention teacher/academic support staff per 150 students.

Service:

1. Students that are struggling to pass with grades C- and below in ELA and/or Math are provided push in and pull-out tutoring services up to twice a week.
2. One hour of tutoring is provided after school to students that are struggling to pass with grades C- and below in ELA and/or Math.

2018-19 Actions/Services

Action:

1. Recruit 1 intervention teacher/academic support staff per 150 students.

Service:

1. Students that are struggling to pass with grades C- and below in ELA and/or Math are provided push in and pull-out tutoring services up to twice a week.
2. Students that are struggling to pass with grades C- and below in ELA and/or Math will be required to attend weekly Saturday Schools until they are at grade level
3. One hour of tutoring is provided after school to students that are struggling to pass with grades C- and below in ELA and/or Math.

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$303,000.00	\$350,000.00	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

[Add 2017-18 selection here]

Select from New, Modified, or Unchanged for 2018-19

[Add 2018-19 selection here]

Select from New, Modified, or Unchanged for 2019-20

[Add 2019-20 selection here]

2017-18 Actions/Services

- Teachers will effectively use student assessment data to plan intervention for those students that are not meeting the standards.
- Teachers will receive training on how to

2018-19 Actions/Services

- Teachers will effectively use student assessment data to plan intervention for those students that are not meeting the standards.

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

effectively assess student data.	2. Teachers will receive training on how to effectively assess student data.	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	[Add amount here]	[Add amount here]	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

[Add selection here]

Goal 4

Teaching and Learning Effectiveness – effective teaching is evident system-wide with a unifying vision that equips and empowers all stakeholders to provide optimal student learning opportunities and outcomes.

State and/or Local Priorities addressed by this goal:

State Priorities: [List State Priorities here]
 Local Priorities: [List Local Priorities here]

Identified Need

To ensure all students receive quality instruction and equip and teachers to provide for it. There will continue to be a need to recruit, develop, and retain effective teachers who are prepared and equipped to effectively support our diverse students, families.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of fully credentialed teachers	66.6%	[Add outcome here]	[Add outcome here]	[Add outcome here]
Rate of teacher mis-assignments	0.0%	[Add outcome here]	[Add outcome here]	[Add outcome here]
Monthly collaboration meetings	70% of teachers will meet monthly	[Add outcome here]	[Add outcome here]	[Add outcome here]
Classroom observation rated based on TCRP framework	60% of teachers showed improvement from the 1 st observation to the 2 nd formal observation.			
Availability of standards-aligned instructional materials, students are enrolled in a broad course of study (as described in Education Code section 51210), and teachers provide instruction aligned to the California state standards, including EL access to ELD state standards.	During formal observation use of standards-aligned instructional materials is evident			

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
[Add 2017-18 selection here]	[Add 2018-19 selection here]	[Add 2019-20 selection here]

2017-18 Actions/Services

Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Administrators

The school will continue to increase the size, stability, and quality of the teacher applicant pool through targeted outreach and support, such as:

1. Recruitment events hosted by colleges and universities with large percentages of minority students.
2. Regularly monitoring potential barriers to initial and continued employment of diverse candidates.
3. Engaging in partnerships with other schools

2018-19 Actions/Services

Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Administrators

The school will continue to increase the size, stability, and quality of the teacher applicant pool through targeted outreach and support, such as:

1. Recruitment events hosted by colleges and universities with large percentages of minority students.
2. Regularly monitoring potential barriers to initial and continued employment of diverse candidates.

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

to promote the field of education and work toward national solutions to the teacher shortage and developing a purposeful plan to market education as a premier profession.	3. Engaging in partnerships with other schools to promote the field of education and work toward national solutions to the teacher shortage and developing a purposeful plan to market education as a premier profession.	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	[Add amount here]	Up to \$15,000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
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[Add 2017-18 selection here]	[Add 2018-19 selection here]	[Add 2019-20 selection here]
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Develop Capacity of Beginning Teachers and Teachers in Need of Support - All Students 1. The school will continue to collaborate with local colleges and universities to ensure effective preparation of interns and student teachers. 2. The school will continue to provide an Induction Program for beginning teachers and interns.	Develop Capacity of Beginning Teachers and Teachers in Need of Support - All Students 1. The school will continue to collaborate with local colleges and universities to ensure effective preparation of interns and student teachers. 2. The school will continue to provide an Induction Program for beginning teachers and interns.	[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	[Add amount here]	Up to \$50,000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
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[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18 Select from New, Modified, or Unchanged for 2018-19 Select from New, Modified, or Unchanged for 2019-20

[Add 2017-18 selection here]	[Add 2018-19 selection here]	[Add 2019-20 selection here]
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2017-18 Actions/Services

All teachers will have the supplies needed to be able to perform in successful educational environment

All students will have all supplies needed to be able to thrive in school.

2018-19 Actions/Services

All teachers will have the supplies needed to be able to perform in successful educational environment

All students will have all supplies needed to be able to thrive in school.

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	[Add amount here]	Up to \$60,000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

[Add selection here]

Goal 5

Parent and Community Engagement - Parents and community members are engaged and work with the school to support student learning.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 3: Parental Involvement (Engagement)

Identified Need:

1. Improve overall family engagement.
2. Organized systems to encourage familial involvement.
3. Reduce chronic absenteeism.
4. Implement an after-school program

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Climate Survey - Safety	[Add baseline here]	[Add outcome here]	[Add outcome here]	[Add outcome here]
School Climate Survey - High Expectations	[Add baseline here]	[Add outcome here]	[Add outcome here]	[Add outcome here]
School Climate Survey - Meaningful Participation	[Add baseline here]	[Add outcome here]	[Add outcome here]	[Add outcome here]
School enrollment patterns - returning students for next school year				

Promoting parent participation				
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Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
[Add 2017-18 selection here]	[Add 2018-19 selection here]	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<ol style="list-style-type: none"> Annual school family surveys will be conducted to identify strengths and areas for improvement in family engagement. School/parents/guardians will create a family engagement plan based on survey results, student academic needs, and/or identified priorities, and aligned to school 	<ol style="list-style-type: none"> Annual school family surveys will be conducted to identify strengths and areas for improvement in family engagement. School/parents/guardians will create a family engagement plan based on survey results, student academic needs, and/or 	[Describe the 2019-20 action/service here]

<p>goals and federal and state requirements.</p> <p>3. Parent information and training will be provided to families so they can access Parent Portal (through PowerSchool), and training and support on family technology use at home and social media to enhance and support student achievement at home.</p> <p>4. Educate parents on the Local Control and Accountability Plan (LCAP), educational systems, etc., so that parents and community partners can make informed recommendations to the various decision making groups.</p>	<p>identified priorities, and aligned to school goals and federal and state requirements.</p> <p>3. Parent information and training will be provided to families so they can access Parent Portal (through PowerSchool), and training and support on family technology use at home and social media to enhance and support student achievement at home.</p> <p>4. Educate parents on the Local Control and Accountability Plan (LCAP), educational systems, etc., so that parents and community partners can make informed recommendations to the various decision making groups.</p>	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6200	\$7000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Scope of Services:

Location(s):

(Select from English Learners, Foster Youth, and/or Low Income)

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

[Add 2017-18 selection here]

[Add 2018-19 selection here]

[Add 2019-20 selection here]

2017-18 Actions/Services

Translation and interpretation services will continue to be provided to facilitate effective communication, engagement, and participation for all stakeholders.

2018-19 Actions/Services

Translation and interpretation services will continue to be provided to facilitate effective communication, engagement, and participation for all stakeholders.

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,500	\$15,500	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Scope of Services:

Location(s):

(Select from English Learners, Foster Youth, and/or Low Income)

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

[Add 2017-18 selection here]

[Add 2018-19 selection here]

[Add 2019-20 selection here]

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

1. The school will continue to improve communication strategies and structures for timely and easy access to information, support, and resources.
2. Community partnerships to support student and family engagement and learning will continue to be cultivated, sustained, and expanded.
3. Current, accurate, and timely communication will continue to be provided to parents/guardians regarding student learning (e.g., PowerSchool, ParentSquare, website, AIMS TV, automated calls, school and teacher communications).
4. Mandatory teacher-parent conference at beginning of the school year.
5. SST - Student Success Team's formed on an at-need basis to provide support to individual students undergoing exceptional challenges. Team consists of faculty, families, students, and administrators.
6. Regular correspondence through memo's, PowerSchool, ParentSquare, detention slips, and progress reports to encourage frequent communication between faculty and families.
7. Powerschool Access is provided to families to view student academic progress.

1. The school will continue to improve communication strategies and structures for timely and easy access to information, support, and resources.
2. Community partnerships to support student and family engagement and learning will continue to be cultivated, sustained, and expanded.
3. Current, accurate, and timely communication will continue to be provided to parents/guardians regarding student learning (e.g., PowerSchool, ParentSquare, website, AIMS TV, automated calls, school and teacher communications).
4. Mandatory teacher-parent conference at beginning of the school year.
5. SST - Student Success Team's formed on an at-need basis to provide support to individual students undergoing exceptional challenges. Team consists of faculty, families, students, and administrators.
6. Regular correspondence through memo's, PowerSchool, ParentSquare, detention slips, and progress reports to encourage

	frequent communication between faculty and families.	
	7. Powerschool Access is provided to families to view student academic progress.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3100	\$3500	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
[Add 2017-18 selection here]	[Add 2018-19 selection here]	[Add 2019-20 selection here]

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<p>1. SART –The Student Attendance Review Team (SART) acts as a support team between students, parents, and schools. The main objective of the Student Attendance Review Team (SART) is to understand the reasons why students, at a site level, are not attending school and to connect students and families to school and community resources to address these absence concerns.</p>	<p>1. SART –The Student Attendance Review Team (SART) acts as a support team between students, parents, and schools. The main objective of the Student Attendance Review Team (SART) is to understand the reasons why students, at a site level, are not attending school and to connect students and families to school and community resources to address these absence concerns.</p>	<p>[Describe the 2019-20 action/service here]</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$820	\$1,000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

[Add 2017-18 selection here]	[Add 2018-19 selection here]	[Add 2019-20 selection here]
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<ol style="list-style-type: none"> 1. FAC - Family Advisory Committee meets to provide general support and voice to all families. 2. SSC - School Site Council meets to provide input in school's planning, including SSD's. 3. DELAC (ELAC - AIPCS)– District English Learner Advisory Committee meets in effort to provide support for English Language Learners and their families. 4. Wellness committee 	<ol style="list-style-type: none"> 1. FAC - Family Advisory Committee meets to provide general support and voice to all families. 2. SSC - School Site Council meets to provide input in school's planning, including SSD's. 3. DELAC (ELAC - AIPCS)– District English Learner Advisory Committee meets in effort to provide support for English Language Learners and their families. 4. Wellness committee 	<p>[Describe the 2019-20 action/service here]</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2700	\$3500	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]	[Add Location(s) selection here]
--	----------------------------------

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income) [Add Students to be Served selection here]	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) [Add Scope of Services selection here]	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) [Add Location(s) selection here]
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18 [Add 2017-18 selection here]	Select from New, Modified, or Unchanged for 2018-19 [Add 2018-19 selection here]	Select from New, Modified, or Unchanged for 2019-20 [Add 2019-20 selection here]
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2017-18 Actions/Services

1. Phase II of After School Enrichment Program
2. The After-School Enrichment Program will hire 3 after school instructors
3. Parents will pay a monthly fee of \$75/child

2018-19 Actions/Services

1. This year we will be outsourcing our afterschool program.
2. Parents will pay a monthly fee of \$350/\$150 per child depending on FRL eligibility

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$34,850	\$37,000	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: XXXX–XX

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ [Add amount here]

[Add percentage here] %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

[Add text here]

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter

Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer.

Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

Coversheet

Approval of AIPCS I, AIPCS II, & AIPHS 2018-2019 Budgets

Section: III. Action Items
Item: P. Approval of AIPCS I, AIPCS II, & AIPHS 2018-2019 Budgets
Purpose: Vote
Submitted by:
Related Material: 6.pdf
2.pdf
4.pdf
3.pdf
1.pdf
5.pdf

LCFF Calculator Universal Assumptions
American Indian Public High (111856)

Summary of Funding

	2017-18	2018-19	2019-20	2020-21	2021-22
Target Components:					
Base Grant	2,987,083	3,494,984	4,417,920	5,216,400	5,535,427
Grade Span Adjustment	77,832	90,753	114,720	135,792	143,866
Supplemental Grant	463,538	526,386	676,089	809,466	858,936
Concentration Grant	315,993	329,888	443,745	551,811	585,535
Add-ons	-	-	-	-	-
Total Target	3,844,446	4,442,011	5,652,474	6,713,469	7,123,764

Transition Components:

Target	\$ 3,844,446	\$ 4,442,011	\$ 5,652,474	\$ 6,713,469	\$ 7,123,764
Funded Based on Target Formula <i>(based on prior)</i>	FALSE	FALSE	TRUE	TRUE	TRUE
Floor	3,593,720	4,211,118	5,474,107	6,295,223	6,459,446
<i>Remaining Need after Gap (informational only)</i>	137,473	-	-	-	-
Current Year Gap Funding	113,253	230,893	-	-	-
Miscellaneous Adjustments	-	-	-	-	-
Economic Recovery Target	-	-	-	-	-
Additional State Aid	-	-	-	-	-
Total LCFF Entitlement	\$ 3,706,973	\$ 4,442,011	\$ 5,652,474	\$ 6,713,469	\$ 7,123,764

Components of LCFF By Object Code

	2017-18	2018-19	2019-20	2020-21	2021-22
8011 - State Aid	\$ 2,408,357	\$ 2,966,784	\$ 3,834,479	\$ 4,622,775	\$ 4,978,530
8011 - Fair Share	-	-	-	-	-
8311 & 8590 - Categoricals	-	-	-	-	-
EPA (for LCFF Calculation purposes)	508,956	578,174	712,512	819,389	840,764
Local Revenue Sources:					
8021 to 8089 - Property Taxes	-	-	-	-	-
8096 - In-Lieu of Property Taxes	789,660	897,053	1,105,483	1,271,305	1,304,469
<i>Property Taxes net of in-lieu</i>	-	-	-	-	-
TOTAL FUNDING	\$ 3,706,973	\$ 4,442,011	\$ 5,652,474	\$ 6,713,469	\$ 7,123,764
Basic Aid Status					
Less: Excess Taxes	\$ -	\$ -	\$ -	\$ -	\$ -
Less: EPA In Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -	\$ -
Total Phase-In Entitlement	\$ 3,706,973	\$ 4,442,011	\$ 5,652,474	\$ 6,713,469	\$ 7,123,764
EPA (for LCFF Calculation purposes)	\$ 508,956	\$ 578,174	\$ 712,512	\$ 819,389	\$ 840,764
8012 - EPA, Current Year Receipt (P-2)	\$ 506,208	\$ 575,052	\$ 708,664	\$ 814,964	\$ 836,224
8019 - EPA, Prior Year Adjustment (P-A)	\$ 2,158	\$ 2,748	\$ 3,122	\$ 3,848	\$ 4,425

LCFF Calculator Universal Assumptions					
American Indian Public High (11856)					
Summary of Student Population					
	2017-18	2018-19	2019-20	2020-21	2021-22
Unduplicated Pupil Population					
Agency Unduplicated Pupil Count	259.00	310.04	378.10	434.82	446.16
COE Unduplicated Pupil Count	-	-	-	-	-
Total Unduplicated pupil Count	259.00	310.04	378.10	434.82	446.16
Rolling %, Supplemental Grant	75.6200%	73.4000%	74.5800%	75.6200%	75.6200%
Rolling %, Concentration Grant	75.6200%	73.4000%	74.5800%	75.6200%	75.6200%
FUNDED ADA					
Adjusted Base Grant ADA	<i>Current Year</i>				
Grades TK-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	-	-	-	-	-
Grades 9-12	342.87	389.50	480.00	552.00	566.40
Total Adjusted Base Grant ADA	342.87	389.50	480.00	552.00	566.40
Necessary Small School ADA	<i>Current year</i>				
Grades TK-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	-	-	-	-	-
Grades 9-12	-	-	-	-	-
Total Necessary Small School ADA	-	-	-	-	-
Total Funded ADA	342.87	389.50	480.00	552.00	566.40
ACTUAL ADA (Current Year Only)					
Grades TK-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	-	-	-	-	-
Grades 9-12	342.87	389.50	480.00	552.00	566.40
Total Actual ADA	342.87	389.50	480.00	552.00	566.40
Funded Difference (Funded ADA less Actual ADA)	-	-	-	-	-
LCAP Percentage to Increase or Improve Services					
	2017-18	2018-19	2019-20	2020-21	2021-22
Current year estimated supplemental and concentr	779,531 \$	856,274 \$	1,119,834 \$	1,361,277 \$	1,444,471
Current year Percentage to Increase or Improve S	26.63%	23.88%	24.71%	25.43%	25.43%

LCFF Calculator Universal Assumptions
American Indian Public High (111856)

Summary of Funding		2022-23
Target Components:		
Base Grant		5,812,992
Grade Span Adjustment		150,912
Supplemental Grant		901,981
Concentration Grant		614,879
Add-ons		-
Total Target		7,480,764
Transition Components:		
Target	\$	7,480,764
Funded Based on Target Formula <i>(based on prior)</i>		TRUE
Floor		6,568,928
<i>Remaining Need after Gap (informational only)</i>		-
Current Year Gap Funding		-
Miscellaneous Adjustments		-
Economic Recovery Target		-
Additional State Aid		-
Total LCFF Entitlement	\$	7,480,764

Components of LCFF By Object Code		2022-23
8011 - State Aid	\$	5,299,171
8011 - Fair Share		-
8311 & 8590 - Categoricals		-
EPA (for LCFF Calculation purposes)		855,014
<i>Local Revenue Sources:</i>		
8021 to 8089 - Property Taxes		-
8096 - In-Lieu of Property Taxes		1,326,579
<i>Property Taxes net of in-lieu</i>		-
TOTAL FUNDING	\$	7,480,764
<i>Basic Aid Status</i>		-
<i>Less: Excess Taxes</i>	\$	-
<i>Less: EPA in Excess to LCFF Funding</i>	\$	-
Total Phase-In Entitlement	\$	7,480,764
EPA (for LCFF Calculation purposes)	\$	855,014
8012 - EPA, Current Year Receipt (P-2)	\$	850,397
8019 - EPA, Prior Year Adjustment (P-A)	\$	4,540

LCFF Calculator Universal Assumptions	
American Indian Public High (111856)	
Summary of Student Population	
	2022-23
Unduplicated Pupil Population	
Agency Unduplicated Pupil Count	453.72
COE Unduplicated Pupil Count	-
Total Unduplicated pupil Count	453.72
Rolling %, Supplemental Grant	75.6200%
Rolling %, Concentration Grant	75.6200%
FUNDED ADA	
Adjusted Base Grant ADA	
	<i>Current Year</i>
Grades TK-3	-
Grades 4-6	-
Grades 7-8	-
Grades 9-12	576.00
Total Adjusted Base Grant ADA	<u>576.00</u>
Necessary Small School ADA	
	<i>Current year</i>
Grades TK-3	-
Grades 4-6	-
Grades 7-8	-
Grades 9-12	-
Total Necessary Small School ADA	<u>-</u>
Total Funded ADA	<u>576.00</u>
ACTUAL ADA (Current Year Only)	
Grades TK-3	-
Grades 4-6	-
Grades 7-8	-
Grades 9-12	576.00
Total Actual ADA	<u>576.00</u>
Funded Difference (Funded ADA less Actual ADA)	<u>-</u>
LCAP Percentage to Increase or Improve Services	
	2022-23
Current year estimated supplemental and concent \$	1,516,860
Current year Percentage to Increase or Improve \$	25.43%

LCFF Calculator Universal Assumptions
American Indian Public Charter (6113807)

Summary of Funding

	2017-18	2018-19	2019-20	2020-21	2021-22
Target Components:					
Base Grant	1,067,019	1,137,554	1,281,006	1,362,666	1,458,376
Grade Span Adjustment	-	-	-	-	-
Supplemental Grant	171,342	179,165	204,474	218,817	234,186
Concentration Grant	119,293	127,179	143,217	152,346	163,046
Add-ons	-	-	-	-	-
Total Target	1,357,654	1,443,898	1,628,697	1,733,829	1,855,608
Transition Components:					
Target	\$ 1,357,654	\$ 1,443,898	\$ 1,628,697	\$ 1,733,829	\$ 1,855,608
Funded Based on Target Formula <i>(based on prior)</i>	FALSE	FALSE	TRUE	TRUE	TRUE
Floor	1,270,282	1,357,114	1,585,458	1,642,081	1,698,703
<i>Remaining Need after Gap (informational only)</i>	47,906	-	-	-	-
Current Year Gap Funding	39,466	86,784	-	-	-
Miscellaneous Adjustments	-	-	-	-	-
Economic Recovery Target	-	-	-	-	-
Additional State Aid	-	-	-	-	-
Total LCFF Entitlement	\$ 1,309,748	\$ 1,443,898	\$ 1,628,697	\$ 1,733,829	\$ 1,855,608

Components of LCFF By Object Code

	2017-18	2018-19	2019-20	2020-21	2021-22
8011 - State Aid	\$ 798,181	\$ 913,830	\$ 1,046,661	\$ 1,131,006	\$ 1,231,998
8011 - Fair Share	-	-	-	-	-
8311 & 8590 - Categoricals	-	-	-	-	-
EPA (for LCFF Calculation purposes)	181,695	188,266	206,724	214,107	221,490
<i>Local Revenue Sources:</i>					
8021 to 8089 - Property Taxes	-	-	-	-	-
8096 - In-Lieu of Property Taxes	329,872	341,802	375,312	388,716	402,120
<i>Property Taxes net of in-lieu</i>	-	-	-	-	-
TOTAL FUNDING	\$ 1,309,748	\$ 1,443,898	\$ 1,628,697	\$ 1,733,829	\$ 1,855,608
<i>Basic Aid Status</i>					
Less: Excess Taxes	\$ -	\$ -	\$ -	\$ -	\$ -
Less: EPA in Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -	\$ -
Total Phase-In Entitlement	\$ 1,309,748	\$ 1,443,898	\$ 1,628,697	\$ 1,733,829	\$ 1,855,608
EPA (for LCFF Calculation purposes)	\$ 181,695	\$ 188,266	\$ 206,724	\$ 214,107	\$ 221,490
8012 - EPA, Current Year Receipt (P-2)	\$ 180,714	\$ 187,250	\$ 205,608	\$ 212,951	\$ 220,294
8019 - EPA, Prior Year Adjustment (P-A)	\$ 1,027	\$ 981	\$ 1,017	\$ 1,116	\$ 1,156

LCFF Calculator Universal Assumptions					
American Indian Public Charter (6113807)					
Summary of Student Population					
	2017-18	2018-19	2019-20	2020-21	2021-22
Unduplicated Pupil Population					
Agency Unduplicated Pupil Count	115.00	122.84	134.89	139.70	144.52
COE Unduplicated Pupil Count	-	-	-	-	-
Total Unduplicated pupil Count	115.00	122.84	134.89	139.70	144.52
Rolling %, Supplemental Grant	80.2900%	78.7500%	79.8100%	80.2900%	80.2900%
Rolling %, Concentration Grant	77.3600%	77.3600%	77.3600%	77.3600%	77.3600%
FUNDED ADA					
Adjusted Base Grant ADA	<i>Current Year</i>				
Grades TK-3	-	-	-	-	-
Grades 4-6	45.09	52.38	58.20	58.20	58.20
Grades 7-8	98.14	96.03	104.76	110.58	116.40
Grades 9-12	-	-	-	-	-
Total Adjusted Base Grant ADA	143.23	148.41	162.96	168.78	174.60
Necessary Small School ADA	<i>Current year</i>				
Grades TK-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	-	-	-	-	-
Grades 9-12	-	-	-	-	-
Total Necessary Small School ADA	-	-	-	-	-
Total Funded ADA	143.23	148.41	162.96	168.78	174.60
ACTUAL ADA (Current Year Only)					
Grades TK-3	-	-	-	-	-
Grades 4-6	45.09	52.38	58.20	58.20	58.20
Grades 7-8	98.14	96.03	104.76	110.58	116.40
Grades 9-12	-	-	-	-	-
Total Actual ADA	143.23	148.41	162.96	168.78	174.60
Funded Difference (Funded ADA less Actual ADA)	-	-	-	-	-
LCAP Percentage to Increase or Improve Services					
	2017-18	2018-19	2019-20	2020-21	2021-22
Current year estimated supplemental and concent \$	290,635 \$	306,344 \$	347,691 \$	371,163 \$	397,232
Current year Percentage to Increase or Improve Si	28.52%	26.93%	27.14%	27.24%	27.24%

LCFF Calculator Universal Assumptions
American Indian Public Charter (6113807)

Summary of Funding		2022-23
Target Components:		
Base Grant		1,505,925
Grade Span Adjustment		-
Supplemental Grant		241,821
Concentration Grant		168,363
Add-ons		-
Total Target		1,916,109
Transition Components:		
Target	\$	1,916,109
Funded Based on Target Formula <i>(based on prior</i>		TRUE
Floor		1,698,703
<i>Remaining Need after Gap (informational only)</i>		-
Current Year Gap Funding		-
Miscellaneous Adjustments		-
Economic Recovery Target		-
Additional State Aid		-
Total LCFF Entitlement	\$	1,916,109

Components of LCFF By Object Code		2022-23
8011 - State Aid	\$	1,292,499
8011 - Fair Share		-
8311 & 8590 - Categoricals		-
EPA (for LCFF Calculation purposes)		221,490
<i>Local Revenue Sources:</i>		
8021 to 8089 - Property Taxes		-
8096 - In-Lieu of Property Taxes		402,120
<i>Property Taxes net of in-lieu</i>		-
TOTAL FUNDING	\$	1,916,109
<i>Basic Aid Status</i>		-
<i>Less: Excess Taxes</i>	\$	-
<i>Less: EPA in Excess to LCFF Funding</i>	\$	-
Total Phase-In Entitlement	\$	1,916,109
EPA (for LCFF Calculation purposes)	\$	221,490
8012 - EPA, Current Year Receipt (P-2)	\$	220,294
8019 - EPA, Prior Year Adjustment (P-A)	\$	1,196

LCFF Calculator Universal Assumptions	
American Indian Public Charter (6113807)	
Summary of Student Population	
2022-23	
Unduplicated Pupil Population	
Agency Unduplicated Pupil Count	144.52
COE Unduplicated Pupil Count	-
Total Unduplicated pupil Count	144.52
Rolling %, Supplemental Grant	80.2900%
Rolling %, Concentration Grant	77.3600%
FUNDED ADA	
Adjusted Base Grant ADA <i>Current Year</i>	
Grades TK-3	-
Grades 4-6	58.20
Grades 7-8	116.40
Grades 9-12	-
Total Adjusted Base Grant ADA	174.60
Necessary Small School ADA <i>Current year</i>	
Grades TK-3	-
Grades 4-6	-
Grades 7-8	-
Grades 9-12	-
Total Necessary Small School ADA	-
Total Funded ADA	174.60
ACTUAL ADA (Current Year Only)	
Grades TK-3	-
Grades 4-6	58.20
Grades 7-8	116.40
Grades 9-12	-
Total Actual ADA	174.60
Funded Difference (Funded ADA less Actual ADA)	-
LCAP Percentage to Increase or Improve Services	
2022-23	
Current year estimated supplemental and concentr	410,184
Current year Percentage to Increase or Improve S	27.24%

LCFF Calculator Universal Assumptions
American Indian Public Charter School II (

Summary of Funding	2017-18	2018-19	2019-20	2020-21	2021-22
Target Components:					
Base Grant	4,590,090	5,643,951	5,865,855	6,022,505	6,228,589
Grade Span Adjustment	153,601	222,865	228,357	234,428	242,521
Supplemental Grant	737,169	892,577	942,287	972,327	1,005,611
Concentration Grant	530,344	618,069	679,809	699,526	723,470
Add-ons	-	-	-	-	-
Total Target	6,011,204	7,377,462	7,716,308	7,928,786	8,200,191
Transition Components:					
Target	\$ 6,011,204	\$ 7,377,462	\$ 7,716,308	\$ 7,928,786	\$ 8,200,191
Funded Based on Target Formula <i>(based on prior</i>	FALSE	FALSE	TRUE	TRUE	TRUE
Floor	5,625,388	6,933,307	7,472,548	7,472,548	7,472,548
<i>Remaining Need after Gap (informational only)</i>	211,543	-	-	-	-
Current Year Gap Funding	174,273	444,155	-	-	-
Miscellaneous Adjustments	-	-	-	-	-
Economic Recovery Target	-	-	-	-	-
Additional State Aid	-	-	-	-	-
Total LCFF Entitlement	\$ 5,799,661	\$ 7,377,462	\$ 7,716,308	\$ 7,928,786	\$ 8,200,191

Components of LCFF By Object Code	2017-18	2018-19	2019-20	2020-21	2021-22
8011 - State Aid	\$ 3,573,370	\$ 4,713,242	\$ 5,017,577	\$ 5,230,055	\$ 5,501,460
8011 - Fair Share	-	-	-	-	-
8311 & 8590 - Categoricals	-	-	-	-	-
EPA (for LCFF Calculation purposes)	785,132	939,574	951,744	951,744	951,744
<i>Local Revenue Sources:</i>					
8021 to 8089 - Property Taxes	-	-	-	-	-
8096 - In-Lieu of Property Taxes	1,441,159	1,724,646	1,746,986	1,746,986	1,746,986
<i>Property Taxes net of in-lieu</i>					
TOTAL FUNDING	\$ 5,799,661	\$ 7,377,462	\$ 7,716,308	\$ 7,928,786	\$ 8,200,191
<i>Basic Aid Status</i>					
Less: Excess Taxes	\$ -	\$ -	\$ -	\$ -	\$ -
Less: EPA In Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -	\$ -
Total Phase-In Entitlement	\$ 5,799,661	\$ 7,377,462	\$ 7,716,308	\$ 7,928,786	\$ 8,200,191
EPA (for LCFF Calculation purposes)	\$ 785,132	\$ 939,574	\$ 951,744	\$ 951,744	\$ 951,744
8012 - EPA, Current Year Receipt (P-2)	\$ 780,892	\$ 934,500	\$ 946,605	\$ 946,605	\$ 946,605
8019 - EPA, Prior Year Adjustment (P-A)	\$ 4,528	\$ 4,240	\$ 5,074	\$ 5,139	\$ 5,139

LCFF Calculator Universal Assumptions					
American Indian Public Charter School II (
Summary of Student Population					
	2017-18	2018-19	2019-20	2020-21	2021-22
Unduplicated Pupil Population					
Agency Unduplicated Pupil Count	491.00	599.84	607.61	607.61	607.61
COE Unduplicated Pupil Count	-	-	-	-	-
Total Unduplicated pupil Count	491.00	599.84	607.61	607.61	607.61
Rolling %, Supplemental Grant	77.7000%	76.0700%	77.3100%	77.7000%	77.7000%
Rolling %, Concentration Grant	77.3600%	76.0700%	77.3100%	77.3600%	77.3600%
FUNDED ADA					
Adjusted Base Grant ADA	<i>Current Year</i>				
Grades TK-3	205.35	289.06	289.06	289.06	289.06
Grades 4-6	219.17	259.96	259.96	259.96	259.96
Grades 7-8	201.23	199.82	209.52	209.52	209.52
Grades 9-12	-	-	-	-	-
Total Adjusted Base Grant ADA	625.75	748.84	758.54	758.54	758.54
Necessary Small School ADA	<i>Current year</i>				
Grades TK-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	-	-	-	-	-
Grades 9-12	-	-	-	-	-
Total Necessary Small School ADA	-	-	-	-	-
Total Funded ADA	625.75	748.84	758.54	758.54	758.54
ACTUAL ADA (Current Year Only)					
Grades TK-3	205.35	289.06	289.06	289.06	289.06
Grades 4-6	219.17	259.96	259.96	259.96	259.96
Grades 7-8	201.23	199.82	209.52	209.52	209.52
Grades 9-12	-	-	-	-	-
Total Actual ADA	625.75	748.84	758.54	758.54	758.54
Funded Difference (Funded ADA less Actual ADA)	-	-	-	-	-
LCAP Percentage to Increase or Improve Services					
	2017-18	2018-19	2019-20	2020-21	2021-22
Current year estimated supplemental and concen \$	1,267,513 \$	1,510,646 \$	1,622,096 \$	1,671,853 \$	1,729,081
Current year Percentage to Increase or Improve Si	27.97%	25.75%	26.62%	26.72%	26.72%

LCFF Calculator Universal Assumptions
American Indian Public Charter School II (

Summary of Funding		2022-23
Target Components:		
Base Grant		6,431,640
Grade Span Adjustment		250,615
Supplemental Grant		1,038,422
Concentration Grant		747,076
Add-ons		-
Total Target		8,467,753
Transition Components:		
Target	\$	8,467,753
Funded Based on Target Formula <i>(based on prior</i>		TRUE
Floor		7,472,548
<i>Remaining Need after Gap (informational only)</i>		-
Current Year Gap Funding		-
Miscellaneous Adjustments		-
Economic Recovery Target		-
Additional State Aid		-
Total LCFF Entitlement	\$	8,467,753

Components of LCFF By Object Code		2022-23
8011 - State Aid	\$	5,769,022
8011 - Fair Share		-
8311 & 8590 - Categoricals		-
EPA (for LCFF Calculation purposes)		951,744
<i>Local Revenue Sources:</i>		
8021 to 8089 - Property Taxes		-
8096 - In-Lieu of Property Taxes		1,746,986
<i>Property Taxes net of in-lieu</i>		-
TOTAL FUNDING	\$	8,467,753
<i>Basic Aid Status</i>		
Less: Excess Taxes	\$	-
Less: EPA in Excess to LCFF Funding	\$	-
Total Phase-In Entitlement	\$	8,467,753
EPA (for LCFF Calculation purposes)	\$	951,744
8012 - EPA, Current Year Receipt (P-2)	\$	946,605
8019 - EPA, Prior Year Adjustment (P-A)	\$	5,139

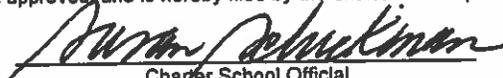
LCFF Calculator Universal Assumptions	
American Indian Public Charter School II {	
Summary of Student Population	
	2022-23
Unduplicated Pupil Population	
Agency Unduplicated Pupil Count	607.61
COE Unduplicated Pupil Count	-
Total Unduplicated pupil Count	607.61
Rolling %, Supplemental Grant	77.7000%
Rolling %, Concentration Grant	77.3600%
FUNDED ADA	
Adjusted Base Grant ADA	Current Year
Grades TK-3	289.06
Grades 4-6	259.96
Grades 7-8	209.52
Grades 9-12	-
Total Adjusted Base Grant ADA	758.54
Necessary Small School ADA	Current year
Grades TK-3	-
Grades 4-6	-
Grades 7-8	-
Grades 9-12	-
Total Necessary Small School ADA	-
Total Funded ADA	758.54
ACTUAL ADA (Current Year Only)	
Grades TK-3	289.06
Grades 4-6	259.96
Grades 7-8	209.52
Grades 9-12	-
Total Actual ADA	758.54
Funded Difference (Funded ADA less Actual ADA)	-
LCAP Percentage to Increase or Improve Services	
	2022-23
Current year estimated supplemental and concent \$	1,785,498
Current year Percentage to Increase or Improve Si	26.72%

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

CHARTER SCHOOL CERTIFICATION

Charter School Name: American Indian Public
 (name continued) Charter School II
 CDS #: 01-61259-0114363
 Charter Approving Entity: Oakland Unified School District
 County: Alameda
 Charter #: 0882
 Fiscal Year: 2018-19

To the entity that approved the charter school:
 2018-19 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed:  Date: 6/19/18
 Charter School Official
 (Original signature required)

Print Name: Susan Schickman Title: Chief Business Officer

To the County Superintendent of Schools:
 2018-19 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
 Authorized Representative of
 Charter Approving Entity
 (Original signature required)

Print Name: Minh Co Title: Accounting Manager

For additional information on the BUDGET, please contact:

For Approving Entity:
Minh Co
 Name
Accounting Manager
 Title
(510) 879-0132
 Telephone
minh.co@ousd.org
 E-mail address

For Charter School:
Adrienne Barnes
 Name
School Business Manager, CSMC
 Title
(510) 363-0415
 Telephone
abarnes@csmc.com
 E-mail address

2018-19 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
 ACOE District Advisor

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: American Indian Public
 (name continued) Charter School II
 CDS #: 01-61259-0114363
 Charter Approving Entity: Oakland Unified School District
 County: Alameda
 Charter #: 0882
 Budgeting Period: 2018/19

This charter school uses the following basis of accounting:

- Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9600-9699)
 Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7439, and 7439)

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
A. REVENUES					
1. LCFF Sources					
State Aid - Current Year	8011	3,617,778.48	4,713,241.73		4,713,241.73
Education Protection Account State Aid - Current Year	8012	772,227.18	939,573.84		939,573.84
State Aid - Prior Years	8019				0.00
Transfer of Charter Schools in Lieu of Property Taxes	8096	1,441,159.00	1,724,646.43		1,724,646.43
Other LCFF Transfers	8091, 8097				0.00
Total, LCFF Sources		5,831,164.62	7,377,462.00	0.00	7,377,462.00
2. Federal Revenues					
Every Student Succeeds Act (Titles I - V)	8290	223,979.00		223,979.00	223,979.00
Special Education - Federal	8181, 8182				0.00
Child Nutrition - Federal	8220	194,340.00		231,528.52	231,528.52
Donated Food Commodities	8221				0.00
Other Federal Revenues	8110, 8260-8299	195,448.00			0.00
Total, Federal Revenues		613,765.00	0.00	455,507.52	455,507.52
3. Other State Revenues					
Special Education - State	StateRevSE				0.00
All Other State Revenues	StateRevAO	493,711.42	304,150.75	30,171.00	334,321.75
Total, Other State Revenues		493,711.42	304,150.75	30,171.00	334,321.75
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	64,655.00	59,655.00		59,655.00
Total, Local Revenues		64,655.00	59,655.00	0.00	59,655.00
5. TOTAL REVENUES					
B. EXPENDITURES					
1. Certificated Salaries					
Certificated Teachers' Salaries	1100	1,711,828.05	2,127,231.12	185,492.01	2,312,723.13
Certificated Pupil Support Salaries	1200	102,482.46			0.00
Certificated Supervisors' and Administrators' Salaries	1300	345,850.00	274,050.00		274,050.00
Other Certificated Salaries	1900				0.00
Total, Certificated Salaries		2,160,160.51	2,401,281.12	185,492.01	2,586,773.13
2. Non-certificated Salaries					
Non-certificated Instructional Aides' Salaries	2100	732,347.98	372,612.66		372,612.66
Non-certificated Support Salaries	2200				0.00
Non-certificated Supervisors' and Administrators' Sal.	2300	216,720.00			0.00
Clerical and Office Salaries	2400	287,268.33	192,139.79		192,139.79
Other Non-certificated Salaries	2900	41,729.21	28,032.36		28,032.36
Total, Non-certificated Salaries		1,278,063.52	592,784.81	0.00	592,784.81

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: American Indian Public
(name continued) Charter School II

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
3. Employee Benefits					0.00
STRS	3101-3102				0.00
PERS	3201-3202	239,186.33	107,294.05		107,294.05
OASDI / Medicare / Alternative	3301-3302	263,024.14	214,855.90	14,190.14	229,046.04
Health and Welfare Benefits	3401-3402	269,073.06	403,339.81		403,339.81
Unemployment Insurance	3501-3502	57,310.94	48,255.77	2,440.20	50,695.97
Workers' Compensation Insurance	3601-3602	103,146.72	89,821.98	5,564.78	95,388.74
OPEB, Allocated	3701-3702				0.00
OPEB, Active Employees	3751-3752				0.00
Other Employee Benefits	3901-3902				0.00
Total, Employee Benefits		931,741.20	863,567.51	22,195.10	885,762.61
4. Books and Supplies					158,912.49
Approved Textbooks and Core Curricula Materials	4100	63,159.00	158,912.49		158,912.49
Books and Other Reference Materials	4200	15,811.90	21,926.96		21,926.96
Materials and Supplies	4300	123,786.00	92,658.68	46,511.00	139,169.68
Noncapitalized Equipment	4400	75,460.00	185,466.00		185,466.00
Food	4700	218,120.00	0.00	179,768.00	179,768.00
Total, Books and Supplies		496,338.90	458,964.13	226,279.00	685,243.13
5. Services and Other Operating Expenditures					0.00
Subagreements for Services	5100				0.00
Travel and Conferences	5200	70,000.00	24,263.50	23,837.00	48,100.50
Dues and Memberships	5300	4,960.00	8,157.27		8,157.27
Insurance	5400	0.00	40,951.98		40,951.98
Operations and Housekeeping Services	5500	195,411.78	192,988.75		192,988.75
Rentals, Leases, Repairs, and Noncap. Improvements	5600	79,071.00	192,750.97		192,750.97
Transfers of Direct Costs	5700-5799				0.00
Professional/Consulting Services & Operating Expend.	5800	562,128.45	1,662,685.97	40,000.00	1,702,865.97
Communications	5900		12,733.00		12,733.00
Total, Services and Other Operating Expenditures		911,571.24	2,134,531.44	63,837.00	2,198,368.44
6. Capital Outlay (Objects 6100-6170, 6200-6500 - modified accrual basis)					0.00
Land and Improvements of Land	6100-6170				0.00
Buildings and Improvements of Buildings	6200				0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300				0.00
Equipment	6400				0.00
Equipment Replacement	6500				0.00
Depreciation Expense (for full accrual basis only)	6900	240,459.33	240,459.33		240,459.33
Total, Capital Outlay		240,459.33	240,459.33	0.00	240,459.33
7. Other Outgo					0.00
Tuition to Other Schools	7110-7143				0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213				0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	565,704.00	673,956.00		673,956.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO				0.00
All Other Transfers	7281-7299				0.00
Transfer of Indirect Costs	7300-7399				0.00
Debt Service:					
Interest	7438	294,761.98	247,911.50		247,911.50
Principal	7439				0.00
Total, Other Outgo		860,465.98	921,867.50	0.00	921,867.50
8. TOTAL EXPENDITURES					8,111,258.95
		6,878,798.69	7,813,455.84	497,803.11	8,111,258.95
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		124,497.36	127,811.91	(12,124.58)	115,687.32

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: American Indian Public
(name continued) Charter School II

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
D. OTHER FINANCING SOURCES / USES					
1. Other Sources	8930-8979				0.00
2. Less: Other Uses	7630-7699				0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999		(12,124.59)	12,124.59	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	(12,124.59)	12,124.59	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		124,497.36	115,667.32	(0.00)	115,667.32
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791	3,772,188.33	3,900,763.36		3,900,763.36
b. Adjustments/Restatements to Beginning Balance	9793, 9795	4,077.67			0.00
c. Adjusted Beginning Balance		3,776,266.00	3,900,763.36	0.00	3,900,763.36
2. Ending Fund Balance, June 30 (E + F.1.c.)		3,900,763.36	4,016,450.68	(0.00)	4,016,450.68
Components of Ending Fund Balance					
a. Nonspendable					
Revolving Cash	9711				0.00
Stores	9712				0.00
Prepaid Expenditures	9713				0.00
All Others	9719				0.00
b. Restricted	9740				0.00
c. Committed					
Stabilization Arrangements	9750				0.00
Other Commitments	9780				0.00
d. Assigned					
Other Assignments	9780				0.00
e. Unassigned/Unappropriated					
Reserve for Economic Uncertainties	9789	208,363.96	243,337.77		243,337.77
Unassigned / Unappropriated Amount	9790	3,694,399.40	3,773,112.92	(0.00)	3,773,112.91

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: American Indian Public
 (name continued) Charter School II
 CDS #: 01-61259-0114363
 Charter Approving Entity: Oakland Unified School District
 County: Alameda
 Charter #: 0882
 Fiscal Year: 2018/19

This charter school uses the following basis of accounting:

- Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7436, 9400-9499, and 9650-9699)
 Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7436, and 7439)

Description	Object Code	FY 2018/19		Totals for 2018/20	Totals for 2020/21
		Unrestricted	Restricted		
A. REVENUES					
1. LCFF Sources					
State Aid - Current Year	8011	4,713,241.73	0.00	4,713,241.73	5,017,577.11
Education Protection Account State Aid - Current Year	8012	939,573.84	0.00	939,573.84	951,744.48
State Aid - Prior Years	8018	0.00	0.00	0.00	
Transfers of Charter Schools in Lieu of Property Taxes	8096	1,724,646.43	0.00	1,724,646.43	1,746,986.41
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	
Total, LCFF Sources		7,377,462.00	0.00	7,377,462.00	7,716,308.00
2. Federal Revenues					
Every Student Succeeds Act (Titles I - V)	8290	0.00	223,979.00	223,979.00	223,979.00
Special Education - Federal	8181, 8182	0.00	0.00	0.00	
Child Nutrition - Federal	8220	0.00	231,528.52	231,528.52	234,527.59
Donated Food Commodities	8221	0.00	0.00	0.00	
Other Federal Revenues	8110, 8260-8299	0.00	0.00	0.00	
Total, Federal Revenues		0.00	455,507.52	455,507.52	458,506.59
3. Other State Revenues					
Special Education - State	StateRevSE	0.00	0.00	0.00	
All Other State Revenues	StateRevAO	304,150.75	30,171.00	334,321.75	169,396.53
Total, Other State Revenues		304,150.75	30,171.00	334,321.75	171,278.33
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	59,655.00	0.00	59,655.00	59,655.00
Total, Local Revenues		59,655.00	0.00	59,655.00	59,655.00
5. TOTAL REVENUES		7,741,267.75	485,678.52	8,226,946.27	8,618,225.92
B. EXPENDITURES					
1. Certificated Salaries					
Certificated Teachers' Salaries	1100	2,127,231.12	185,492.01	2,312,723.13	2,370,541.21
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00	
Certificated Supervisors' and Administrators' Salaries	1300	274,050.00	0.00	274,050.00	280,901.25
Other Certificated Salaries	1900	0.00	0.00	0.00	
Total, Certificated Salaries		2,401,281.12	185,492.01	2,586,773.13	2,651,442.46
2. Non-certificated Salaries					
Non-certificated Instructional Aides' Salaries	2100	372,812.66	0.00	372,812.66	381,927.98
Non-certificated Support Salaries	2200	0.00	0.00	0.00	
Non-certificated Supervisors' and Administrators' Sal.	2300	0.00	0.00	0.00	
Clerical and Office Salaries	2400	192,139.79	0.00	192,139.79	186,843.28
Other Non-certificated Salaries	2900	28,032.36	0.00	28,032.36	28,733.17
Total, Non-certificated Salaries		592,784.81	0.00	592,784.81	607,604.43

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: American Indian Public
(name continued) Charter School II

Description	Object Code	FY 2018/19			Totals for 2019/20	Totals for 2020/21
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	0.00	0.00	0.00		
PERS	3201-3202	107,294.05	0.00	107,294.05	126,381.72	148,225.10
OASDI / Medicare / Alternative	3301-3302	214,855.90	14,190.14	229,046.04	249,317.09	255,550.01
Health and Welfare Benefits	3401-3402	403,339.81	0.00	403,339.81	428,029.81	468,922.63
Unemployment Insurance	3501-3502	48,255.77	2,440.20	50,695.97	50,695.97	50,695.97
Workers' Compensation Insurance	3601-3602	89,821.98	5,564.76	95,386.74	97,771.41	100,215.69
OPEB, Allocated	3701-3702	0.00	0.00	0.00		
OPEB, Active Employees	3751-3752	0.00	0.00	0.00		
Other Employee Benefits	3901-3902	0.00	0.00	0.00		
Total, Employee Benefits		883,567.51	22,195.10	885,762.61	952,194.80	1,023,609.41
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	158,912.49	0.00	158,912.49	125,000.00	100,000.00
Books and Other Reference Materials	4200	21,928.96	0.00	21,928.96	22,663.71	23,395.74
Materials and Supplies	4300	92,658.68	46,511.00	139,169.68	143,845.78	148,492.00
Noncapitalized Equipment	4400	185,466.00	0.00	185,466.00	145,938.00	95,938.00
Food	4700	0.00	179,768.00	179,768.00	185,808.20	191,809.81
Total, Books and Supplies		458,964.13	228,279.00	685,243.13	623,255.69	559,636.55
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	24,263.50	23,837.00	48,100.50	49,716.68	51,322.53
Dues and Memberships	5300	8,157.27	0.00	8,157.27	8,431.35	8,703.69
Insurance	5400	40,951.98	0.00	40,951.98	42,327.97	43,695.16
Operations and Housekeeping Services	5500	192,988.75	0.00	192,988.75	199,473.17	205,916.16
Rentals, Leases, Repairs, and Noncap. Improvements	5600	192,750.97	0.00	192,750.97	201,197.30	209,928.33
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00		
Professional/Consulting Services and Operating Expend.	5800	1,662,685.97	40,000.00	1,702,685.97	1,749,748.63	1,802,540.77
Communications	5900	12,733.00	0.00	12,733.00	13,160.83	13,585.92
Total, Services and Other Operating Expenditures		2,134,531.44	63,837.00	2,198,368.44	2,264,055.93	2,335,692.56
6. Capital Outlay (Objects 6100-6170, 6200-6500 for mod. accrual basis)						
Land and Improvements of Land	6100-6170	0.00	0.00	0.00		
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00		
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00		
Equipment	6400	0.00	0.00	0.00		
Equipment Replacement	6500	0.00	0.00	0.00		
Depreciation Expense (for full accrual only)	6900	240,459.33	0.00	240,459.33	240,459.33	240,459.33
Total, Capital Outlay		240,459.33	0.00	240,459.33	240,459.33	240,459.33
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00		
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	673,958.00	0.00	673,958.00	682,686.00	682,686.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00		
All Other Transfers	7281-7299	0.00	0.00	0.00		
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00		
Debt Service:						
Interest	7438	247,911.50	0.00	247,911.50	247,911.50	247,911.50
Principal	7439	0.00	0.00	0.00		
Total, Other Outgo		921,867.50	0.00	921,867.50	930,597.50	930,597.50
8. TOTAL EXPENDITURES		7,613,455.84	497,803.11	8,111,258.95	8,269,610.14	8,430,517.41
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		127,811.91	(12,124.59)	115,687.32	134,255.99	187,708.52

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: American Indian Public
(name continued) Charter School II

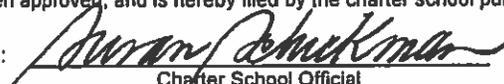
Description	Object Code	FY 2018/19			Totals for 2019/20	Totals for 2020/21
		Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00		
2. Less: Other Uses	7630-7699	0.00	0.00	0.00		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(12,124.59)	12,124.59	0.00		
4. TOTAL OTHER FINANCING SOURCES / USES		(12,124.59)	12,124.59	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)						
		115,687.32	(0.00)	115,687.32	134,255.99	167,708.52
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	3,900,763.36	0.00	3,900,763.36	4,016,450.68	4,150,706.67
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00		
c. Adjusted Beginning Balance		3,900,763.36	0.00	3,900,763.36	4,016,450.68	4,150,706.67
2. Ending Fund Balance, June 30 (E + F.1.c.)		4,016,450.68	(0.00)	4,016,450.68	4,150,706.67	4,338,415.19
Components of Ending Fund Balance						
a. Nonspendable						
Revolving Cash	9711	0.00		0.00		
Stores	9712	0.00	0.00	0.00		
Prepaid Expenditures	9713	0.00	0.00	0.00		
All Others	9719	0.00	0.00	0.00		
b. Restricted	9740		0.00	0.00		
c. Committed						
Stabilization Arrangements	9750	0.00		0.00		
Other Commitments	9760	0.00		0.00		
d. Assigned						
Other Assignments	9780	0.00		0.00		
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	243,337.77	0.00	243,337.77	248,088.30	252,915.52
Undesignated / Unappropriated Amount	9790	3,773,112.92	(0.00)	3,773,112.91	3,902,618.37	4,085,499.66

CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM

CHARTER SCHOOL CERTIFICATION

Charter School Name: American Indian Public Charter School
(name continued) _____
CDS #: 01-61259-6113807
Charter Approving Entity: Oakland Unified School District
County: Alameda
Charter #: 0106
Fiscal Year: 2018-19

To the entity that approved the charter school:
(x) 2018-19 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed:  Date: 6/19/18
Charter School Official
(Original signature required)

Print Name: Susan Schickman Title: Chief Business Officer

To the County Superintendent of Schools:
(x) 2018-19 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)

Print Name: Minh Co Title: Accounting Manager

For additional information on the BUDGET, please contact:

For Approving Entity:
Minh Co
Name
Accounting Manager
Title
(510) 879-0132
Telephone
minh.co@ousd.org
E-mail address

For Charter School:
Adrienne Barnes
Name
School Business Manager, CSMC
Title
(510) 363-0415
Telephone
abarnes@csmci.com
E-mail address

() 2018-19 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
ACOE District Advisor

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

CHARTER SCHOOL CERTIFICATION

Charter School Name: American Indian Public Charter School
 (name continued) _____
CDS #: 01-61259-6113807
Charter Approving Entity: Oakland Unified School District
County: Alameda
Charter #: 0106
Fiscal Year: 2018-19

To the entity that approved the charter school:
 2018-19 CHARTER SCHOOL BUDGET FINANCIAL REPORT – ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
 Charter School Official
 (Original signature required)

Print Name: Maya Woods-Cadiz Title: Superintendent

To the County Superintendent of Schools:
 2018-19 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
 Authorized Representative of
 Charter Approving Entity
 (Original signature required)

Print Name: Minh Co Title: Accounting Manager

For additional information on the BUDGET, please contact:

<u>For Approving Entity:</u>	<u>For Charter School:</u>
<u>Minh Co</u>	<u>Adrienne Barnes</u>
Name	Name
<u>Accounting Manager</u>	<u>School Business Manager, CSMC</u>
Title	Title
<u>(510) 879-0132</u>	<u>(510) 363-0415</u>
Telephone	Telephone
<u>minh.co@ousd.org</u>	<u>abarnes@csinci.com</u>
E-mail address	E-mail address

2018-19 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
 ACOE District Advisor

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: American Indian Public Charter School
 (name continued) _____
CDS #: 01-61259-8113807
Charter Approving Entity: Oakland Unified School District
County: Alameda
Charter #: 0106
Budgeting Period: 2018/19

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
 Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
A. REVENUES					
1. LCFF Sources					
State Aid - Current Year	8011	796,210.88	913,829.66		913,829.66
Education Protection Account State Aid - Current Year	8012	175,910.19	188,266.32		188,266.32
State Aid - Prior Years	8019				0.00
Transfer of Charter Schools in Lieu of Property Taxes	8096	323,318.17	341,802.02		341,802.02
Other LCFF Transfers	8091, 8097				0.00
Total, LCFF Sources		1,295,439.24	1,443,898.00	0.00	1,443,898.00
2. Federal Revenues					
Every Student Succeeds Act (Titles I - V)	8290	62,325.00		62,325.00	62,325.00
Special Education - Federal	8181, 8182				0.00
Child Nutrition - Federal	8220	42,660.00		42,660.00	42,660.00
Donated Food Commodities	8221				0.00
Other Federal Revenues	8110, 8260-8299	103,494.00			0.00
Total, Federal Revenues		208,479.00	0.00	104,985.00	104,985.00
3. Other State Revenues					
Special Education - State	StateRevSE				0.00
All Other State Revenues	StateRevAO	297,987.34	72,212.04		72,212.04
Total, Other State Revenues		297,987.34	72,212.04	0.00	72,212.04
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	13,095.00	34,909.00		34,909.00
Total, Local Revenues		13,095.00	34,909.00	0.00	34,909.00
5. TOTAL REVENUES		1,815,000.58	1,551,019.04	104,985.00	1,656,004.04
B. EXPENDITURES					
1. Certificated Salaries					
Certificated Teachers' Salaries	1100	374,720.64	442,171.07	57,580.00	499,751.07
Certificated Pupil Support Salaries	1200	32,540.91			0.00
Certificated Supervisors' and Administrators' Salaries	1300	76,300.00	40,950.00		40,950.00
Other Certificated Salaries	1900				0.00
Total, Certificated Salaries		483,561.55	483,121.07	57,580.00	540,701.07
2. Non-certificated Salaries					
Non-certificated Instructional Aides' Salaries	2100	101,938.05	53,866.31		53,866.31
Non-certificated Support Salaries	2200				0.00
Non-certificated Supervisors' and Administrators' Sal.	2300	50,310.00			0.00
Clerical and Office Salaries	2400	60,086.06	48,384.13		48,384.13
Other Non-certificated Salaries	2900	4,327.24	18,034.80		18,034.80
Total, Non-certificated Salaries		216,661.35	120,285.24	0.00	120,285.24

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: American Indian Public Charter School
(name continued) _____

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
3. Employee Benefits					
STRS	3101-3102				0.00
PERS	3201-3202	46,007.52	21,771.63		21,771.63
OASDI / Medicare / Alternative	3301-3302	53,587.05	41,755.75	4,404.83	46,160.58
Health and Welfare Benefits	3401-3402	58,682.70	90,202.66		90,202.66
Unemployment Insurance	3501-3502	12,221.34	9,105.20	813.40	9,918.60
Workers' Compensation Insurance	3601-3602	21,008.69	18,102.20	1,727.39	19,829.59
OPEB, Allocated	3701-3702				0.00
OPEB, Active Employees	3751-3752				0.00
Other Employee Benefits	3901-3902				0.00
Total, Employee Benefits		191,485.29	180,937.44	6,945.62	187,883.06
4. Books and Supplies					
Approved Textbooks and Core Curricula Materials	4100	24,000.00	9,728.63		9,728.63
Books and Other Reference Materials	4200	3,491.46	6,552.00		6,552.00
Materials and Supplies	4300	35,280.00	24,140.71	9,038.76	33,179.47
Noncapitalized Equipment	4400	9,035.17	29,122.00		29,122.00
Food	4700	47,880.00	0.00	52,668.00	52,668.00
Total, Books and Supplies		119,686.63	69,543.34	61,708.76	131,250.10
5. Services and Other Operating Expenditures					
Subagreements for Services	5100				0.00
Travel and Conferences	5200	17,074.00	12,788.00		12,788.00
Dues and Memberships	5300	1,588.00	1,746.82		1,746.82
Insurance	5400	0.00	11,774.00		11,774.00
Operations and Housekeeping Services	5500	48,658.64	25,574.59		25,574.59
Rentals, Leases, Repairs, and Noncap. Improvements	5600	17,885.43	23,845.80		23,845.80
Transfers of Direct Costs	5700-5799				0.00
Professional/Consulting Services & Operating Expend.	5800	262,637.28	319,445.64		319,445.64
Communications	5900		1,500.00		1,500.00
Total, Services and Other Operating Expenditures		347,823.34	396,654.85	0.00	396,654.85
6. Capital Outlay (Objects 6100-6170, 6200-6500 - modified accrual basis)					
Land and Improvements of Land	6100-6170				0.00
Buildings and Improvements of Buildings	6200				0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300				0.00
Equipment	6400				0.00
Equipment Replacement	6500				0.00
Depreciation Expense (for full accrual basis only)	6900	38,839.00	38,839.00		38,839.00
Total, Capital Outlay		38,839.00	38,839.00	0.00	38,839.00
7. Other Outgo					
Tuition to Other Schools	7110-7143				0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213				0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	127,458.00	133,569.00		133,569.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO				0.00
All Other Transfers	7281-7299				0.00
Transfer of Indirect Costs	7300-7399				0.00
Debt Service:					
Interest	7438	150,331.00	106,821.40		106,821.40
Principal	7439				0.00
Total, Other Outgo		277,789.00	240,390.40	0.00	240,390.40
8. TOTAL EXPENDITURES		1,675,828.16	1,529,771.34	126,232.38	1,656,003.72
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		139,174.42	21,247.70	(21,247.38)	0.32

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: American Indian Public Charter School
(name continued) _____

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
D. OTHER FINANCING SOURCES / USES					
1. Other Sources	8930-8979				0.00
2. Less: Other Uses	7630-7699				0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999		(21,247.38)	21,247.38	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	(21,247.38)	21,247.38	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)					
		139,174.42	0.32	(0.00)	0.32
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791	675,666.72	822,711.42		822,711.42
b. Adjustments/Restatements to Beginning Balance	9793, 9795	7,870.28			0.00
c. Adjusted Beginning Balance		683,537.00	822,711.42	0.00	822,711.42
2. Ending Fund Balance, June 30 (E + F.1.c.)		822,711.42	822,711.74	(0.00)	822,711.74
Components of Ending Fund Balance					
a. Nonspendable					
Revolving Cash	9711				0.00
Stores	9712				0.00
Prepaid Expenditures	9713				0.00
All Others	9719				0.00
b. Restricted	9740				0.00
c. Committed					
Stabilization Arrangements	9750				0.00
Other Commitments	9760				0.00
d. Assigned					
Other Assignments	9780				0.00
e. Unassigned/Unappropriated					
Reserve for Economic Uncertainties	9789	50,274.78	49,680.11		49,680.11
Unassigned / Unappropriated Amount	9790	772,436.63	773,031.63	(0.00)	773,031.63

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: American Indian Public Charter School
 (name continued) _____
 CDS #: 01-61259-6113807
 Charter Approving Entity: Oakland Unified School District
 County: Alameda
 Charter #: 0106
 Fiscal Year: 2018/19

This charter school uses the following basis of accounting:

- Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9680-9689)
 Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2018/19			Totals for 2019/20	Totals for 2020/21
		Unrestricted	Restricted	Total		
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	913,829.66	0.00	913,829.66	1,048,660.98	1,131,006.10
Education Protection Account State Aid - Current Year	8012	188,266.32	0.00	188,266.32	206,724.00	214,106.88
State Aid - Prior Years	8019	0.00	0.00	0.00		
Transfers of Charter Schools in Lieu of Property Taxes	8096	341,802.02	0.00	341,802.02	375,312.02	388,716.02
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00		
Total, LCFF Sources		1,443,898.00	0.00	1,443,898.00	1,628,697.00	1,733,829.00
2. Federal Revenues						
Every Student Succeeds Act (Titles I - V)	8290	0.00	62,325.00	62,325.00	62,325.00	62,325.00
Special Education - Federal	8181, 8182	0.00	0.00	0.00		
Child Nutrition - Federal	8220	0.00	42,660.00	42,660.00	42,660.00	42,660.00
Donated Food Commodities	8221	0.00	0.00	0.00		
Other Federal Revenues	8110, 8260-8299	0.00	0.00	0.00		
Total, Federal Revenues		0.00	104,985.00	104,985.00	104,985.00	104,985.00
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	0.00	0.00		
All Other State Revenues	StateRevAO	72,212.04	0.00	72,212.04	31,151.26	34,205.30
Total, Other State Revenues		72,212.04	0.00	72,212.04	31,151.26	34,205.30
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	34,909.00	0.00	34,909.00	34,909.00	34,909.00
Total, Local Revenues		34,909.00	0.00	34,909.00	34,909.00	34,909.00
5. TOTAL REVENUES						
		1,551,019.04	104,985.00	1,656,004.04	1,799,742.26	1,907,928.30
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	442,171.07	57,580.00	499,751.07	512,244.85	525,050.97
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00		
Certificated Supervisors' and Administrators' Salaries	1300	40,950.00	0.00	40,950.00	41,973.75	43,023.09
Other Certificated Salaries	1900	0.00	0.00	0.00		
Total, Certificated Salaries		483,121.07	57,580.00	540,701.07	554,218.60	568,074.06
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	53,866.31	0.00	53,866.31	55,212.97	56,593.29
Non-certificated Support Salaries	2200	0.00	0.00	0.00		
Non-certificated Supervisors' and Administrators' Sal.	2300	0.00	0.00	0.00		
Clerical and Office Salaries	2400	48,384.13	0.00	48,384.13	49,593.73	50,833.58
Other Non-certificated Salaries	2900	18,034.80	0.00	18,034.80	18,485.67	18,947.81
Total, Non-certificated Salaries		120,285.24	0.00	120,285.24	123,292.37	126,374.68

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: American Indian Public Charter School
(name continued) _____

Description	Object Code	FY 2018/19			Totals for 2019/20	Totals for 2020/21
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	0.00	0.00	0.00		
PERS	3201-3202	21,771.63	0.00	21,771.63	25,644.81	30,077.17
OASDI / Medicare / Alternative	3301-3302	41,755.75	4,404.83	46,160.58	51,829.59	53,125.33
Health and Welfare Benefits	3401-3402	90,202.66	0.00	90,202.66	94,255.96	103,167.80
Unemployment Insurance	3501-3502	9,105.20	813.40	9,918.60	9,918.60	9,918.60
Workers' Compensation Insurance	3601-3602	18,102.20	1,727.39	19,829.59	20,325.33	20,833.46
OPEB, Allocated	3701-3702	0.00	0.00	0.00		
OPEB, Active Employees	3751-3752	0.00	0.00	0.00		
Other Employee Benefits	3901-3902	0.00	0.00	0.00		
Total, Employee Benefits		180,937.44	6,945.62	187,883.06	201,974.29	217,122.37
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	9,728.63	0.00	9,728.63	10,055.51	10,380.31
Books and Other Reference Materials	4200	6,552.00	0.00	6,552.00	6,772.15	6,990.89
Materials and Supplies	4300	24,140.71	9,038.76	33,179.47	34,294.30	35,402.01
Noncapitalized Equipment	4400	29,122.00	0.00	29,122.00	30,100.50	31,072.75
Food	4700	0.00	52,668.00	52,668.00	54,437.84	58,195.98
Total, Books and Supplies		69,543.34	61,706.76	131,250.10	135,660.10	140,041.92
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0.00	0.00	0.00		
Travel and Conferences	5200	12,768.00	0.00	12,768.00	13,197.00	13,623.27
Dues and Memberships	5300	1,746.82	0.00	1,746.82	1,805.51	1,863.83
Insurance	5400	11,774.00	0.00	11,774.00	12,169.61	12,562.68
Operations and Housekeeping Services	5500	25,574.59	0.00	25,574.59	26,433.90	27,287.71
Rentals, Leases, Repairs, and Noncap. Improvements	5600	23,845.80	0.00	23,845.80	24,647.02	25,443.12
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00		
Professional/Consulting Services and Operating Expend.	5800	319,445.64	0.00	319,445.64	330,563.36	341,121.90
Communications	5900	1,500.00	0.00	1,500.00	1,550.40	1,600.48
Total, Services and Other Operating Expenditures		396,654.85	0.00	396,654.85	410,386.80	423,502.99
6. Capital Outlay (Objects 6100-6170, 6200-6500 for mod. accrual basis)						
Land and Improvements of Land	6100-6170	0.00	0.00	0.00		
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00		
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00		
Equipment	6400	0.00	0.00	0.00		
Equipment Replacement	6500	0.00	0.00	0.00		
Depreciation Expense (for full accrual only)	6900	38,839.00	0.00	38,839.00	38,839.00	38,839.00
Total, Capital Outlay		38,839.00	0.00	38,839.00	38,839.00	38,839.00
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00		
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	133,569.00	0.00	133,569.00	146,684.00	151,902.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00		
All Other Transfers	7281-7299	0.00	0.00	0.00		
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00		
Debt Service:						
Interest	7438	106,821.40	0.00	106,821.40	106,821.40	106,821.40
Principal	7439	0.00	0.00	0.00		
Total, Other Outgo		240,390.40	0.00	240,390.40	253,485.40	258,723.40
8. TOTAL EXPENDITURES		1,529,771.34	128,232.38	1,658,003.72	1,717,836.56	1,772,678.42
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		21,247.70	(21,247.38)	0.32	81,905.70	135,249.88

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: American Indian Public Charter School
(name continued) _____

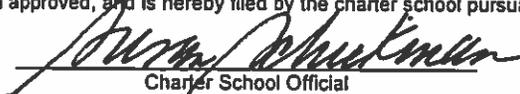
Description	Object Code	FY 2018/19			Totals for 2019/20	Totals for 2020/21
		Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00		
2. Less: Other Uses	7630-7699	0.00	0.00	0.00		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(21,247.38)	21,247.38	0.00		
4. TOTAL OTHER FINANCING SOURCES / USES		(21,247.38)	21,247.38	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)						
		0.32	(0.00)	0.32	81,905.70	135,249.88
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	822,711.42	0.00	822,711.42	822,711.74	904,617.44
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00		
c. Adjusted Beginning Balance		822,711.42	0.00	822,711.42	822,711.74	904,617.44
2. Ending Fund Balance, June 30 (E + F.1.c.)		822,711.74	(0.00)	822,711.74	904,617.44	1,039,867.32
Components of Ending Fund Balance						
a. Nonspendable						
Revolving Cash	9711	0.00		0.00		
Stores	9712	0.00	0.00	0.00		
Prepaid Expenditures	9713	0.00	0.00	0.00		
All Others	9719	0.00	0.00	0.00		
b. Restricted						
9740			0.00	0.00		
c. Committed						
Stabilization Arrangements	9750	0.00		0.00		
Other Commitments	9760	0.00		0.00		
d. Assigned						
Other Assignments	9780	0.00		0.00		
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	49,680.11	0.00	49,680.11	51,535.10	53,180.35
Undesignated / Unappropriated Amount	9790	773,031.63	(0.00)	773,031.63	853,082.34	986,686.97

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

CHARTER SCHOOL CERTIFICATION

Charter School Name: American Indian Public
(name continued) Charter High School
CDS #: 01-61259-0111856
Charter Approving Entity: Oakland Unified School District
County: Alameda
Charter #: 0765
Fiscal Year: 2018-19

To the entity that approved the charter school:
 2018-19 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed:  Date: 6/19/18
Charter School Official
(Original signature required)

Print Name: Susan Schickman Title: Chief Business Officer

To the County Superintendent of Schools:
 2018-19 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)

Print Name: Minh Co Title: Accounting Manager

For additional information on the BUDGET, please contact:

For Approving Entity:
Minh Co
Name
Accounting Manager
Title
(510) 879-0132
Telephone
minh.co@ousd.org
E-mail address

For Charter School:
Adrienne Barnes
Name
School Business Manager, CSMC
Title
(510) 363-0415
Telephone
abarnes@csmci.com
E-mail address

2018-19 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
ACOE District Advisor

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: American Indian Public
 (name continued) Charter High School
 CDS #: 01-61259-0111856
 Charter Approving Entity: Oakland Unified School District
 County: Alameda
 Charter #: 0765
 Budgeting Period: 2018/19

This charter school uses the following basis of accounting:

- Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
 Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
A. REVENUES					
1. LCFF Sources					
State Aid - Current Year	8011	2,428,380.95	2,866,784.08		2,866,784.08
Education Protection Account State Aid - Current Year	8012	497,667.96	578,173.92		578,173.92
State Aid - Prior Years	8019				0.00
Transfer of Charter Schools in Lieu of Property Taxes	8096	789,660.00	897,053.02		897,053.02
Other LCFF Transfers	8091, 8097				0.00
Total, LCFF Sources		3,713,708.91	4,442,011.00	0.00	4,442,011.00
2. Federal Revenues					
Every Student Succeeds Act (Titles I - V)	8290	119,108.00		119,108.00	119,108.00
Special Education - Federal	8181, 8182				0.00
Child Nutrition - Federal	8220				0.00
Donated Food Commodities	8221				0.00
Other Federal Revenues	8110, 8260-8299	28,787.25			0.00
Total, Federal Revenues		147,893.25	0.00	119,108.00	119,108.00
3. Other State Revenues					
Special Education - State	StateRevSE				0.00
All Other State Revenues	StateRevAO	97,987.67	167,589.92	16,435.14	184,005.08
Total, Other State Revenues		97,987.67	167,589.92	16,435.14	184,005.08
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	35,940.75	0.00	0.00	0.00
Total, Local Revenues		35,940.75	0.00	0.00	0.00
6. TOTAL REVENUES		3,995,530.58	4,609,580.92	135,541.14	4,745,122.08
B. EXPENDITURES					
1. Certificated Salaries					
Certificated Teachers' Salaries	1100	1,012,308.60	914,007.17	61,479.50	975,486.67
Certificated Pupil Support Salaries	1200	56,731.38			0.00
Certificated Supervisors' and Administrators' Salaries	1300	257,850.00	280,000.00		280,000.00
Other Certificated Salaries	1900				0.00
Total, Certificated Salaries		1,326,887.98	1,194,007.17	61,479.50	1,255,486.67
2. Non-certificated Salaries					
Non-certificated Instructional Aides' Salaries	2100	178,370.17	95,573.52	53,223.54	148,797.05
Non-certificated Support Salaries	2200				0.00
Non-certificated Supervisors' and Administrators' Sal.	2300	119,970.00			0.00
Clerical and Office Salaries	2400	205,752.65	200,121.58		200,121.58
Other Non-certificated Salaries	2900				0.00
Total, Non-certificated Salaries		502,092.82	295,695.10	53,223.54	348,918.63

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: American Indian Public
(name continued) Charter High School

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
3. Employee Benefits					0.00
STRS	3101-3102				
PERS	3201-3202	104,128.89	53,520.81	9,633.46	63,154.27
OASDI / Medicare / Alternative	3301-3302	139,917.03	113,962.22	8,774.78	122,737.01
Health and Welfare Benefits	3401-3402	135,502.01	229,615.93		229,615.93
Unemployment Insurance	3501-3502	27,046.36	24,077.45	1,626.80	25,704.25
Workers' Compensation Insurance	3601-3602	54,729.02	44,691.07	3,441.09	48,132.16
OPEB, Allocated	3701-3702				0.00
OPEB, Active Employees	3751-3752				0.00
Other Employee Benefits	3901-3902				0.00
Total, Employee Benefits		481,323.32	465,667.48	23,476.13	489,343.62
4. Books and Supplies					
Approved Textbooks and Core Curricula Materials	4100	295,000.00	50,000.00		50,000.00
Books and Other Reference Materials	4200	17,500.00	18,058.00		18,058.00
Materials and Supplies	4300	145,561.58	137,192.04	18,489.14	155,681.18
Noncapitalized Equipment	4400	165,000.00	171,528.00		171,528.00
Food	4700		0.00	131,100.00	131,100.00
Total, Books and Supplies		623,061.58	376,778.04	149,589.14	526,367.18
5. Services and Other Operating Expenditures					
Subagreements for Services	5100				0.00
Travel and Conferences	5200	59,000.00	61,124.00		61,124.00
Dues and Memberships	5300	2,344.00	4,680.82		4,680.82
Insurance	5400	0.00	15,807.67		15,807.67
Operations and Housekeeping Services	5500	55,589.69	58,368.88		58,368.88
Rentals, Leases, Repairs, and Noncap. Improvements	5600	210,348.40	210,459.80		210,459.80
Transfers of Direct Costs	5700-5799				0.00
Professional/Consulting Services & Operating Expend.	5800	414,321.84	948,651.91		948,651.91
Communications	5900		4,700.00		4,700.00
Total, Services and Other Operating Expenditures		741,691.93	1,303,793.08	0.00	1,303,793.08
6. Capital Outlay (Objects 6100-6170, 6200-6500 - modified accrual basis)					
Land and Improvements of Land	6100-6170				0.00
Buildings and Improvements of Buildings	6200				0.00
Books and Media for New School Libraries or Major					
Expansion of School Libraries	6300				0.00
Equipment	6400				0.00
Equipment Replacement	6500				0.00
Depreciation Expense (for full accrual basis only)	6900		250,000.00		250,000.00
Total, Capital Outlay		0.00	250,000.00	0.00	250,000.00
7. Other Outgo					
Tuition to Other Schools	7110-7143				0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213				0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	308,158.83	368,077.50		368,077.50
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO				0.00
All Other Transfers	7281-7299				0.00
Transfer of Indirect Costs	7300-7399				0.00
Debt Service:					
Interest	7438				0.00
Principal	7439				0.00
Total, Other Outgo		308,158.83	368,077.50	0.00	368,077.50
8. TOTAL EXPENDITURES		3,983,126.43	4,254,218.37	287,768.31	4,541,986.67
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		32,404.15	355,362.58	(152,227.17)	203,135.39

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: American Indian Public
(name continued) Charter High School

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
D. OTHER FINANCING SOURCES / USES					0.00
1. Other Sources	8930-8979				0.00
2. Less: Other Uses	7630-7699				
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999		(152,227.17)	152,227.17	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	(152,227.17)	152,227.17	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		32,404.15	203,135.39	0.00	203,135.39
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					701,981.15
a. As of July 1	9791	642,043.27	701,981.15		701,981.15
b. Adjustments/Restatements to Beginning Balance	9793, 9795	27,533.73			0.00
c. Adjusted Beginning Balance		669,577.00	701,981.15	0.00	701,981.15
2. Ending Fund Balance, June 30 (E + F.1.c.)		701,981.15	905,116.54	0.00	905,116.54
Components of Ending Fund Balance					
a. Nonspendable					
Revolving Cash	9711				0.00
Stores	9712				0.00
Prepaid Expenditures	9713				0.00
All Others	9719				0.00
b. Restricted	9740				0.00
c. Committed					
Stabilization Arrangements	9750				0.00
Other Commitments	9760				0.00
d. Assigned					
Other Assignments	9780				0.00
e. Unassigned/Unappropriated					
Reserve for Economic Uncertainties	9789	116,893.79	136,259.80		136,259.60
Unassigned / Unappropriated Amount	8790	583,087.35	768,856.94	0.00	768,856.94

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: American Indian Public
 (name continued) Charter High School
 CDS #: 01-81259-0111856
 Charter Approving Entity: Oakland Unified School District
 County: Alameda
 Charter #: 0765
 Fiscal Year: 2018/19

This charter school uses the following basis of accounting:

- Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 0900, 7438, 8400-8488, and 8660-8669)
 Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2018/19			Totals for 2019/20	Totals for 2020/21
		Unrestricted	Restricted	Total		
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	2,966,784.06	0.00	2,966,784.06	3,834,479.46	4,622,775.27
Education Protection Account State Aid - Current Year	8012	578,173.92	0.00	578,173.92	712,512.00	819,388.80
State Aid - Prior Years	8019	0.00	0.00	0.00		
Transfers of Charter Schools in Lieu of Property Taxes	8096	897,053.02	0.00	897,053.02	1,105,482.54	1,271,304.93
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00		
Total, LCFF Sources		4,442,011.00	0.00	4,442,011.00	5,652,474.00	6,713,469.00
2. Federal Revenues						
Every Student Succeeds Act (Titles I - V)	8290	0.00	119,106.00	119,106.00	119,106.00	119,106.00
Special Education - Federal	8181, 8182	0.00	0.00	0.00		
Child Nutrition - Federal	8220	0.00	0.00	0.00		
Donated Food Commodities	8221	0.00	0.00	0.00		
Other Federal Revenues	8110, 8260-8299	0.00	0.00	0.00		
Total, Federal Revenues		0.00	119,106.00	119,106.00	119,106.00	119,106.00
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	0.00	0.00		
All Other State Revenues	StateRevAO	167,569.92	16,435.14	184,005.06	92,467.30	113,952.00
Total, Other State Revenues		167,569.92	16,435.14	184,005.06	92,467.30	113,952.00
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	0.00	0.00	0.00	0.00	0.00
Total, Local Revenues		0.00	0.00	0.00	0.00	0.00
5. TOTAL REVENUES		4,609,580.92	135,541.14	4,745,122.06	5,864,047.30	6,846,527.00
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	914,007.17	61,479.50	975,486.67	999,873.84	1,024,870.68
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00		
Certificated Supervisors' and Administrators' Salaries	1300	280,000.00	0.00	280,000.00	287,000.00	294,175.00
Other Certificated Salaries	1900	0.00	0.00	0.00		
Total, Certificated Salaries		1,194,007.17	61,479.50	1,255,486.67	1,286,873.84	1,319,045.68
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	95,573.52	53,223.54	148,797.05	152,516.98	156,329.90
Non-certificated Support Salaries	2200	0.00	0.00	0.00		
Non-certificated Supervisors' and Administrators' Sal.	2300	0.00	0.00	0.00		
Clerical and Office Salaries	2400	200,121.58	0.00	200,121.58	205,124.62	210,252.73
Other Non-certificated Salaries	2800	0.00	0.00	0.00		
Total, Non-certificated Salaries		295,695.10	53,223.54	348,918.63	357,641.60	366,582.64

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: American Indian Public
(name continued) Charter High School

Description	Object Code	FY 2018/19			Totals for 2019/20	Totals for 2020/21
		Unrestricted	Restricted	Total		
3. Employee Benefits				0.00		
STRS	3101-3102	0.00	0.00	0.00		
PERS	3201-3202	53,520.81	9,633.48	63,154.27	74,389.45	87,246.67
OASDI / Medicare / Alternative Health and Welfare Benefits	3301-3302	113,992.22	8,774.78	122,737.01	125,805.43	128,950.57
Unemployment Insurance	3401-3402	229,615.93	0.00	229,615.93	250,809.79	273,027.39
Workers' Compensation Insurance	3501-3502	24,077.45	1,626.80	25,704.25	25,704.25	25,704.25
OPEB, Allocated	3601-3602	44,691.07	3,441.09	48,132.16	48,335.46	50,568.85
OPEB, Active Employees	3701-3702	0.00	0.00	0.00		
Other Employee Benefits	3751-3752	0.00	0.00	0.00		
Total, Employee Benefits	3901-3902	0.00	0.00	0.00		
		465,867.48	23,476.13	489,343.62	526,044.38	565,497.72
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	50,000.00	0.00	50,000.00	51,700.00	53,354.40
Books and Other Reference Materials	4200	18,058.00	0.00	18,058.00	18,671.97	19,269.48
Materials and Supplies	4300	137,192.04	18,489.14	155,681.18	160,974.34	168,125.52
Noncapitalized Equipment	4400	171,528.00	0.00	171,528.00	177,359.95	183,035.47
Food	4700	0.00	131,100.00	131,100.00	135,557.40	139,895.24
Total, Books and Supplies		376,778.04	149,589.14	526,367.18	544,263.66	561,680.10
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0.00	0.00	0.00		
Travel and Conferences	5200	61,124.00	0.00	61,124.00	63,202.22	65,224.89
Dues and Memberships	5300	4,680.82	0.00	4,680.82	4,839.97	4,984.85
Insurance	5400	15,807.67	0.00	15,807.67	16,345.13	16,868.17
Operations and Housekeeping Services	5500	58,368.88	0.00	58,368.88	60,353.42	62,284.73
Rentals, Leases, Repairs, and Noncap. Improvements	5600	210,459.80	0.00	210,459.80	220,367.27	230,669.64
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00		
Professional/Consulting Services and Operating Expend. Communications	5800	948,651.91	0.00	948,651.91	983,926.86	1,024,550.92
	5900	4,700.00	0.00	4,700.00	4,859.80	5,015.31
Total, Services and Other Operating Expenditures		1,303,793.08	0.00	1,303,793.08	1,353,894.67	1,409,608.31
6. Capital Outlay (Objects 6100-6170, 6200-6500 for mod. accrual basis)						
Land and Improvements of Land	6100-6170	0.00	0.00	0.00		
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00		
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00		
Equipment	6400	0.00	0.00	0.00		
Equipment Replacement	6500	0.00	0.00	0.00		
Depreciation Expense (for full accrual only)	6900	250,000.00	0.00	250,000.00	450,000.00	472,500.00
Total, Capital Outlay		250,000.00	0.00	250,000.00	450,000.00	472,500.00
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00		
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	368,077.50	0.00	368,077.50	475,200.00	546,480.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00		
All Other Transfers	7281-7299	0.00	0.00	0.00		
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00		
Debt Service:						
Interest	7438	0.00	0.00	0.00		
Principal	7439	0.00	0.00	0.00		
Total, Other Outgo		368,077.50	0.00	368,077.50	475,200.00	546,480.00
8. TOTAL EXPENDITURES		4,254,218.37	287,768.31	4,541,986.67	4,993,918.14	5,241,394.45
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		355,362.56	(152,227.17)	203,135.39	870,129.16	1,705,132.55

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: American Indian Public
(name continued) Charter High School

Description	Object Code	FY 2018/19			Totals for 2019/20	Totals for 2020/21
		Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00		
2. Less: Other Uses	7630-7699	0.00	0.00	0.00		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(152,227.17)	152,227.17	0.00		
4. TOTAL OTHER FINANCING SOURCES / USES		(152,227.17)	152,227.17	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		203,135.39	0.00	203,135.39	870,129.16	1,705,132.55
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	701,981.15	0.00	701,981.15	905,116.54	1,775,245.69
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00		
c. Adjusted Beginning Balance		701,981.15	0.00	701,981.15	905,116.54	1,775,245.69
2. Ending Fund Balance, June 30 (E + F.1.c.)		905,116.54	0.00	905,116.54	1,775,245.89	3,480,378.25
Components of Ending Fund Balance						
a. Nonspendable						
Revolving Cash	9711	0.00		0.00		
Stores	9712	0.00	0.00	0.00		
Prepaid Expenditures	9713	0.00	0.00	0.00		
All Others	9719	0.00	0.00	0.00		
b. Restricted	9740		0.00	0.00		
c. Committed						
Stabilization Arrangements	9750	0.00		0.00		
Other Commitments	9760	0.00		0.00		
d. Assigned						
Other Assignments	9780	0.00		0.00		
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	136,259.60	0.00	136,259.60	149,817.54	157,241.83
Undesignated / Unappropriated Amount	9790	768,856.94	0.00	768,856.94	1,625,428.15	3,323,136.41

Coversheet

OUSD's Final Offers for Prop 39 Facilities for AIPHS & AIPCS II (K-1st)

Section: III. Action Items
Item: Q. OUSD's Final Offers for Prop 39 Facilities for AIPHS & AIPCS II (K-1st)
Purpose: Vote
Submitted by:
Related Material:
AIPCS II - Response to Final Offer.pdf
American Indian Public High School Prop 39 2018-19 Final Offer Letter.pdf
American Indian Public Charter School II Prop 39 2018-19 Final Offer Letter.pdf
AIPHS - Response to Final Offer.pdf



American Indian
Model Schools
A School at Work!

AIPCS I & II
Downtown Oakland Campus

171 12th Street
Oakland, CA 94607

Phone: 510.893.8701
Fax: 510.893.0345
Website: aimschools.org

AIPHS
Lakeview Campus

746 Grand Avenue
Oakland, CA 94610

Phone: 510.893.8701
Fax: 510.893.0345
Website: aimschools.org

May 1, 2018

By Email: leslie.jimenez@ousd.org

Leslie Jimenez
Office of Charter Schools
Oakland Unified School District
1000 Broadway, Suite 639
Oakland, CA 94607

**Re: American Indian Public Charter School II
Response to District’s Final Offer
Proposition 39 2018-2019**

Dear Ms. Jimenez:

American Indian Public Charter School II (“AIPCS II” or “Charter School”) is in receipt of the Oakland Unified School District’s (“District”) April 1, 2018 letter (“Final Offer”) regarding AIPCS II’s request for facilities under Proposition 39 (“Prop. 39”) for the 2018-2019 school year.

The District’s Final Offer is for a total of twenty-one (21) classrooms as teaching stations and specialized classrooms, with five (5) classrooms allocated at Franklin, four (4) classrooms allocated at the Lowell campus, nine (9) classrooms allocated at Roosevelt, and three (3) classrooms allocated at Prescott Elementary School. In addition, the Final Offer allocates 14.9% of the non-teaching station space at Franklin, 21.2% of the non-teaching station space at Lowell, 27.8% of the non-teaching station space at Roosevelt, and 31.9% of the non-teaching station space at Prescott. The Final Offer is based on a projected in-District ADA of 478.08.

Section 11969.9(i) of the Prop. 39 Implementing Regulations (the “Implementing Regulations”) requires AIPCS II to notify the District whether or not AIPCS II intends to occupy the offered space. Accordingly, despite the deficiencies in the Final Offer (which are identified herein to the extent practicable, with all rights reserved) and as set forth in the response to the Preliminary Proposal, which is incorporated herein by reference, AIPCS II accepts and intends to occupy six (6) of the offered classrooms and one (1) office space at Roosevelt¹ and declines the rest of the rooms at Roosevelt as well as all allocated space at Prescott, Lowell and Franklin, without acknowledging the legal sufficiency of the Final Offer under applicable local, state, or

¹ The Charter School was informed by the Roosevelt staff during its walk through that several of the classrooms allocated to the Charter School leaked during rain, and/or had water damage as a result of leaking and water intrusion. The Charter School will not accept rooms that have water intrusion issues as they present health and safety issues including mold, and anticipates working with Roosevelt to identify seven rooms for its use that do not have water damage and/or leaking issues.

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federal law and without waiving any of its legal rights under applicable local, state, or federal law, including Proposition 39 rights and remedies.

1. Allocation of Non-Contiguous Facilities

The express provisions of Proposition 39 require that the District allocate facilities to the Charter School that are “contiguous, furnished, and equipped.” (Education Code Section 47614(b).) This requirement exists irrespective of the grade level configuration of a charter school. (5 CCR Section 11969.3(a).) The Court in *Ridgecrest* noted that “all else being equal, a charter school should be housed at a single site if one exists with the capacity to handle all the school’s students.” (*Ridgecrest Charter School v. Sierra Sands Unified School Dist.* (2005) 130 Cal. App. 4th 986, 1000, emphasis added.) The Court of Appeal has also ruled that Proposition 39 requires that a school district “begin with the assumption that all charter school students will be assigned to a single site, and attempt from there to adjust the other factors to accommodate this goal.” (*California School Bds. Assn. v. State Bd. of Education* (2010) 191 Cal. App. 4th 530, 548-549.) There is absolutely no evidence that the District has attempted to do so here. Rather, it appears that after looking at the extra space currently available at its District sites, the District decided to locate AIPCS II across four separate sites.

The District’s Findings do not indicate the District considered redrawing District attendance boundaries, increasing District class sizes or the negative impact on the safety of AIPCS II’s students that would occur if they are required to travel between four separate school sites in one day. Instead, the District’s Findings focus primarily on the impact to District students of allocating to AIPCS II a single District school site – with no analysis of the safety issues facing AIPCS II’s students. AIPCS II believes there are District sites in AIPCS II’s requested geographical area that are large enough to accommodate AIPCS II’s entire in-District enrollment in reasonably equivalent facilities. Thus, the District’s failure to offer AIPCS II a contiguous site violates Prop. 39 and its Implementing Regulations.

2. Condition Analysis

A district must determine whether a facility is reasonably equivalent by determining whether the condition of facilities provided to a charter school is reasonably equivalent to the condition of comparison group schools. Pursuant to 5 CCR Section 11969.3(c), the District must assess “such factors as age (from latest modernization), quality of materials, and state of maintenance.” The District must also assess the following factors:

1. School site size
2. The condition of interior and exterior surfaces

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3. The condition of mechanical, plumbing, electrical, and fire alarm systems, including conformity to applicable codes
4. The availability and condition of technology infrastructure
5. The condition of the facility as a safe learning environment including, but not limited to, the suitability of lighting, noise mitigation, and size for intended use
6. The condition of the facility's furnishings and equipment
7. The condition of athletic fields and/or play area space

The District did not perform this complete analysis in the Final Offer or the exhibits attached thereto. The District claims that it has evaluated data on the condition of the facilities at the comparison schools based on the information available from the District's Asset Management and Facilities Master Plan, and that the sites offered to AIPCS II are reasonably equivalent in every category. However, the District's Asset Management and Facilities Master Plan only addresses a small subset of the categories required to be analyzed by the District under 5 CCR Section 11969.3(c). In addition, these documents were prepared a number of years ago, and thus likely do not reflect an accurate assessment of the condition of the facilities.

The Final Offer does not assess the condition of the athletic fields, play areas, furnishings and equipment, technology infrastructure, mechanical, plumbing, electrical, and fire alarm systems, the suitability of lighting, or the size for intended use. Therefore, the District's Final Offer fails to perform the complete condition analysis required by the Implementing Regulations.

3. The Final Offer's Teaching Station Allocation is not Legally Compliant

For all the same reasons set forth in the response to the Preliminary Proposal, the "teaching station to ADA ratio" used by the District to make its allocation of teaching stations is not legally compliant, and results in an under-allocation of classrooms to AIPCS II. Moreover, a review of the Jacobs data reveals the large number of empty classroom space in the District that was not included anywhere in the District's calculation.

As an example, the District claims an average teaching station to ADA ratio of 26.41 for La Escuelita, with a K-8 ADA of 406.78. This ratio requires 15 classrooms on the site. Yet the Jacobs report reveals there are at least 19 classrooms on the site, for a corrected teaching station to ADA ratio of 21.4. Similarly, the District claims a teaching station to ADA ratio of 25.75 for Garfield, with an ADA of 647.05. This ratio requires 25 classrooms on the site. Yet the Jacobs report reveals there are at least 33 classrooms on the site, for a teaching station to ADA ratio of 19.6.

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Other comparison schools have similarly lower teaching station to ADA ratios based on the Jacobs Report data. As a result, AIPCS II may be entitled to even more than the nineteen classrooms it originally calculated it was owed in its response to the Preliminary Proposal.

4. The Final Offer Does Not Allocate Sufficient Specialized Classroom and Non-Teaching Station Space to AIPCS II

AIPCS II is also entitled to reasonable allocations of specialized and non-teaching station space. Section 11969.3(b)(2) requires that, if a school district includes specialized classroom space, such as science laboratories, in its classroom inventory, the Proposition 39 offer of facilities provided to a charter school must include a share of the specialized classroom space. The Final Offer must include “a share of the specialized classroom space and/or a provision for access to reasonably equivalent specialized classroom space.” (5 CCR § 11969.3(b)(2).) The amount of specialized classroom space allocated and/or the access to specialized classroom space provided shall be determined based on three factors:

- (A) the grade levels of the charter school’s in-district students;
- (B) the charter school’s total in-district classroom ADA; and
- (C) the per-student amount of specialized classroom space in the comparison group schools.²

As such, the District must allocate specialized classroom space, such as science laboratories, art rooms, computer labs, music rooms, weight rooms, etc., commensurate with the in-District classroom ADA of AIPCS II. The allocated site must include all of the specialized classroom space included across all of the different grade levels.

In addition, the District must provide non-teaching station space commensurate with the in-District classroom ADA of AIPCS II and the per-student amount of non-teaching station space in the comparison group schools. (5 CCR § 11969.3(b)(3).) Non-teaching space is all of the space at the comparison school that is not identified as teaching station space or specialized space and includes, but is not limited to, administrative space, a kitchen/cafeteria, a multi-purpose room, a library, a staff lounge, a copy room, storage space, bathrooms, a parent meeting room, special education space, nurse’s office, RSP space, and play area/athletic space, including gymnasiums, athletic fields, locker rooms, and pools or tennis courts. (*Ibid.*)

The allocation of specialized teaching space and non-teaching space is based on an analysis of the square footage of each category of space available to students at the comparison schools (i.e., “the per-student amount of specialized classroom/non-teaching space in the comparison group schools”). (5 CCR § 11969.3(b)(2)-(3).) Moreover, just because one kind of specialized

² *Id.*; see also *Bullis Charter School v. Los Altos School Dist.* (2011) 200 Cal.App.4th 296 (Bullis) and *California School Bds. Assn. v. State Bd. of Education* (2010) 191 Cal.App.4th 530 (CSBA).

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classroom or non-teaching station space is not available at all the comparison schools, the District may not fail to provide an allocation of that kind of space. Instead:

[W]hile a Proposition 39 analysis does not necessarily compel a school district to allocate and provide to a charter school each and every particular room or other facility available to the comparison group schools, it must at least account for the comparison schools' facilities in its proposal. A determination of reasonable equivalence can be made only if facilities made available to the students attending the comparison schools are listed and considered. And while mathematical exactitude is not required (cf. *Sequoia, supra, 112 Cal.App.4th at p. 196* [charter school need not provide enrollment projections with "arithmetical precision"]), a Proposition 39 facilities offer must present a good faith attempt to identify and quantify the facilities available to the schools in the comparison group--and in particular the three categories of facilities specified in *regulation 11969.3, subdivision (b)* (i.e., teaching stations, specialized classroom space, and non-teaching station space)--in order to determine the "reasonably equivalent" facilities that must be offered and provided to a charter school. (*Bullis, supra, 200 Cal.App.4th 296, 336.*)

Here, the District has failed to appropriately count specialized classroom and non-teaching station space at the comparison schools and/or has failed to account for those spaces in its offer. The District has also failed to identify how the Charter School will share certain non-teaching station spaces on the allocated sites, and what non-teaching station spaces have actually been offered.

Furthermore, while the Charter School appreciates the access to the significant additional data provided by the Jacobs report, as the District acknowledges, the Jacobs data is "approximate" and not as precise as the MKThink data. There also appears to be material differences in the square footage information provided by the Jacobs report and the MKThink reports from several years prior. The District has relied on the older MKThink information for the entire non-teaching station space analysis; even a comparison between Exhibits D, E, and F of the square footage of specific rooms and specific campuses demonstrates many differences in square footage for individual spaces. This makes it difficult for the Charter School to understand, verify and corroborate the square footage calculations performed by the District.

a. Allocation of Non-Teaching Station Space to AIPCS II

The Final Offer does not properly allocate non-teaching space to AIPCS II. The Final Offer allocates a total of 6,895 square feet of interior non-teaching space and 103,528 square feet of total non-teaching station space to AIPCS II spread across two separate sites (exclusive use of the non-teaching station space at Toler Heights and 14% of the non-teaching station space at Howard).

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The District's allocation of non-teaching space to AIPCS II in the Final Offer does not comply with Prop. 39 or its Implementing Regulations in several respects, including its failure to identify the specific type of non-teaching station space to be allocated to AIPCS II (except 660 square feet of exclusive use non-teaching station space at Howard) and its allocation of non-teaching station space based on the percentage of AIPCS II's enrollment on the sites, as determined by the District rather than an actual square footage analysis. Moreover, the District's calculations of the space to be allocated to AIPCS II are opaque, unverifiable, and based on mysterious formulas. This makes it almost impossible for the school to understand both how the District arrived at its allocation of space and make a determination whether that allocation is legally compliant.

First, there is a considerable amount of non-teaching station space at the comparison schools that is not referenced in the District's Exhibit F or its calculation or allocation to AIPCS II. The Final Offer does not appear to include any of the following types of spaces in its calculation of non-teaching space at the comparison schools or its allocation to AIPCS II even though such spaces are available at the comparison schools: kitchen/servery, nurse/health clinic space, special day class/resource,³ and parent centers/community use rooms.

Similarly, the Final Offer does not address the various types of outdoor areas that exist at the comparison schools such as gardens, basketball courts, play fields, and play structure space but rather lumps all the different types of exterior spaces together when calculating exterior non-teaching station space. The District is required to provide AIPCS II with a reasonably equivalent allocation of all these types of spaces based on the "per-student amount of non-teaching station space in the comparison group schools," and AIPCS II requires an allocation of all these types of spaces in order to operate its educational program. Each of these types of spaces has a specific use and furnishings and equipment and/or design that are appropriate for such use, and the District's allocation method does not ensure AIPCS II will receive a reasonably equivalent allocation of each type of non-teaching station space that exists at the comparison schools. As stated in *Bullis, supra*, "a school district, in determining the amount of nonteaching station space it must allocate to the charter school, must take an objective look at all of such space available at the schools in the comparison group." (*Bullis, supra*, at p. 1047, emphasis added.) The District is not permitted to average all of the unique types of non-teaching station spaces that exist at the comparison schools and then allocate AIPCS II a percentage of unspecified non-teaching station spaces that exists at the allocated sites, which are not comparison schools.

³ The Final Offer asserts the District will provide special education space upon AIPCS II providing evidence of serving in-District special education students. Prop. 39 and the Implementing Regulations do not require charter schools to provide evidence of serving special education students to receive the same ratio of special education/resource space per unit of ADA that exists at the comparison schools. **The information included in the District's Exhibit E indicates AIPCS II is entitled to at least 3 classrooms for special education and for resource space.**

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Second, the Final Offer contains no listing or description of the types of shared non-teaching spaces to which AIPCS II will be provided access at the offered sites beyond large categories of space, or any proposed schedule for AIPCS II's use (5 CCR Section 11969.9(h)(2) requires the Final Offer to include "arrangements for sharing" the shared space.) The District's failure to provide this basic information to AIPCS II precludes AIPCS II from engaging in timely and efficient negotiations with site principals regarding shared use schedules and prevents AIPCS II from assessing whether the Final Offer provides AIPCS II with access to all of the different types of non-teaching station space to which AIPCS II is entitled. 5 CCR section 11969.9(h) requires that the school district, in its final facilities proposal, specifically identify the nonteaching station space offered to the charter school. (*Bullis, supra*, at p. 1046.)

Third, the District may not base its non-teaching station space allocation to AIPCS II on the "minimum" amount of non-teaching space that exists at any one of the comparison group schools, which results in a significantly and artificially reduced allocation to AIPCS II.⁴ The District claims a "charter school's allocation is considered to fall within reasonable equivalence standards if it falls within the minimum/maximum Sq. ft./ADA ratios at the comparison group schools." However, the District has not and cannot provide any legal authority to support this claim, and such a position directly conflicts with the basic premise of Prop. 39 – that public school facilities must be shared fairly between all public school students, including those in charter schools.

Fourth, Tables 7a and 7b add even more opacity to the District's analysis. The District is using these tables to calculate how much total non-teaching station space exists at the comparison schools (including indoor and outdoor space) per unit of ADA. Furthermore, the District has ensured that its calculation misstates the actual per ADA amount of non-teaching station space by deducting the total "classroom space"⁵ from the "total site area".⁶ By using this formula, the District has assumed that all classrooms larger than 600 square feet are accounted for in its teaching station to ADA ratio – but by its own admission, the District's teaching station to ADA ratio calculation only includes rooms staffed by a teacher – not empty rooms, not classrooms used for storage or counseling or restorative justice or any other purposes. This space is also not necessarily captured by the specialized classroom allocation, as this is also based only on the number of classrooms larger than 600 square feet on the site but does not actually determine the use of each space, or whether the proportion actually captures usage at each comparison school site.

⁴ The District claims that AIPCS II is only entitled to 68,354 total square feet of non-teaching space based on the "minimum" amount of non-teaching space that exists at the comparison schools. Based on the figures provided by the District, the average comparison schools' non-teaching station sq ft/ADA is 236.3, which would result in an allocation of 112,955 total square feet of non-teaching station space.

⁵ Defined as the square footage of all classrooms that are equal to or larger than 600 square feet "and any attached classroom storage space included in the Prop. 39 preliminary offers."

⁶ The total square feet of outdoor and building square feet on the campus, including non-ground level building square footage.

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For all these reasons, the District's allocation of specialized and non-teaching station space included in the Final Offer fails to comply with Prop. 39 and its Implementing Regulations. AIPCS II is entitled to reasonably equivalent allocations of specialized and non-teaching spaces, and of furnishings and equipment that accompany those spaces in the comparison schools, and it anticipates receiving its full complement of the specialized and non-teaching space at the offered school sites.

5. Pro Rata Charge Worksheet

As a preliminary matter, AIPCS II notes that the District has indicated that AIPCS II's "share of the custodial costs may be subject to reconciliation in the event that the District is required to increase staffing as a result of the Charter School's use and occupation of the District's site." To the extent that the District is indicating its intent to charge AIPCS II an additional amount for custodial services above what is included in the pro-rata share, this is not permitted by the Implementing Regulations.

- a. Utilities:** The District indicates that utilities may be included in the pro rata share if applicable under the Use Agreement. These amounts should be separately metered and billed to AIPCS II, as it is not appropriate nor provided for in the law to include these costs in the pro rata share calculation, especially since some schools in the District (for example, comprehensive high schools that have pools and large gymnasiums) have substantially higher utilities costs, thereby requiring AIPCS II to shoulder higher burdens of utilities costs than the amounts AIPCS II actually uses. If the District receives billing from the utilities companies for each of its individual school sites, AIPCS II is willing to pay the actual utilities costs for the site based on the same calculation used to determine the pro rata share costs for the shared use space, with the exception that any costs assumed by AIPCS II cannot be included in the pro rata share calculation.
- b. Police Services:** The District may not include police costs in its pro rata share calculation because AIPCS II provides its own security and alarm services, and also has been told by the District's Police Services that Police Services does not provide services to charter schools in the District. Pro rata share amounts are intended to reflect a charter school's portion of the District's facilities costs that AIPCS II uses. Because AIPCS II does not use the District's police service, the inclusion of these costs in the pro rata share calculation is not appropriate.
- c. Insurance:** AIPCS II will provide and pay for the full spectrum of its insurance benefits, as required by its charter and the Facilities Use Agreement; the District has included the cost of its own property insurance on the facility. Including the District's insurance costs in the calculations not only double bills AIPCS II for a cost it is already

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paying for, it is requiring AIPCS II to pay for a cost that is actually the District's responsibility. Moreover, insurance is not contemplated under the Prop. 39 regulations as an acceptable "facilities cost," and Education Code Section 47614 specifically states that a charter school may not be charged for use of district facilities beyond the pro rata share.

- d. **Custodial Services:** The District indicates that custodial services may be included in the pro rata share if applicable under the Use Agreement. The Implementing Regulations provide that ongoing operations and maintenance of facilities, which includes custodial costs, are the responsibility of AIPCS II (5 CCR Section 11969.4(b)) and that any costs assumed by AIPCS II cannot be included in the pro rata share calculation. AIPCS II wishes to perform its own custodial services in large part because it is not financially able to absorb the cost of District services; therefore, the FUA will need to provide for this revision.
- e. The District has included \$13,048,405 in facilities costs identified as "RRMA transfer from UR to resource 8150." However, the Implementing Regulations provide that ongoing operations and maintenance of facilities, which includes custodial costs, are the responsibility of AIPCS II (5 CCR Section 11969.4(b)) Therefore, please provide AIPCS II with the necessary documentation to show that the District has removed all facilities costs related to ongoing operations and maintenance from its RRMA transfer account that are AIPCS II's responsibility, including custodial services.
- f. The District has included its emergency debt service costs in the pro rata share calculation. 5 CCR Section 11969.7 states that only unrestricted General Fund facilities costs that are not costs otherwise assumed by AIPCS II are included in the methodology. Under the Implementing Regulations, items that are not specifically included in the pro rata share calculations because they are either obligations of AIPCS II or facilities-related general fund expenses may not be included in the calculation of facilities costs. "Debt servicing" is typically not a cost charged to the unrestricted general fund (e.g., bond repayment obligations are excluded). Further, even if repayment of the District's emergency loan constitutes debt service that is charged to the unrestricted general fund, the pro rata share is intended to reimburse the District for a charter school's proportion of the District's facilities costs in exchange for AIPCS II's use of District facilities. The Emergency Apportionment state loans are clearly not facility-related debt service costs, and thus may not be included in the calculation. Again, only those facilities costs charged to the unrestricted general fund can be included in the pro rata share calculation. (5 CCR Section 11969.7.) If it is the District's position that the repayments of the emergency state loan are debt service for "facilities costs" then we request that the District provide some documentation demonstrating that the emergency loan monies were spent on "facilities costs."

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- 6. Draft Facilities Use Agreement:** We are reviewing the draft Facilities Use Agreement and look forward to negotiating the terms of that or an in-lieu agreement over the next several weeks, as required by the Implementing Regulations. (5 CCR Section 11969.9(k).)
- a. **Section 1:** This section states “District agrees to allow use of the Premises at the School(s) by Charter School for the sole purpose of operating Charter School’s educational program in accordance with all applicable federal, state and local regulations relating to the Premises and to the operation of Charter School’s educational program.” This section will need to be revised to include AIPCS II’s summer school, if any, and programs procured by AIPCS II through third party entities, e.g. after-school program providers.
 - b. **Section 1.4:** Prop. 39 only requires AIPCS II to comply with the District’s policies and procedures related to operations and maintenance, and not where actual school district practice substantially differs from official policies. (5 CCR Section 11969.4(b).
 - c. **Section 1.6:** Fees charged under the Civic Center Act are intended to reimburse school districts for the costs they incur to process permits and to clean up after community use of their facilities. The portion of the Civic Center Act fees related to custodial and maintenance costs must be paid to AIPCS II if AIPCS II is responsible for cleaning up its site after each community use.
 - d. **Section 2:** The Site must be furnished, equipped and available for occupancy by AIPCS II for a period of at least ten (10) working days prior to the first day of instruction. However, we are willing to consider taking possession earlier if mutually agreed upon between the parties.
 - e. **Section 3:** This section also needs to reflect that if AIPCS II constructs or installs recreational improvements or other school facilities, AIPCS II and the District will agree to negotiate a reduction in the facilities use fees. AIPCS II’s other concerns regarding the Pro Rata Share Charge outlined above are incorporated herein. Again, any costs assumed by AIPCS II cannot be included in the pro rata share calculation, including custodial and maintenance costs. AIPCS II objects to the late charge listed in Section 3.5. The Implementing Regulations do not contemplate late fees to be charged to AIPCS II.
 - f. **Section 6:** This number will need to be adjusted to reflect the number of AIPCS II students on the sites.
 - g. **Section 9:** This section states that the District “shall not be liable for any personal injury suffered by Charter School or Charter School’s visitors, invitees, and

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guests, or for any damage to or destruction or loss of any of Charter School or Charter School's visitors, invitees or guests' personal property located or stored in the parking lots, street parking or the School Site, except where such damage is caused by the District's negligence or misconduct." This section will need to be changed to reflect that the District may not avoid liability for injuries or damage caused by its failure to maintain the parking spaces on the site. The District is required to provide AIPCS II with a facility that complies with the California Building Code, and to maintain the facility in compliance with the California Building Code. (5 CCR Section 11969.9(k).) It may not provide the parking lot in an "as-is" condition.

- h. Section 10:** For the same reason, the District may not require AIPCS II to take the facility in "as is" condition. Furthermore, it is not acceptable for the District to terminate the FUA if the cost to make repairs exceeds \$150,000. The District is required to make the facility available to AIPCS II for its entire school year (5 CCR Section 11969.5) and to maintain the facility in compliance with the California Building Code. (5 CCR Section 11969.9(k).) As a result, if the facility is damaged, the District must repair it, or, if it is destroyed, the District must provide alternative facilities.
- i. Section 12.3 and 12.4:** The District must make reasonable efforts to keep their materials, tools, supplies and equipment on the Premises in such a way as to minimize disruption to AIPCS II's program. The District must provide relevant scheduling information and reasonable notice to AIPCS II if it will be coming onto the facility to perform maintenance. In addition, AIPCS II wishes to perform its own custodial services, and as a result, does not agree to allow the District to enter the Premises to perform custodial services.
- j. Section 14:** While AIPCS II is willing to pay any taxes or assessments on its personal property, or modifications or improvements it performs on the facility, it may not otherwise be obligated to pay any costs to occupy the facility beyond the pro rata share. (Education Code Section 47614(b)(1).)
- k. Section 15:** AIPCS II wishes to perform its own cleaning and custodial services. Therefore, the Final Offer will need to be revised to provide for this revision.
- l. Section 17:** If the comparison schools have a security system, then in order to provide a reasonably equivalent facility, the District must also provide the Premises with a security system. AIPCS II does not agree to provide written verification of compliance with the fingerprinting and criminal background investigation requirements to District prior to AIPCS II taking possession of the Premises and prior to conducting its educational program on the Premises.

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- m. **Section 18.1.7:** AIPCS II does not agree that should it default under the FUA, it must pay the District its unpaid pro rata share. The District is obligated to attempt to first find an alternative occupant for the site.
- n. **Section 18.2:** This section must provide for AIPCS II to perform any District obligation if the District is in default, and to recover its reasonable costs in so doing from the District.
- o. **Section 20:** If AIPCS II chooses to seek its insurance through a joint powers authority such as CharterSAFE, JPAs do not receive an A.M. Best insurance rating. This section will need to be revised to provide that insurance through a JPA will satisfy the terms of the FUA.
- p. **Section 28:** This section must be revised to provide that the District is responsible for maintaining the Premises in compliance with applicable law, except to the extent that compliance arises as a result of modifications or improvements performed by AIPCS II.

We have attempted in this letter to enumerate all of our concerns with the District's Final Offer; however, we note that our failure to mention a concern in this letter should not be interpreted as acceptance of that term. AIPCS II looks forward to the opportunity to discuss and negotiate the Facilities Use Agreement with the District, along with AIPCS II's other above-referenced concerns, moving forward.

Respectfully,



Superintendent Maya Woods-Cadiz
American Indian Model School

Cc: Sarah Kollman, Young, Minney & Corr, LLP
AIPCS II's Board Members



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

OFFICE OF CHARTER SCHOOLS

April 1, 2018

Maya Woods-Cadiz
American Indian Public High School
171 12th Street
Oakland, CA 94607

Re: Oakland Unified School District
Final Offer of Facilities, 2018-2019

Dear Maya Woods-Cadiz:

Oakland Unified School District (“District”) makes this Final Offer of Facilities to **American Indian Public High School** (“Charter School”) for the 2018-2019 school year.

The District has carefully considered the Charter School’s request for facilities under the criteria set forth in Proposition 39 and its implementing regulations. (Cal. Ed. Code § 47614; Cal. Admin. Code, title 5, §§ 11969.1, *et seq.*) This Final Offer complies with all of the requirements of Proposition 39 and Cal. Admin. Code, title 5, §11969.9(h).

A. Procedural History

The Charter School submitted a Request for Facilities under Proposition 39 pursuant to Cal. Admin. Code, title 5, § 11969.9(c) on or before November 1, 2017. The Charter School’s Request for Facilities was based upon a projected in-District ADA of **368.50**.

B. 2018-2019 Final Offer to the Charter School

Education Code § 47614 and its implementing regulations only obligate the District to offer space sufficient to accommodate the Charter School’s in-District students. The District’s allocation of space is therefore based on the Charter School’s projected in-District ADA of **368.50**.

1. Methodology

Cal. Admin. Code, title 5, § 11969.3 governs the identification of the comparison group sites. Subsection (a)(1) states as follows:

Comparison Group:

The standard for determining whether facilities are sufficient to accommodate charter school students in conditions reasonably equivalent to those in which the students

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would be accommodated if they were attending public schools of the school district providing facilities shall be a comparison group of district-operated schools with similar grade levels. If none of the district-operated schools has grade levels similar to the charter school, then a contiguous facility within the meaning of subdivision (d) of section 11969.2 shall be an existing facility that is most consistent with the needs of students in the grade levels served at the charter school. The district is not obligated to pay for the modification of an existing school site to accommodate the charter school's grade level configuration.

Cal. Admin. Code, title 5, § 11969.3(a)(2) governs the determination of the comparison group schools for districts whose students live in high school attendance areas:

The comparison group shall be the school district-operated schools with similar grade levels that serve students living in the high school attendance area, as defined in Education Code section 17070.15(b), in which the largest number of students of the charter school reside. The number of charter school students residing in a high school attendance area shall be determined using in-district classroom ADA projected for the fiscal year for which facilities are requested.

The District must first identify the high school attendance area in which the largest number of in-District Charter School students reside. Education Code §17070.15(b) defines “attendance area” as “the geographical area serving an existing high school and those junior high schools and elementary schools included therein.” Based on the information provided in the Charter School’s facilities request, the District has determined that the greatest number of Charter School students live within the **Oakland High School** attendance area.

Table 1: High School Attendance Area

Grade Span	Attendance Area	# of Students	% of Students in Grade Span
9-12	Oakland High	73	20.2%
	Fremont	68	18.8%
	Skyline	59	16.3%
	Outside of Oakland	50	13.9%
	Oakland Tech	47	13.0%
	Castlemont/CCPA/Madison	37	10.2%
	McClymonds	27	7.5%

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Therefore, the comparison group schools for the Charter School are as follows:

- Oakland High School

The Charter School’s March 1, 2018 letter does not dispute the District’s methodology used to identify the comparison group schools.

2. Facilities Offered:

The District offers the Charter School facilities at the following school sites:

Lakeview Elementary School
746 Grand Avenue, Oakland, CA 94610

Westlake Middle School
2629 Harrison Street, Oakland, CA 94612

The Charter School’s allocation of space is as follows:

Table 2a: Allocation of Exclusive Use Teaching Station Space to Charter School by School Site

School Site	# of Teaching Stations/ Specialized Classrooms	Total Sqft
Lakeview	15	12,600
Westlake	4	3,112
TOTAL	19	15,712

Table 2b: Allocation of Exclusive Use Teaching Station Space to Charter School by Room

School Site	Room # (per MKThink site plan)	Sqft
Lakeview	A-2-1	709
Lakeview	A-2-9	709
Lakeview	A-2-29	709
Lakeview	A-3-1	853
Lakeview	A-3-2	1266
Lakeview	A-3-4, 4a	709
Lakeview	A-3-10	857
Lakeview	A-3-20	815

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Lakeview	A-3-25	709
Lakeview	B-1-1	864
Lakeview	C-1-1	864
Lakeview	P3-1-1	884
Lakeview	P4-1-1	884
Lakeview	P5-1-1	884
Lakeview	P6-1-1	884
Westlake	C-2-202	772
Westlake	C-2-203	772
Westlake	C-2-204	796
Westlake	C-2-205	772

Table 2c: Allocation of Exclusive Use Non-Teaching Space to Charter School at Shared Sites by Room

School Site	Room # (per MKThink site plan)	Sqft	Room Type
Lakeview	A-2-2, 3, 4, 10, 11, 17, 19, 26, 27; A -3-5, 6, 15, 19, 23, 25a	1,685	storage
Lakeview	A-2-5, 5a, 5b, 7	746	admin/office
Lakeview	A-2-6, 8; A-3-13; PRR	702	restroom
Lakeview	A-2-12, 18, 20, 28; A-3-3, 7, 14, 16, 24	3,255	circulation
Lakeview	A-2-22, 23	2,347	multipurpose
Lakeview	A-3-21	442	lounge/staff dining
Lakeview	A-2-21	8	mechanical
Westlake	C-2-201	864	admin/office (classroom)
Westlake	C-2-210, 218	184	storage
Lakeview Exclusive Use NTS Total	-	9,185	-
Westlake Exclusive Use NTS Total	-	1,048	-

Table 2d: Allocation of Non-Teaching Space (NTS) to Charter School by School Site

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Site Name	Projected ADA at Site			AIPHS Projected ADA as % of Total Site ADA	Total Site NTS	AIPHS NTS Allocation	Interior Exclusive NTS Allocation	Shared NTS Allocation ¹	
	District-Run	Other Charter	AIPHS					Interior	Exterior
Westlake	303.16	87.57	73.70	15.87%	235,672	37,398	1,048	6,348	30,002
Lakeview	(See tables below for allocation of NTS at Lakeview)								

Table 2e: Allocation of Shared Interior Non-Teaching Space (NTS) to Charter School at Lakeview

Room # (per MKThink site plan)	Room Type	Total Sqft	AIPHS Share %	AIPHS Allocation (Sqft)
A-1-17, 19, 20, 26, 34, 40; A-2-13, 14, 15, 16; A-3-8, 9, 11	building utilities	1,688	50%	844
A-1-25, 31	restroom	963	50%	481
A-2-24	circulation	299	50%	150
A-2-35	circulation	2,073	75%	1,555
Total	-	-	-	3,030

Table 2f: Allocation of Exterior Non-Teaching Space (NTS) to Charter School at Lakeview

Exterior NTS Space Type	Total Sqft ²	AIPHS Share %	AIPHS Allocation (Sqft)
Shared	67,144	50%	33,572
Exclusive Use - AIPHS	40,188	100%	40,188
Exclusive Use – OUSD	2,579	0%	0
Total Exterior NTS	109,911	-	73,760

Table 2g: Total Allocation of Non-Teaching Space (NTS) to Charter School

Site Name	Exclusive Use Interior NTS	Shared Interior NTS	Exclusive Use Exterior NTS	Shared Exterior NTS	Total NTS Allocation
Lakeview	9,185	3,030	40,188	33,572	85,975
Westlake	1,048	6,348	0	30,002	37,398
Total	10,233	9,378	40,188	63,574	123,373

¹ The Charter School’s Shared NTS Allocation is subject to change if the other charter school offered space at Westlake does not accept the District’s Proposition 39 offer.

² All exterior square footage measurements are approximate.

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At Westlake, the Charter School's access to non-teaching space, such as auditoriums, gymnasiums, multi-purpose rooms, and cafeterias, is based upon the Charter School's per-student entitlement to each category of space at the comparison group schools, and calculated upon the proportion of in-district ADA to the total ADA at the site.

Additionally, the Charter School will be once again co-located with District offices at Lakeview. Shared non-teaching space at sites where a charter school co-locates with another school is generally allocated while considering each school's ADA at the site. Due to the unique circumstances at Lakeview, additional tables have been included above, which outline the allocation of non-teaching space at the site. Unless otherwise noted below, shared non-teaching space is split evenly between the Charter School and the District. Factors taken into consideration when allocating non-teaching space included the following:

- Spaces in Building A labeled as "building utilities" are assumed to be necessary for the proper functioning of the building. As such, allocation of these spaces is split evenly between the Charter School and District (i.e. 50% each)
- The Charter School does not have exclusive use of any space on the first floor of Building A. As previously mentioned, building utility spaces, including those located on the first floor are considered shared space. The only other first floor space shared by the Charter School and District are two restrooms (A-1-25 and A-1-31).
- The Charter School occupies slightly more than 75% of exclusive use square footage on the second floor. As such, 75% of the primary circulation area (A-2-35) are being allocated to the Charter School.
- The Charter School has exclusive use of the entire third floor. As such, 100% of non-teaching space on that floor (except aforementioned building utility spaces) is being allocated exclusively to the Charter School.
- The Charter School is being allocated exclusive use of the fenced in exterior area that extends from the portables along the Santa Clara and Grand Avenue side of the campus as shown in **Exhibit G**. The District has exclusive use of the exterior space on the northwest side of the CDC building, including the play structure located in that area. Allocation of the remaining exterior space is expected to be shared evenly between the Charter School and the District.

The specific allocation of specialized teaching space and non-teaching space to the Charter School is set forth in subsections 3(c) and 3(d) below.

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3. Reasonable Equivalence Methodology:

In order to determine whether facilities are “reasonably equivalent,” the District compares the proposed facilities to District-operated schools constituting the comparison group school. The District has considered capacity, condition, location, and other relevant factors, using as a point of reference the comparison group schools identified above, to allocate a facility to the Charter School that meets Proposition 39 standards for “reasonable equivalence.”

a. Condition:

With respect to “condition,” the District may allocate facilities to the Charter School that are comparable to the comparison group in the following ways:

No.	Facility Characteristic – Capacity	Regulatory Authority
1.	Ratio of teaching stations to average daily attendance (“ADA”)	C.C.R., tit. 5, § 11969.3(b)(1)
2.	Specialized classroom space if such facilities are available to the district comparison group (e.g., science laboratories)	C.C.R., tit. 5, § 11969.3(b)(2)
3.	Non-teaching space, which the district can share with the charter school (e.g., administrative, kitchen, multi-purpose, and/or play area space)	C.C.R., tit. 5, § 11969.3(b)(3)
4.	School site size	C.C.R., tit. 5, § 11969.3(c)(1)(A)
5.	Condition of interior and exterior surfaces	C.C.R., tit. 5, § 11969.3(c)(1)(B)
6.	Mechanical, plumbing, electrical, and fire alarm systems in condition and conformity to applicable law	C.C.R., tit. 5, § 11969.3(c)(1)(C)
7.	Availability and condition of technology resources	C.C.R., tit. 5, § 11969.3(c)(1)(D)
8.	Overall learning environment qualities (e.g., lighting, noise mitigation, and/or size for intended use)	C.C.R., tit. 5, § 11969.3(c)(1)(E)
9.	Furnishings and equipment	C.C.R., tit. 5, § 11969.3(c)(1)(F)
10.	Condition of athletic fields and/or play area space	C.C.R., tit. 5, § 11969.3(c)(1)(G)

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The District has also evaluated data on the condition of the facilities at the comparison school group based on site information available from the District’s Asset Management and Facilities Master Plan. A summary of this analysis, found in the table below, shows that the site offered to the Charter School is reasonably equivalent to the comparison school group in every facility characteristic category. Additional information regarding each facility can be found in [Exhibit A](#). Based on the data available to the District, the District has concluded that the facilities offered to the Charter School meet the reasonable equivalence standards under the category of “condition.”

Table 3: School Site Condition Analysis

School/Site Type		Offer Site		Comparison School Site
		Lakeview	Westlake	Oakland High
School/Site		Lakeview	Westlake	Oakland High
Size of Site (acres)		3.1	5.7	10.8
Surfaces*	Physical Condition (Interior)	G	E	E
	Circulation & Wayfaring (Interior)	G	G	G
	Physical Condition (Exterior)	G	E	E
	Circulation & Wayfaring (Exterior)	E	G	G
Mechanical, plumbing, electrical, and fire alarm systems conformity with applicable codes		Y	Y	Y
Tech Infrastructure		Y	Y	Y
Safe Learning Environment		Y	Y	Y
Furnishings/Equipment		Y	Y	Y
Athletic Fields/Play Area Space		Y	Y	Y

* Each site plan included surface condition information for each individual building at the site. For sites with multiple buildings, these ratings were averaged, taking into consideration the relative size of each building to determine the overall site surface condition (E=Excellent, G=Good, F=Fair, P=Poor)

The District conducted its analysis of the condition of the comparison group schools under the criteria set forth in the Proposition 39 regulations, supported by relevant data. Therefore, the District rejects the Charter School’s boilerplate contention in its March 1, 2018 letter that the District failed to conduct the comparison group school condition analysis in accordance with the Proposition 39 regulations.

b. Teaching Stations:

With respect to teaching stations, Cal. Admin. Code title 5, § 11969.3(b)(1) states that “[f]acilities made available by a school district to a charter school shall be provided in the same ratio of teaching stations

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(classrooms) to ADA as those provided to students in the school district attending comparison group schools.”

The District followed the methodology set forth by the Court in *California Charter Schools Assn. v. Los Angeles Unified School District* (2015) 60 Cal.4th 1221 in determining the teaching station allocation to the Charter School. The District consulted, in accordance with Cal. Admin. Code tit. 5, § 11969.3(b)(1), the “classroom inventory pursuant to Sections 1859.31 and 1859.32 ... on the Form SAB 50-02.” (See, Cal. Admin. Code tit. 2, s 1859.30.) A copy of Form SAB 50-02 is linked as [Exhibit B](#). Although the Proposition 39 regulations require the District to reference the classroom inventory referenced on Form SAB 50-02, the District notes that Form SAB 50-02 lists the aggregate classroom inventory by grade range within each high school attendance area, without breaking down inventory by school. Therefore, the District has taken the additional step of creating an updated inventory of actual room utilization at each comparison group school. That inventory is linked as [Exhibit C](#).

The District is permitted to evaluate the utilization of classrooms at the comparison group schools under *California Charter Schools Association*, supra, as the California Supreme Court held in that case that:

According to the District, only classrooms in the inventory that are “provided to” noncharter public school K–12 students in the District must be counted. On this view, unbuilt classrooms, classrooms already used by charter schools, and classrooms dedicated to preschool, adult education, or other uses besides K–12 education are not “provided to” such K–12 students and thus need not be counted in determining the ADA/classroom ratio under section 11969.3(b)(1). [¶] We agree with this reading of section 11969.3(b)(1). (*Id.* at 1239.)

Therefore, the District not only met, but exceeded, the requirements for determining the teaching station-to-ADA ratio under Cal. Admin. Code tit. 5, § 11969.3(b)(1). The District went beyond the classroom inventory contained in Form SAB 50-02, and manually created an inventory of classroom utilization at each of the comparison group schools, to determine the number of classrooms “provided to” District students at the comparison group schools. From that list, the District determined the ADA to teaching station ratio at the comparison group school as **24.32 per teaching station**.

Table 4: Comparison Group Schools Serving Grades 9-12 Located in High School Attendance Area

School	ADA Teaching Station Ratio
Oakland High School	24.32
AVERAGE	24.32

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Applying that ratio to the Charter School’s projected ADA of **368.50**, the District determined that the Charter School was entitled to an allocation of **16 (rounded up from 15.15)** teaching stations.

Table 5: Calculation of Exclusive Use General Education Classroom Allocation

Grade Span(s)	ADA (In-District)	Average ADA Teaching Station Ratio	General Education Classrooms (ADA / Average ADA Teaching Station Ratio)
9-12	368.50	24.32	16 (15.15)

The District created and utilized an updated inventory of actual room utilization at each comparison group school to determine the number of teaching stations “provided to” students in the comparison group schools, in accordance with the Proposition 39 regulations. Therefore, the District rejects the Charter School’s boilerplate contention in its March 1, 2018 letter that the District failed to follow the methodology set forth in the Proposition 39 regulations for determining the number of teaching stations to allocate to the Charter School. The District also based its ADA projections for request year 2018-2019 upon data provided by its enrollment office. The District rejects the Charter School’s contention in its March 1, 2018 letter that the Charter School is better able to project ADA at the District’s comparison group schools with CDE data from 2016-2017. Also, since the District relied upon its updated inventory of teaching spaces “provided to” District students at the comparison group schools, it relied upon more current information than the information cited in the Charter School’s March 1, 2018 letter.

c. Specialized Teaching Space:

Cal. Admin. Code title 5, § 11969.3(b)(2) states as follows with respect to the allocation of specialized teaching space to Charter Schools:

If the school district includes specialized classroom space, such as science laboratories, in its classroom inventory, the space allocation provided pursuant to paragraph (1) of subdivision (b) shall include a share of the specialized classroom space and/or a provision for access to reasonably equivalent specialized classroom space. The amount of specialized classroom space allocated and/or the access to specialized classroom space provided shall be determined based on three factors:

- (A) the grade levels of the charter school's in-District students;
- (B) the charter school’s total in-District classroom ADA; and

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(C) the per-student amount of specialized classroom space in the comparison group schools.

During the 2017-18 school year, OUSD contracted with a third party vendor to conduct an educational adequacy assessment at its facilities. As part of this assessment, the vendor collected updated specialized teaching space data, which included the approximate square footage of each space. Although this data has not yet been finalized, it was used to help determine the charter school’s specialized teaching space allocation based on “the per-student amount of specialized classroom space in the comparison group schools” as shown in the table below. Detailed data related to the specific specialized teaching space present at comparison sites and sites where the charter school has been offered space are provided in [Exhibit D](#).

Table 6: Calculation of Specialized Teaching Space (STS) Allocation³

STS Type	STS Existing at Offer Site(s) (Sqft)	STS Entitlement (Sqft)	Exclusive Use STS Already Included in Classrooms Offered (Sqft)	Over(+)/ Under(-) Allocation of STS Entitlement (Sqft)*
Art Classroom	2016	1378	0	-1378
Art Technology Lab	0	0	0	0
Computer Laboratory	2400	1475	0	-1475
CTE Classroom (Related to Lab Instruction)	0	0	0	0
CTE Family/Consumer Science Multipurpose Lab	1248	0	0	0
CTE Industrial Education Laboratory	0	0	0	0
CTE Technology Education Laboratory	0	0	0	0
CTE General Laboratory	0	0	0	0
Drama Classroom	0	0	0	0
Music Room (Elementary School)	0	0	0	0
Music Room, Band	1740	8	0	-8
Music Room, Choir	713	0	0	0
Science Classroom	3618	780	1728**	948

³ Square footage figures included in this table are approximate and were taken from the Jacobs data found in [Exhibit E](#), unless otherwise noted. All other square footage figures found in this document were taken from MKThink data ([Exhibit F](#)) and are more precise. Therefore, discrepancies in square footage figures may exist between this and other tables found in this letter.

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Science Laboratory	0	1594	0	-1594
SpEd Life Skills Lab	0	516	0	-516
Total	11,735	5,751	1,728	4,023

* Calculated by subtracting STS Entitlement from Exclusive Use STS Already Included in Classrooms Offered

** Jacobs did not assess or provide data for classrooms at the Lakeview campus. OUSD staff conducted a walkthrough and determined that two portables included sinks, water stations, science tables and are therefore considered specialized science classroom space. The corresponding square footage was taken from the MKThink data for Portables B and C.

The District provides the Charter School with specialized teaching space in the form of an allocation of building space and, if necessary, shared space. The District’s updated calculation of the Charter School’s entitlement to specialized teaching space shows that, beyond the allocation of 1,728 sqft of specialized teaching space at the site(s), the Charter School is entitled to an additional 4,023 sqft of specialized teaching space. The Charter School is being allocated 3 additional teaching spaces (approximately 2,481⁴) to the Charter School, reducing the Charter School’s specialized teaching space entitlement to 1,542 sqft. This additional specialized teaching space will be allocated in the form of shared specialized teaching space. Details of the sharing arrangement will be negotiated between the two site leaders once it is known whether the other charter school offered space at Westlake accepts its offer. The Charter School may also be entitled to a self-contained special education classroom allocation if it can demonstrate its Oakland resident student population includes students with severe disabilities that require this type of classroom.

The District has used the updated information provided by its third-party vendor to obtain an updated inventory of the specialized teaching space at the comparison group schools and, where, necessary, has re-evaluated its calculation of the Charter School’s per-pupil entitlement to specialized teaching space. Therefore, the District rejects the Charter School’s boilerplate contention in its March 1, 2018 letter that the District’s offer is “completely void of any discussion of the different amounts (square footage) and types of specialized classroom space that exist at the comparison schools ...” The District’s methodology in inventorying, measuring and allocating specialized teaching space complies in all respects with the Proposition 39 regulations.

d. Non-Teaching Space:

With respect to non-teaching space, Cal. Admin. Code title 5, § 11969.3(b)(3) states as follows:

The school district shall allocate and/or provide access to non-teaching station space commensurate with the in-district classroom ADA of the charter school and the per-

⁴ Using the average square footage of allocated classrooms (827 SF) x 3 = 2,481 SF

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student amount of non-teaching station space in the comparison group schools. Non-teaching station space is all of the space that is not identified as teaching station space or specialized classroom space and includes, but is not limited to, administrative space, kitchen, multi-purpose room, and play area space. If necessary to implement this paragraph, the district shall negotiate in good faith with the charter school to establish time allocations and schedules so that educational programs of the charter school and school district are least disrupted.

The District calculated the amount of non-teaching space at the comparison group schools (Table 7a) and determined this space as a function of Sqft/ADA as shown in Table 7b.

Table 7a: Calculation of Non-Teaching Space (NTS) at Comparison Group Schools

Comparison School(s)	Site Acreage (ground level) ¹	Ground Level Space (sqft) ²	Non-Ground Level Space (sqft) ³	Total Site Area (sqft) ⁴	Classroom Space (sqft) ⁵	Site NTS (sqft) ⁶
Oakland High	10.76	468,706	63,955	532,661	47,988	484,673

Sources: ¹ "Site List" [Exhibit F](#); ² Site Acreage x 43,560 (sqft/acre); ³ "Room List" [Exhibit F](#) (Sqft of all non-ground floor level rooms); ⁴ Ground Level + Non-Ground Level Space; ⁵ "Room List" [Exhibit F](#) (Sqft of all classrooms ≥600 sqft + attached classroom storage spaces included in Prop 39 final offers); ⁶ Total Site Area - Classroom Space

Table 7b: Non-Teaching Space (NTS) Sqft/ADA at Comparison Group Schools

Comparison School(s)	Total Site NTS (sqft)	Percent of Site Classrooms Occupied by District*	District Share of Site NTS (sqft)	18-19 Projected ADA	Total District NTS (sqft/ADA)
Oakland High	484,673	100.00%	484,673	1458.79	332.24

* Based on the number of classrooms not offered or occupied by charter schools at the site divided by the total number of classrooms at the site. For sites not shared with or offered to charter schools as part of Prop 39, this number will be 100%.

A supplement to Table 7a, showing the calculation of non-teaching space at the comparison groups schools, is linked as [Exhibit F](#).

The District then considered the Sqft/ADA ratio for each category of space at the comparison group school as part of its reasonable equivalence analysis.

Table 8a: Calculation of Charter School Non-Teaching Space (NTS) Allocation at Lakeview

Site Name	Lakeview
18-19 Projected Site ADA	294.80

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NTS Type	Sqft
Admin/Office/Conference	746
MPR/Auditorium/Cafeteria/Gym	2,347
Library	0
Other Interior	9,122
Total Interior NTS	12,215
Exterior NTS	73,760
Total NTS	85,975
Average Sqft/ADA	291.64

Table 8b: Calculation of Charter School Non-Teaching Space (NTS) Allocation at Westlake**

Site Name	Westlake			
	Westlake	American Indian Public High School	Envision Academy	Site Total
18-19 Projected Site ADA	303.16	73.70	87.57	464.43
% of 18-19 Projected Site ADA	65.3%	15.9%	18.9%	100.0%
NTS Type	Sqft	Sqft	Sqft	Sqft
Admin/Office/Conference	3,223	783 (864*)	931	4,937
MPR/Auditorium/Cafeteria/Gym	8,024	1,951	2,318	12,292
Library	1,175	286	339	1,800
Other Interior	18,004	4,377 (184*)	5,201	27,581
Total Interior NTS	30,425	7,396 (1,048*)	8,789	46,610
Exterior NTS	123,411	30,002	35,649	189,062
Total NTS	153,836	37,398	44,438	235,672
Average Sqft/ADA	507.44	507.44	507.44	-

* Square footage already included in exclusive-use space allocation to Charter School (see Table 2c). Remaining allocation to be negotiated by site leaders and will likely be in the form of shared space.

**The Charter School’s Shared NTS Allocation is subject to change if the other charter school offered space at Westlake does not accept the District’s Proposition 39 offer.

Following is a summary of the Sqft/ADA ratios of non-teaching space at the comparison group schools,

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compared to that of the Charter School’s allocation:

Table 9: Non-Teaching Space (NTS) Actual Sqft/ADA vs. Comparison School Group

Offer Site	Charter Projected In-District ADA	NTS Sqft	NTS Sqft/ADA
Lakeview	294.80	85,975	291.64
Westlake	73.70	37,398	507.44
Total Allocated		123,373	334.80
Allocation if Based on Comparison School group		122,432	332.24

The District calculates the Sqft/ADA for non-teaching space to determine the reasonable equivalence standards for this category of space at the comparison group schools. A charter school’s allocation is generally considered to fall within reasonable equivalence standards if it falls within the minimum/maximum Sqft/ADA ratios at the comparison group schools. In this instance, the Charter School only has one comparison group school, so the minimum/maximum range for SF/ADA are equivalent. The Charter School’s allocation of non-teaching space is above its entitlement based on the amount of non-teaching space available at the comparison group schools.

The District also will offer the Charter School reasonably equivalent Furnishings and Equipment for **368.50** ADA.

The specific space offered to the Charter School in this Final Offer is depicted in the diagrams attached as **Exhibit G**.

The District complied with the methodology set forth in the Proposition 39 regulations governing the identification, measurement and allocation of non-teaching space, and therefore rejects the Charter School’s boilerplate argument in its March 1, 2018 letter that “[t]he District’s allocation of non-teaching space in the Preliminary Proposal does not comply with Prop. 39 or its Implementing Regulations in several respects ...”

4. Response to Charter School’s March 1, 2018 Letter

In compliance with Cal. Admin. Code, title 5, §11969.9(h), the District addresses the Charter School’s response to the District’s preliminary offer of facilities.

The District has responded to the Charter School’s arguments regarding teaching stations, specialized teaching space, and non-teaching space under the discussion of each respective category above.

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The District has adjusted its calculation of the pro-rata share in response to the Charter School's arguments.

Charter School's ADA Projections: The District is allocating space in accordance with the Charter School's ADA projections.

Site Location: The Charter School identified a location preference of the "Lake Merritt/Downtown/Chinatown neighborhood...at one of the following campus[es]: Lakeview, Bella Vista, Life Academy, and Skyline". The Charter School also expressed interest in remaining at the Lakeview campus.

Education Code 47614(b) states that "[t]he school district shall make reasonable efforts to provide the charter school with facilities near to where the charter school wishes to locate ..." Here, the District exercised its discretion in determining to place the Charter School its current, preferred location, and the closest secondary school. The District's determination is subject to deference. (See, e.g., *Westchester Secondary Charter School v. Los Angeles Unified School District* (2015) 237 Cal.App.4th 1226; *Sequoia Union High Sch. Dist. v. Aurora Charter High School* (2003) 112 Cal.App.4th 185, 194-5.) The District did not abuse its discretion by considering the cost to the District, or the impact upon District pupils, of granting the Charter School's location preference. The District's findings with respect to the Charter School's location preference are attached in the January 24, 2018 resolution adopted by the OUSD Board. ([Exhibit J](#))

The District did not have sufficient capacity at any of the Charter School's identified sites or locations to accommodate the entire Charter School projected in-District ADA. (See, January 24, 2018 Resolution, p. 14-15.) ([Exhibit J](#)) The District did accommodate the Charter School's preference to remain at the Lakeview campus. The District provided the Charter School a Final Offer at Lakeview Elementary School, located at 746 Grand Avenue, Oakland, CA 94610, and at Westlake Middle School, located at 2629 Harrison Street, Oakland, CA 94612, which is approximately 1.1 miles from the Charter School's current location, and the next closest secondary school.

5. The District Followed the Legal Requirements for a Multi-Site Offer, and Has Properly Considered the Charter School's Location Preference

Cal. Code Regs., tit. 5, section § 11969.2(d) requires that "[i]f the in-district average daily classroom attendance of the charter school cannot be accommodated on any single school district school site, contiguous facilities also includes facilities located at more than one site, provided that the school district shall minimize the number of sites assigned and shall consider student safety." On January 24,

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2018, the District's Governing Board passed a Resolution "Finding that Charter Schools Could Not Be Accommodated at a Single Site and Written Statement of Reasons Explaining the Finding" ("Resolution"). The Resolution contains findings supporting the conclusion that the Charter School cannot be accommodated on one site, minimizing the number of sites offered, and considering student safety. ([Exhibit J](#), p. 14-15.) The District placed the Charter School in its current, preferred location (Lakeview), as well as the closest secondary school in the same part of Oakland (Westlake).

The Charter School's March 1, 2018 letter does nothing to refute any of the substantial evidence cited by the District in its January 25, 2017 Resolution. Rather, the Charter School merely disputes the District's right under Proposition 39 and its implementing regulations to allocate a charter school facilities over more than one site. The Charter School also makes the false statement that "the District's Findings focus primarily on the impact to District students – with no analysis of the safety issues facing AIPHS's students." (March 1, 2018 letter, p. 5.) In fact, the District's January 25, 2017 Resolution contains the following findings specific to AIPHS:

The District made the following safety considerations specific to the placement of American Indian Public High School:

The District gave American Indian Public High School the preferred placement at Lakeview and will offer additional classrooms at Westlake Middle School which is located in the requested Lake Merritt neighborhood. Westlake is both within the requested neighborhood and the next closest secondary site.

American Indian Public High School has been housed at Lakeview Elementary School for multiple school years. The District considered the safety implications associated with a relocation of the program for a one year agreement at another site. Such a relocation would require that charter school staff, students, and families commute to a new part of the City and manage the likely disruption that would result from relocation.

Retaining students, families, and staff within the community to which they are accustomed and already a part of is a safety consideration that is taken into account. Maintaining the placement at Lakeview, to the extent permitted by its current capacity, will enable students to continue to be a part of the community with which they are familiar.

The District was mindful of keeping campus occupancy and traffic at a level that would not subject students or personnel to increased physical safety risks. The safety concern of managing student safety would be disproportionately exacerbated if total in-District classroom ADA was located at any one site.

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The District therefore rejects the Charter School’s arguments that the District did not meet Proposition 39 requirements by allocating the Charter School space at more than one site.

C. Final Facilities Offer – Other Terms and Conditions

1. Pro-Rata Share

The calculation of the Charter School’s pro-rata share of facilities costs is attached as **Exhibit H**. The District notes that the Charter School’s share of custodial costs may be subject to reconciliation in the event that the District is required to increase staffing as a result of the Charter School’s use and occupation of the District’s site.

Although the District will address the Charter School’s other stated concerns regarding the facilities costs used to compute the pro-rata share during the course of FUA negotiations, it does maintain that it is entitled to include the cost of property insurance. Cal. Admin. Code tit. 5, § 11969.2 provides the definition of “facilities costs” for the purposes of determining the permissible general fund costs to include in the calculation of the pro-rata share:

As used in Education Code section 47614(b)(1), "facilities costs" are those activities concerned with keeping the physical plant open, comfortable, and safe for use and keeping the grounds, buildings, and equipment in working condition and a satisfactory state of repair. These include the activities of maintaining safety in buildings, on the grounds, and in the vicinity of schools. This includes plant maintenance and operations, facilities acquisition and construction, and facilities rents and leases.

The District believes that it is allowed to include insurance (which only includes property insurance covering the District’s structures, and does not include contents or liability insurance) because these costs constitute expenses incurred in “keeping the ... buildings ... in working condition and a satisfactory state of repair,” in the event that they are damaged and an insurable claim is made. Therefore, the Charter Schools occupying the District’s facilities under Proposition 39 directly benefit from the property insurance that the District takes out on the structures that they occupy.

2. Overallocation Fee

Cal. Admin. Code tit. 5, § 11969.8 provides for a penalty in the event that a school district overallocates facilities to a charter school based on the charter school’s overprojection of Average Daily Attendance (“ADA”) for a school year. Subsection (a) of that regulation provides as follows:

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Space is considered to be over-allocated if (1) the charter school's actual in-district classroom ADA is less than the projected in-district classroom ADA upon which the facility allocation was based and (2) the difference is greater than or equal to a threshold ADA amount of 25 ADA or 10 percent of projected in-district classroom ADA, whichever is greater.

The penalty for overallocation is calculated as follows:

The per-pupil rate for over-allocated space shall be equal to the statewide average cost avoided per pupil set pursuant to Education Code section 42263 for 2005-06, adjusted annually thereafter by the CDE by the annual percentage change in the general-purpose entitlement to charter schools calculated pursuant to Education Code section 47633, rounded to the next highest dollar, and posted on the CDE Web site. The reimbursement amount owed by the charter school for over-allocated space shall be equal to (1) this rate times the difference between the charter school's actual in-district classroom ADA and the projected in-district classroom ADA upon which the facility allocation was based, less (2) this rate times one-half the threshold ADA.

Please be advised that, in the event that the District overallocates facilities based upon the charter School's overprojection of ADA, the District will exercise its rights under the Proposition 39 regulations to collect the overallocation fee from the Charter School.

3. Miscellaneous

Should the Charter School accept the Final Offer of Facilities, the District will require it to enter into a Facilities Use Agreement containing the terms and conditions of the District's facilities allocation. ([Exhibit I](#)) The District provides this proposed agreement without prejudice to its right to propose or modify terms during the process of negotiating the agreement.

Under tit. 5, § 11969.9(i) of the Cal. Code of Regs., the Charter School "must notify the school district in writing whether or not it intends to occupy the offered space," no later than May 1, or 30 days after receipt of this Final Offer, whichever is later.

If you have any questions, please do not hesitate to contact me.

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In Service,

A handwritten signature in blue ink, appearing to be 'LJ', with a stylized flourish at the end.

Leslie Jimenez
Office of Charter Schools

Exhibit A

District Facilities' Site Plans and Profiles

To view the District facilities' site plans and profiles, please visit:

<http://www.ousdcharters.net/prop-39-data.html>

Exhibit B

Form SAB 50-02

To view the Form SAB 50-02 for each high school attendance area, please visit:

<http://www.ousdcharters.net/prop-39-data.html>

Exhibit C

Teaching Station Data

To view the data used to calculate the teaching station ratio, please visit:

<http://www.ousdcharters.net/prop-39-data.html>

Exhibit D

Specialized Teaching Space at Comparison and Offer Sites

To view the calculation of specialized teaching space at comparison and offer sites,
please visit:

<http://www.ousdcharters.net/prop-39-data.html>

Exhibit E

Preliminary Educational Adequacy Assessment Data Extract (from Jacobs as of 3.5.18)

To view the preliminary educational adequacy assessment data extract from Jacobs,
please visit:

<http://www.ousdcharters.net/prop-39-data.html>

Exhibit F

Non-Teaching Space at District Facilities

To view the calculation of non-teaching space at District schools, please visit:

<http://www.ousdcharters.net/prop-39-data.html>

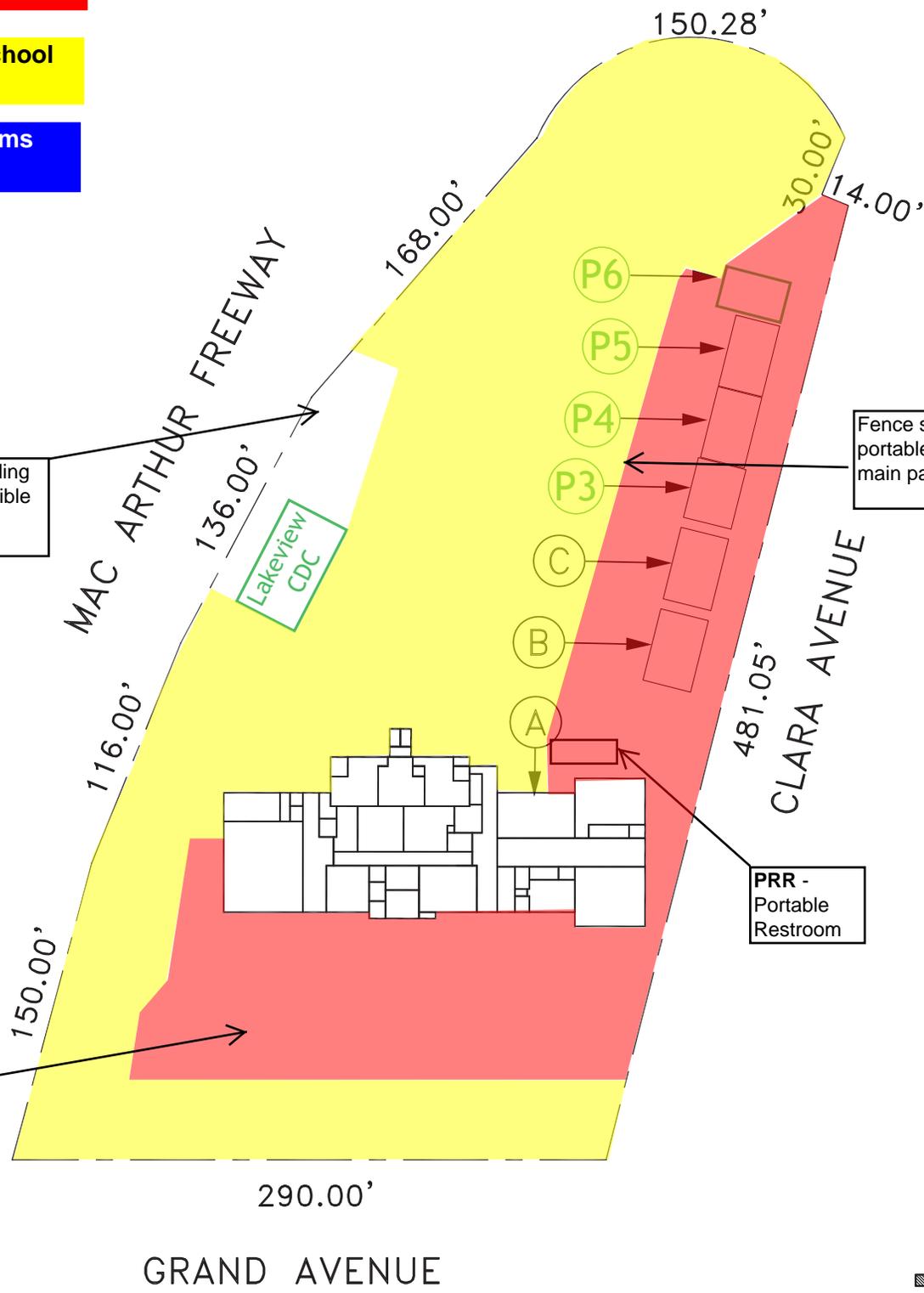
Exhibit G

Specific Space Offered to Charter School

Exclusive Use by Charter School

Shared by Charter School and OUSD

Building Utilities Rooms



Fenced in area including play structure accessible only via the CDC

Fence separating AIPHS portables and space from main parking lot

PRR - Portable Restroom

Outdoor patio, stairs, play structure, gardening box area.

Not drawn to scale

130 - Lakeview Elementary School - Site Plan

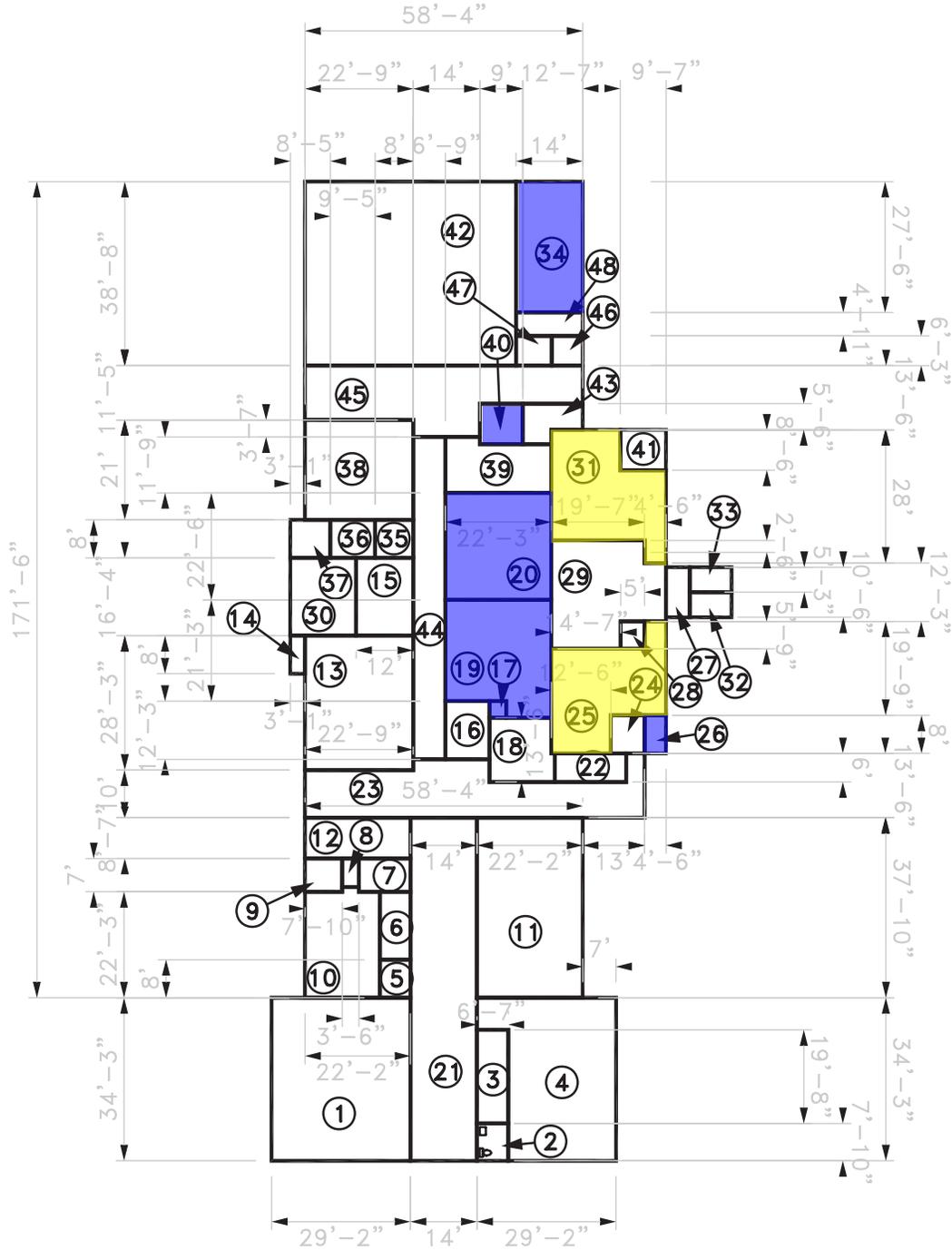
746 Grand Avenue - Oakland, CA 94610-2714

MKTHINK

Roundhouse One, 1500 Sansome Street, San Francisco, CA 94111
mkthink.com 415.402.0888

2011

OAKLAND UNIFIED SCHOOL DISTRICT



Not drawn to scale

130 - Lakeview Elementary School - Unit **A1 (Ground Level/First Floor)**

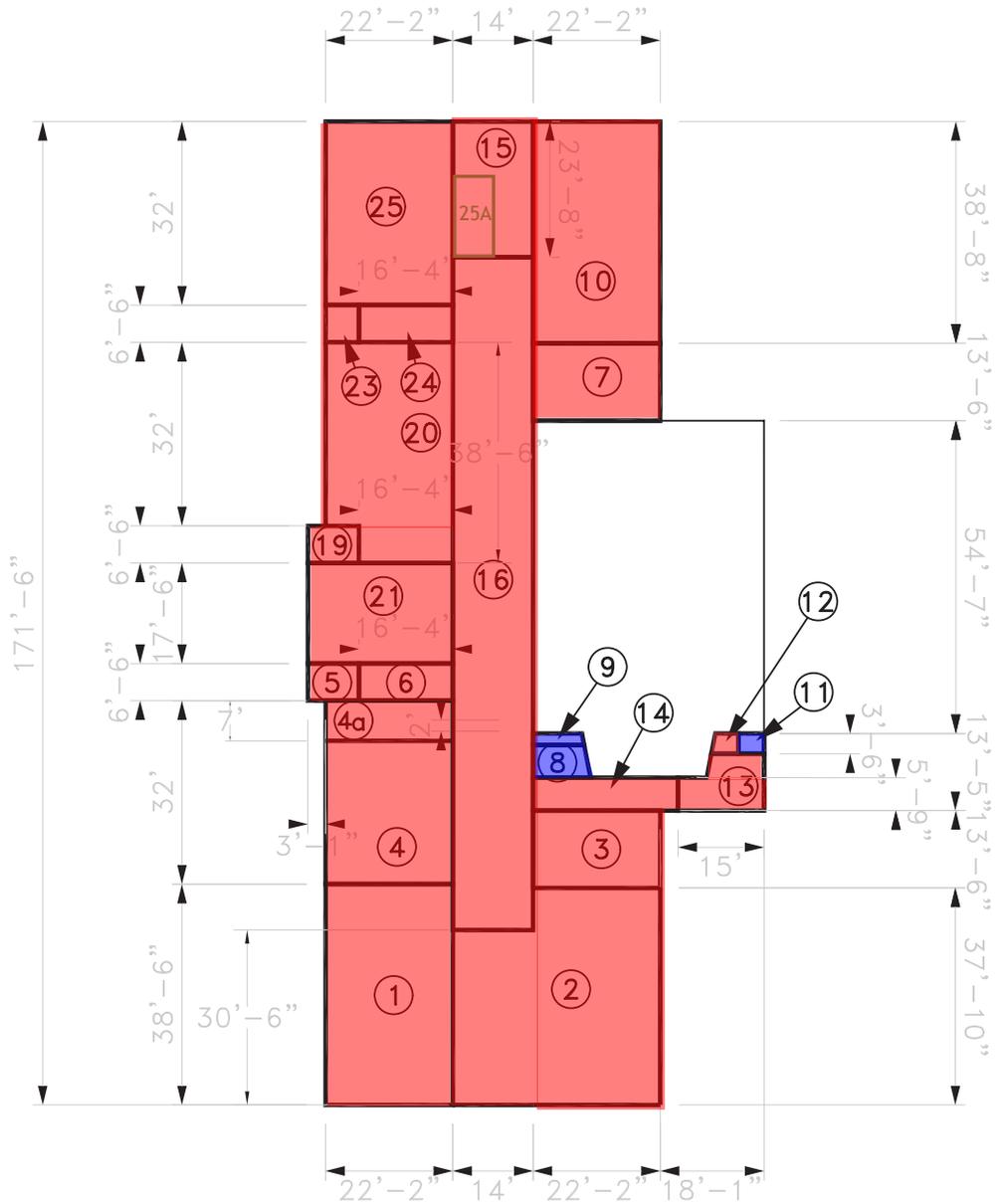
746 Grand Avenue - Oakland, CA 94610-2714



Roundhouse One, 1500 Sansome Street, San Francisco, CA 94111
mkthink.com 415.402.0888

2011





Not drawn to scale



130 - Lakeview Elementary School - Unit **A3 (Third Floor)**

746 Grand Avenue - Oakland, CA 94610-2714

MKTHINK

Roundhouse One, 1500 Sansome Street, San Francisco, CA 94111
mktink.com 415.402.0888

2011



Oakland Unified School District Facilities Asset Management

Lakeview Elementary School

746 Grand Avenue

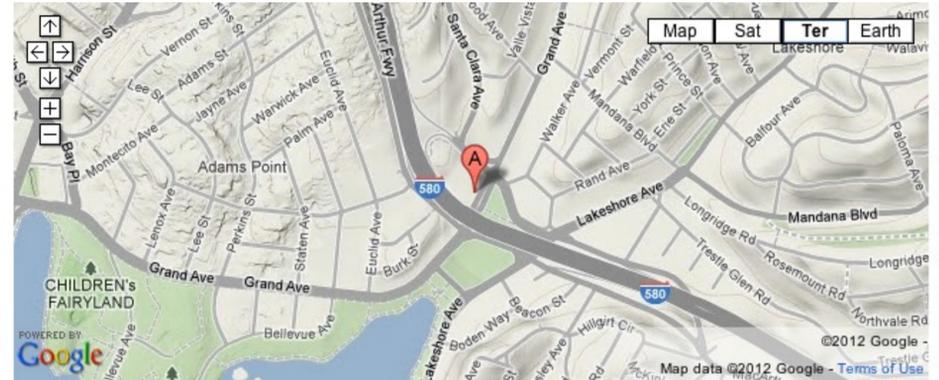
Site 130 Region 1 Grades

Lakeview Elementary is situated in the Grand Lake District, at the north-east corner of Lake Merritt. The area features a substantial commercial backdrop, as well as several parks, a popular weekly farmer's market, and is a nexus of public bus routes and highways. These factors create a lively, healthy atmosphere, but also produces a large amount of background noise, especially where Lakeview is situated directly adjacent to I-580 and Grand Avenue.

PROGRAMMING (2012-2013)

Schools / Enrollment

SDC Non-SDC Total API (2010-2011)



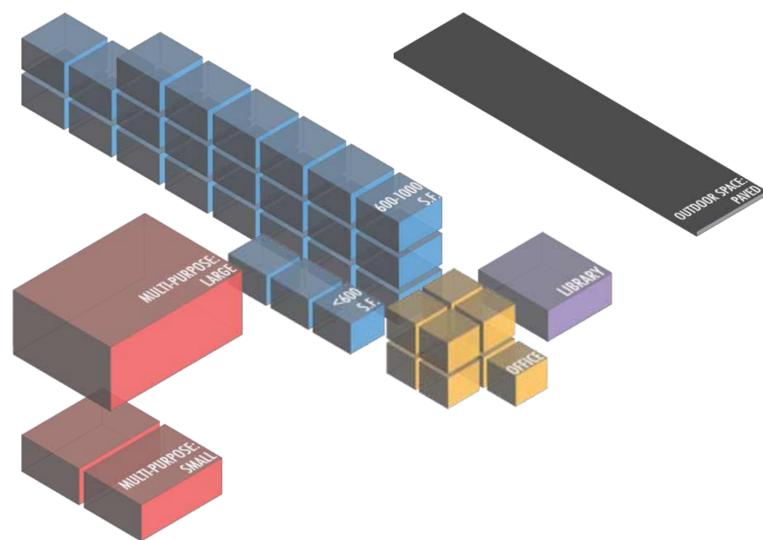
FACILITIES (Summer 2012)

LEARNING ENVIRONMENTS

LIBRARY

MULTI-PURPOSE

SCHOOL OFFICE & WORKSPACE



Summary Counts

	Total	Permanent	Portable
Site Acreage	3.0		
Building Footprint (sf)	20,717		
Building Area (sf)	43,090	34,735	8,355
Classroom-Sized Rooms	22	13	9
3 rooms < 600 s.f. used as classrooms			
	Number of Rooms		Sq Ft
Library Rooms	1		1,266
Auditorium/Cafeteria/ Multi-purpose/Gym	3		4,061
Admin/Office/ Conference Room	9		1,358
School Gardens (None)			
Kitchen	Type: Finishing		
On-site Health Clinic	No		

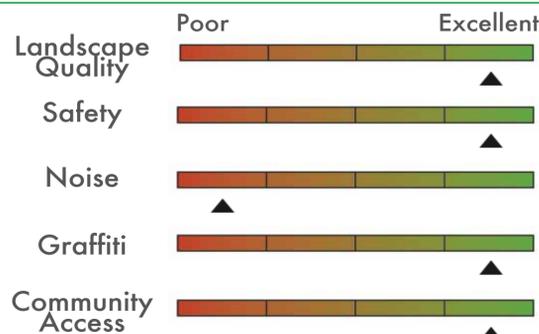
SITE SUMMARY (Summer 2012)

Sports / Recreation

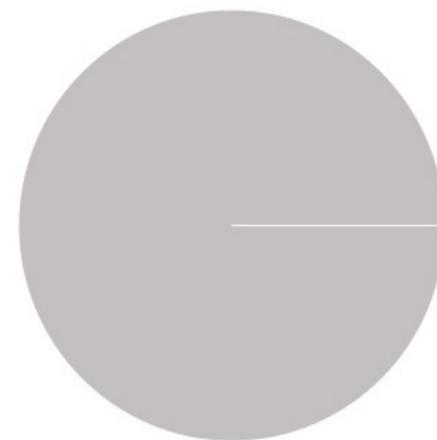
- Play structure ●●
- Basketball hoops ●●●●
- Swimming pool
- Soccer/football field
- Volleyball court
- Track
- Baseball field
- Tennis court

Qualitative Assessment

Transit Accommodations



Open Space



Paved 100% 0% Green

Lakeview Elementary School

Building Records

Site ID 130

Region 1

Grades

Site & Facilities Photos - Summer 2011 (Sample)

*To view the full set, visit: <http://bitly.com/t22bQw>



BUILDING

A

BUILDING AREA (SQFT): 34,735

CONSTRUCTED: 1941

STRUCTURAL ELEMENTS

ROOFING

Plywood on wood joists and trusses

FOUNDATION

Strip footings (under structural walls)

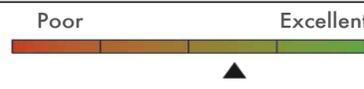
VERTICAL RESISTANCE

Shear wall - Concrete shear walls

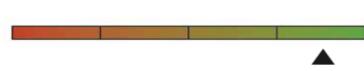
QUALITATIVE BUILDING ASSESSMENT

EXTERIOR

Physical Condition

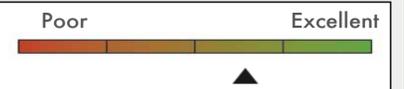


Circulation & Wayfinding

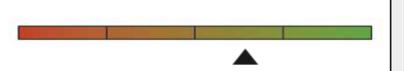


INTERIOR

Physical Condition



Circulation & Wayfinding



ROOM SUMMARY

NO. OF CLASSROOMS

13

NO. OF OFFICES

7

NO. OF ADMIN ROOMS

7

NO. OF RESTROOMS

12

NO. OF STUDENT COMPUTERS

45

NO. OF ADMIN WORKSTATIONS

17

ADDITIONAL ADMIN SPACES

Teachers' Lounge

Lakeview Elementary School

Portable Records

Site ID 130

Region 1

Grades

	Manufactured:	NO. OF CLASSROOMS	NO. OF ADMIN ROOMS
B	2002	1	
C	2002	1	
P3	2002	1	
P4	2002	1	
P5	2002	1	
P6	2001	1	
P7	1995	1	1
P8	1995		1
P9	1995	1	
P10	1995	1	

Portable Inventory

Total Count
10

Average Age
13 Years

Qualitative Conditions Assessment

	Poor	Excellent
EXT.		
INT.		

Lakeview Elementary School

Rooms Summary & List

Site ID 130

Region 1

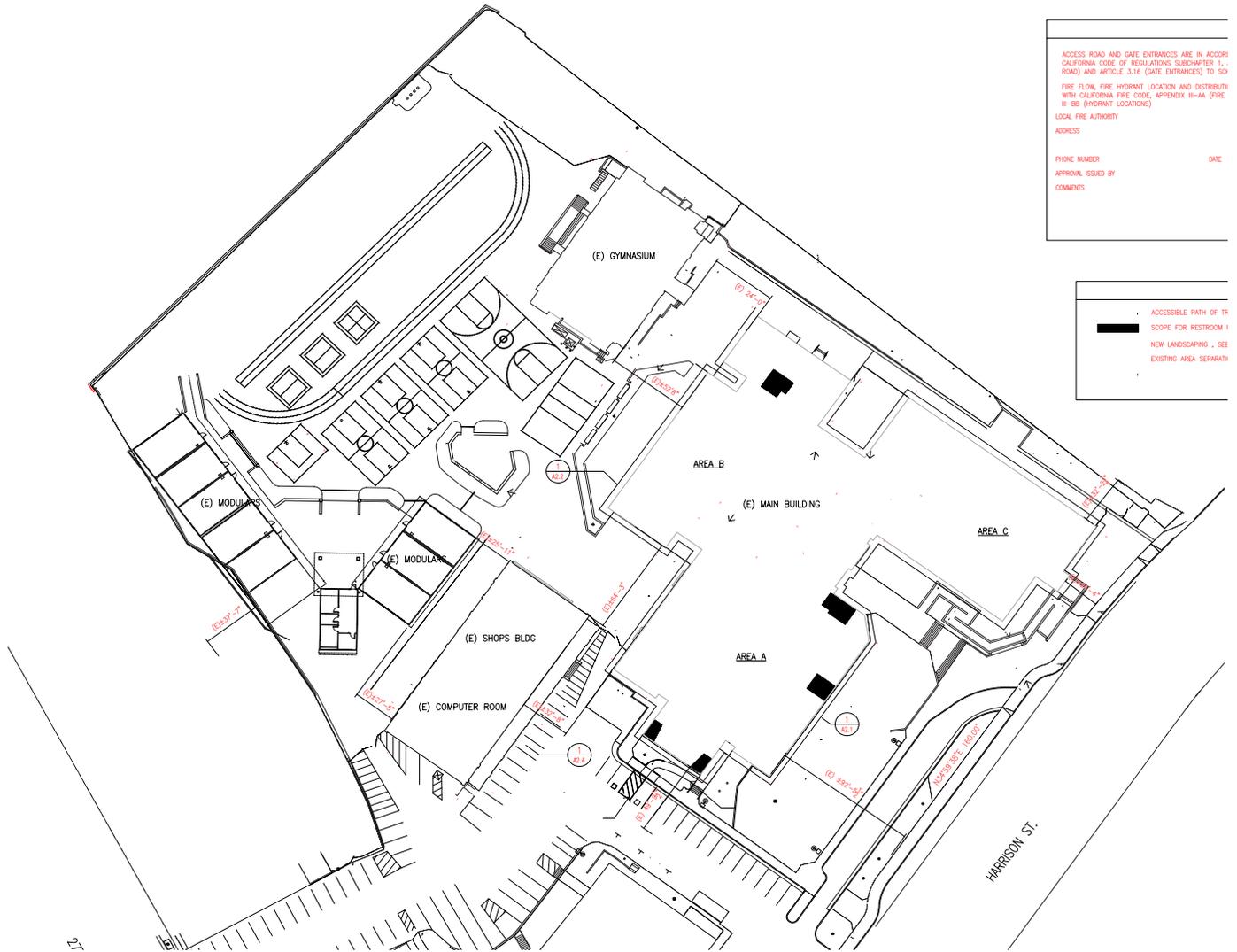
Grades

BUILDING	BLDG LEVEL	ROOM #	ROOM USE	ROOM AREA (SQUARE FOOTAGE)	CLASSROOM COMPUTERS	ADMIN WORKSTATIONS	MARKED ROOM #	ROOM CAPACITY	
A	1	1	Classroom	709					
	Adjoins room #1		1	2	Storage	38			
	1	3	Storage	106					
	1	4	Storage	310			14		
	1	5	Admin/Office	267		1			
	1	5a	Admin/Office	168		1			
	1	5b	Admin/Office	126		1			
	1	6	Restroom	29					
	1	7	Admin/Office	185		1			
	1	8	Restroom	47					
	1	9	Classroom	709					
	Adjoins room #9		1	10	Storage	58			
	1	11	Storage	106					
	1	12	Circulation	299					
	1	13	Building Utilities	21					
	1	14	Building Utilities	28					
	1	15	Building Utilities	19					
	1	16	Building Utilities	16					
	1	17	Storage	15					
	1	18	Circulation	14					
	1	19	Storage	261					
	1	20	Circulation	8			12		
	1	21	Mechanical	8					
	1	22	Multipurpose	252					
	1	23	Multipurpose	2,095					
	1	24	Circulation	299					
	1	25	Classroom	857					
	Adjoins room #29		1	26	Storage	58			
	1	27	Storage	106					
	1	28	Circulation	442					
	1	29	Classroom	709					
	1	30	Storage	38					
	1	31	Storage	106					
	1	32	Classroom	709					
	1	33	Classroom	327					
1	33a	Restroom	42						
1	35	Circulation	2,073						
2	1	Classroom	853						
2	2	Library	1,266	9					
2	3	Circulation	299						
2	4	Classroom	554	4		14			
Adjoins room #4		2	4a	Storage	155				
2	5	Storage	58						
2	6	Storage	106						
2	7	Circulation	299						
2	8	Building Utilities	54						
2	9	Building Utilities	17						
2	10	Classroom	857	30					
2	11	Building Utilities	16						
2	13	Restroom	126						
2	14	Circulation	145						
Adjoins room #10		2	15	Storage	331				
2	16	Circulation	1,643						
Adjoins room #20		2	19	Storage	58				
2	20	Classroom	815	4		12			
2	21	Lounge/Staff Dining	442		10				
Adjoins room #25		2	23	Storage	38				

	BLDG LEVEL	ROOM #	ROOM USE	ROOM AREA (SQARE FOOTAGE)	CLASSROOM COMPUTERS	ADMIN WORKSTATIONS	MARKED ROOM #	ROOM CAPACITY
	2	24	Circulation	106				
	2	25	Classroom	709				
Adjoins room #25	2	25a	Storage	36			25	
<div style="border: 1px solid red; padding: 5px;"> <p>Note: The Building Levels (BL) listed are incorrect. The correct building levels are as follows: -Level 1 is Level 2 -Level 2 is Level 3 -Level 3 is Level 1</p> </div>	3	1	Classroom	999	7			
	3	2	Restroom	52				
	3	3	Storage	129				
	3	4	Classroom	819			14	
	3	5	Storage	51				
	3	6	Storage	91				
	3	7	Storage	76				
	3	8	Storage	21				
	3	9	Restroom	55				
	3	10	Storage	354				
3	11	Classroom	840	4				
3	12	Admin/Office	190		1			
3	13	Classroom	643					
3	14	Storage	25					
3	15	Storage	196					
3	16	Admin/Office	113		1			
	3	17	Building Utilities	12				
	3	18	Storage	180				
	3	19	Building Utilities	506				
	3	20	Building Utilities	501			12	
	3	21	Circulation	1,007				
	3	22	Circulation	90				
	3	23	Circulation	691				
	3	24	Circulation	57				
	3	25	Restroom	463				
	3	26	Building Utilities	36				
	3	27	Circulation	53				
	3	28	Storage	29				
	3	29	Storage	472				
	3	30	Circulation	226				
	3	31	Restroom	500				
	3	32	Restroom	46				
	3	33	Restroom	46				
	3	34	Building Utilities	385				
	3	35	Storage	64				
	3	36	Admin/Office	75		1		
	3	37	Restroom	67				
	3	38	Classroom	478	1			
	3	39	Storage	239				
	3	40	Building Utilities	77				
	3	41	Circulation	81				
	3	42	Cafeteria	1,714				
	3	43	Circulation	87				
	3	44	Circulation	457				
	3	45	Circulation	642				
	3	46	Restroom	41				
	3	47	Storage	47				
	3	48	Circulation	69				
PORTABLE B								
		1	Classroom	864			1	
PORTABLE C								
		1	Classroom	864	2		2	
PORTABLE P10								
		14	Classroom	824	2			
		15	Restroom	50				

	BLDG LEVEL	ROOM #	ROOM USE	ROOM AREA (SQUARE FOOTAGE)	CLASSROOM COMPUTERS	ADMIN WORKSTATIONS	MARKED ROOM #	ROOM CAPACITY	
PORTABLE		P3							
			1	Classroom	884	4	3		
			1	Classroom	884	1	4		
			1	Classroom	884	7	5		
			1	Classroom	884		6		
PORTABLE		P4							
			1	Classroom	884				
			1	Classroom	884				
			1	Classroom	884				
			1	Classroom	884				
PORTABLE		P5							
			1	Classroom	884				
			1	Classroom	884				
			1	Classroom	884				
			1	Classroom	884				
PORTABLE		P6							
			1	Classroom	884				
			1	Classroom	884				
			1	Classroom	884				
			1	Classroom	884				
PORTABLE		P7							
			1	Admin/Office	154		1		
			2	Classroom	618	4			
			3	Restroom	56				
			4	Restroom	56				
PORTABLE		P8							
			5	Admin/Office	80		1		
			6	Storage	48				
			7	Lounge/Staff Dining	132		1		
			8	Restroom	42				
			9	Restroom	42				
			10	Building Utilities	16				
			11	Building Utilities	99				
PORTABLE		P9							
			12	Classroom	824				
			13	Restroom	50				

PRR - Portable Restroom (~500 sqft) not listed above



ACCESS ROAD AND GATE ENTRANCES ARE IN ACCORD WITH CALIFORNIA CODE OF REGULATIONS SUBCHAPTER 1, DIVISION 10, ARTICLE 3.16 (GATE ENTRANCES) TO SCOPE FOR RESTROOM 1

FIRE FLOW, FIRE HYDRANT LOCATION AND DISTRIBUTION SHALL BE IN ACCORD WITH CALIFORNIA FIRE CODE, APPENDIX B-4A (FIRE FLOW) AND B-4B (HYDRANT LOCATIONS)

LOCAL FIRE AUTHORITY ADDRESS

PHONE NUMBER DATE

APPROVAL ISSUED BY COMMENTS

ACCESSIBLE PATH OF TRAVEL FOR RESTROOM 1

NEW LANDSCAPING - SEE EXISTING AREA SEPARATE

Not drawn to scale

Exclusive Use by Charter School

213 - Westlake Middle School - Site Plan

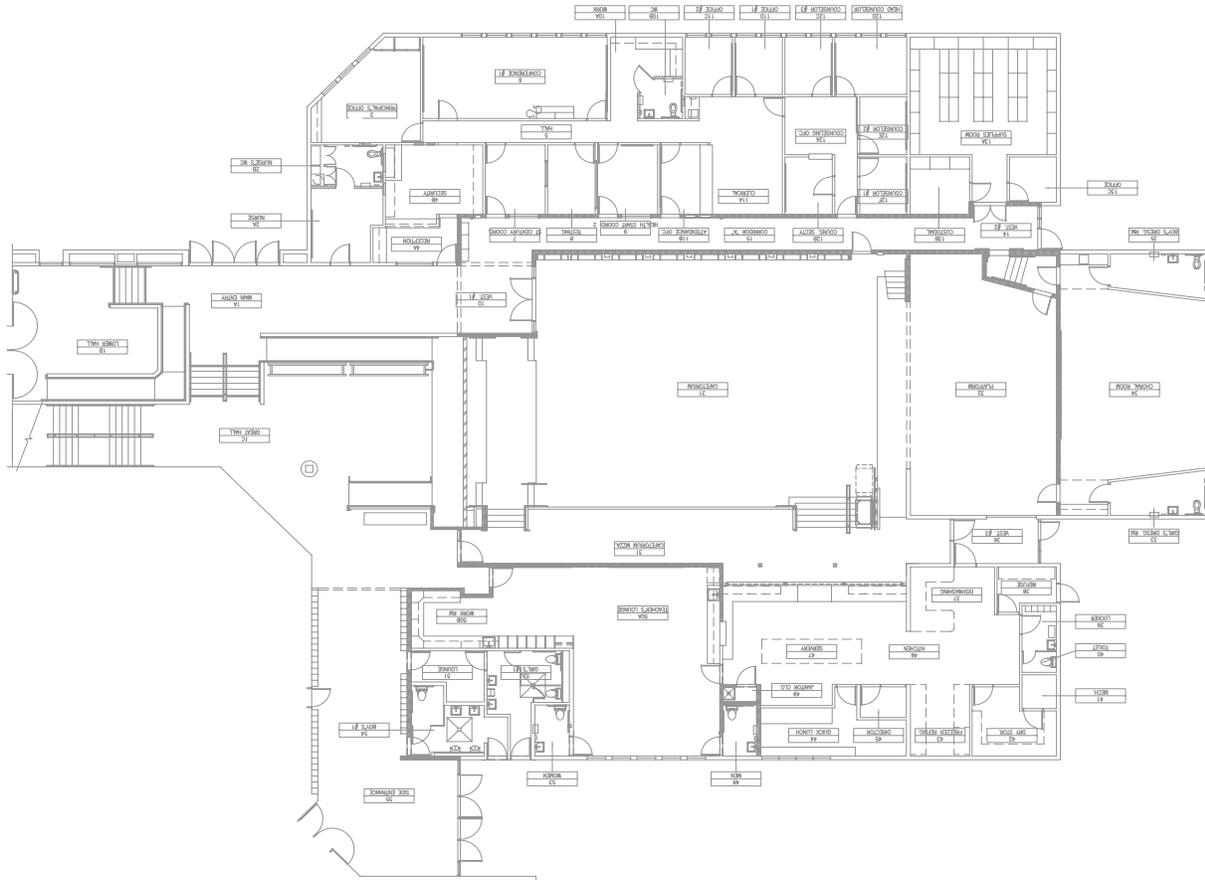
2629 Harrison Street - Oakland, CA 94612-3813

MKTHINK

Roundhouse One, 1500 Sansome Street, San Francisco, CA 94111
mkthink.com 415 402 0888

2011

OAKLAND UNIFIED SCHOOL DISTRICT



Not drawn to scale

213 - Westlake Middle School - Unit A

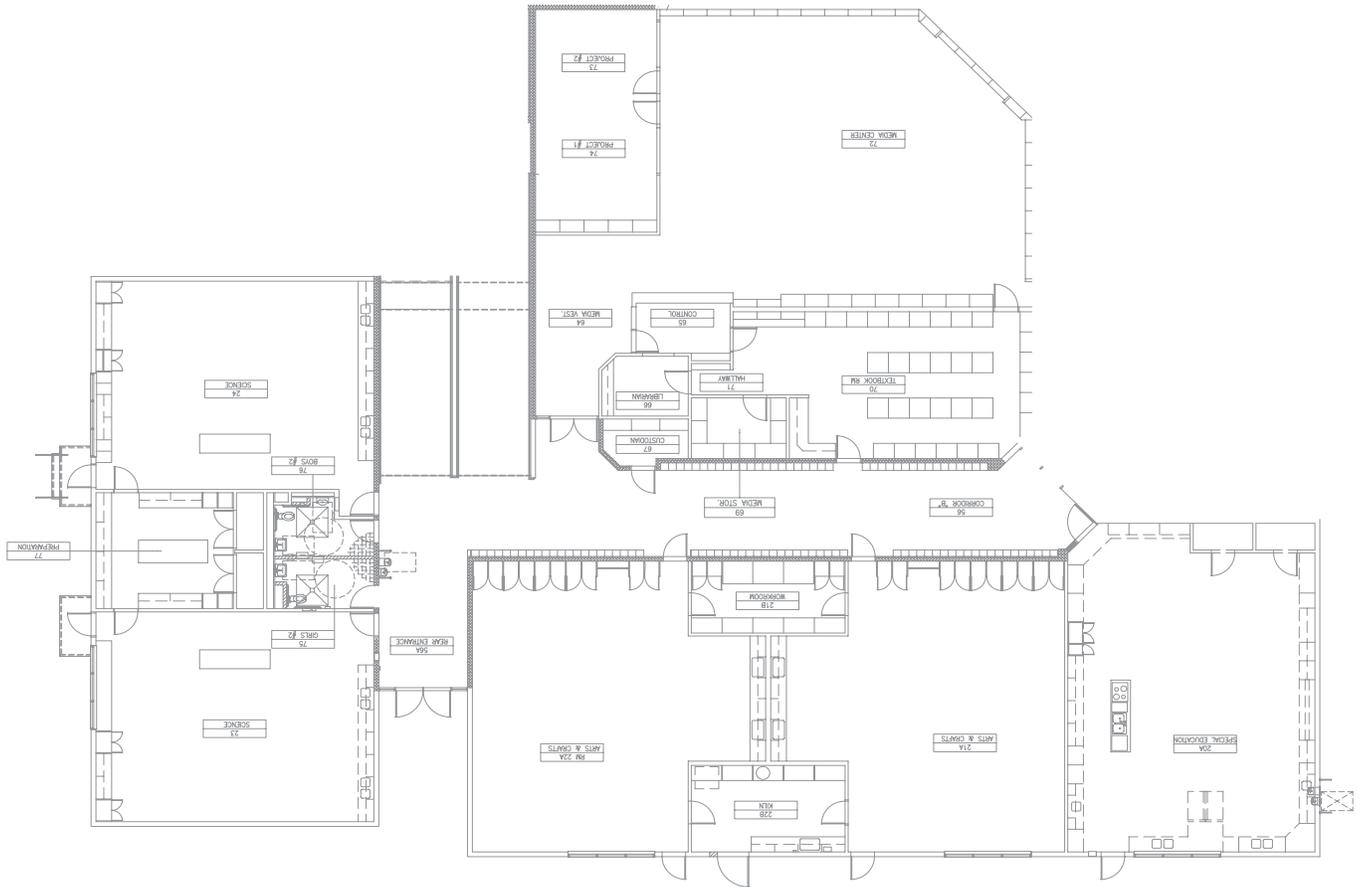
2629 Harrison Street - Oakland, CA 94612-3813

MKTHINK

Roundhouse One, 1500 Sansome Street, San Francisco, CA 94111
mkthink.com 415 402 0888

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Not drawn to scale

213 - Westlake Middle School - Unit B

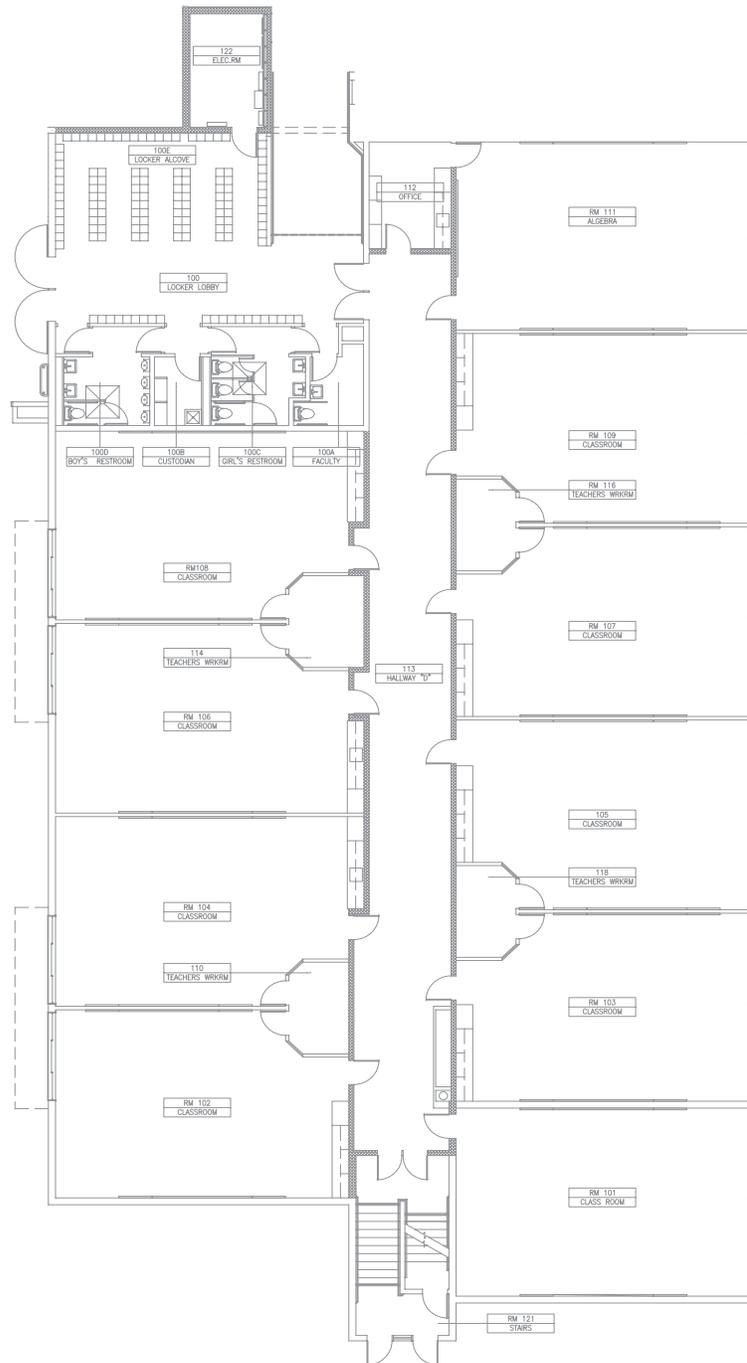
2629 Harrison Street - Oakland, CA 94612-3813

MKTHINK

Roundhouse One, 1500 Sansome Street, San Francisco, CA 94111
mkthink.com 415 402 0888

2011





Not drawn to scale

213 - Westlake Middle School - Unit C1

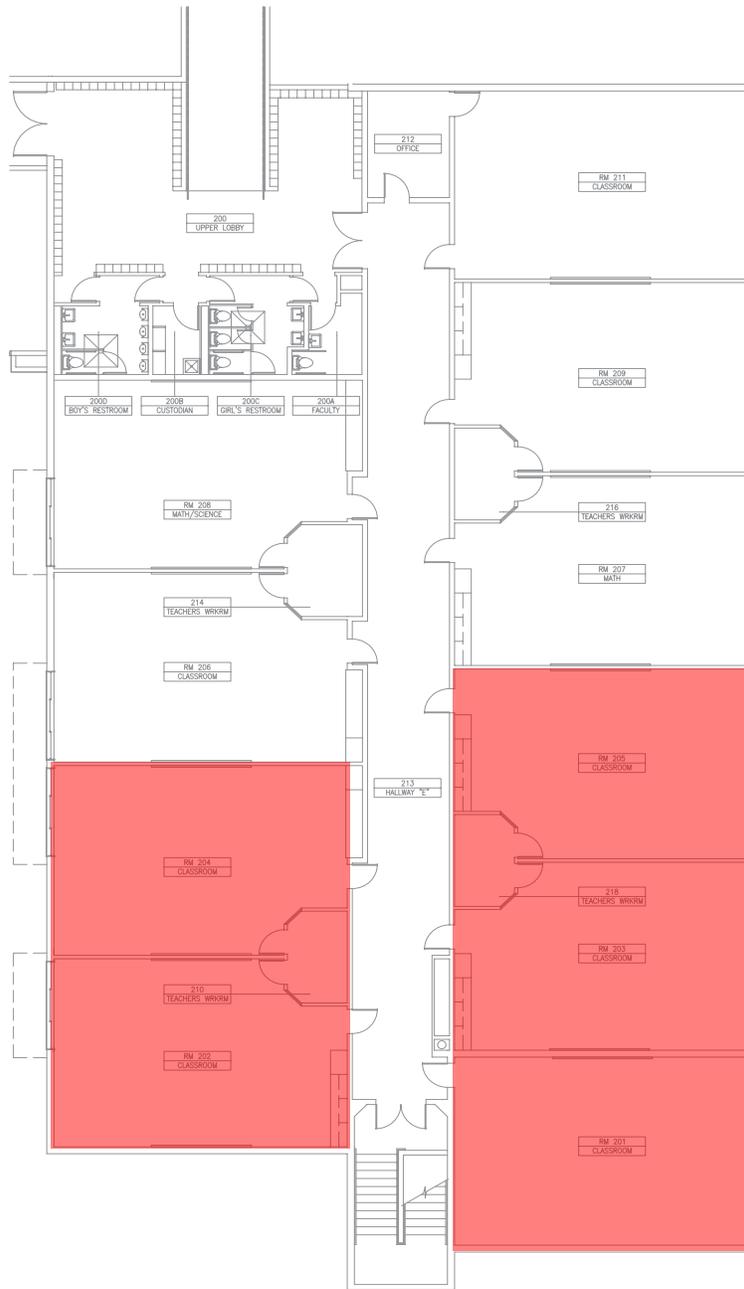
2629 Harrison Street - Oakland, CA 94612-3813



Roundhouse One, 1500 Sansome Street, San Francisco, CA 94111
mkthink.com 415 402 0888

2011





Not drawn to scale

213 - Westlake Middle School - Unit C2

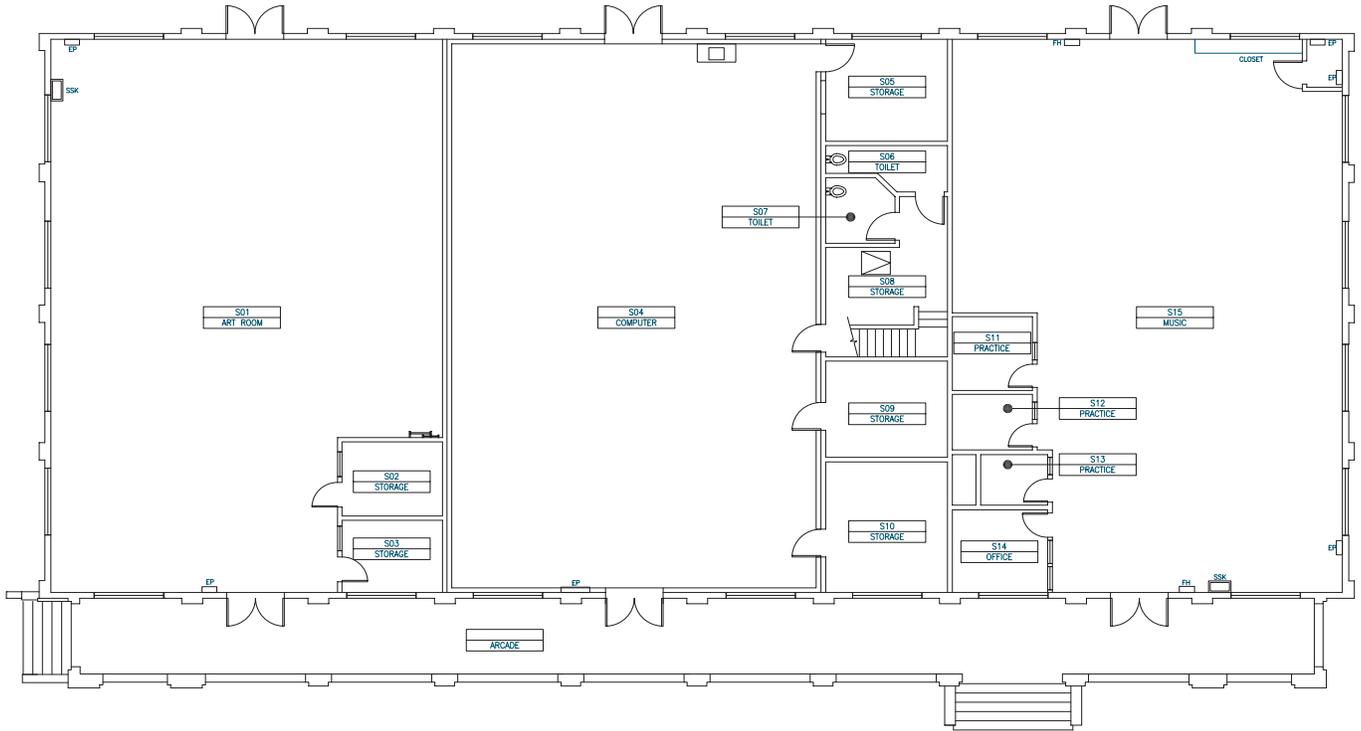
2629 Harrison Street - Oakland, CA 94612-3813

MKTHINK

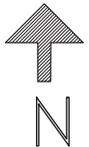
Roundhouse One, 1500 Sansome Street, San Francisco, CA 94111
mkthink.com 415 402 0888

2011





Not drawn to scale



213 - Westlake Middle School - Unit D

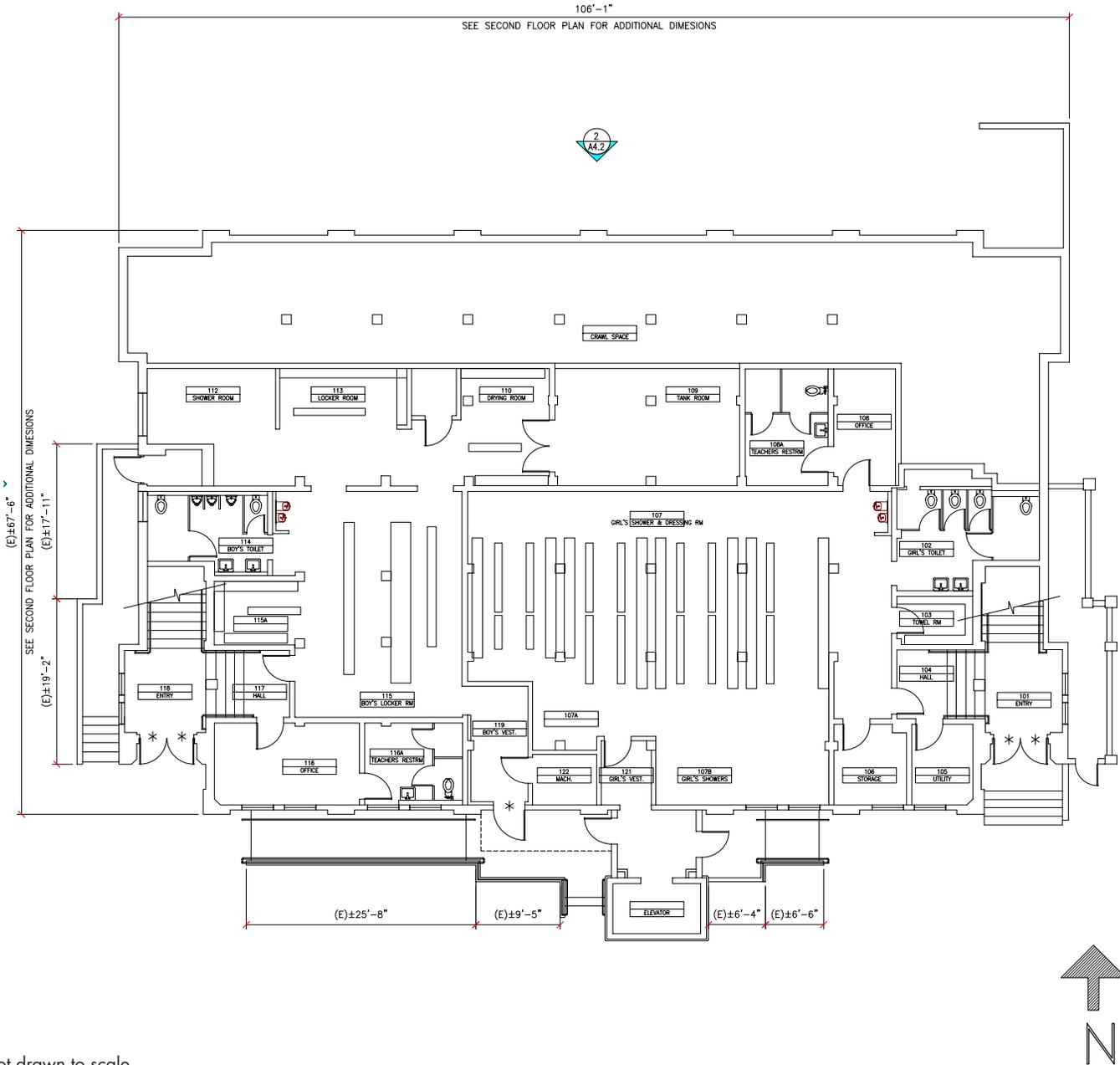
2629 Harrison Street - Oakland, CA 94612-3813

MKTHINK

Roundhouse One, 1500 Sansome Street, San Francisco, CA 94111
mkthink.com 415.402.0888

2011





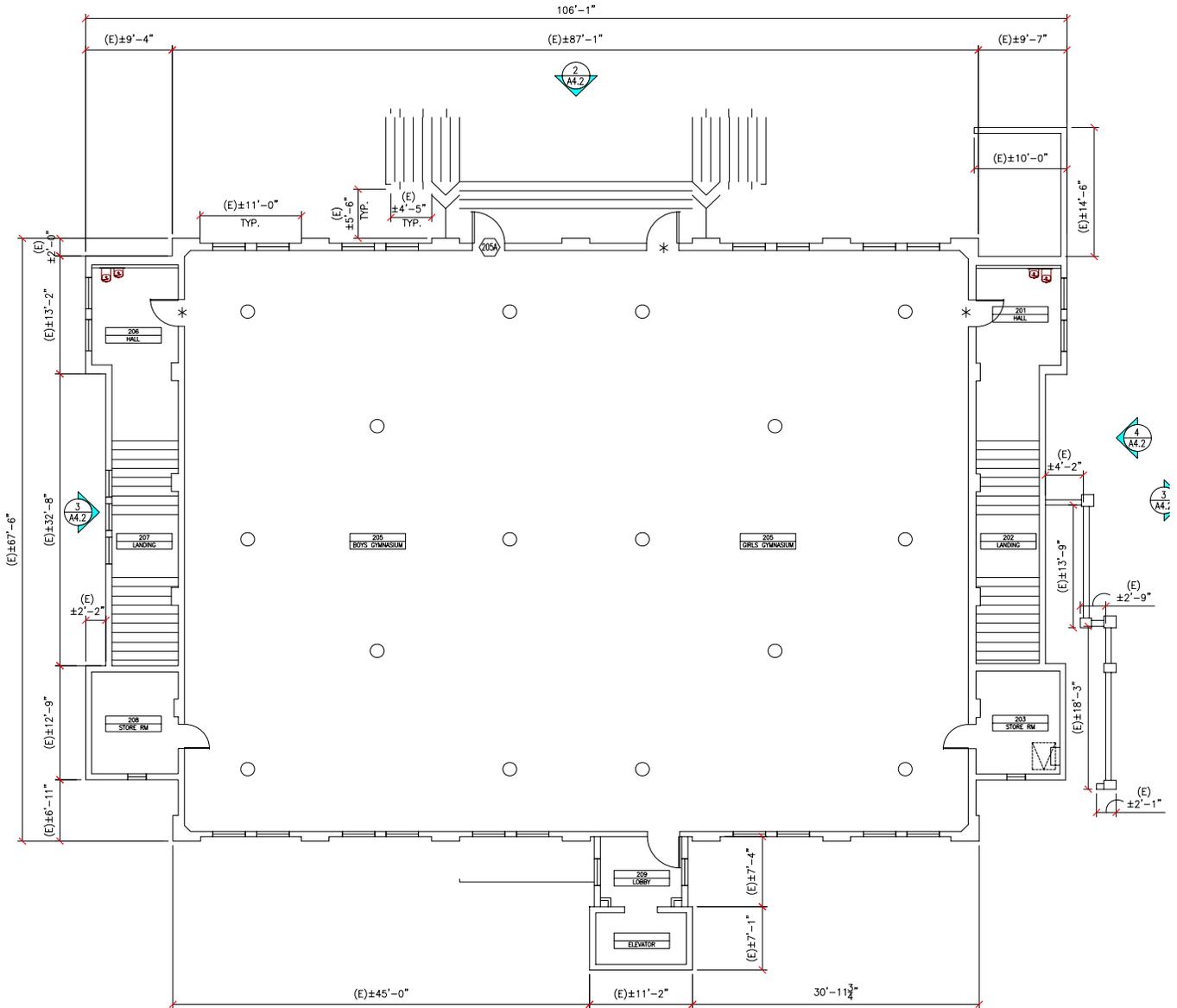
213 - Westlake Middle School - Unit E1
2629 Harrison Street - Oakland, CA 94612-3813



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mkthink.com 415 402 0888

2011





Not drawn to scale

213 - Westlake Middle School - Unit E2

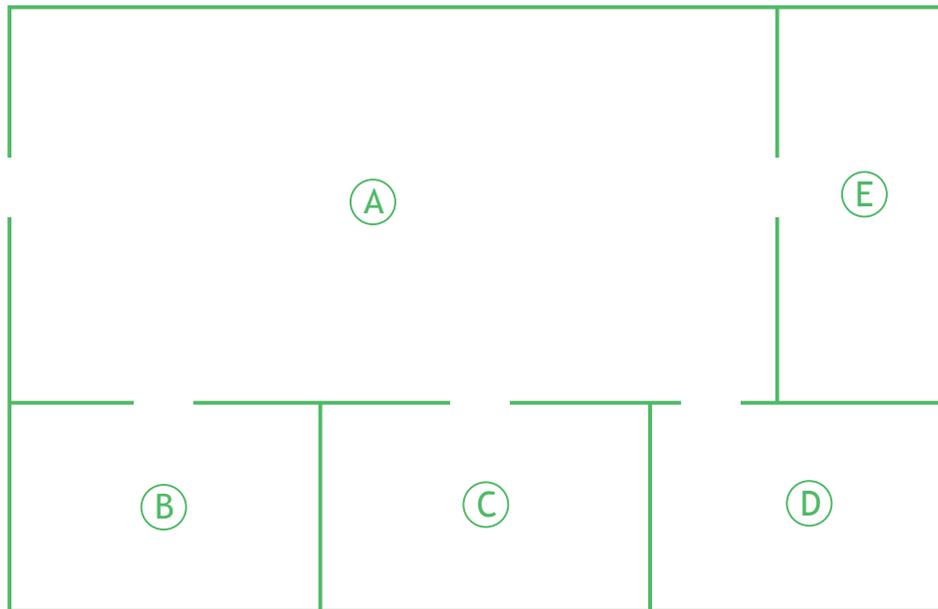
2629 Harrison Street - Oakland, CA 94612-3813



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mkthink.com 415 402 0888

2011





Not drawn to scale

213 - Westlake Middle School - Unit P-4

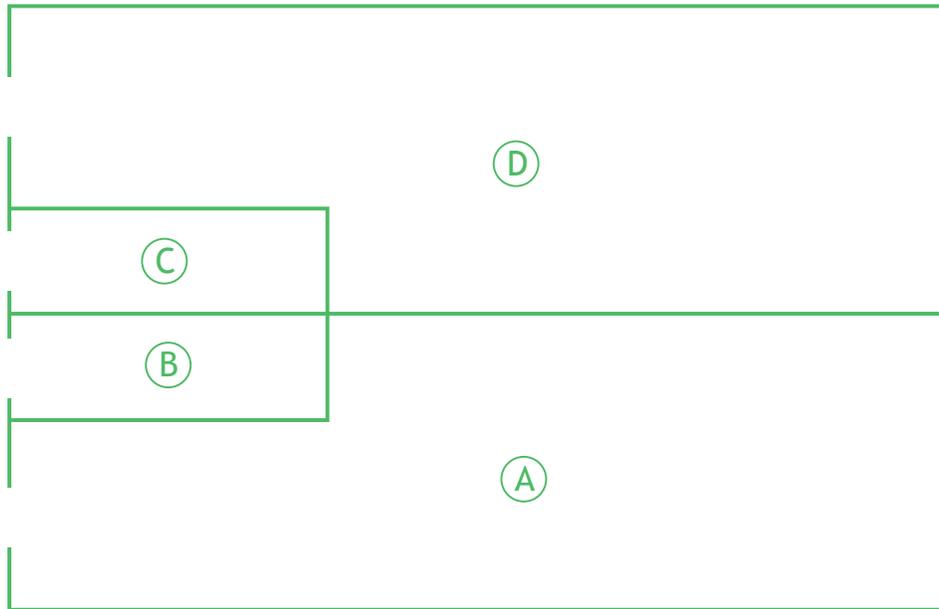
2629 Harrison Street - Oakland, CA 94612-3813

MKTHINK

Roundhouse One, 1500 Sansome Street, San Francisco, CA 94111
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2011





Not drawn to scale

213 - Westlake Middle School - Unit P-5
2629 Harrison Street - Oakland, CA 94612-3813

MKTHINK

Roundhouse One, 1500 Sansome Street, San Francisco, CA 94111
mkthink.com 415.402.0888

2011



Oakland Unified School District Facilities Asset Management

Westlake Middle School

2629 Harrison Street

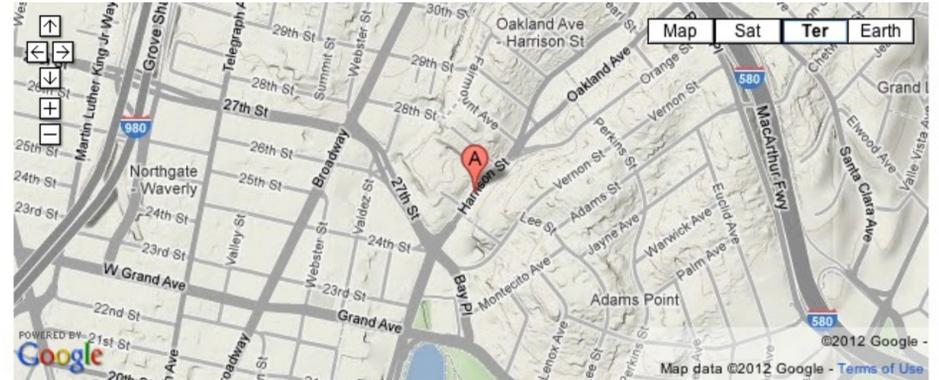
Site 213 Region 1 Grades 6-8

Westlake Middle School lies along Harrison Street in West Oakland, between I-580 and the northern tip of Lake Merritt. The site is three blocks north of Children's Fairy Land and the rest of the Lakeside Park area, and 2 blocks east of Broadway Auto Row, which leads south directly into Downtown Oakland. To the west, the rest of the neighborhood north of Grand Avenue is a mix of residential apartment buildings and single-family houses all the way to I-580.

PROGRAMMING (2012-2013)

Schools / Enrollment

	SDC	Non-SDC	Total	API (2010-2011)
Westlake	51	551	602	711



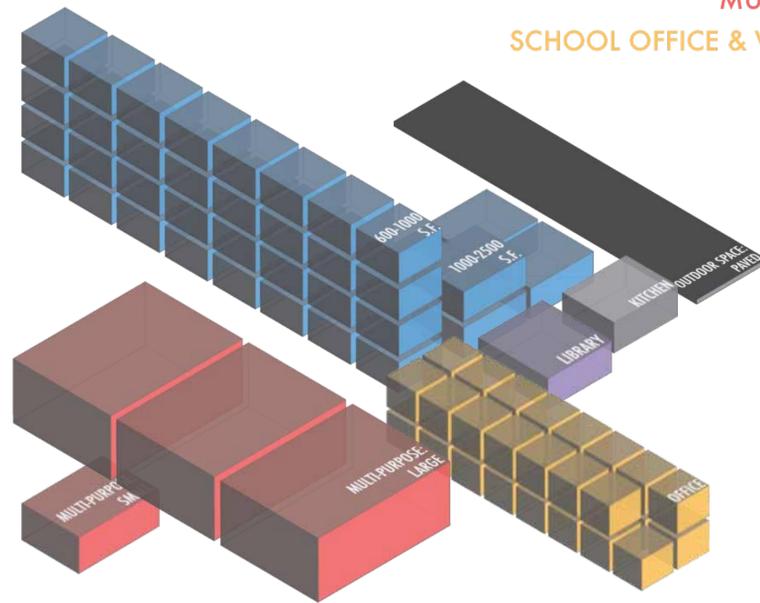
FACILITIES (Summer 2012)

LEARNING ENVIRONMENTS

LIBRARY

MULTI-PURPOSE

SCHOOL OFFICE & WORKSPACE



Summary Counts

	Total	Permanent	Portable
Site Acreage	5.7		
Building Footprint (sf)	100,681		
Building Area (sf)	84,991	84,991	
Classroom-Sized Rooms	37	37	
	Number of Rooms	Sq Ft	
Library Rooms	1	1,800	
Auditorium/Cafeteria/ Multi-purpose/Gym	4	12,292	
Admin/Office/ Conference Room	31	4,073	
School Gardens	Number: 1	Sq Ft: 120	
Kitchen	Type: Full-scale		
On-site Health Clinic	No		

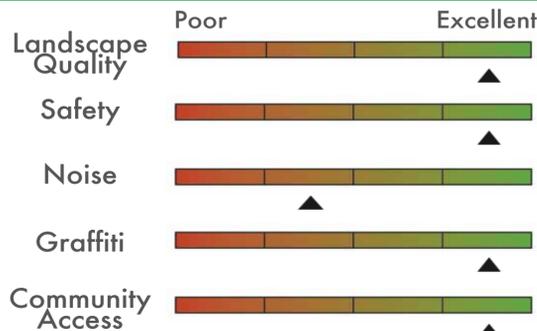
SITE SUMMARY (Summer 2012)

Sports / Recreation

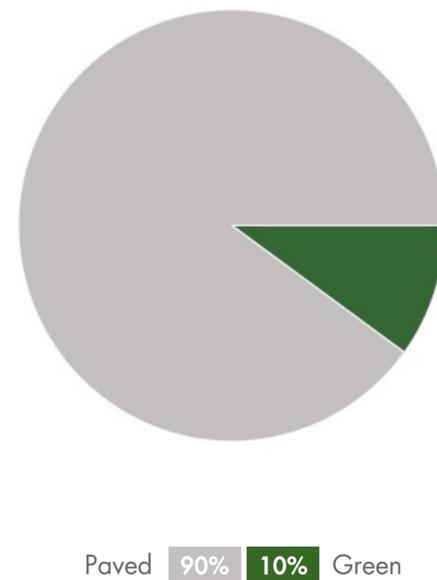
- Play structure
- Basketball hoops ●●●●●●●●
- Swimming pool
- Soccer/football field
- Volleyball court
- Track
- Baseball field
- Tennis court

Qualitative Assessment

Transit Accommodations



Open Space



Westlake Middle School

Building Records

Site ID 213

Region 1

Grades 6-8

Site & Facilities Photos - Summer 2011 (Sample)

*To view the full set, visit: <http://bitly.com/tBjxwN>



BUILDING A

BUILDING AREA (SQFT): 17,544

CONSTRUCTED: 1978

STRUCTURAL ELEMENTS

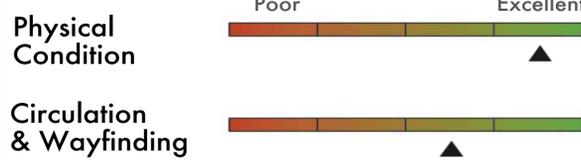
ROOFING
Plywood on wood joists and steel beams

FOUNDATION
Strip footings (under structural walls)

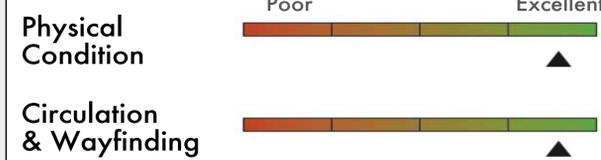
VERTICAL RESISTANCE
Wood stud walls with 1/2" plywood

QUALITATIVE BUILDING ASSESSMENT

EXTERIOR



INTERIOR



ROOM SUMMARY

NO. OF CLASSROOMS	1	NO. OF OFFICES	17	NO. OF ADMIN ROOMS	20	NO. OF RESTROOMS	7
NO. OF STUDENT COMPUTERS		NO. OF ADMIN WORKSTATIONS	20	ADDITIONAL ADMIN SPACES	Conference Room Teachers' Lounge		

BUILDING B

BUILDING AREA (SQFT): 12,549

CONSTRUCTED: 1978

STRUCTURAL ELEMENTS

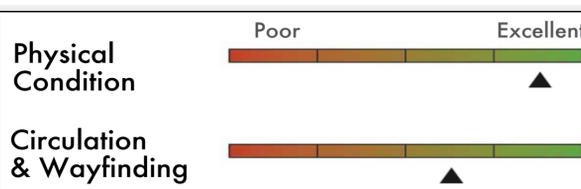
ROOFING
Plywood on wood joists and steel beams

FOUNDATION
Strip footings (under structural walls)

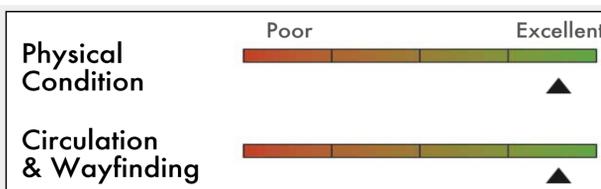
VERTICAL RESISTANCE
Wood stud walls

QUALITATIVE BUILDING ASSESSMENT

EXTERIOR



INTERIOR



ROOM SUMMARY

NO. OF CLASSROOMS	5	NO. OF OFFICES	2	NO. OF ADMIN ROOMS	2	NO. OF RESTROOMS	2
NO. OF STUDENT COMPUTERS	5	NO. OF ADMIN WORKSTATIONS	5	ADDITIONAL ADMIN SPACES			

BUILDING C

BUILDING AREA (SQFT): 24,149

CONSTRUCTED: 1978

STRUCTURAL ELEMENTS

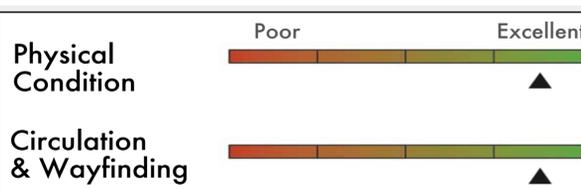
ROOFING
Plywood on wood joists and steel beams

FOUNDATION
Spread footings (under interior columns) & strip footings (under structural walls)

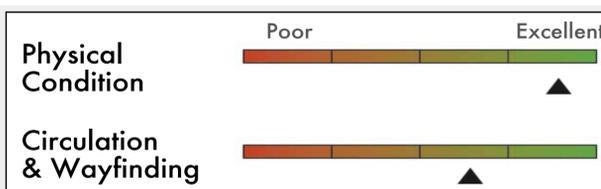
VERTICAL RESISTANCE
Wood stud walls

QUALITATIVE BUILDING ASSESSMENT

EXTERIOR



INTERIOR



ROOM SUMMARY

NO. OF CLASSROOMS	20	NO. OF OFFICES		NO. OF ADMIN ROOMS		NO. OF RESTROOMS	6
NO. OF STUDENT COMPUTERS	54	NO. OF ADMIN WORKSTATIONS		ADDITIONAL ADMIN SPACES	Teachers' Lounge		

BUILDING D		BUILDING AREA (SQFT): 8,124		CONSTRUCTED: 1928	
STRUCTURAL ELEMENTS		ROOFING T&G on wood joists	FOUNDATION Spread footings (under interior columns) & strip footings (under structural walls)	VERTICAL RESISTANCE Wood stud walls	
QUALITATIVE BUILDING ASSESSMENT		EXTERIOR		INTERIOR	
		Physical Condition: [Poor Excellent] ▲		Physical Condition: [Poor Excellent]	
		Circulation & Wayfinding: [Poor Excellent] ▲		Circulation & Wayfinding: [Poor Excellent]	
ROOM SUMMARY		NO. OF CLASSROOMS 2	NO. OF OFFICES 1	NO. OF ADMIN ROOMS 1	NO. OF RESTROOMS 2
		NO. OF STUDENT COMPUTERS	NO. OF ADMIN WORKSTATIONS	ADDITIONAL ADMIN SPACES	

BUILDING E		BUILDING AREA (SQFT): 14,266		CONSTRUCTED: 1929	
STRUCTURAL ELEMENTS		ROOFING T&G on wood joists and steel trusses with rod bracing	FOUNDATION Spread footings (under interior columns) & strip footings (under structural walls)	VERTICAL RESISTANCE Concrete moment frames, Steel frames with infill concrete walls	
QUALITATIVE BUILDING ASSESSMENT		EXTERIOR		INTERIOR	
		Physical Condition: [Poor Excellent] ▲		Physical Condition: [Poor Excellent] ▲	
		Circulation & Wayfinding: [Poor Excellent] ▲		Circulation & Wayfinding: [Poor Excellent] ▲	
ROOM SUMMARY		NO. OF CLASSROOMS 2	NO. OF OFFICES 2	NO. OF ADMIN ROOMS 2	NO. OF RESTROOMS 4
		NO. OF STUDENT COMPUTERS	NO. OF ADMIN WORKSTATIONS 2	ADDITIONAL ADMIN SPACES	

MODULAR M		BUILDING AREA (SQFT): 8,359		CONSTRUCTED: 2006	
QUALITATIVE BUILDING ASSESSMENT		EXTERIOR		INTERIOR	
		Physical Condition: [Poor Excellent]		Physical Condition: [Poor Excellent] ▲	
		Circulation & Wayfinding: [Poor Excellent] ▲		Circulation & Wayfinding: [Poor Excellent] ▲	
ROOM SUMMARY		NO. OF CLASSROOMS 7	NO. OF OFFICES 4	NO. OF ADMIN ROOMS 4	NO. OF RESTROOMS 2
		NO. OF STUDENT COMPUTERS 4	NO. OF ADMIN WORKSTATIONS 4	ADDITIONAL ADMIN SPACES Teachers' Lounge	

Westlake Middle School

Portable Records

Site ID **213**

Region **1**

Grades **6-8**

Portable Inventory

Total Count

Average Age
? Years

Qualitative Conditions Assessment

	Poor	Excellent
EXT.		
INT.		

Westlake Middle School

Rooms Summary & List

Site ID 213

Region 1

Grades 6-8

BUILDING	BLDG LEVEL	ROOM #	ROOM USE	ROOM AREA (SQUARE FOOTAGE)	CLASSROOM COMPUTERS	ADMIN WORKSTATIONS	MARKED ROOM #	ROOM CAPACITY
A								
	1	1a	Circulation	594				
	1	1b	Circulation	392				
	1	1c	Circulation	1,168				
	1	1d	Circulation	125				
	1	2b	Storage	120				
	1	2a	Admin/Office	100		2		
	1	3	Admin/Office	324		1		
	1	4a	Admin/Office	100				
	1	4b	Admin/Office	192		1		
	1	5	Circulation	156				
	1	6	Admin/Office	154		2		
	1	6a	Conference Room	252			6	
	1	7	Admin/Office	100		1		
	1	8	Admin/Office	70		1		
	1	9	Admin/Office	110		1		
	1	10b	Restroom	273				
	1	10a	Admin/Office	36				
	1	11d	Admin/Office	80		1		
	1	11a	Admin/Office	80		2		
	1	11c	Admin/Office	36		1		
	1	11b	Admin/Office	70				
	1	12f	Admin/Office	80		1		
	1	12e	Admin/Office	80		1		
	1	12d	Admin/Office	120		1		
	1	12b	Admin/Office	90		1		
	1	12a	Conference Room	90				
	1	12c	Admin/Office	80		1		
	1	13a	Storage	414				
	1	13c	Admin/Office	72		1		
	1	13b	Building Utilities	100				
	1	14	Circulation	72				
	1	15	Circulation	457				
	1	31	Multipurpose	3,286				
	1	32	Multipurpose	1,080				
	1	33	Restroom	120				
	1	34	Classroom	904				
	1	35	Storage	120				
	1	36	Circulation	144				
	1	37	Building Utilities	280				
	1	38	Building Utilities	60				
	1	39	Locker Rooms	42				
	1	40	Restroom	20				
	1	41	Building Utilities	36				
	1	42	Storage	156				
	1	43	Storage	132				
	1	44	Building Utilities	144				
	1	45	Admin/Office	48		1		
	1	46	Building Utilities	632				
	1	48	Restroom	35				
	1	49	Building Utilities	42				
	1	50a	Lounge/Staff Dining	713				
	1	50b	Storage	351				
	1	51	Storage	77				
	1	52	Restroom	142				
	1	53	Restroom	48				
	1	54	Restroom	132				
	1	55	Circulation	820				

	BLDG LEVEL	ROOM #	ROOM USE	ROOM AREA (SQUARE FOOTAGE)	CLASSROOM COMPUTERS	ADMIN WORKSTATIONS	MARKED ROOM #	ROOM CAPACITY	
BUILDING	B	1	n/a	Circulation	549				
		1	n/a	Circulation	610				
		1	20a	Classroom	1,333				
		1	21a	Classroom	1,092				
		1	21b	Storage	200				
		1	22b	Storage	240				
		1	22a	Classroom	1,092				
		1	23	Classroom	980	2			
		1	24	Classroom	980	3			
		1	54	Circulation	240				
		1	56	Circulation	1,040				
		1	56a	Circulation	187				
		1	65	Admin/Office	120		2		
		1	66	Storage	72				
		1	67	Building Utilities	66				
		1	69	Storage	112				
		1	70	Storage	540		1		
		1	72	Library	1,800	5			
		1	73	Admin/Office	480		2		
		1	75	Restroom	105				
1	76	Restroom	105						
1	77	Storage	320						
BUILDING	C	1	100	Circulation	490				
		1	100e	Locker Rooms	360				
		1	100a	Restroom	64				
		1	100b	Building Utilities	48				
		1	100c	Restroom	90				
		1	100d	Restroom	88				
		1	101	Classroom	820	1			
		1	102	Classroom	772				
		1	103	Classroom	772	1			
		1	104	Classroom	796	4			
		1	105	Classroom	772	2			
		1	106	Classroom	796				
		1	107	Classroom	772				
		1	108	Classroom	796				
		1	109	Classroom	772				
		1	110	Storage	92				
		1	111	Classroom	820				
		1	112	Building Utilities	128				
		1	113	Circulation	1,190				
		1	114	Storage	92				
		1	116	Storage	92				
		1	118	Storage	92				
		1	121	Circulation	288				
		1	122	Building Utilities	127				
		2	n/a	Circulation	288				
		2	n/a	Circulation	200				
		2	200	Circulation	806				
		2	200a	Restroom	100				
		2	200c	Restroom	120				
		2	200b	Building Utilities	60				
2	200d	Restroom	100						
2	201	Classroom	864						
2	202	Classroom	772	3					
2	203	Classroom	772	3					
2	204	Classroom	796	1					
2	205	Classroom	772	5					
2	206	Classroom	796						

	BLDG LEVEL	ROOM #	ROOM USE	ROOM AREA (SQUARE FOOTAGE)	CLASSROOM COMPUTERS	ADMIN WORKSTATIONS	MARKED ROOM #	ROOM CAPACITY
	2	207	Classroom	772				
	2	208	Classroom	796	1			
	2	209	Classroom	772	1			
	2	210	Storage	92				
	2	211	Classroom	864	32			
	2	212	Storage	156				
	2	213	Circulation	1,190				
	2	214	Storage	92				
	2	216	Lounge/Staff Dining	92				
	2	218	Storage	92				
BUILDING								
D								
	1	s01	Gym	2,400				
	1	s02	Storage	80				
	1	s03	Storage	80				
	1	s04	Classroom	2,340				
	1	s05	Storage	138				
	1	s06	Restroom	50				
	1	s07	Restroom	48				
	1	s08	Storage	110				
	1	s09	Storage	132				
	1	s10	Storage	156				
	1	s11	Storage	63				
	1	s12	Storage	63				
	1	s13	Storage	63				
	1	s14	Admin/Office	100				
	1	s15	Classroom	2,102				
BUILDING								
E								
	1	n/a	Circulation	185				
	1	n/a	Building Utilities	40				
	1	n/a	Circulation	66				
	1	n/a	Circulation	320				
	1	n/a	Building Utilities	58				
	1	um1	Storage	27				
	1	101	Circulation	140				
	1	102	Restroom	154				
	1	103	Storage	64				
	1	104	Circulation	44				
	1	105	Building Utilities	50				
	1	106	Storage	80				
	1	107	Locker Rooms	1,450				
	1	108	Admin/Office	96		1		
	1	108a	Restroom	126				
	1	109	Building Utilities	288				
	1	110	Locker Rooms	60				
	1	112	Locker Rooms	126				
	1	113	Locker Rooms	98				
	1	114	Restroom	140				
	1	115	Locker Rooms	730				
	1	116	Admin/Office	180		1		
	1	116a	Restroom	98				
	1	118	Circulation	320				
	1	119	Circulation	87				
	1	121	Circulation	41				
	1	122	Building Utilities	42				
	2	n/a	Building Utilities	58				
	2	203	Storage	120				
	2	205	Gym	5,526				389
	2	208	Storage	120				
	2	209	Circulation	70				
	2	201/202	Circulation	322				
	2	206/207	Circulation	322				

	BLDG LEVEL	ROOM #	ROOM USE	ROOM AREA (SQUARE FOOTAGE)	CLASSROOM COMPUTERS	ADMIN WORKSTATIONS	MARKED ROOM #	ROOM CAPACITY
MODULAR								
M								
	2	1	Classroom	858			310	
	2	1	Classroom	858	1		310	
	2	1	Classroom	858			310	
	2	1	Admin/Office	286		1	310	
	2	1	Restroom	297			310	
	2	1	Classroom	858			310	
	2	1	Classroom	858			310	
	2	1	Lounge/Staff Dining	858			310	
	2	1	Classroom	858	3		310	
	2	1	Classroom	858			310	
	2	2	Admin/Office	150		1		
	2	2	Storage	54				
	2	3	Storage	60				
	2	3	Storage	54				
	2	4	Admin/Office	165		1		
	2	4	Restroom	297				
	2	5	Admin/Office	132		1		

Exhibit H

Allocation, Fees, & Payment Schedule*

Contract Term (Fiscal Year):	2018-19
Charter School Name:	American Indian Public High School
Site Name:	Lakeview Campus
Address:	746 Grand Avenue, Oakland, CA 94610
SPACE ALLOCATION	
Exclusive Use Space (sqft)	21,785
+ Proportion of Shared Space (sqft)	3,030
Total Space Allocation at Site (sqft)**	24,815
FACILITY USE FEE	
Total Space Allocation at Site (sqft)	24,815
x Facility Fee Sqft Rate	\$3.85
Facility Use Fee	\$95,537.75
UTILITIES FEE	
Total Space Allocation at Site (sqft)**	24,815
÷ Total Interior Space at Site (sqft)	43,590
Charter School Percent of Site Use	56.93%
CUSTODIAL SERVICES FEE	
Charter School Percent of Site Use	56.93%
x Number of Custodial FTE at Site	2.0
x Custodial Services FTE Rate	\$73,185
Custodial Services Fee	\$83,325.80
PAYMENT SCHEDULE	
25% by October 1, 2018	
25% by December 1, 2018	
25% by April 1, 2019	
25% by July 1, 2019	

*All calculations subject to change.

**Includes only interior space. The District is entitled under Cal. Admin. Code tit. 5, § 11969.7(c) to charge the charter school on a square footage basis for use of common areas such as the parking lot, exterior corridors, field space, playground, and blacktop, but is not doing so at this time. The District reserves the right to amend its calculation of the pro-rata share to include all "space allocated by the school district to the charter school," and will provide the charter school notice and an opportunity to respond before implementing any changes. The full allocation of both interior and exterior space is outlined in the preliminary offer letter.

Allocation, Fees, & Payment Schedule*

Contract Term (Fiscal Year):	2018-19
Charter School Name:	American Indian Public High School
Site Name:	Westlake Campus
Address:	2629 Harrison Street, Oakland, CA 94612
SPACE ALLOCATION	
Exclusive Use Space (sqft)	4,160
+ Proportion of Shared Space (sqft)	6,348
Total Space Allocation at Site (sqft)**	10,508
FACILITY USE FEE	
Total Space Allocation at Site (sqft)	10,508
x Facility Fee Sqft Rate	\$3.85
Facility Use Fee	\$40,455.80
UTILITIES FEE	
Projected Charter School ADA at Site***	86.04
÷ Projected Total Site ADA	488.72
Charter School Percent of Site Use	17.61%
CUSTODIAL SERVICES FEE	
Charter School Percent of Site Use	17.61%
x Number of Custodial FTE at Site	3.5
x Custodial Services FTE Rate	\$73,185
Custodial Services Fee	\$45,107.57
PAYMENT SCHEDULE	
25% by October 1, 2018	
25% by December 1, 2018	
25% by April 1, 2019	
25% by July 1, 2019	

*All calculations subject to change. In particular, all calculations above will change if the other charter school offered space at Westlake (i.e. Envision Academy) does not accept the District's Proposition 39 offer.

**Includes only interior space. The District is entitled under Cal. Admin. Code tit. 5, § 11969.7(c) to charge the charter school on a square footage basis for use of common areas such as the parking lot, exterior corridors, field space, playground, and blacktop, but is not doing so at this time. The District reserves the right to amend its calculation of the pro-rata share to include all "space allocated by the school district to the charter school," and will provide the charter school notice and an opportunity to respond before implementing any changes. The full allocation of both interior and exterior space is outlined in the preliminary offer letter.

WORKSHEET -- OUSD's Prop 39 Facility Use Rate Per Sq Ft Calculation

Calculation is based on 2017/18 Budget as of 11/28/17

RRMA Transfer from UR to resource 8150

Facility Acquisition and Construction (Function 8500)

	Prop 39 Base
Custodial Services Department Expenses*	
Supplies and Materials	
Services and Operation Cost	
Buildings & Grounds Department Expenses	
RRMA transfer from UR to resource 8150	13,048,405
Facility Acquisition and Construction (Func 8500)	70,324
Utilities Expenses*	
Gas, Water & Electric	
Sewer Charges	
Basic Phone Service	
Debt Servicing - Principal & Interest payments (E.C. 47614)	
Emerg. Apportionment (State) Loan - \$65 million	3,890,534
Emergency Apportionment (State) Loan - \$35 million	2,094,903
Police Services (CCR 11969.2 (h) Safe & Comfortable)	
Insurance (Function 6000)	
TOTAL COST BASIS	22,467,204
TOTAL DISTRICT SQUARE FOOTAGE	5,836,129
COST PER SQUARE FOOT	\$ 3.85

* Item may be added to Use Agreement if applicable
3/16/18 Revised

Object Codes	As of 11/28/17 BUDGET	As of 11/28/17 BUDGET
2. Classified Salaries	7,014,206	
2205 - CLASSSUPT SALARIES	5,774,629	
2220 - CLASSSUPT SALARIES STIPENDS	-	
2225 - CLASSSUPT SALARIES OVERTIME	211,519	
2305 - SUPVADM SALARIES	932,907	
2405 - CLERICAL SALARIES	95,152	
2450 - CLERICAL SUBSTITUTES	-	
3. Employee Benefits	3,281,634	
3102 - STRS CLASSIFIED	30,522	
3202 - PERS CLASSIFIED	1,031,388	
3302 - SOCSEC MEDICAL TSS CLASSIFIED	417,171	
3322 - MEDICARE CLASSIFIED	100,631	
3342 - PARS CLASSIFIED	5,627	
3402 - HEALTH & WELFARE CLASSIFIED	1,175,297	
3502 - ST UNEMPLOY INS CLASSIFIED	7,426	
3602 - WORKERS COMP CLASSIFIED	433,755	
3802 - PERS REDUCTION CLASSIFIED	-	
3902 - OTHER BENEFITS CLASSIFIED	59,817	
4. Books and Supplies	1,164,244	
4310 - SUPPLIES	1,005,994	
4330 - GASOLINE	140,000	
4399 - SUPPLUS	-	
4410 - Equipment \$500-4,999	14,306	
4420 - Computer \$500-4,999	3,944	
4432 - Furniture \$500-4,999	-	
5. Services and Operating	1,573,321	
5515 - DISPOSAL SERVICES	94,784	
5210 - MILEAGE/PERSONAL EXP REIMB	-	
5610 - EQUIP MAINTENANCE AGREEMT	1,800	
5622 - RENTALS - EQUIPMENT	12,000	
5670 - REPAIRS CONT - VEHICLE	1,122,351	
5679 - REPAIRS CONT - VEHICLE	90,000	
5716 - INTERPGM - DUPLICATION SERVICE	1,175	
5720 - INTERPGM - MAINT WORK ORDERS	(9,000)	
5724 - INTERPGM - POSTAGE	-	
5760 - INTERFUND - MAINT WORK ORDERS	(16,000)	
5810 - ADVERTISING - LEGAL	10,211	
5826 - EXTERNAL WORK ORDER SERVICES	250,000	
5910 - POSTAGE	1,000	
5930 - TELEPHONE	15,000	
5934 - PAGERS	-	
6. Capital Outlay	35,000	
6410 - EQUIPMENT	35,000	
6460 - VEHICLE PURCHASE	-	
7. Other Outgo	-	
7615 - IFT GEN SRF BLDG TO DEF MAINT	-	
7990 - UNAPPROPRIATED FUND BALANCE	-	
Grand Total	13,048,405	70,324

Source: Rpt 12 - Fd 01, Res. 8150, Obj. 1000-7990

Source: Rpt 12 - Fd 01, Function 8500

[Home Table of Contents](#)**§ 11969.7. Charges for Facilities Costs.**

5 CA ADC § 11969.7

BARCLAYS OFFICIAL CALIFORNIA CODE OF REGULATIONS

Barclays Official California Code of Regulations [Currentness](#)

Title 5. Education

Division 1. California Department of Education

Chapter 11. Special Programs

Subchapter 19. Charter Schools

Article 3. Facilities for Charter Schools.

5 CCR § 11969.7

§ 11969.7. Charges for Facilities Costs.

If the school district charges the charter school a pro rata share of its facilities costs for the use of the facilities, the pro rata share shall not exceed (1) a per-square-foot amount equal to those school district facilities costs that the school district pays for with unrestricted revenues from the district's general fund, as defined in sections 11969.2(f) and (g) and hereinafter referred to as "unrestricted general fund revenues," divided by the total space of the school district times (2) the amount of space allocated by the school district to the charter school. The following provisions shall apply to the calculation of the pro rata share of facilities costs:

(a) For purposes of this section, facilities costs that the school district pays with unrestricted general fund revenues includes those costs associated with plant maintenance and operations, facilities acquisition and construction, and facilities rents and leases, as defined in section 11969.2(h). For purposes of this section, facilities costs also includes:

- (1) contributions from unrestricted general fund revenues to the school district's Ongoing and Major Maintenance Account (Education Code section 17070.75), Routine Restricted Maintenance Account (Education Code section 17014), and/or deferred maintenance fund,
- (2) costs paid from unrestricted general fund revenues for projects eligible for funding but not funded from the deferred maintenance fund, and
- (3) costs paid from unrestricted general fund revenue for replacement of facilities-related furnishings and equipment, that have not been included in paragraphs (1) and (2), according to school district schedules and practices.

For purposes of this subdivision, facilities costs do not include any costs that are paid by the charter school, including, but not limited to, costs associated with ongoing operations and maintenance and the costs of any tangible items adjusted in keeping with a customary depreciation schedule for each item.

(b) For purposes of this section, the cost of facilities shall include debt service costs.

(c) "Space allocated by the school district to the charter school" shall include a portion of shared space where a charter school shares a campus with a school district-operated program. Shared space includes, but is not limited to, those facilities needed for the overall operation of the campus, whether or not used by students. The portion of the shared space to be included in the "space allocated by the school district to the charter school" shall be calculated based on the amount of space allocated for the exclusive use of the charter school compared to the amount of space allocated to the exclusive use of the school-district-operated program.

(d) The per-square-foot charge shall be determined using actual facilities costs in the year preceding the fiscal year in which facilities are provided and the largest amount of total space of the school district at any time during the year preceding the fiscal year in which facilities are provided.

(e) The per-square-foot charge shall be applied equally by the school district to all charter schools that receive facilities under this article, and a charter school using school district facilities pursuant to Education Code section 47614 shall report the per-square-foot charge it is paying in the current fiscal year to the California Department of Education (CDE) in any notification the charter school makes to the CDE pursuant to Education Code section 47630.5(b). The CDE shall post the per-square-foot amounts reported by charter schools on its publicly accessible Web site. The CDE shall offer the opportunity to each school district to provide explanatory information regarding its per-square-foot charge and shall post any information received.

(f) If a school district charges a charter school for facilities costs pursuant to this article, and if the district is the charter school's authorizing entity, the facilities are not substantially rent free within the meaning of Education Code section 47613, and the district may only charge for the actual costs of supervisory oversight of the charter school not to exceed one percent of the school's revenue.

Note: Authority cited: Sections 33031 and 47614(b), Education Code. Reference: Sections 17014, 17070.75, 47613, 47614 and 47630.5, Education Code.

HISTORY

1. New section filed 7-30-2002; operative 8-29-2002 (Register 2002, No. 31).
2. Amendment of section and Note filed 2-28-2008; operative 3-29-2008 (Register 2008, No. 9).

This database is current through 11/24/17 Register 2017, No. 47

5 CCR § 11969.7, 5 CA ADC § 11969.7

END OF DOCUMENT

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Exhibit I

Draft Facilities Use Agreement

To view a draft Facilities Use Agreement, please visit:

<http://www.ousdcharters.net/prop-39-data.html>

Exhibit J

Multi-Site Resolution

To view Resolution No. 1617-0009: Finding that Charter Schools Could not be Accommodated at a Single Site and Written Statement of Reasons Explaining the Finding in Compliance with Proposition 39, please visit:

<http://www.ousdcharters.net/prop-39-data.html>

Exhibit K

Amendment to Multi-Site Resolution

To view the Amendment to the Resolution 1718-0035 and Findings that the Charter Schools Could Not Be Accommodated at a Single Site and Written Statement of Reasons Explaining the Findings, please visit:

<http://www.ousdcharters.net/prop-39-data.html>



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

OFFICE OF CHARTER SCHOOLS

April 1, 2018

Maya Woods-Cadiz
American Indian Public Charter School II
171 12th Street
Oakland, CA 94607

Re: Oakland Unified School District
Final Offer of Facilities, 2018-2019

Dear Maya Woods-Cadiz:

Oakland Unified School District (“District”) makes this Final Offer of Facilities to **American Indian Public Charter School II** (“Charter School”) for the 2018-2019 school year.

The District has carefully considered the Charter School’s request for facilities under the criteria set forth in Proposition 39 and its implementing regulations. (Cal. Ed. Code § 47614; Cal. Admin. Code, title 5, §§ 11969.1, *et seq.*) This Final Offer complies with all of the requirements of Proposition 39 and Cal. Admin. Code, title 5, §11969.9(h).

A. Procedural History

The Charter School submitted a Request for Facilities under Proposition 39 pursuant to Cal. Admin. Code, title 5, § 11969.9(c) on or before November 1, 2017. The Charter School’s Request for Facilities was based upon a projected in-District ADA of **478.08 (TK-5: 253.60 and 6-8: 224.48)**.

B. 2018-2019 Final Offer to the Charter School

Education Code § 47614 and its implementing regulations only obligate the District to offer space sufficient to accommodate the Charter School’s in-District students. The District’s allocation of space is therefore based on the Charter School’s projected in-District ADA of **478.08 (TK-5: 253.60 and 6-8: 224.48)**.

1. Methodology

Cal. Admin. Code, title 5, § 11969.3 governs the identification of the comparison group sites. Subsection (a)(1) states as follows:

American Indian Public Charter School II

April 1, 2018

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Comparison Group:

The standard for determining whether facilities are sufficient to accommodate charter school students in conditions reasonably equivalent to those in which the students would be accommodated if they were attending public schools of the school district providing facilities shall be a comparison group of district-operated schools with similar grade levels. If none of the district-operated schools has grade levels similar to the charter school, then a contiguous facility within the meaning of subdivision (d) of section 11969.2 shall be an existing facility that is most consistent with the needs of students in the grade levels served at the charter school. The district is not obligated to pay for the modification of an existing school site to accommodate the charter school's grade level configuration.

Cal. Admin. Code, title 5, § 11969.3(a)(2) governs the determination of the comparison group schools for districts whose students live in high school attendance areas:

The comparison group shall be the school district-operated schools with similar grade levels that serve students living in the high school attendance area, as defined in Education Code section 17070.15(b), in which the largest number of students of the charter school reside. The number of charter school students residing in a high school attendance area shall be determined using in-district classroom ADA projected for the fiscal year for which facilities are requested.

The District must first identify the high school attendance area in which the largest number of in-District Charter School students reside. Education Code §17070.15(b) defines “attendance area” as “the geographical area serving an existing high school and those junior high schools and elementary schools included therein.” Based on the information provided in the Charter School’s facilities request, the District has determined that the greatest number of Charter School students for both the K-5 and 6-8 grade spans live within the **Oakland High School** attendance area.

Table 1: High School Attendance Area

Grade Span	Attendance Area	# of Students	% of Students in Grade Span
K-5	Outside of Oakland	91	26.2%
	Oakland High	72	20.7%
	Oakland Tech	67	19.3%
	Fremont	41	11.8%
	Castlemont/CCPA/Madison	32	9.2%

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	McClymonds	27	7.8%
	Skyline	17	4.9%
6-8	Oakland High	64	21.3%
	Fremont	59	19.7%
	Outside of Oakland	54	18.0%
	Oakland Tech	46	15.3%
	Skyline	27	9.0%
	McClymonds	27	9.0%
	Castlemont/CCPA/Madison	23	7.7%

Therefore, the comparison group schools for the Charter School are as follows:

- **K-5:** Bella Vista Elementary School, Cleveland Elementary School, Crocker Highlands Elementary School, Franklin Elementary School, Garfield Elementary School, Glenview Elementary School, Manzanita Community School, La Escuelita Elementary School
- **6-8:** La Escuelita Elementary School, Edna Brewer Middle School, Roosevelt Middle School

The Charter School’s March 1, 2018 letter does not dispute the District’s methodology used to identify the comparison group schools.

2. Facilities Offered:

The District offers the Charter School facilities at the following school sites:

Franklin Elementary School
915 Foothill Boulevard, Oakland, CA 94606

Lowell Campus (West Oakland Middle School and MLK/Lafayette Elementary School (4-5))
991 14th Street, Oakland, CA 94607

Roosevelt Middle School
1926 19th Avenue, Oakland, CA 94606

PLACE at Prescott Elementary School
920 Campbell Street, Oakland, CA 94607

The Charter School’s allocation of space is as follows:

American Indian Public Charter School II

April 1, 2018

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Table 2a: Allocation of Exclusive Use Teaching Station Space to Charter School by School Site

School Site	# of Teaching Stations/ Specialized Classrooms	Total Sqft
Franklin	5	4,270
Lowell	4	3,204
Roosevelt	9	6,854
Prescott	3	2,467
Total	21	16,795

Table 2b: Allocation of Exclusive Use Teaching Station Space to Charter School by Room

School Site	Room # (per MKThink site plan)	Sqft
Franklin	A-1-20	687
Franklin	B-1-9	917
Franklin	C-2-2	899
Franklin	C-2-19	811
Franklin	F-1-1	956
Lowell	F-1-104	761
Lowell	F-1-112	758
Lowell	F-2-203	840
Lowell	F-2-212	845
Roosevelt	A-3-1	633
Roosevelt	A-3-8	587
Roosevelt	A-3-9	697
Roosevelt	A-3-10	599
Roosevelt	A-3-18	676
Roosevelt	A-3-23	735
Roosevelt	A-3-28	1041
Roosevelt	A-3-66	703
Roosevelt	B-1-135	1183
Prescott	A-1-2	777
Prescott	M-1-2	845
Prescott	M-1-6	845

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Table 2c: Allocation of Exclusive Use Non-Teaching Space to Charter School at Shared Sites by Room

School Site	Room # (per MKThink site plan)	Sqft	Room Type
Franklin	C-2-11	259	admin/office
Lowell	F-1-113	85	storage
Lowell	F-2-204	450	admin/office
Roosevelt	A-3-4	341	admin/office
Prescott	PE-1-1	988	admin/office

Table 2d: Allocation of Non-Teaching Space (NTS) to Charter School by School Site

Site Name	Projected ADA at Site		Charter Projected ADA as % of Total Site ADA	Total Site NTS	Charter NTS Allocation	Exclusive Use Interior NTS Allocation	Shared NTS Allocation	
	District-Run	Charter					Interior	Exterior
Franklin	648.67	113.83	14.93%	169,289	25,272	259	3,261	21,752
Lowell	339.25	91.06	21.16%	238,627	50,498	535	10,308	39,655
Roosevelt	532.40	204.89	27.79%	210,596	58,524	341	23,050	35,133
Prescott	146.01	68.30	31.87%	205,539	65,503	988	7,171	57,344
Total	1,666.33	478.08	-	824,051	199,797	2,123	43,790	153,885

The Charter School’s access to non-teaching space, which includes all non-classroom space (both in and outside of buildings and portables) at the site, is based upon the Charter School’s per-student entitlement to each category of space at the comparison group schools, and calculated upon the proportion of in-district ADA to the total ADA at the Site. The specific allocation of specialized teaching space and non-teaching space to the Charter School is set forth in subsections 3(c) and 3(d) below.

3. Reasonable Equivalence Methodology:

In order to determine whether facilities are “reasonably equivalent,” the District compares the proposed facilities to District-operated schools constituting the comparison group school. The District has considered capacity, condition, location, and other relevant factors, using as a point of reference the comparison group schools identified above, to allocate a facility to the Charter School that meets Proposition 39 standards for “reasonable equivalence.”

a. Condition:

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With respect to “condition,” the District may allocate facilities to the Charter School that are comparable to the comparison group in the following ways:

No.	Facility Characteristic – Capacity	Regulatory Authority
1.	Ratio of teaching stations to average daily attendance (“ADA”)	C.C.R., tit. 5, § 11969.3(b)(1)
2.	Specialized classroom space if such facilities are available to the district comparison group (e.g., science laboratories)	C.C.R., tit. 5, § 11969.3(b)(2)
3.	Non-teaching space, which the district can share with the charter school (e.g., administrative, kitchen, multi-purpose, and/or play area space)	C.C.R., tit. 5, § 11969.3(b)(3)
4.	School site size	C.C.R., tit. 5, § 11969.3(c)(1)(A)
5.	Condition of interior and exterior surfaces	C.C.R., tit. 5, § 11969.3(c)(1)(B)
6.	Mechanical, plumbing, electrical, and fire alarm systems in condition and conformity to applicable law	C.C.R., tit. 5, § 11969.3(c)(1)(C)
7.	Availability and condition of technology resources	C.C.R., tit. 5, § 11969.3(c)(1)(D)
8.	Overall learning environment qualities (e.g., lighting, noise mitigation, and/or size for intended use)	C.C.R., tit. 5, § 11969.3(c)(1)(E)
9.	Furnishings and equipment	C.C.R., tit. 5, § 11969.3(c)(1)(F)
10.	Condition of athletic fields and/or play area space	C.C.R., tit. 5, § 11969.3(c)(1)(G)

The District has also evaluated data on the condition of the facilities at the comparison school group based on site information available from the District’s Asset Management and Facilities Master Plan. A summary of this analysis, found in the table below, shows that the site offered to the Charter School is reasonably equivalent to the comparison school group in every facility characteristic category. Additional information regarding each facility can be found in [Exhibit A](#). Based on the data available to the District, the District has concluded that the facilities offered to the Charter School meet the reasonable equivalence standards under the category of “condition.”

Table 3: School Site Condition Analysis

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School/Site Type		Offer Site				Comparison School Site						
School/Site		Franklin	Lowell	Roosevelt	Prescott	Bella Vista	Cleveland	Crocker Highlands	Edna Brewer	Franklin	Garfield	Roosevelt
Size of Site (acres)		4.5	5.7	4.7	5.1	1.6	2.0	1.9	5.6	4.5	4.5	4.7
Surfaces*	Physical Condition (Interior)	E	E	G	E	G	E	E	G	E	E	G
	Circulation & Wayfaring (Interior)	G	E	G	G	E	E	G	F	G	E	G
	Physical Condition (Exterior)	E	E	G	E	G	E	E	E	E	E	G
	Circulation & Wayfaring (Exterior)	G	E	G	F	E	E	G	G	G	E	G
Mechanical, plumbing, electrical, and fire alarm systems conformity with applicable codes		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tech Infrastructure		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Safe Learning Environment		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Furnishings/Equipment		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Athletic Fields/Play Area Space		Y	N	Y	Y	Y	Y	Y	N	Y	Y	Y

* Each site plan included surface condition information for each individual building at the site. For sites with multiple buildings, these ratings were averaged, taking into consideration the relative size of each building to determine the overall site surface condition (E=Excellent, G=Good, F=Fair, P=Poor)

The District conducted its analysis of the condition of the comparison group schools under the criteria set forth in the Proposition 39 regulations, supported by relevant data. Therefore, the District rejects the Charter School’s boilerplate contention in its March 1, 2018 letter that the District failed to conduct the comparison group school condition analysis in accordance with the Proposition 39 regulations.

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b. Teaching Stations:

With respect to teaching stations, Cal. Admin. Code title 5, § 11969.3(b)(1) states that “[f]acilities made available by a school district to a charter school shall be provided in the same ratio of teaching stations (classrooms) to ADA as those provided to students in the school district attending comparison group schools.”

The District followed the methodology set forth by the Court in *California Charter Schools Assn. v. Los Angeles Unified School District* (2015) 60 Cal.4th 1221 in determining the teaching station allocation to the Charter School. The District consulted, in accordance with Cal. Admin. Code tit. 5, § 11969.3(b)(1), the “classroom inventory pursuant to Sections 1859.31 and 1859.32 ... on the Form SAB 50-02.” (See, Cal. Admin. Code tit. 2, s 1859.30.) A copy of Form SAB 50-02 is linked as [Exhibit B](#). Although the Proposition 39 regulations require the District to reference the classroom inventory referenced on Form SAB 50-02, the District notes that Form SAB 50-02 lists the aggregate classroom inventory by grade range within each high school attendance area, without breaking down inventory by school. Therefore, the District has taken the additional step of creating an updated inventory of actual room utilization at each comparison group school. That inventory is linked as [Exhibit C](#).

The District is permitted to evaluate the utilization of classrooms at the comparison group schools under *California Charter Schools Association, supra*, as the California Supreme Court held in that case that:

According to the District, only classrooms in the inventory that are “provided to” noncharter public school K–12 students in the District must be counted. On this view, unbuilt classrooms, classrooms already used by charter schools, and classrooms dedicated to preschool, adult education, or other uses besides K–12 education are not “provided to” such K–12 students and thus need not be counted in determining the ADA/classroom ratio under section 11969.3(b)(1). [¶] We agree with this reading of section 11969.3(b)(1). (*Id.* at 1239.)

Therefore, the District not only met, but exceeded, the requirements for determining the teaching station-to-ADA ratio under Cal. Admin. Code tit. 5, § 11969.3(b)(1). The District went beyond the classroom inventory contained in Form SAB 50-02, and manually created an inventory of classroom utilization at each of the comparison group schools, to determine the number of classrooms “provided to” District students at the comparison group schools. From that list, the District determined the ADA to teaching station ratio at the comparison group school as **TK-5: 25.26 and 6-8: 28.93 per teaching station.**

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Table 4a: Comparison Group Schools Serving Grades TK-5 Located in High School Attendance Area

School	ADA Teaching Station Ratio
Bella Vista Elementary School	25.06
Cleveland Elementary School	25.75
Crocker Highlands Elementary School	24.89
Franklin Elementary School	25.33
Garfield Elementary School	25.75
Glenview Elementary School	24.89
Manzanita Community School	25.25
La Escuelita Elementary School	25.15
Average	25.26

Table 4b: Comparison Group Schools Serving Grades 6-8 Located in High School Attendance Area

School	ADA Teaching Station Ratio
La Escuelita Elementary School	27.67
Edna Brewer Middle School	29.35
Roosevelt Middle School	29.78
Average	28.93

Applying that ratio to the Charter School’s projected ADA of **478.08 (TK-5: 253.60 and 6-8: 224.48)**, the District determined that the Charter School was entitled to an allocation of **18 (rounded up from 17.80)** teaching stations.

Table 5: Calculation of Exclusive Use General Education Classroom Allocation

Grade Span(s)	ADA (In-District)	Average ADA Teaching Station Ratio	General Education Classrooms (ADA / Average ADA Teaching Station Ratio)
TK-5	253.60	25.26	10.04
6-8	224.48	28.93	7.76
Total	478.08	-	18 (17.80)

The District created and utilized an updated inventory of actual room utilization at each comparison group school to determine the number of teaching stations “provided to” students in the comparison group schools, in accordance with the Proposition 39 regulations. Therefore, the District rejects the

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Charter School's boilerplate contention in its March 1, 2018 letter that the District failed to follow the methodology set forth in the Proposition 39 regulations for determining the number of teaching stations to allocate to the Charter School. The District also based its ADA projections for request year 2018-2019 upon data provided by its enrollment office. The District rejects the Charter School's contention in its March 1, 2018 letter that the Charter School is better able to project ADA at the District's comparison group schools based on data from the CDE from the 2016-2017 school year. Also, since the District relied upon its updated inventory of teaching spaces "provided to" District students at the comparison group schools, it relied upon more current information than the information cited in the Charter School's March 1, 2018 letter.

c. Specialized Teaching Space:

Cal. Admin. Code title 5, § 11969.3(b)(2) states as follows with respect to the allocation of specialized teaching space to Charter Schools:

If the school district includes specialized classroom space, such as science laboratories, in its classroom inventory, the space allocation provided pursuant to paragraph (1) of subdivision (b) shall include a share of the specialized classroom space and/or a provision for access to reasonably equivalent specialized classroom space. The amount of specialized classroom space allocated and/or the access to specialized classroom space provided shall be determined based on three factors:

- (A) the grade levels of the charter school's in-District students;
- (B) the charter school's total in-District classroom ADA; and
- (C) the per-student amount of specialized classroom space in the comparison group schools.

During the 2017-18 school year, OUSD contracted with a third party vendor to conduct an educational adequacy assessment at its facilities. As part of this assessment, the vendor collected updated specialized teaching space data, which included the approximate square footage of each space. Although this data has not yet been finalized, it was used to help determine the charter school's specialized teaching space allocation based on "the per-student amount of specialized classroom space in the comparison group schools" as shown in the table below. Detailed data related to the specific specialized teaching space present at comparison sites and sites where the charter school has been offered space are provided in [Exhibit D](#).

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Table 6: Calculation of Specialized Teaching Space (STS) Allocation¹

STS Type	STS Existing at Offer Site(s) (Sqft)	STS Entitlement (Sqft)	Exclusive Use STS Already Included in Classrooms Offered (Sqft)	Over(+)/ Under(-) Allocation of STS Entitlement (Sqft)*
Art Classroom	1656	68	0	-68
Art Technology Lab	0	0	0	0
Computer Laboratory	1580	399	805	406
CTE Classroom (Related to Lab Instruction)	0	0	0	0
CTE Family/Consumer Science Multipurpose Lab	1820	238	0	-238
CTE Industrial Education Laboratory	1435	187	0	-187
CTE Technology Education Laboratory	0	0	0	0
CTE General Laboratory	0	0	0	0
Drama Classroom	0	0	0	0
Music Room (Elementary School)	228	69	0	-69
Music Room, Band	2016	306	990	684
Music Room, Choir	2066	144	0	-144
Science Classroom	5626	1108	975	-133
Science Laboratory	2171	172	0	-172
SpEd Life Skills Lab	0	0	0	0
Total	18598	2691	2,770	79

* Calculated by subtracting STS Entitlement from Exclusive Use STS Already Included in Classrooms Offered

The District provides the Charter School with specialized teaching space in the form of an allocation of building space and, if necessary, shared space. The District’s updated calculation of the Charter School’s entitlement to specialized teaching space shows that, the allocation of 2,770 sqft of specialized teaching space offered at the site(s) is 79 sqft more than the total amount of specialized teaching space to which the Charter School is entitled. The Charter School is also being offered 3 additional classrooms above its Proposition 39 entitlement as 3 additional specialized teaching space

¹ Square footage figures included in this table are approximate and were taken from the Jacobs data found in [Exhibit E](#). All other square footage figures found in this document were taken from MKThink data ([Exhibit F](#)) and are more precise. Therefore, discrepancies in square footage figures may exist between this and other tables found in this letter.

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classrooms were previously included in the preliminary offer to the Charter School, and are not being withdrawn by the District in this Final Offer.

The District has used the updated information provided by its third-party vendor to obtain an updated inventory of the specialized teaching space at the comparison group schools and, where, necessary, has re-evaluated its calculation of the Charter School's per-pupil entitlement to specialized teaching space. Therefore, the District rejects the Charter School's boilerplate contention in its March 1, 2018 letter that the District's offer is "completely void of any discussion of the different amounts (square footage) and types of specialized classroom space that exist at the comparison schools ..." The District's methodology in inventorying, measuring and allocating specialized teaching space complies in all respects with the Proposition 39 regulations.

d. Non-Teaching Space:

With respect to non-teaching space, Cal. Admin. Code title 5, § 11969.3(b)(3) states as follows:

The school district shall allocate and/or provide access to non-teaching station space commensurate with the in-district classroom ADA of the charter school and the per-student amount of non-teaching station space in the comparison group schools. Non-teaching station space is all of the space that is not identified as teaching station space or specialized classroom space and includes, but is not limited to, administrative space, kitchen, multi-purpose room, and play area space. If necessary to implement this paragraph, the district shall negotiate in good faith with the charter school to establish time allocations and schedules so that educational programs of the charter school and school district are least disrupted.

The District calculated the amount of non-teaching space at the comparison group schools (Table 7a) and determined this space as a function of Sqft/ADA as shown in Table 7b.

Table 7a: Calculation of Non-Teaching Space (NTS) at Comparison Group Schools

Comparison School(s)	Site Acreage (ground level) ¹	Ground Level Space (sqft) ²	Non-Ground Level Space (sqft) ³	Total Site Area (sqft) ⁴	Classroom Space (sqft) ⁵	Site NTS (sqft) ⁶
Bella Vista	1.62	70,567	29,372	99,939	24,730	75,209
Cleveland	2.04	88,862	5,920	94,782	14,156	80,626
Crocker Highlands	1.85	80,586	0	80,586	15,160	65,426
Edna Brewer	5.57	242,629	28,317	270,946	33,220	237,726
Franklin	4.47	194,713	10,455	205,168	35,879	169,289

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Garfield	4.45	193,842	0	193,842	35,101	158,741
La Escuelita K-8	2.50	108,900	17,182	126,082	18,860	107,222
Roosevelt	4.70	204,732	41,412	246,144	35,548	210,596

Sources: ¹ "Site List" [Exhibit F](#); ² Site Acreage x 43,560 (sqft/acre); ³ "Room List" [Exhibit F](#) (Sqft of all non-ground floor level rooms); ⁴ Ground Level + Non-Ground Level Space; ⁵ "Room List" [Exhibit F](#) (Sqft of all classrooms ≥600 sqft + attached classroom storage spaces included in Prop 39 final offers); ⁶ Total Site Area - Classroom Space

Table 7b: Non-Teaching Space (NTS) Sqft/ADA at Comparison Group Schools

Comparison School(s)	Total Site NTS (sqft)	Percent of Site Classrooms Occupied by District*	District Share of Site NTS (sqft)	18-19 Projected ADA	Total District NTS (sqft/ADA)
Bella Vista	75,209	100.00%	75,209	445.42	168.85
Cleveland	80,626	100.00%	80,626	392.14	205.61
Crocker Highlands	65,426	100.00%	65,426	454.78	143.86
Edna Brewer	237,726	100.00%	237,726	778.85	305.23
Franklin	169,289	87.50%	148,128	648.67	228.36
Garfield	158,741	100.00%	158,741	647.05	245.33
La Escuelita K-8	107,222	100.00%	107,222	406.78	263.59
Roosevelt	210,596	83.33%	175,497	532.40	329.63
Comparison Group NTS Sqft/ADA				Minimum	143.86
				Median	236.84
				Maximum	329.63

* Based on the number of classrooms not offered or occupied by charter schools at the site divided by the total number of classrooms at the site. For sites not shared with or offered to charter schools as part of Prop 39, this number will be 100%.

A supplement to Table 7a, showing the calculation of non-teaching space at the comparison group schools, is linked as [Exhibit F](#).

The District then considered the Sqft/ADA ratio for each category of space at the comparison group school as part of its reasonable equivalence analysis.

Table 8a: Calculation of Charter School Non-Teaching Space (NTS) Allocation at Franklin

Site Name	Franklin
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	Franklin	American Indian Public Charter School II	Site Total
18-19 Projected Site ADA	648.67	113.83	762.50
% of 18-19 Projected Site ADA	85.1%	14.9%	100.0%
NTS Type	Sqft	Sqft	Sqft
Admin/Office/Conference	2,283	401 (259*)	2,684
MPR/Auditorium/Cafeteria/Gym	2,624	460	3,084
Library	2,014	353	2,367
Other Interior	13,138	2,306	15,444
Total Interior NTS	20,059	3,520	23,579
Exterior NTS	123,958	21,752	145,710
Total NTS	144,017	25,272	169,289
Average Sqft/ADA	222.02	222.02	-

*Square footage already included in exclusive-use space allocation to Charter School (see Table 2c). Remaining allocation to be negotiated by site leaders and will likely be in the form of shared space.

Table 8b: Calculation of Charter School Non-Teaching Space (NTS) Allocation at Lowell

Site Name	Lowell		
	Lafayette/Martin Luther King/West Oakland Middle	American Indian Public Charter School II	Site Total
18-19 Projected Site ADA	339.25	91.06	430.31
% of 18-19 Projected Site ADA	78.8%	21.2%	100.0%
NTS Type	Sqft	Sqft	Sqft
Admin/Office/Conference	3,801	1,020 (450*)	4,821
MPR/Auditorium/Cafeteria/Gym	9,510	2,552	12,062
Library	2,190	588	2,778
Other Interior	24,896	6,682 (85*)	31,578
Total Interior NTS	40,396	10,843 (535*)	51,239

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Exterior NTS	147,734	39,654	187,388
Total NTS	188,130	50,497	238,627
Average Sqft/ADA	554.55	554.55	-

*Square footage already included in exclusive-use space allocation to Charter School (see Table 2c). Remaining allocation to be negotiated by site leaders and will likely be in the form of shared space.

Table 8c: Calculation of Charter School Non-Teaching Space (NTS) Allocation at Roosevelt

Site Name	Roosevelt		
	Roosevelt	American Indian Public Charter School II	Site Total
18-19 Projected Site ADA	532.40	204.89	737.29
% of 18-19 Projected Site ADA	72.2%	27.8%	100.0%
NTS Type	Sqft	Sqft	Sqft
Admin/Office/Conference	4,509	1,735 (*341)	6,244
MPR/Auditorium/Cafeteria/Gym	18,296	7,041	25,337
Library	1,554	598	2,152
Other Interior	36,421	14,016	50,437
Total Interior NTS	60,779	23,391	84,170
Exterior NTS	91,293	35,133	126,426
Total NTS	152,072	58,524	210,596
Average Sqft/ADA	285.64	285.64	-

*Square footage already included in exclusive-use space allocation to Charter School (see Table 2c). Remaining allocation to be negotiated by site leaders and will likely be in the form of shared space.

Table 8d: Calculation of Charter School Non-Teaching Space (NTS) Allocation at Prescott

Site Name	Prescott		
	PLACE	American Indian Public Charter School II	Site Total

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18-19 Projected Site ADA	146.01	68.30	214.31
% of 18-19 Projected Site ADA	68.1%	31.9%	100.0%
NTS Type	Sqft	Sqft	Sqft
Admin/Office/Conference	2,151	1,006 (*988)	3,157
MPR/Auditorium/Cafeteria/Gym	4,118	1,927	6,045
Library	576	269	845
Other Interior	10,597	4,957	15,554
Total Interior NTS	17,442	8,159	25,601
Exterior NTS	122,592	57,346	179,938
Total NTS	140,034	65,505	205,539
Average Sqft/ADA	959.07	959.07	-

*Square footage already included in exclusive-use space allocation to Charter School (see Table 2c). Remaining allocation to be negotiated by site leaders and will likely be in the form of shared space.

Following is a summary of the Sqft/ADA ratios of non-teaching space at the comparison group schools, compared to that of the Charter School’s allocation:

Table 9: Non-Teaching Space (NTS) Actual Sqft/ADA vs. Comparison School Group

Offer Site	Charter Projected In-District ADA	NTS Sqft	NTS Sqft/ADA
Franklin	113.83	25,272	222.02
Lowell	91.06	50,498	554.54
Roosevelt	204.89	58,524	285.63
Prescott	68.30	65,503	959.09
Total Allocated		199,797	417.92
Allocation if Based on Comparison School Group		Minimum	68,778
		Median	113,230
		Maximum	157,591

The District calculates the Sqft/ADA for non-teaching space to determine the reasonable equivalence standards for this category of space at the comparison group schools. A charter school’s allocation is considered to fall within reasonable equivalence standards if it falls within the minimum/maximum Sqft/ADA ratios at the comparison group schools. The Charter School’s allocation of non-teaching space is above its entitlement based on the amount of non-teaching space available at the comparison group schools.

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The District also will offer the Charter School reasonably equivalent Furnishings and Equipment for **478.08 (TK-5: 253.60 and 6-8: 224.48)** ADA.

The specific space offered to the Charter School in this Final Offer is depicted in the diagrams attached as **Exhibit G**.

The District complied with the methodology set forth in the Proposition 39 regulations governing the identification, measurement and allocation of non-teaching space, and therefore rejects the Charter School's boilerplate argument in its March 1, 2018 letter that "[t]he District's allocation of non-teaching space in the Preliminary Proposal does not comply with Prop. 39 or its Implementing Regulations in several respects ..."

4. Response to Charter School's March 1, 2018 Letter

In compliance with Cal. Admin. Code, title 5, §11969.9(h), the District addresses the Charter School's response to the District's preliminary offer of facilities.

The District has responded to the Charter School's arguments regarding teaching stations, specialized teaching space, and non-teaching space under the discussion of each respective category above.

The Charter School has not contested the District's issuance of a multi-site offer, or to the location of its facilities allocation.

The District has adjusted its calculation of the pro-rata share in response to the Charter School's arguments.

Charter School's ADA Projections: The District is allocating space in accordance with the Charter School's ADA projections.

Site Location: The Charter School identified a location preference of "near or within the Downtown Oakland area." The Charter School also expressed interest in "Lincoln, La Escuelita, Bella Vista, West Oakland Middle, Hoover Elementary, Piedmont Elementary, [and] Westlake."

Education Code 47614(b) states that "[t]he school district shall make reasonable efforts to provide the charter school with facilities near to where the charter school wishes to locate ..." Here, the District exercised its discretion in determining that none of the schools in the Charter School's preferred locations had capacity to accommodate the Charter School's projected ADA. The District's determination is subject to deference. (See, e.g., *Westchester Secondary Charter School v. Los*

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Angeles Unified School District (2015) 237 Cal.App.4th 1226; *Sequoia Union High Sch. Dist. v. Aurora Charter High School* (2003) 112 Cal.App.4th 185, 194-5.) The District did not abuse its discretion by considering the cost to the District, or the impact upon District pupils, of granting the Charter School's location preference. The District's findings with respect to the Charter School's location preference are found in the January 24, 2018 resolution adopted by the OUSD Board. ([Exhibit J](#))

The District did not have sufficient capacity at any of the Charter School's identified sites or locations to accommodate the entire Charter School projected in-District ADA. (See, January 24, 2018 Resolution, p. 13-14.) ([Exhibit J](#)) The District provided the Charter School a Final Offer at Franklin Elementary School, located at 915 Foothill Boulevard, Oakland, CA 94606; West Oakland Middle School (Lowell) campus located at 991 14th Street, Oakland, CA 94607; Roosevelt Middle School, located at 1926 19th Avenue, Oakland, CA 94606; and PLACE @ Prescott Elementary School located at 920 Campbell Street, Oakland, CA 94607. All four of the sites offered to Charter School are either in West Oakland (Lowell/WOMS, PLACE @ Prescott), which is adjacent to Downtown or are between 1-2.5 miles to the east of Downtown (Franklin, Roosevelt).

5. The District Followed the Legal Requirements for a Multi-Site Offer, and Has Properly Considered the Charter School's Location Preference

Cal. Code Regs., tit. 5, section § 11969.2(d) requires that "[i]f the in-district average daily classroom attendance of the charter school cannot be accommodated on any single school district school site, contiguous facilities also includes facilities located at more than one site, provided that the school district shall minimize the number of sites assigned and shall consider student safety." On January 24, 2018, the District's Governing Board passed a Resolution "Finding that Charter Schools Could Not Be Accommodated at a Single Site and Written Statement of Reasons Explaining the Finding" ("Resolution"). The Resolution contains findings supporting the conclusion that the Charter School cannot be accommodated on one site, minimizing the number of sites offered, and considering student safety. ([Exhibit J](#), pp. 13-14.) The Board also passed an "Amendment to Finding that Charter Schools Could Not Be Accommodated at a Single Site and Written Statement of Reasons Explaining the Finding" on March 28, 2018, containing amended findings with respect to the Final Offer of facilities to AIPCS II at Roosevelt, Franklin, West Oakland Middle School (Lowell), and PLACE. ([Exhibit K](#), pp. 11-13.) The District also notes that, while the Charter School was provided an allocation of facilities over more than one site, the Charter School has for several years occupied its own private facility; and although it has requested facilities from the District under Proposition 39 over the past few school years, it has never actually accepted such an offer.

C. Final Facilities Offer – Other Terms and Conditions

1. Pro-Rata Share

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The calculation of the Charter School's pro-rata share of facilities costs is attached as **Exhibit H**. The District notes that the Charter School's share of custodial costs may be subject to reconciliation in the event that the District is required to increase staffing as a result of the Charter School's use and occupation of the District's site.

Although the District will address the Charter School's other stated concerns regarding the facilities costs used to compute the pro-rata share during the course of FUA negotiations, it does maintain that it is entitled to include the cost of property insurance. Cal. Admin. Code tit. 5, § 11969.2 provides the definition of "facilities costs" for the purposes of determining the permissible general fund costs to include in the calculation of the pro-rata share:

As used in Education Code section 47614(b)(1), "facilities costs" are those activities concerned with keeping the physical plant open, comfortable, and safe for use and keeping the grounds, buildings, and equipment in working condition and a satisfactory state of repair. These include the activities of maintaining safety in buildings, on the grounds, and in the vicinity of schools. This includes plant maintenance and operations, facilities acquisition and construction, and facilities rents and leases.

The District believes that it is allowed to include insurance (which only includes property insurance covering the District's structures, and does not include contents or liability insurance) because these costs constitute expenses incurred in "keeping the ... buildings ... in working condition and a satisfactory state of repair," in the event that they are damaged and an insurable claim is made. Therefore, the Charter Schools occupying the District's facilities under Proposition 39 directly benefit from the property insurance that the District takes out on the structures that they occupy.

2. Overallocation Fee

Cal. Admin. Code tit. 5, § 11969.8 provides for a penalty in the event that a school district overallocates facilities to a charter school based on the charter school's overprojection of Average Daily Attendance ("ADA") for a school year. Subsection (a) of that regulation provides as follows:

Space is considered to be over-allocated if (1) the charter school's actual in-district classroom ADA is less than the projected in-district classroom ADA upon which the facility allocation was based and (2) the difference is greater than or equal to a threshold ADA amount of 25 ADA or 10 percent of projected in-district classroom ADA, whichever is greater.

The penalty for overallocation is calculated as follows:

American Indian Public Charter School II

April 1, 2018

Page 20 of 20

The per-pupil rate for over-allocated space shall be equal to the statewide average cost avoided per pupil set pursuant to Education Code section 42263 for 2005-06, adjusted annually thereafter by the CDE by the annual percentage change in the general-purpose entitlement to charter schools calculated pursuant to Education Code section 47633, rounded to the next highest dollar, and posted on the CDE Web site. The reimbursement amount owed by the charter school for over-allocated space shall be equal to (1) this rate times the difference between the charter school's actual in-district classroom ADA and the projected in-district classroom ADA upon which the facility allocation was based, less (2) this rate times one-half the threshold ADA.

Please be advised that, in the event that the District overallocates facilities based upon the charter School's overprojection of ADA, the District will exercise its rights under the Proposition 39 regulations to collect the overallocation fee from the Charter School.

3. Miscellaneous

Should the Charter School accept the Final Offer of Facilities, the District will require it to enter into a Facilities Use Agreement containing the terms and conditions of the District's facilities allocation. ([Exhibit I](#)) The District provides this proposed agreement without prejudice to its right to propose or modify terms during the process of negotiating the agreement.

Under tit. 5, § 11969.9(i) of the Cal. Code of Regs., the Charter School "must notify the school district in writing whether or not it intends to occupy the offered space," no later than May 1, or 30 days after receipt of this Final Offer, whichever is later.

If you have any questions, please do not hesitate to contact me.

In Service,



Leslie Jimenez
Office of Charter Schools

Exhibit A

District Facilities' Site Plans and Profiles

To view the District facilities' site plans and profiles, please visit:

<http://www.ousdcharters.net/prop-39-data.html>

Exhibit B

Form SAB 50-02

To view the Form SAB 50-02 for each high school attendance area, please visit:

<http://www.ousdcharters.net/prop-39-data.html>

Exhibit C

Teaching Station Data

To view the data used to calculate the teaching station ratio, please visit:

<http://www.ousdcharters.net/prop-39-data.html>

Exhibit D

Specialized Teaching Space at Comparison and Offer Sites

To view the calculation of specialized teaching space at comparison and offer sites,
please visit:

<http://www.ousdcharters.net/prop-39-data.html>

Exhibit E

Preliminary Educational Adequacy Assessment Data Extract (from Jacobs as of 3.5.18)

To view the preliminary educational adequacy assessment data extract from Jacobs,
please visit:

<http://www.ousdcharters.net/prop-39-data.html>

Exhibit F

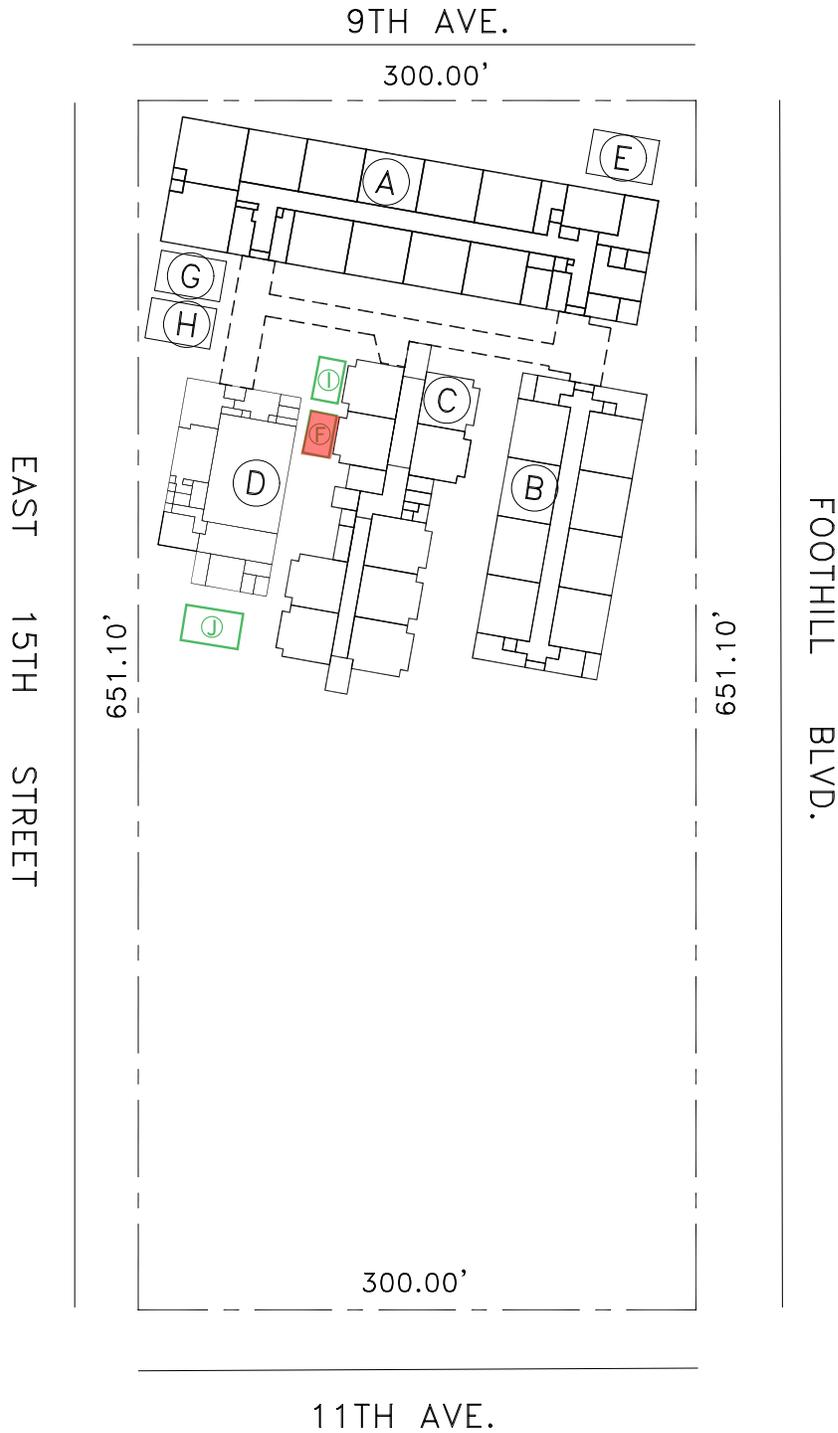
Non-Teaching Space at District Facilities

To view the calculation of non-teaching space at District schools, please visit:

<http://www.ousdcharters.net/prop-39-data.html>

Exhibit G

Specific Space Offered to Charter School



Not drawn to scale



**Exclusive Use by
Charter School**

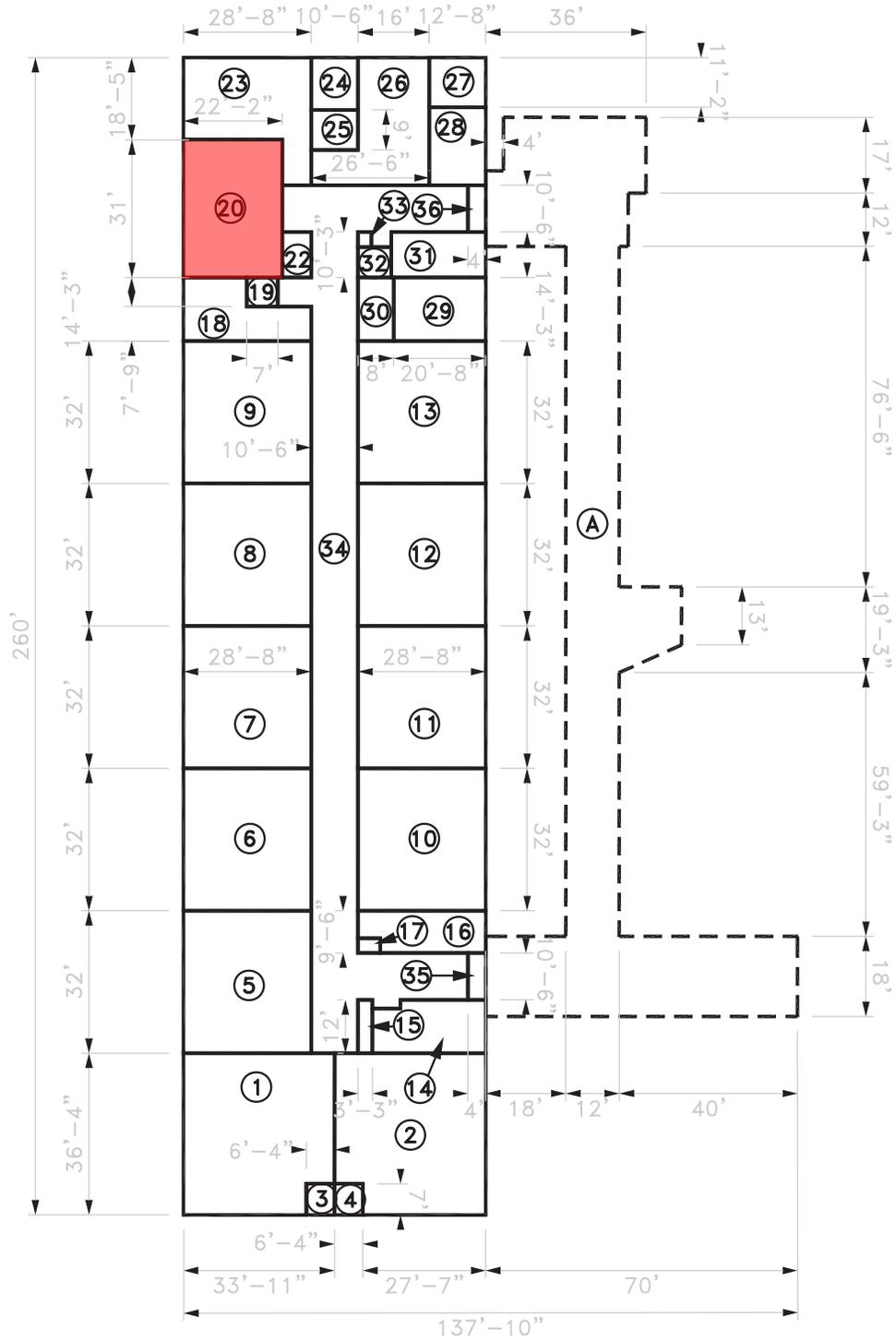
116 - Franklin Elementary School - Site Plan
915 Foothill Boulevard - Oakland, CA 94606-3013

MKTHINK

Roundhouse One, 1500 Sansome Street, San Francisco, CA 94111
mkthink.com 415.402.0888

2011





Not drawn to scale

116 - Franklin Elementary School - Unit A

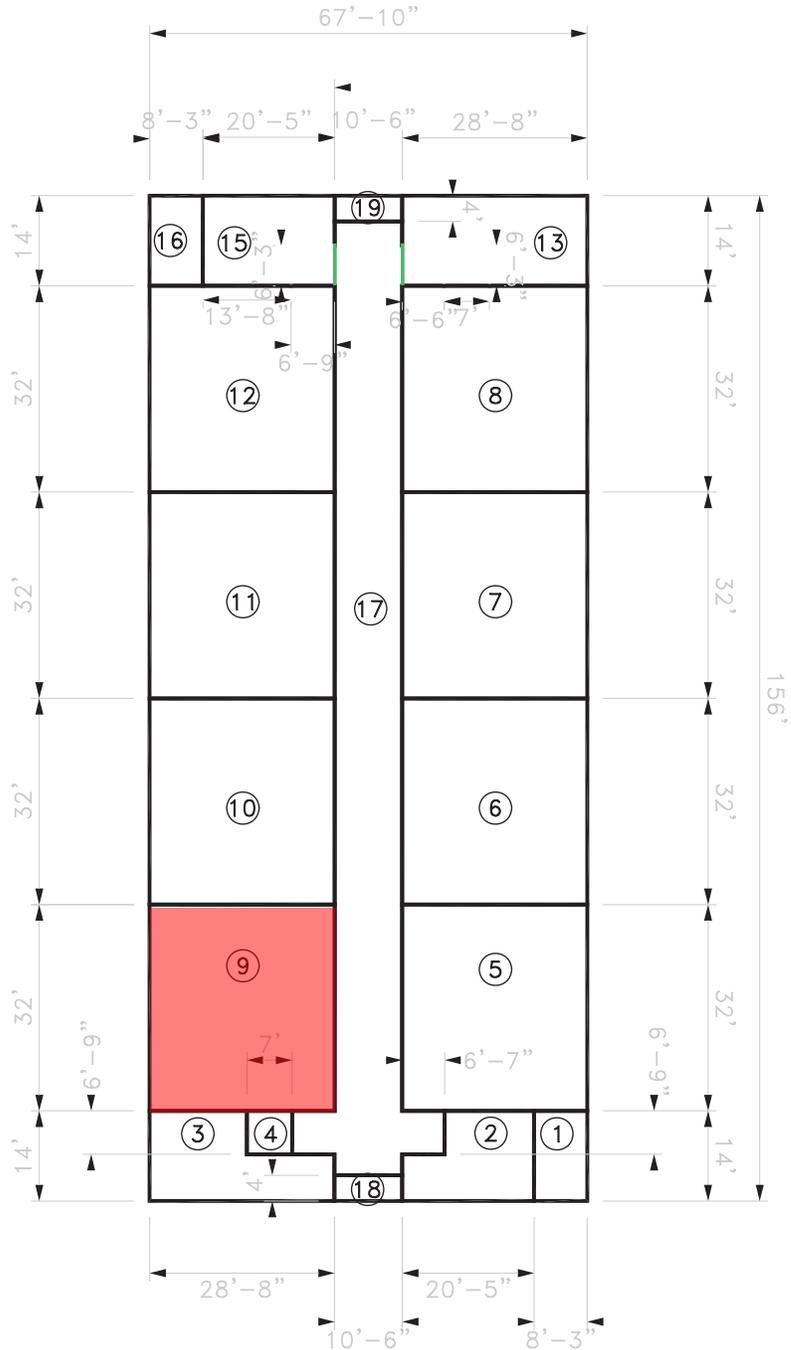
915 Foothill Boulevard - Oakland, CA 94606-3013



Roundhouse One, 1500 Sansome Street, San Francisco, CA 94111
mkthink.com 415.402.0888

2011





Not drawn to scale

116 - Franklin Elementary School - Unit B

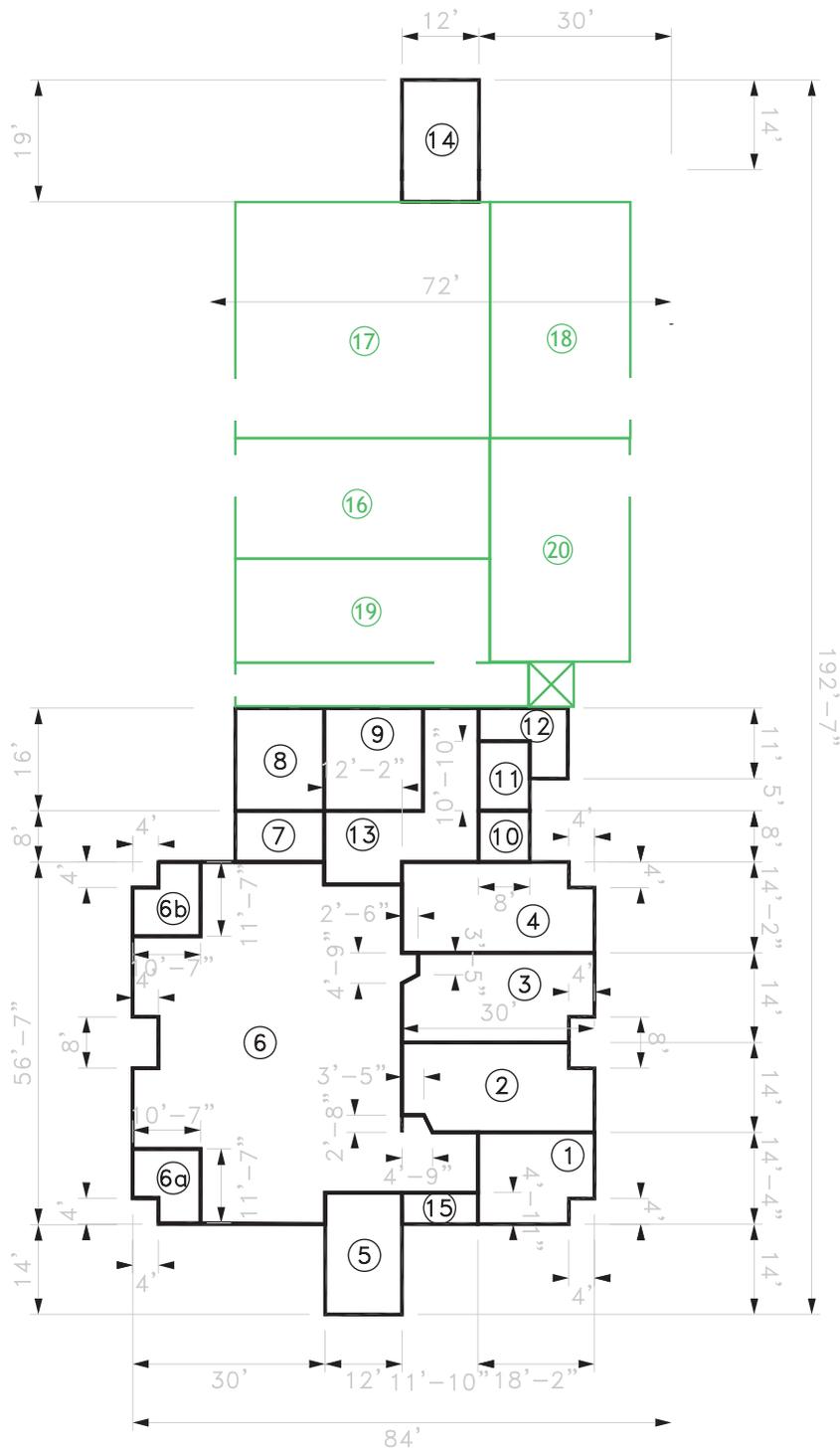
915 Foothill Boulevard - Oakland, CA 94606-3013



Roundhouse One, 1500 Sansome Street, San Francisco, CA 94111
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2011





Not drawn to scale

116 - Franklin Elementary School - Unit C1

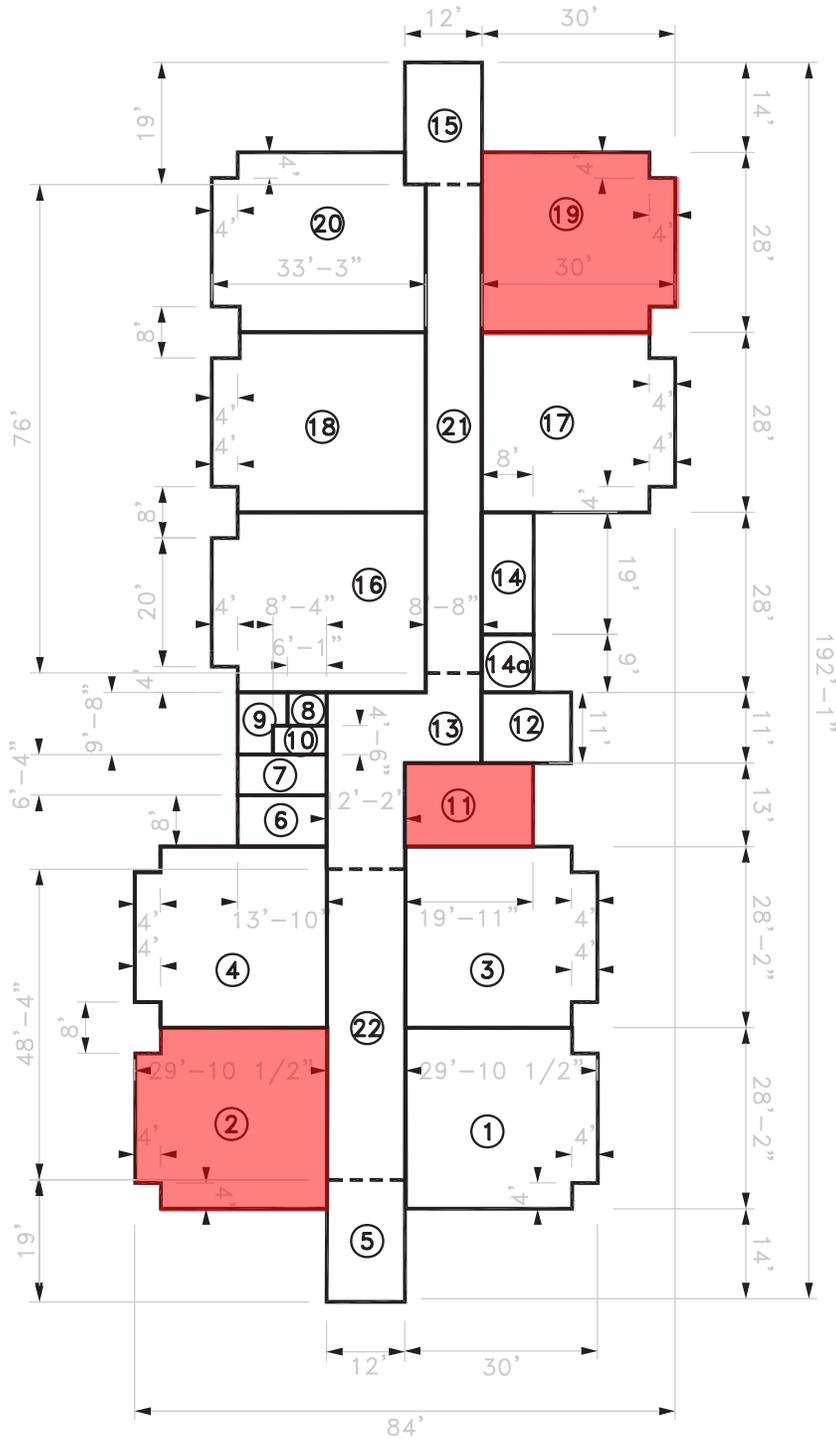
915 Foothill Boulevard - Oakland, CA 94606-3013



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Not drawn to scale

116 - Franklin Elementary School - Unit C2

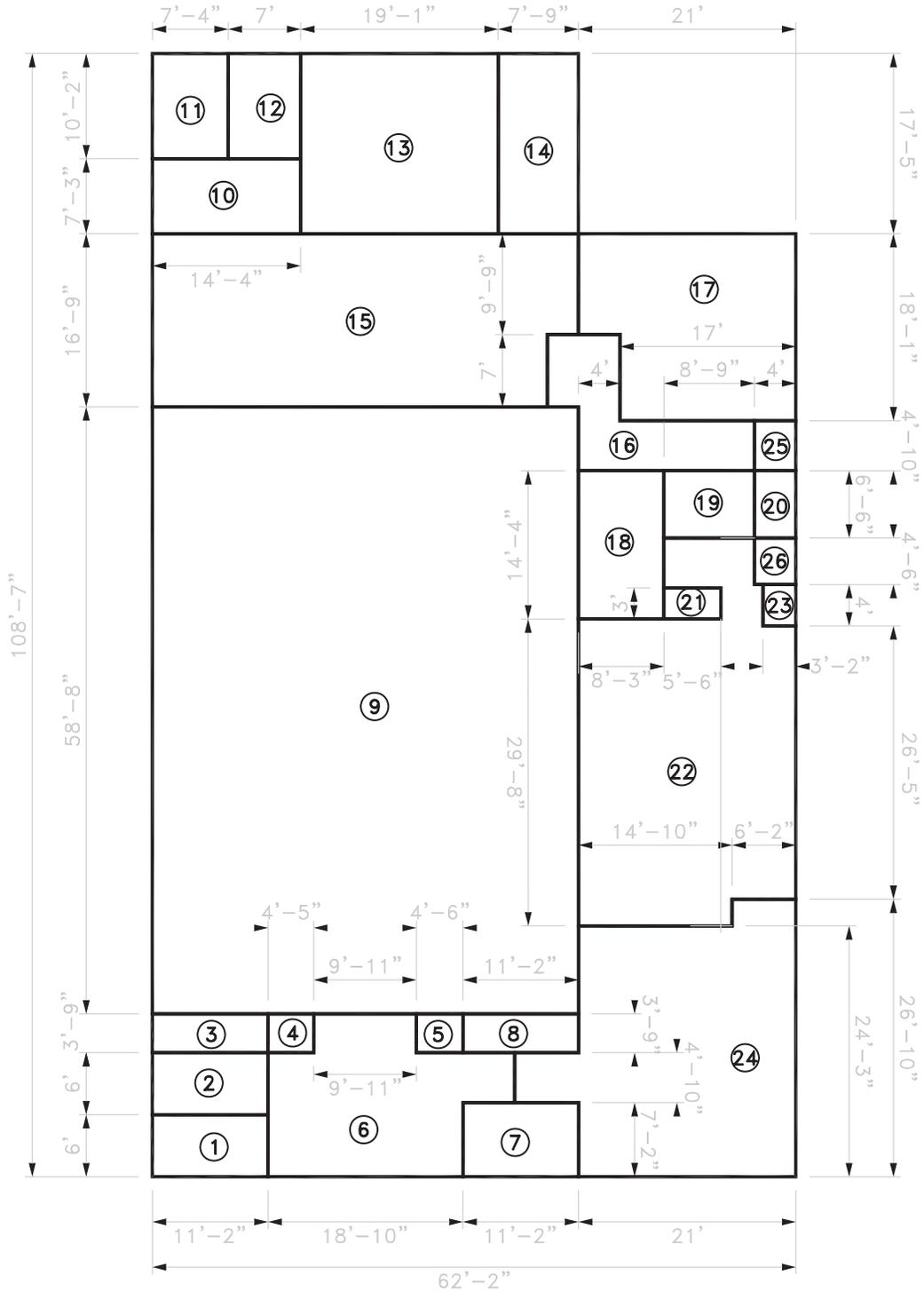
915 Foothill Boulevard - Oakland, CA 94606-3013



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mkthink.com 415.402.0888

2011





Not drawn to scale

116 - Franklin Elementary School - Unit D

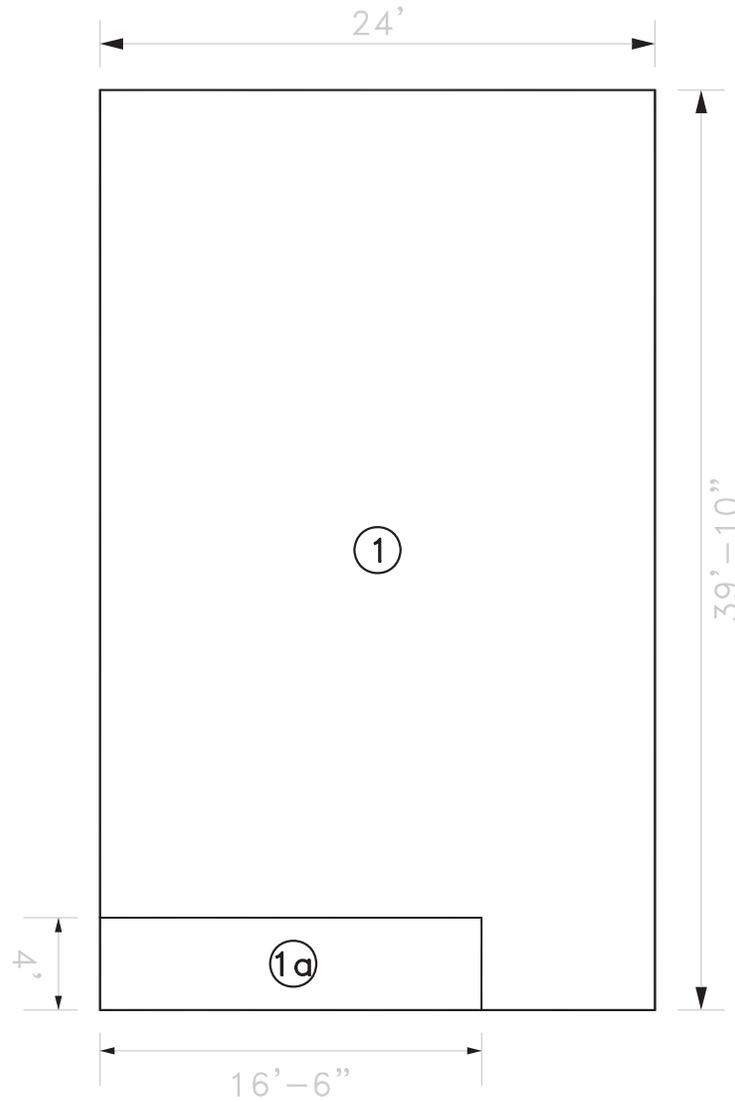
915 Foothill Boulevard - Oakland, CA 94606-3013



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mkthink.com 415.402.0888

2011





Not drawn to scale

116 - Franklin Elementary School - Unit F

915 Foothill Boulevard - Oakland, CA 94606-3013



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2011



Oakland Unified School District Facilities Asset Management

Franklin Elementary School

915 Foothill Boulevard

Site 116 Region 2 Grades K-5

Franklin Elementary is located in the Clinton neighborhood of Oakland near the southern stretch of Lake Merritt and Oakland Chinatown. The area is a mix of residential and commercial uses, which shifts into warehouses, train tracks, and port-related industry to the south-west. The site itself is adjacent to the Franklin Recreation Center, and is blocks away from Laney College and the future Downtown Education Complex.

PROGRAMMING (2012-2013)

Schools / Enrollment

	SDC	Non-SDC	Total	API (2010-2011)
Franklin	31	780	811	810



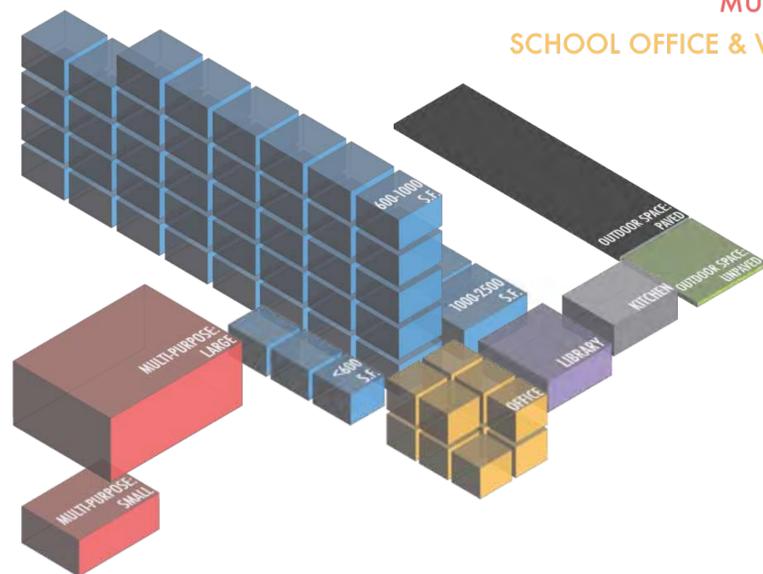
FACILITIES (Summer 2012)

LEARNING ENVIRONMENTS

LIBRARY

MULTI-PURPOSE

SCHOOL OFFICE & WORKSPACE



Summary Counts

	Total	Permanent	Portable
Site Acreage	4.5		
Building Footprint (sf)	51,475		
Building Area (sf)	59,458	54,339	5,119
Classroom-Sized Rooms	40	34	6
<i>3 rooms < 600 s.f. used as classrooms</i>			
	Number of Rooms		Sq Ft
Library Rooms	1		2,123
Auditorium/Cafeteria/ Multi-purpose/Gym	2		3,084
Admin/Office/ Conference Room	11		2,425
School Gardens	Number: 1		Sq Ft: 400
Kitchen	Type: Full-scale		
On-site Health Clinic	No		

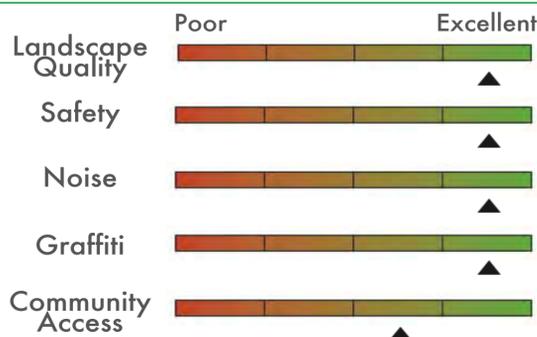
SITE SUMMARY (Summer 2012)

Sports / Recreation

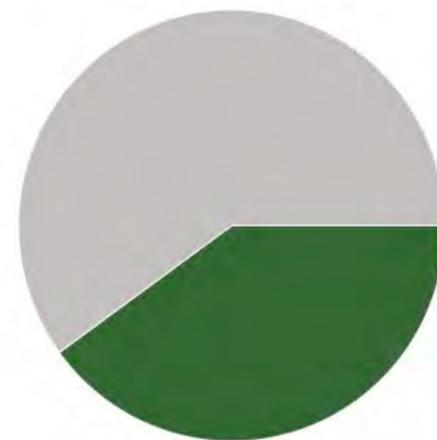
- Play structure ●●●
- Basketball hoops ●●●●●●
- Swimming pool
- Soccer/football field ●
- Volleyball court
- Track
- Baseball field
- Tennis court

Qualitative Assessment

Transit Accommodations



Open Space



Paved 60% 40% Green

Franklin Elementary School

Building Records

Site ID 116

Region 2

Grades K-5

Site & Facilities Photos - Summer 2011 (Sample)

*To view the full set, visit: <http://bitly.com/vDpSwJ>



BUILDING A

BUILDING AREA (SQFT): 17,636

CONSTRUCTED: 1955

STRUCTURAL ELEMENTS

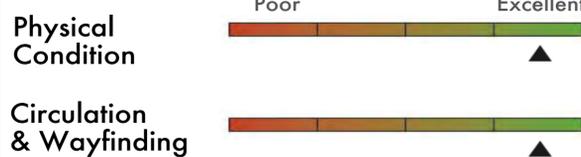
ROOFING
Plywood on wood joists

FOUNDATION
Strip footings (under structural walls)

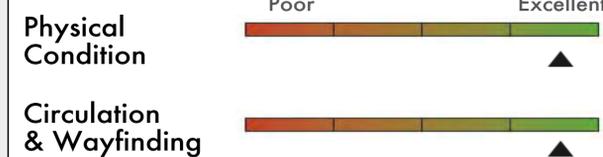
VERTICAL RESISTANCE
Shear wall - Wood stud walls

QUALITATIVE BUILDING ASSESSMENT

EXTERIOR



INTERIOR



ROOM SUMMARY

NO. OF CLASSROOMS	12	NO. OF OFFICES	6	NO. OF ADMIN ROOMS	7	NO. OF RESTROOMS	6
NO. OF STUDENT COMPUTERS	18	NO. OF ADMIN WORKSTATIONS	12	ADDITIONAL ADMIN SPACES			

BUILDING B

BUILDING AREA (SQFT): 10,660

CONSTRUCTED: 1955

STRUCTURAL ELEMENTS

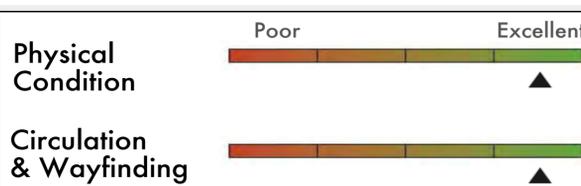
ROOFING
Plywood on wood joists

FOUNDATION
Strip footings (under structural walls)

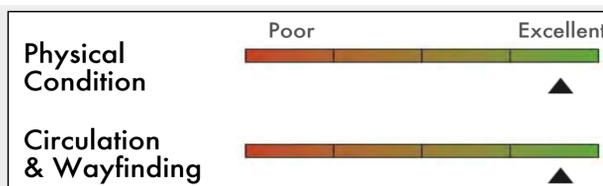
VERTICAL RESISTANCE
Shear wall - Wood stud walls

QUALITATIVE BUILDING ASSESSMENT

EXTERIOR



INTERIOR



ROOM SUMMARY

NO. OF CLASSROOMS	8	NO. OF OFFICES	1	NO. OF ADMIN ROOMS	1	NO. OF RESTROOMS	2
NO. OF STUDENT COMPUTERS	41	NO. OF ADMIN WORKSTATIONS	1	ADDITIONAL ADMIN SPACES			

BUILDING C

BUILDING AREA (SQFT): 19,763

CONSTRUCTED: 1958

STRUCTURAL ELEMENTS

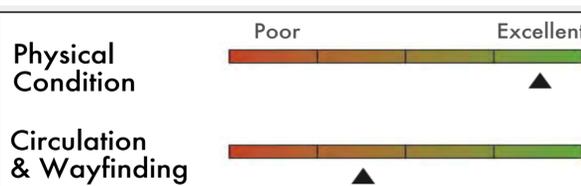
ROOFING
Plywood on wood joists and steel beams

FOUNDATION
Spread (under int. col.) & Strip (under struct. walls) footings

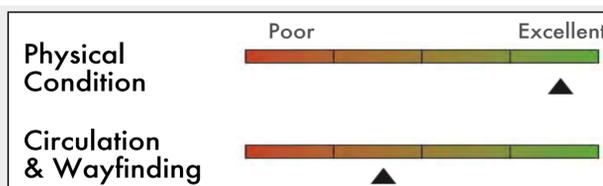
VERTICAL RESISTANCE
Shear wall - Wood stud walls

QUALITATIVE BUILDING ASSESSMENT

EXTERIOR



INTERIOR



ROOM SUMMARY

NO. OF CLASSROOMS	14	NO. OF OFFICES	1	NO. OF ADMIN ROOMS	1	NO. OF RESTROOMS	5
NO. OF STUDENT COMPUTERS	23	NO. OF ADMIN WORKSTATIONS	2	ADDITIONAL ADMIN SPACES			

BUILDING D		BUILDING AREA (SQFT): 6,280		CONSTRUCTED: 1955									
STRUCTURAL ELEMENTS		ROOFING Plywood on wood joists and steel beams	FOUNDATION Strip footings (under structural walls)	VERTICAL RESISTANCE Shear wall - Wood stud walls.									
QUALITATIVE BUILDING ASSESSMENT		EXTERIOR <table border="1"> <tr> <td>Physical Condition</td> <td></td> </tr> <tr> <td>Circulation & Wayfinding</td> <td></td> </tr> </table>		Physical Condition		Circulation & Wayfinding		INTERIOR <table border="1"> <tr> <td>Physical Condition</td> <td></td> </tr> <tr> <td>Circulation & Wayfinding</td> <td></td> </tr> </table>		Physical Condition		Circulation & Wayfinding	
Physical Condition													
Circulation & Wayfinding													
Physical Condition													
Circulation & Wayfinding													
ROOM SUMMARY		<u>NO. OF CLASSROOMS</u> _____	<u>NO. OF OFFICES</u> 2	<u>NO. OF ADMIN ROOMS</u> 2	<u>NO. OF RESTROOMS</u> 5								
		<u>NO. OF STUDENT COMPUTERS</u> _____	<u>NO. OF ADMIN WORKSTATIONS</u> 2	<u>ADDITIONAL ADMIN SPACES</u> Teachers' Lounge									

Franklin Elementary School

Portable Records

Site ID 116

Region 2

Grades K-5

	Manufactured:	<u>NO. OF CLASSROOMS</u>	<u>NO. OF ADMIN ROOMS</u>
E	1956	1	
F	2000	1	
G	1953	1	
H	Unknown	1	
I	2000	1	
J	2005	1	

Portable Inventory

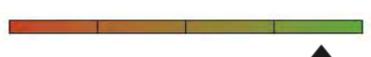
Total Count
6

Average Age
29 Years

Qualitative Conditions Assessment

Poor Excellent

EXT. 

INT. 

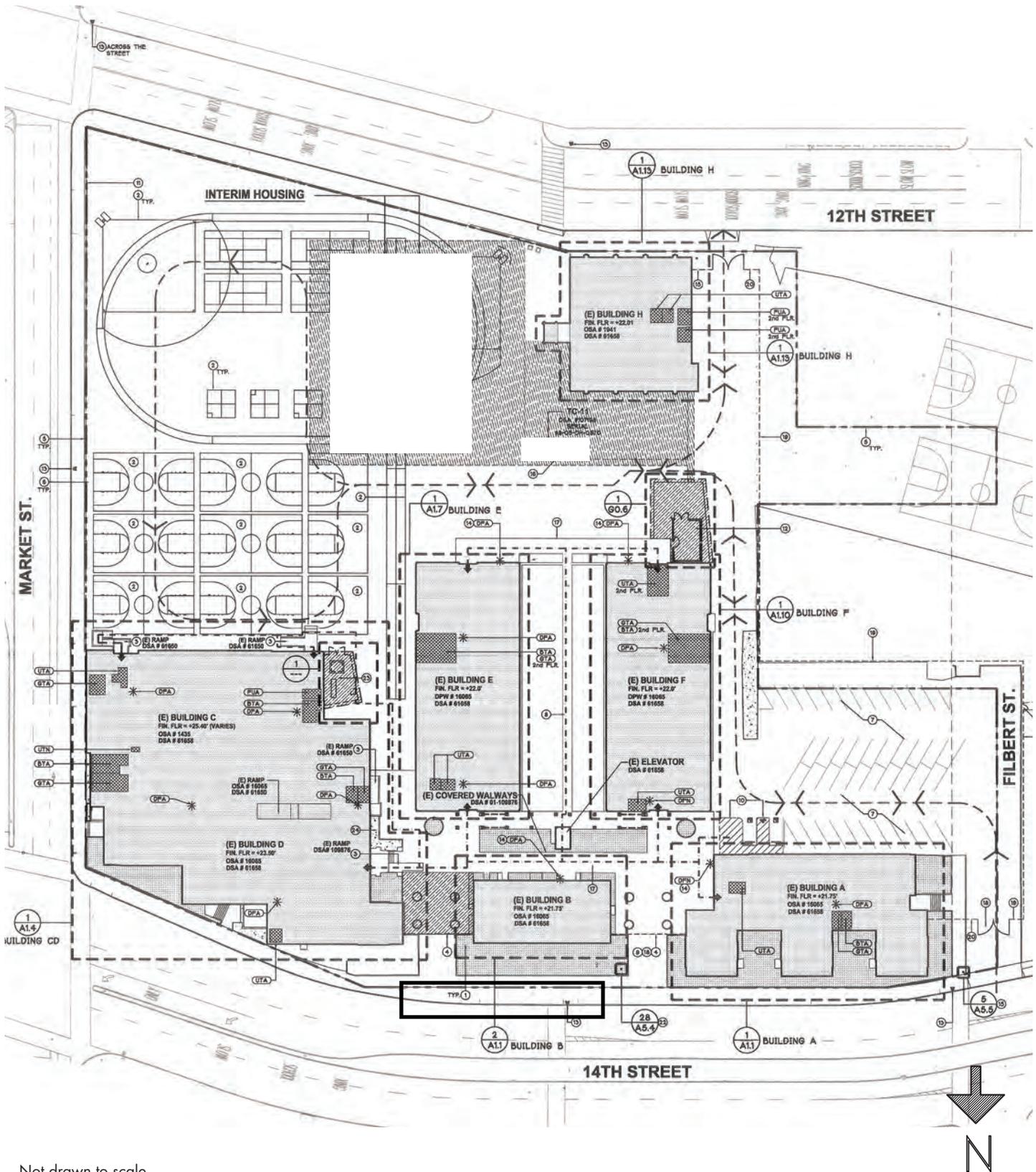
Oakland Unified School District Facilities Asset Management
Franklin Elementary School
 Rooms Summary & List

Site ID 116 Region 2 Grades K-5

	BLDG LEVEL	ROOM #	ROOM USE	ROOM AREA (SQUARE FOOTAGE)	CLASSROOM COMPUTERS	ADMIN WORKSTATIONS	MARKED ROOM #	ROOM CAPACITY
BUILDING								
		A						
	1	1	Classroom	1,188			1	
	1	2	Classroom	1,188			2	
	1	3	Restroom	44				
	1	4	Restroom	44				
	1	5	Classroom	917	1		3	
	1	6	Classroom	917	2		5	
	1	7	Classroom	917	1		7	
	1	8	Classroom	917	1		9	
	1	9	Classroom	917	9		11	
	1	10	Classroom	917	1		4	
	1	11	Classroom	917	2		6	
	1	12	Classroom	917			8	
	1	13	Classroom	917			10	
	1	14	Restroom	293				
	1	15	Building Utilities	39				
	1	16	Building Utilities	256		1		
	1	17	Storage	17				
	1	18	Restroom	314				
	1	19	Building Utilities	46				
	1	20	Classroom	687	1		12	
	1	22	Restroom	67				
	1	23	Storage	595				
	1	24	Admin/Office	123		1		
	1	25	Admin/Office	95				
	1	26	Admin/Office	542		3		
	1	27	Admin/Office	142		1		
	1	28	Admin/Office	222		1		
	1	29	Building Utilities	295				
	1	30	Admin/Office	114		3	10	
	1	31	Admin/Office	217		2		
	1	32	Restroom	51				
	1	33	Storage	10				
	1	34	Circulation	2,710				
	1	35	Circulation	42				
	1	36	Circulation	42				
BUILDING								
		B						
	1	1	Storage	116				
	1	2	Restroom	241				
	1	3	Restroom	310				
	1	4	Building Utilities	47				
	1	5	Classroom	917			19	
	1	6	Classroom	917	1		17	
	1	7	Classroom	917	1		15	
	1	8	Classroom	917	34		13	
	1	9	Classroom	917	1		20	
	1	10	Classroom	917	1		18	
	1	11	Classroom	917	1		16	
	1	12	Classroom	917	2		14	
	1	13	Admin/Office	399		1	13	
	1	15	Building Utilities	287				
	1	16	Building Utilities	116				
	1	17	Circulation	1,724				
	1	18	Circulation	42				
	1	19	Circulation	42				

	BLDG LEVEL	ROOM #	ROOM USE	ROOM AREA (SQUARE FOOTAGE)	CLASSROOM COMPUTERS	ADMIN WORKSTATIONS	MARKED ROOM #	ROOM CAPACITY
BUILDING C								
	1	1	Library	244			25	
	1	2	Storage	393				
	1	3	Storage	394				
	1	4	Storage	409				
	1	6	Library	2,123				
	1	6a	Admin/Office	107		2		
	1	6b	Classroom	107				
	1	7	Building Utilities	111				
	1	8	Restroom	221				
	1	9	Restroom	247				
	1	10	Building Utilities	64				
	1	11	Storage	87				
	1	13	Circulation	374				
	1	15	Circulation	58				
	1	16	Classroom	918	5		41	
	1	17	Classroom	918			42	
	1	18	Classroom	918				
	1	19	Classroom	697				
	1	20	Classroom	918				
	2	1	Classroom	899	1		25	
	2	2	Classroom	899				
	2	3	Classroom	899				
	2	4	Classroom	899				
	2	6	Restroom	111				
	2	7	Restroom	88				
	2	8	Building Utilities	31				
	2	9	Restroom	65				
	2	10	Circulation	37				
	2	11	Classroom	259				
	2	12	Circulation	153				
	2	13	Circulation	509				
	2	14	Classroom	152				
	2	14a	Building Utilities	72				
	2	16	Classroom	899	6		41	
	2	17	Classroom	811	5		42	
	2	18	Classroom	811	3			
	2	19	Classroom	811	2			
	2	20	Classroom	811	1			
	2	21	Circulation	659				
	2	22	Circulation	580				
BUILDING D								
	1	1	Restroom	67				
	1	2	Circulation	67				
	1	3	Storage	42				
	1	4	Building Utilities	17				
	1	5	Storage	17				
	1	6	Circulation	287				
	1	7	Restroom	80				
	1	8	Storage	42				
	1	9	Cafeteria	2,416				201
	1	11	Restroom	75				
	1	12	Restroom	71				
	1	13	Building Utilities	332				
	1	14	Storage	135				
	1	15	Multipurpose	668				
	1	16	Circulation	136				
	1	17	Admin/Office	346		1		
	1	18	Admin/Office	118		1		
	1	19	Restroom	57				
	1	20	Storage	26				

	BLDG LEVEL	ROOM #	ROOM USE	ROOM AREA (SQUARE FOOTAGE)	CLASSROOM COMPUTERS	ADMIN WORKSTATIONS	MARKED ROOM #	ROOM CAPACITY
	1	21	Building Utilities	16				
	1	22	Building Utilities	660				
	1	23	Storage	13				
	1	24	Lounge/Staff Dining	555				
	1	25	Circulation	19				
	1	26	Circulation	18				
PORTABLE								
		1	Classroom	864				
PORTABLE								
		1	Classroom	956				
PORTABLE								
		1	Classroom	781	1		33	
PORTABLE								
		1	Classroom	781			34	
PORTABLE								
		1	Classroom	956			35	
PORTABLE								
		1	Classroom	781			37	



Not drawn to scale

**Exclusive Use by
Charter School**

204 - Lowell Middle School - Site Plan

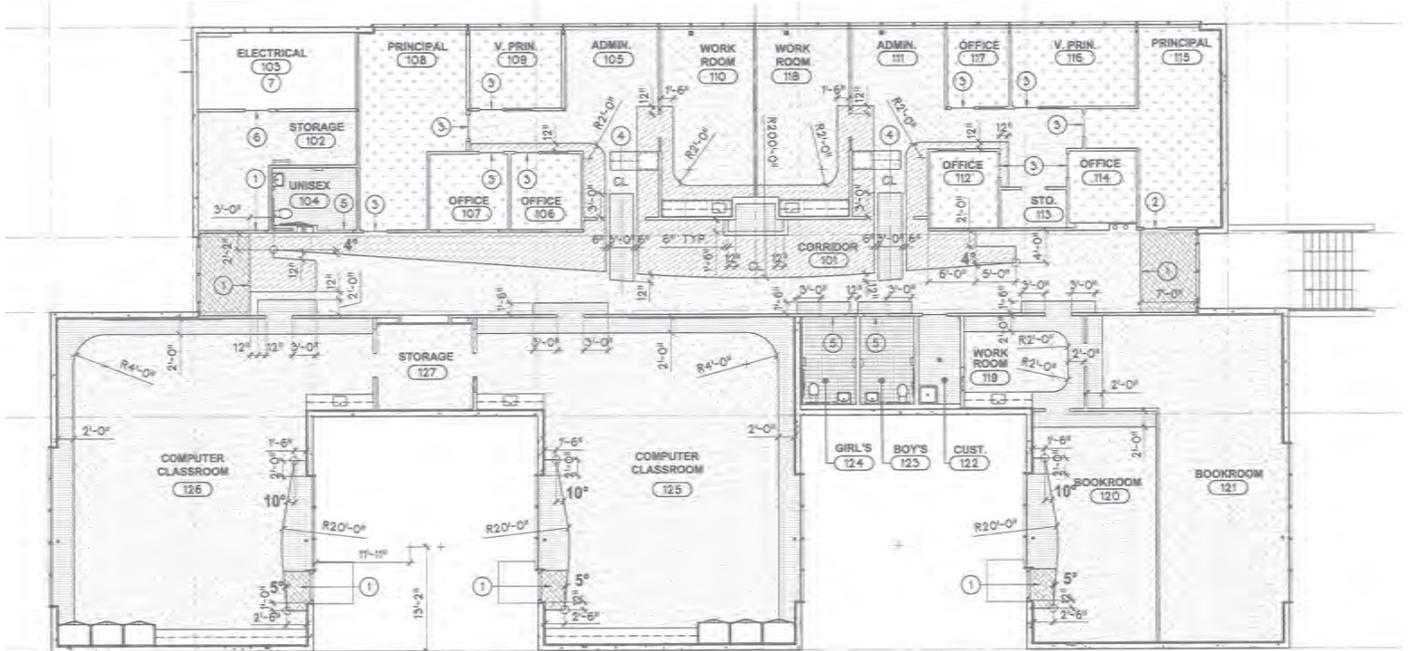
991 14th Street - Oakland, CA 94607-3230



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2011





Not drawn to scale

204 - Lowell Middle School - Unit A

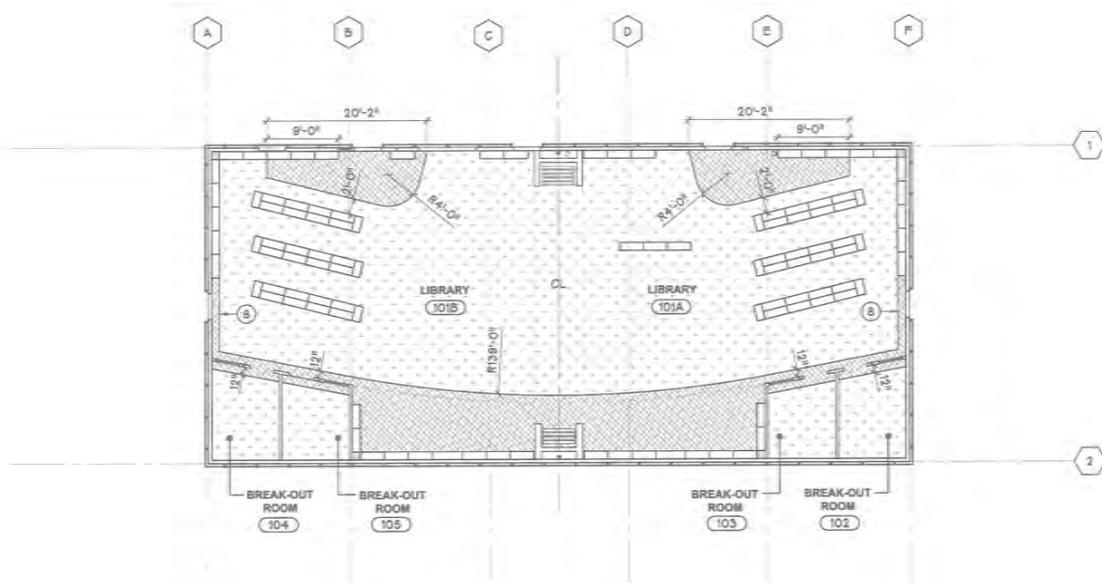
991 14th Street - Oakland, CA 94607-3230



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Not drawn to scale

204 - Lowell Middle School - Unit B

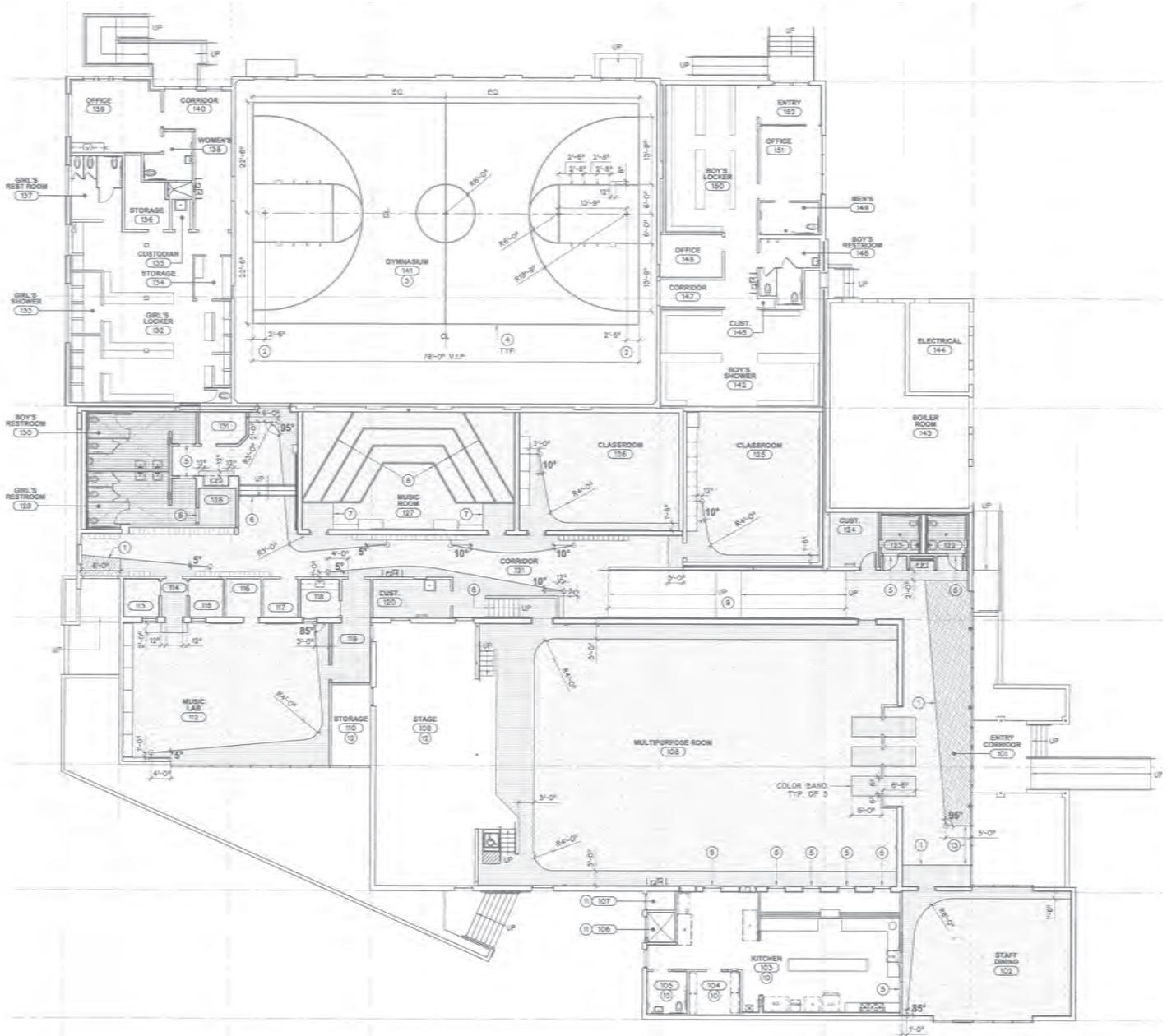
991 14th Street - Oakland, CA 94607-3230

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mkthink.com 415 402 0888

2011





Not drawn to scale

204 - Lowell Middle School - Unit C + D

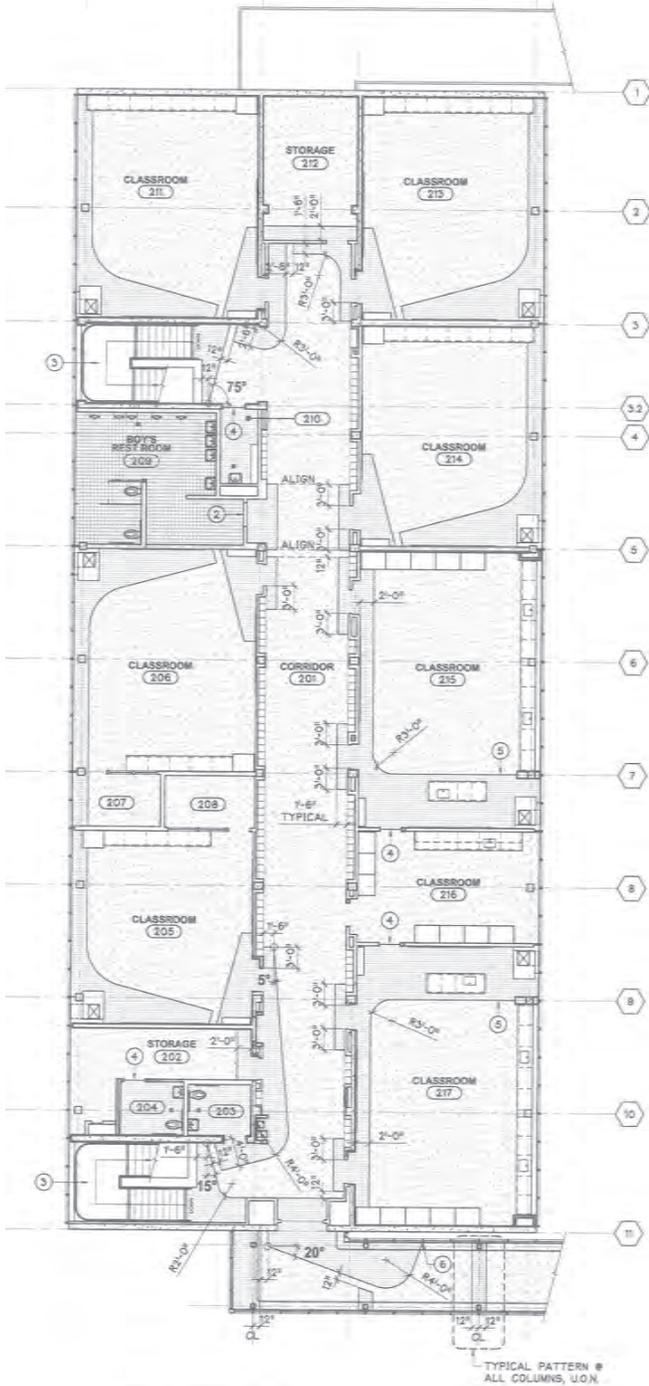
991 14th Street - Oakland, CA 94607-3230



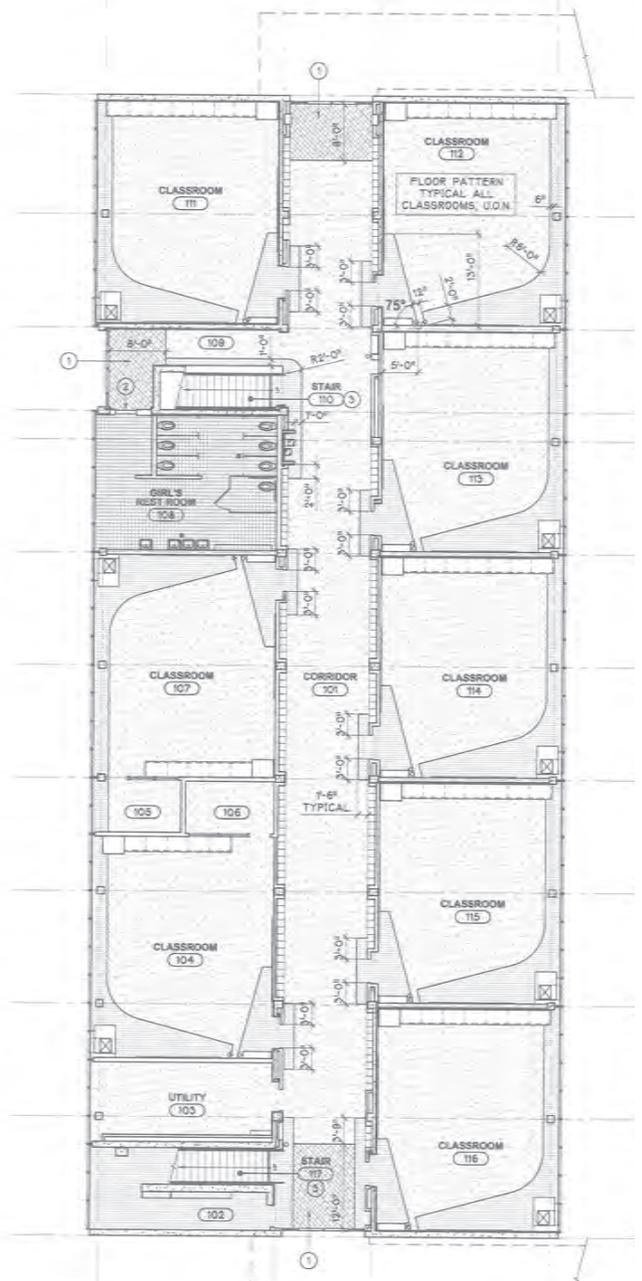
Roundhouse One, 1500 Sansome Street, San Francisco, CA 94111
mkthink.com 415 402 0888

2011





2 BUILDING E 2ND FLOOR FINISH PLAN
 1/8" = 1'-0"



1 BUILDING E 1ST FLOOR FINISH PLAN
 1/8" = 1'-0"

Not drawn to scale

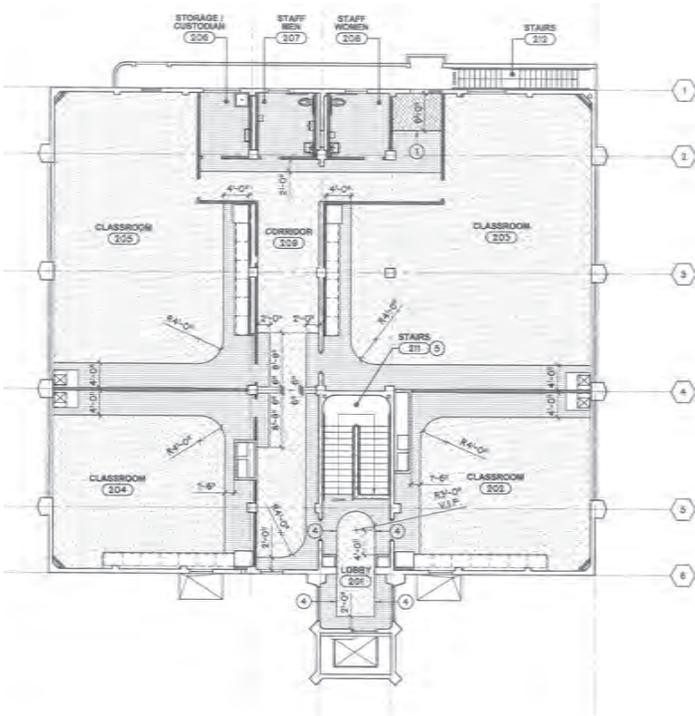
204 - Lowell Middle School - Unit E
 991 14th Street - Oakland, CA 94607-3230



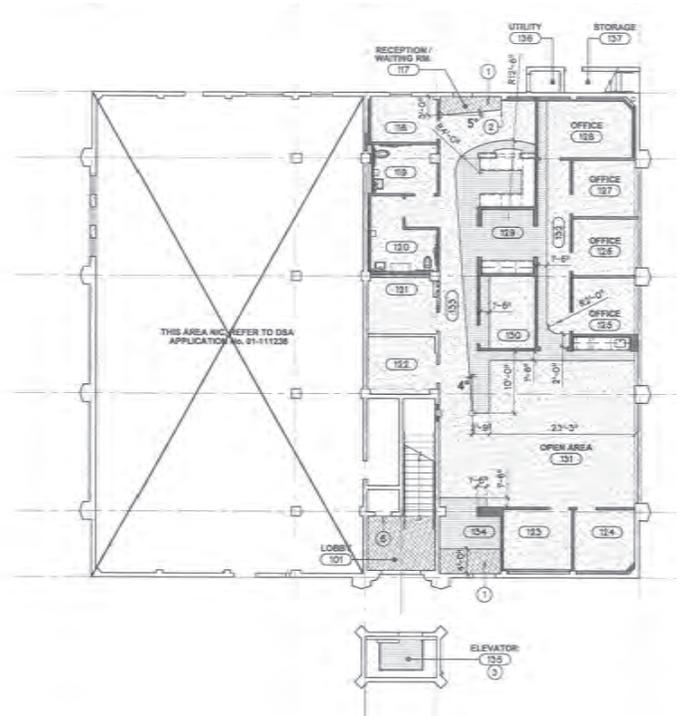
Roundhouse One, 1500 Sansome Street, San Francisco, CA 94111
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2 BUILDING H- 2ND FINISH PLAN
1/8" = 1'-0"



1 BUILDING H- 1ST FINISH PLAN
1/8" = 1'-0"

Not drawn to scale

204 - Lowell Middle School - Unit H
991 14th Street - Oakland, CA 94607-3230



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2011



Oakland Unified School District Facilities Asset Management

Lowell Middle School

Major renovations in progress - Only the top floor of Bldg H surveyed.

991 14th Street

Site 204 Region 1 Grades 6-8

The Lowell Middle School site is located in the Acorn neighborhood of West Oakland, adjacent to Martin Luther King, Jr. Elementary School and Lowell Park. The school serves a heavily residential neighborhood, including a number of public housing developments. The area also features several religious establishments, a number of bus lines, access to I-880 & I-980, and is less than a mile away from Oakland City Center.

PROGRAMMING (2012-2013)

Schools / Enrollment

	SDC	Non-SDC	Total	API (2010-2011)
KIPP Bridge Charter Academy				
West Oakland Middle School	1	155	156	574



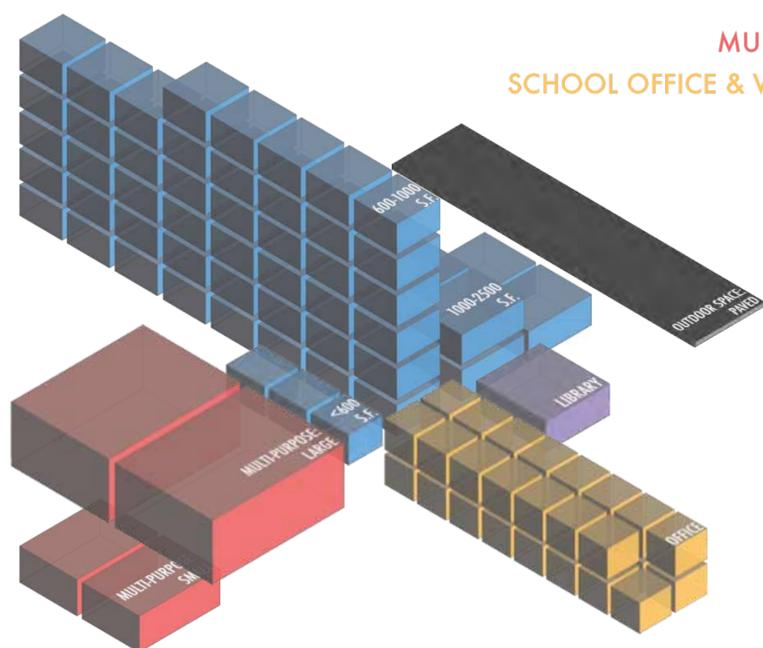
FACILITIES (Summer 2012)

LEARNING ENVIRONMENTS

LIBRARY

MULTI-PURPOSE

SCHOOL OFFICE & WORKSPACE



Summary Counts

	Total	Permanent	Portable
Site Acreage	5.7		
Building Footprint (sf)	85,500		
Building Area (sf)	101,567	101,567	
Classroom-Sized Rooms	41	41	
<i>3 rooms < 600 s.f. used as classrooms</i>			
	Number of Rooms	Sq Ft	
Library Rooms	1	2,778	
Auditorium/Cafeteria/ Multi-purpose/Gym	4	12,062	
Admin/Office/ Conference Room	31	4,371	
School Gardens (None)			
Kitchen	Type: Finishing		
On-site Health Clinic	Yes		

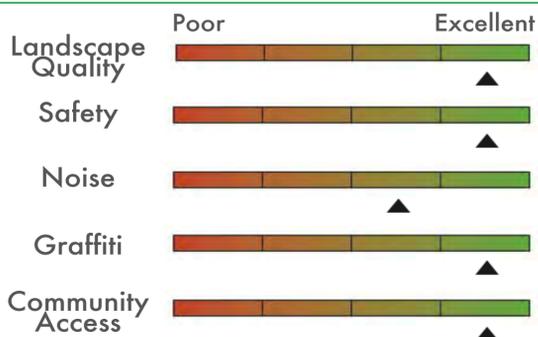
SITE SUMMARY (Summer 2012)

Sports / Recreation

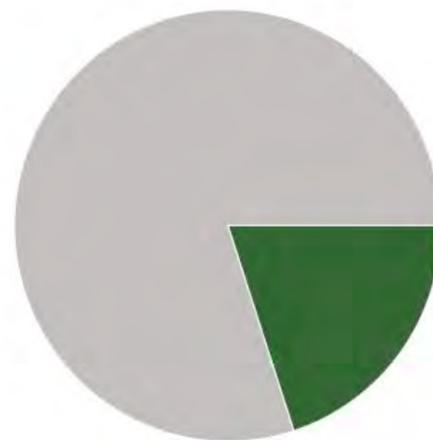
- Play structure
- Basketball hoops
- Swimming pool
- Soccer/football field
- Volleyball court
- Track
- Baseball field
- Tennis court

Qualitative Assessment

Transit Accommodations



Open Space



Paved 80% 20% Green

Lowell Middle School

Building Records

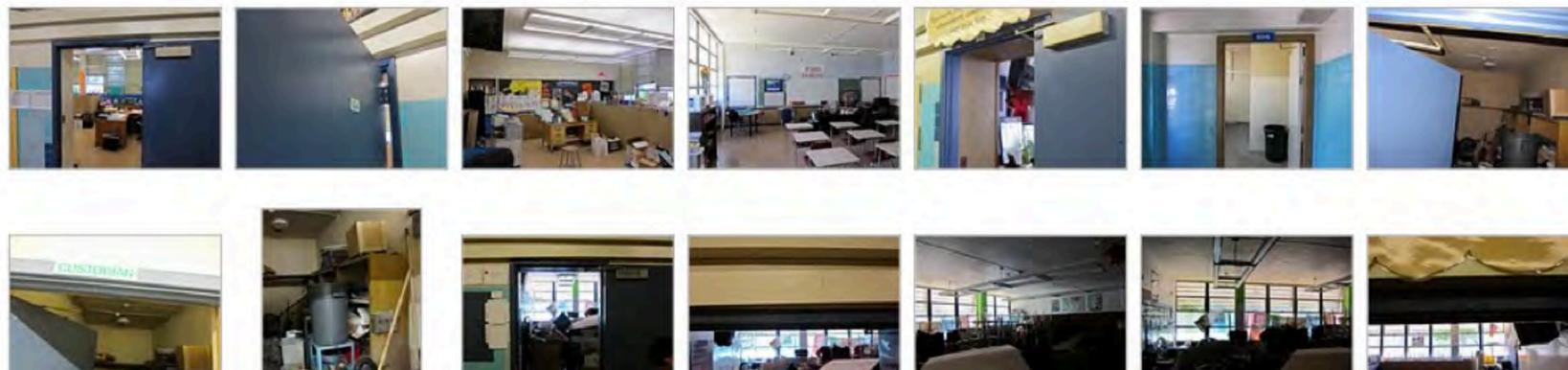
Site ID 204

Region 1

Grades 6-8

Site & Facilities Photos - Summer 2011 (Sample)

*To view the full set, visit: <http://bitly.com/urN1Ne>



BUILDING A

BUILDING AREA (SQFT): 9,773

CONSTRUCTED: 1957

STRUCTURAL ELEMENTS

ROOFING

Diagonal wood sheathing on wood joists

FOUNDATION

Spread (under int. col.) & Strip (under struct. walls) footings

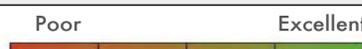
VERTICAL RESISTANCE

Shear wall - Concrete shear walls

QUALITATIVE BUILDING ASSESSMENT

EXTERIOR

Physical Condition



Circulation & Wayfinding



INTERIOR

Physical Condition



Circulation & Wayfinding



ROOM SUMMARY

NO. OF CLASSROOMS

2

NO. OF OFFICES

NO. OF ADMIN ROOMS

14

NO. OF RESTROOMS

3

NO. OF STUDENT COMPUTERS

NO. OF ADMIN WORKSTATIONS

ADDITIONAL ADMIN SPACES

BUILDING B

BUILDING AREA (SQFT): 3,609

CONSTRUCTED: 1957

STRUCTURAL ELEMENTS

ROOFING

Diagonal wood sheathing on wood joists

FOUNDATION

Spread (under int. col.) & Strip (under struct. walls) footings

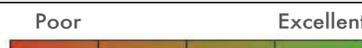
VERTICAL RESISTANCE

Shear wall - Wood stud walls

QUALITATIVE BUILDING ASSESSMENT

EXTERIOR

Physical Condition

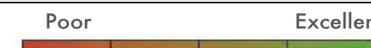


Circulation & Wayfinding



INTERIOR

Physical Condition



Circulation & Wayfinding



ROOM SUMMARY

NO. OF CLASSROOMS

NO. OF OFFICES

NO. OF ADMIN ROOMS

NO. OF RESTROOMS

NO. OF STUDENT COMPUTERS

NO. OF ADMIN WORKSTATIONS

ADDITIONAL ADMIN SPACES

BUILDING C

BUILDING AREA (SQFT): 30,824

CONSTRUCTED: 1958

STRUCTURAL ELEMENTS

ROOFING

Diagonal sheathing on joists, steel horizontal bracing... Diagonal sheathing on wood joists and steel trusses

FOUNDATION

Spread (under int. col.) & Strip (under struct. walls) footings

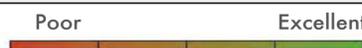
VERTICAL RESISTANCE

Shear wall - Concrete shear walls; Infilled frames - Steel moment frames w/ infill concrete walls

QUALITATIVE BUILDING ASSESSMENT

EXTERIOR

Physical Condition

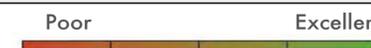


Circulation & Wayfinding



INTERIOR

Physical Condition



Circulation & Wayfinding



ROOM SUMMARY

NO. OF CLASSROOMS

3

NO. OF OFFICES

NO. OF ADMIN ROOMS

6

NO. OF RESTROOMS

10

NO. OF STUDENT COMPUTERS

NO. OF ADMIN WORKSTATIONS

ADDITIONAL ADMIN SPACES

Teachers' Lounge

BUILDING E		BUILDING AREA (SQFT): 21,651		CONSTRUCTED: 1958	
STRUCTURAL ELEMENTS		ROOFING Concrete slab on concrete rib beams	FOUNDATION Spread (under col.) & Strip (under struct. walls) footings	VERTICAL RESISTANCE Shear wall - Concrete shear walls; Rigid frames - Concrete moment frames	
QUALITATIVE BUILDING ASSESSMENT		EXTERIOR Physical Condition: [Poor to Excellent scale] (Green) Circulation & Wayfinding: [Poor to Excellent scale] (Green)		INTERIOR Physical Condition: [Poor to Excellent scale] (Green) Circulation & Wayfinding: [Poor to Excellent scale] (Green)	
ROOM SUMMARY		NO. OF CLASSROOMS 15	NO. OF OFFICES _____	NO. OF ADMIN ROOMS _____	NO. OF RESTROOMS 4
		NO. OF STUDENT COMPUTERS _____	NO. OF ADMIN WORKSTATIONS _____	ADDITIONAL ADMIN SPACES Teachers' Lounge	

BUILDING F		BUILDING AREA (SQFT): 21,651		CONSTRUCTED: 1958	
STRUCTURAL ELEMENTS		ROOFING Concrete slab on concrete rib beams	FOUNDATION Spread (under col.) & Strip (under struct. walls) footings	VERTICAL RESISTANCE Shear wall - Concrete shear walls; Rigid frames - Concrete moment frames	
QUALITATIVE BUILDING ASSESSMENT		EXTERIOR Physical Condition: [Poor to Excellent scale] (Green) Circulation & Wayfinding: [Poor to Excellent scale] (Green)		INTERIOR Physical Condition: [Poor to Excellent scale] (Green) Circulation & Wayfinding: [Poor to Excellent scale] (Green)	
ROOM SUMMARY		NO. OF CLASSROOMS 15	NO. OF OFFICES _____	NO. OF ADMIN ROOMS 1	NO. OF RESTROOMS 4
		NO. OF STUDENT COMPUTERS _____	NO. OF ADMIN WORKSTATIONS _____	ADDITIONAL ADMIN SPACES _____	

BUILDING H		BUILDING AREA (SQFT): 14,059		CONSTRUCTED: 1937	
STRUCTURAL ELEMENTS		ROOFING Concrete slab on concrete beams	FOUNDATION Spread (under col.) & Strip (under struct. walls) footings	VERTICAL RESISTANCE Shear wall - Concrete shear walls; Rigid frames - Concrete moment frames	
QUALITATIVE BUILDING ASSESSMENT		EXTERIOR Physical Condition: [Poor to Excellent scale] (Green) ▲ Circulation & Wayfinding: [Poor to Excellent scale] (Green) ▲		INTERIOR Physical Condition: [Poor to Excellent scale] (Green) ▲ Circulation & Wayfinding: [Poor to Excellent scale] (Green) ▲	
ROOM SUMMARY		NO. OF CLASSROOMS 4	NO. OF OFFICES _____	NO. OF ADMIN ROOMS 10	NO. OF RESTROOMS 4
		NO. OF STUDENT COMPUTERS 30	NO. OF ADMIN WORKSTATIONS _____	ADDITIONAL ADMIN SPACES _____	

Lowell Middle School

Portable Records

Site ID **204**

Region **1**

Grades **6-8**

Portable Inventory

Total Count

Average Age
Years

Qualitative Conditions Assessment

	Poor	Excellent
EXT.		
INT.		

Lowell Middle School

Rooms Summary & List

Site ID 204

Region 1

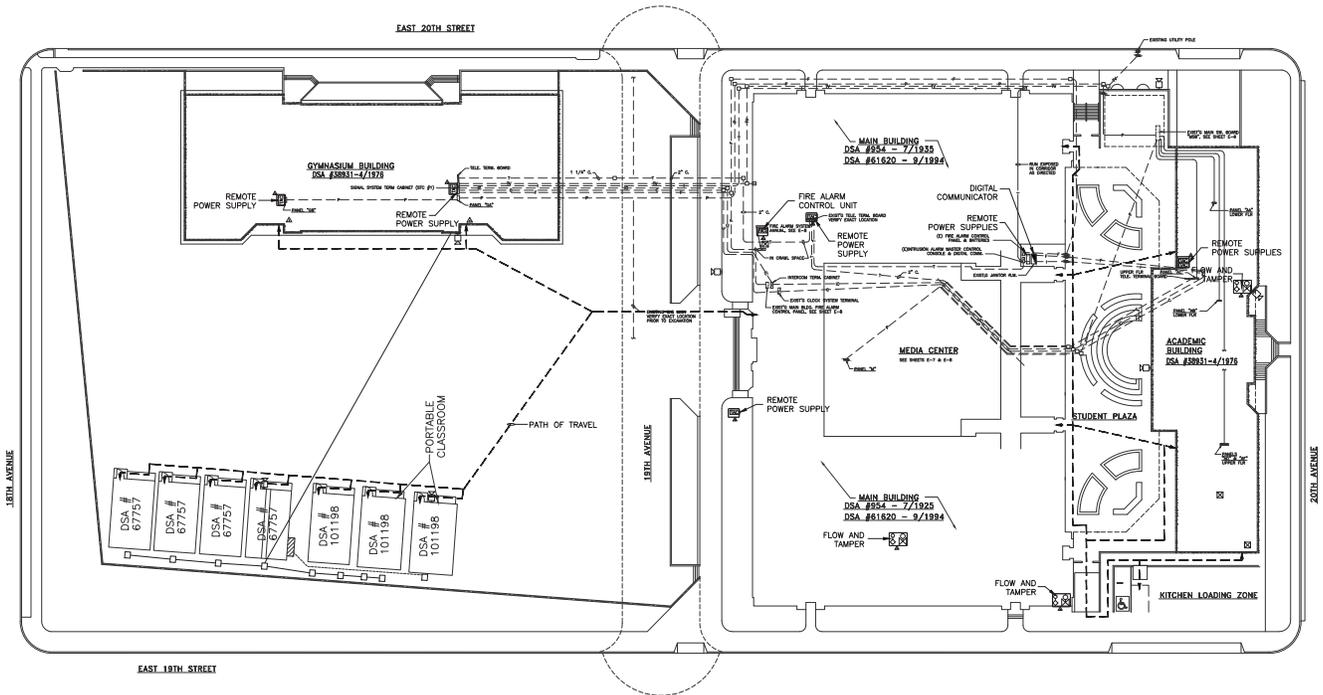
Grades 6-8

	BLDG LEVEL	ROOM #	ROOM USE	ROOM AREA (SQUARE FOOTAGE)	CLASSROOM COMPUTERS	ADMIN WORKSTATIONS	MARKED ROOM #	ROOM CAPACITY
BUILDING								
A								
	1	101	Circulation	1,197				
	1	102	Storage	194				
	1	103	Building Utilities	178				
	1	104	Restroom	80				
	1	105	Admin/Office	240				
	1	106	Admin/Office	79				
	1	107	Admin/Office	88				
	1	108	Admin/Office	267				
	1	109	Admin/Office	108				
	1	110	Admin/Office	251				
	1	111	Admin/Office	242				
	1	112	Admin/Office	77				
	1	113	Storage	37				
	1	114	Admin/Office	72				
	1	115	Admin/Office	272				
	1	116	Admin/Office	146				
	1	117	Admin/Office	72				
	1	118	Admin/Office	250				
	1	119	Admin/Office	163				
	1	120	Storage	428				
	1	121	Storage	712				
	1	122	Building Utilities	55				
	1	123	Restroom	71				
	1	124	Restroom	70				
	1	125	Classroom	1,320				
	1	126	Classroom	1,325				
	1	127	Storage	124				
BUILDING								
B								
	1	101	Library	2,778				
	1	102	Storage	93				
	1	103	Storage	79				
	1	104	Storage	92				
	1	105	Storage	79				
BUILDING								
C								
	1	n/a	Circulation	77				
	1	n/a	Restroom	107				
	1	n/a	Circulation	219				
	1	101	Circulation	821				
	1	102	Lounge/Staff Dining	932				
	1	103	Building Utilities	1,089				
	1	104	Storage	110				
	1	105	Restroom	96				
	1	106	Storage	47				
	1	107	Building Utilities	32				
	1	108	Multipurpose	4,577				
	1	109	Multipurpose	1,166				
	1	110	Storage	145				
	1	112	Classroom	1,250				
	1	113	Storage	71				
	1	114	Circulation	48				
	1	115	Storage	66				
	1	116	Admin/Office	66				
	1	117	Admin/Office	66				
	1	118	Admin/Office	74				

	BLDG LEVEL	ROOM #	ROOM USE	ROOM AREA (SQUARE FOOTAGE)	CLASSROOM COMPUTERS	ADMIN WORKSTATIONS	MARKED ROOM #	ROOM CAPACITY
	1	119	Circulation	150				
	1	120	Building Utilities	141				
	1	121	Circulation	1,953				
	1	122	Restroom	64				
	1	123	Restroom	68				
	1	124	Building Utilities	188				
	1	126	Classroom	876				
	1	127	Classroom	1,121				
	1	128	Circulation	56				
	1	129	Restroom	241				
	1	130	Restroom	233				
	1	131	Circulation	62				
	1	132	Locker Rooms	1,056				
	1	133	Locker Rooms	77				
	1	134	Storage	67				
	1	135	Building Utilities	27				
	1	136	Storage	106				
	1	137	Restroom	136				
	1	138	Restroom	82				
	1	139	Admin/Office	268				
	1	140	Circulation	268				
	1	141	Gym	5,729				
	1	142	Locker Rooms	230				
	1	143	Building Utilities	1,012				
	1	145	Building Utilities	6				
	1	146	Restroom	75				
	1	147	Circulation	183				
	1	148	Admin/Office	114				
	1	149	Restroom	83				
	1	150	Locker Rooms	640				
	1	151	Admin/Office	203				
	1	152	Circulation	122				
BUILDING	E							
	1	101	Circulation	2,185				
	1	102	Building Utilities	170				
	1	103	Building Utilities	278				
	1	104	Classroom	755				
	1	105	Storage	85				
	1	106	Storage	87				
	1	107	Classroom	763				
	1	108	Restroom	454				
	1	109	Circulation	148				
	1	110	Circulation	85				
	1	111	Classroom	745				
	1	112	Classroom	756				
	1	113	Classroom	747				
	1	114	Classroom	748				
	1	115	Classroom	749				
	1	116	Classroom	762				
	1	117	Circulation	92				
	2	n/a	Circulation	315				
	2	n/a	Circulation	335				
	2	201	Circulation	1,892				
	2	202	Lounge/Staff Dining	222				
	2	203	Restroom	61				
	2	204	Restroom	61				
	2	205	Classroom	664				
	2	206	Classroom	770				
	2	207	Storage	87				
	2	208	Storage	89				
	2	209	Restroom	385				
	2	210	Building Utilities	53				

	BLDG LEVEL	ROOM #	ROOM USE	ROOM AREA (SQUARE FOOTAGE)	CLASSROOM COMPUTERS	ADMIN WORKSTATIONS	MARKED ROOM #	ROOM CAPACITY
	2	211	Classroom	760				
	2	212	Storage	251				
	2	213	Classroom	751				
	2	214	Classroom	738				
	2	215	Classroom	933				
	2	216	Classroom	387				
	2	217	Classroom	934				
BUILDING								
F								
	1	101	Circulation	2,185				
	1	102	Circulation	94				
	1	103	Building Utilities	172				
	1	104	Classroom	761				
	1	105	Classroom	737				
	1	106	Classroom	742				
	1	107	Restroom	300				
	1	108	Building Utilities	121				
	1	109	Circulation	91				
	1	110	Circulation	140				
	1	111	Classroom	745				
	1	112	Classroom	758				
	1	113	Storage	85				
	1	114	Admin/Office	87				
	1	115	Classroom	747				
	1	116	Classroom	750				
	1	117	Classroom	938				
	1	118	Storage	199				
	1	119	Locker Rooms	77				
	1	120	Restroom	81				
	2	201	Circulation	1,891				
	2	202	Classroom	736				
	2	203	Classroom	840				
	2	204	Classroom	450				
	2	205	Restroom	348				
	2	206	Classroom	743				
	2	207	Building Utilities	51				
	2	208	Restroom	143				
	2	209	Classroom	754				
	2	210	Classroom	853				
	2	211	Classroom	940				
	2	212	Classroom	845				
	2	213	Classroom	372				
BUILDING								
H								
	1	117	Admin/Office	272				
	1	118	Building Utilities	79				
	1	119	Restroom	80				
	1	120	Restroom	97				
	1	121	Admin/Office	99				
	1	122	Storage	102				
	1	123	Admin/Office	104				
	1	124	Admin/Office	94				
	1	125	Admin/Office	92				
	1	126	Admin/Office	91				
	1	127	Admin/Office	91				
	1	128	Admin/Office	137				
	1	129	Admin/Office	85				
	1	130	Admin/Office	101				
	1	131	Multipurpose	590				
	1	132	Circulation	210				
	1	133	Circulation	134				
	1	134	Circulation	90				
	1	135	Building Utilities	75				

BLDG LEVEL	ROOM #	ROOM USE	ROOM AREA (SQUARE FOOTAGE)	CLASSROOM COMPUTERS	ADMIN WORKSTATIONS	MARKED ROOM #	ROOM CAPACITY
1	136	Building Utilities	16				
1	137	Storage	40				
2	201	Circulation	101				
2	202	Classroom	620				
2	203	Classroom	1,424				
2	204	Classroom	632	30			
2	205	Classroom	1,111				
2	206	Building Utilities	82				
2	207	Restroom	92				
2	208	Restroom	99				
2	209	Circulation	935				
2	210	Building Utilities	75				
2	211	Circulation	326				
2	212	Circulation	198				



Not drawn to scale

**Exclusive Use by
Charter School**

212 - Roosevelt Middle School - Site Plan

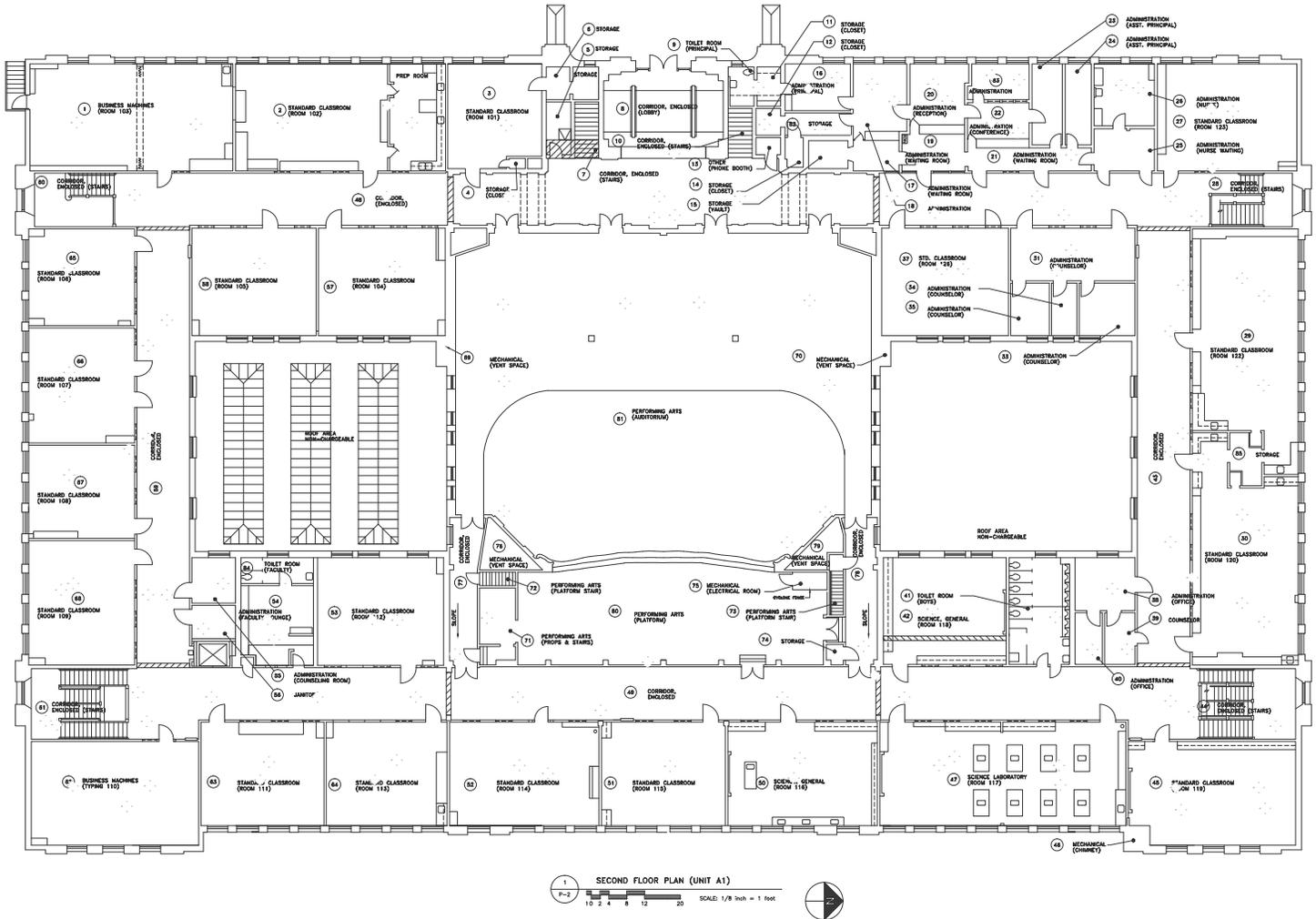
1926 19th Avenue - Oakland, CA 94606-4170



Roundhouse One, 1500 Sansome Street, San Francisco, CA 94111
mkthink.com 415.402.0888

2011





Not drawn to scale



212 - Roosevelt Middle School - Unit A1

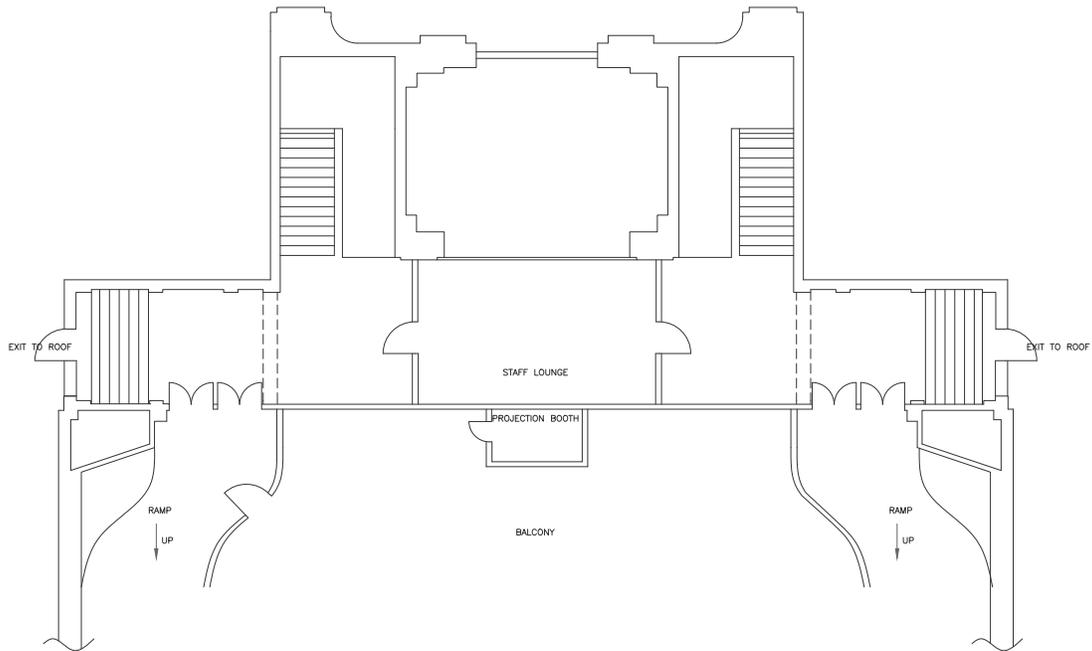
1926 19th Avenue - Oakland, CA 94606-4170



Roundhouse One, 1500 Sansome Street, San Francisco, CA 94111
mkthink.com 415 402 0888

2011





Not drawn to scale



212 - Roosevelt Middle School - Unit A2

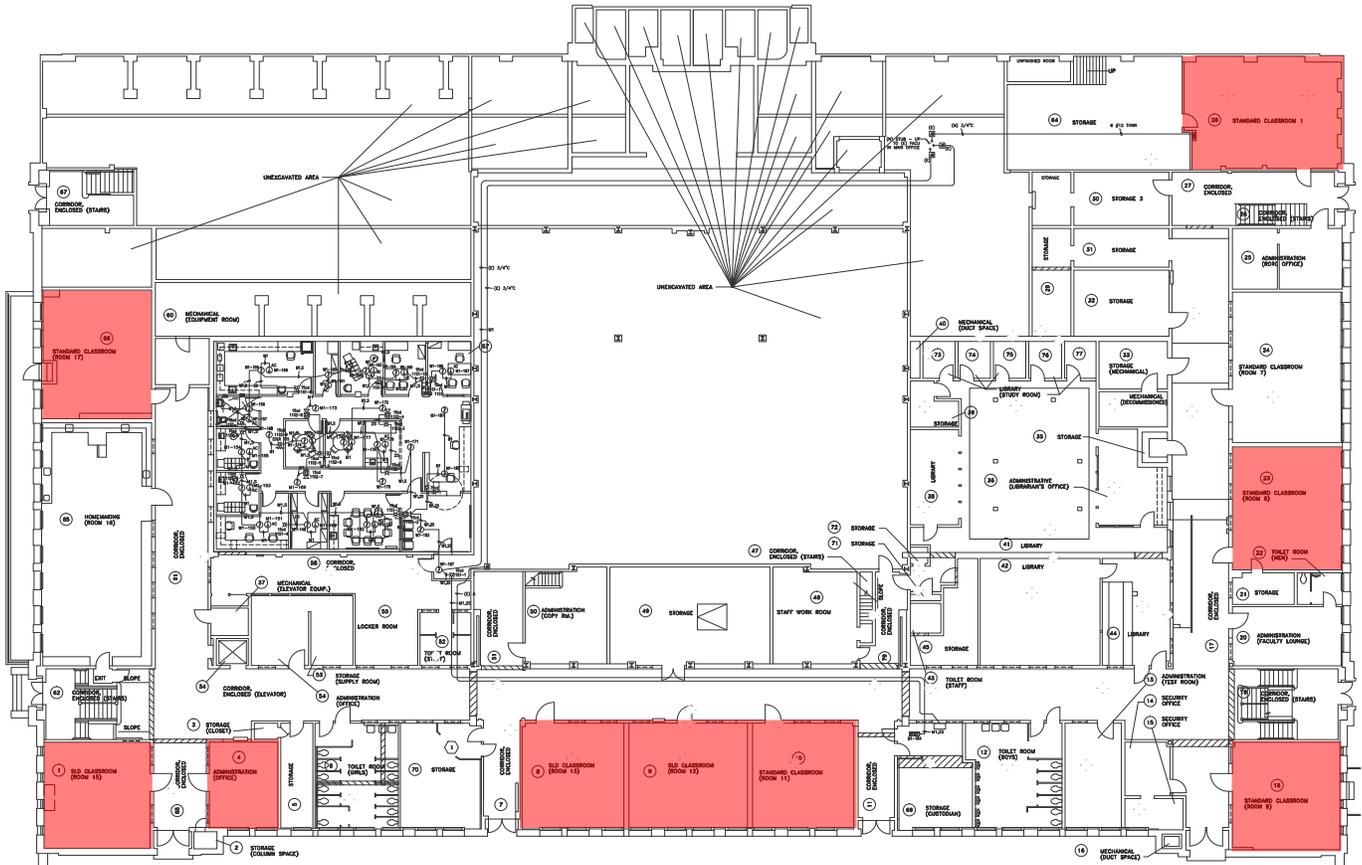
1926 19th Avenue - Oakland, CA 94606-4170

MKTHINK

Roundhouse One, 1500 Sansome Street, San Francisco, CA 94111
mkthink.com 415.402.0888

2011





Not drawn to scale



212 - Roosevelt Middle School - Unit A3

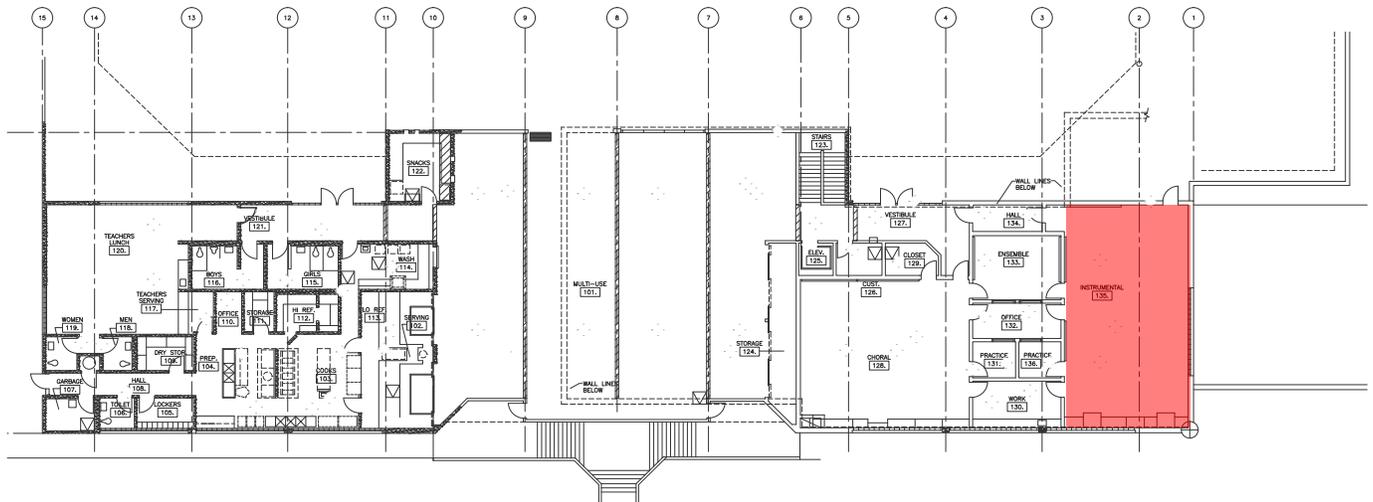
1926 19th Avenue - Oakland, CA 94606-4170



Roundhouse One, 1500 Sansome Street, San Francisco, CA 94111
mkthink.com 415 402 0888

2011





Not drawn to scale



212 - Roosevelt Middle School - Unit B1

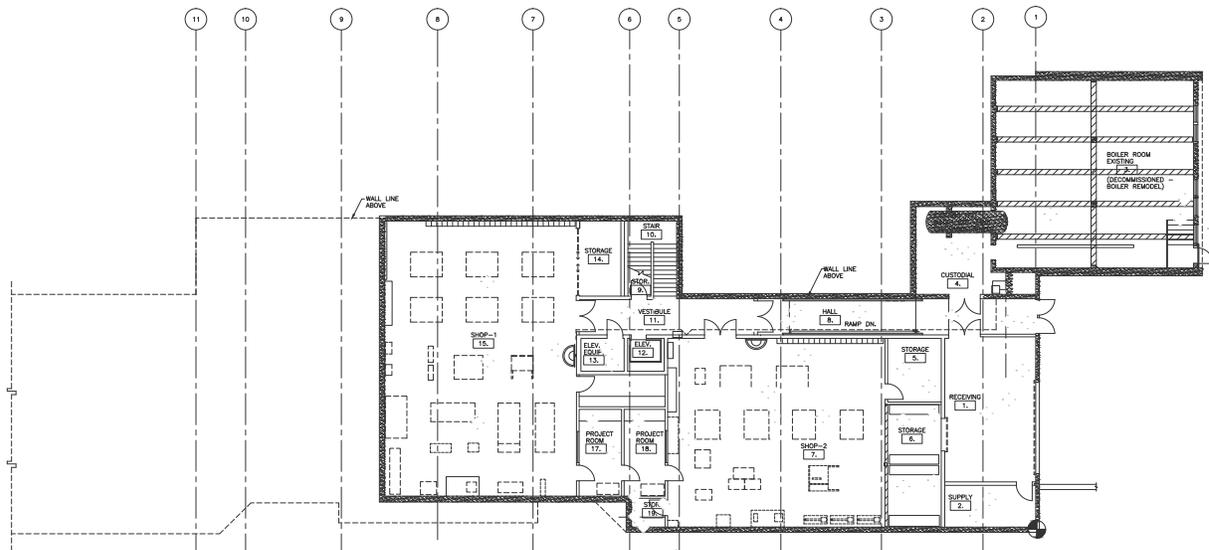
1926 19th Avenue - Oakland, CA 94606-4170



Roundhouse One, 1500 Sansome Street, San Francisco, CA 94111
mkthink.com 415.402.0888

2011





Not drawn to scale

212 - Roosevelt Middle School - Unit B2

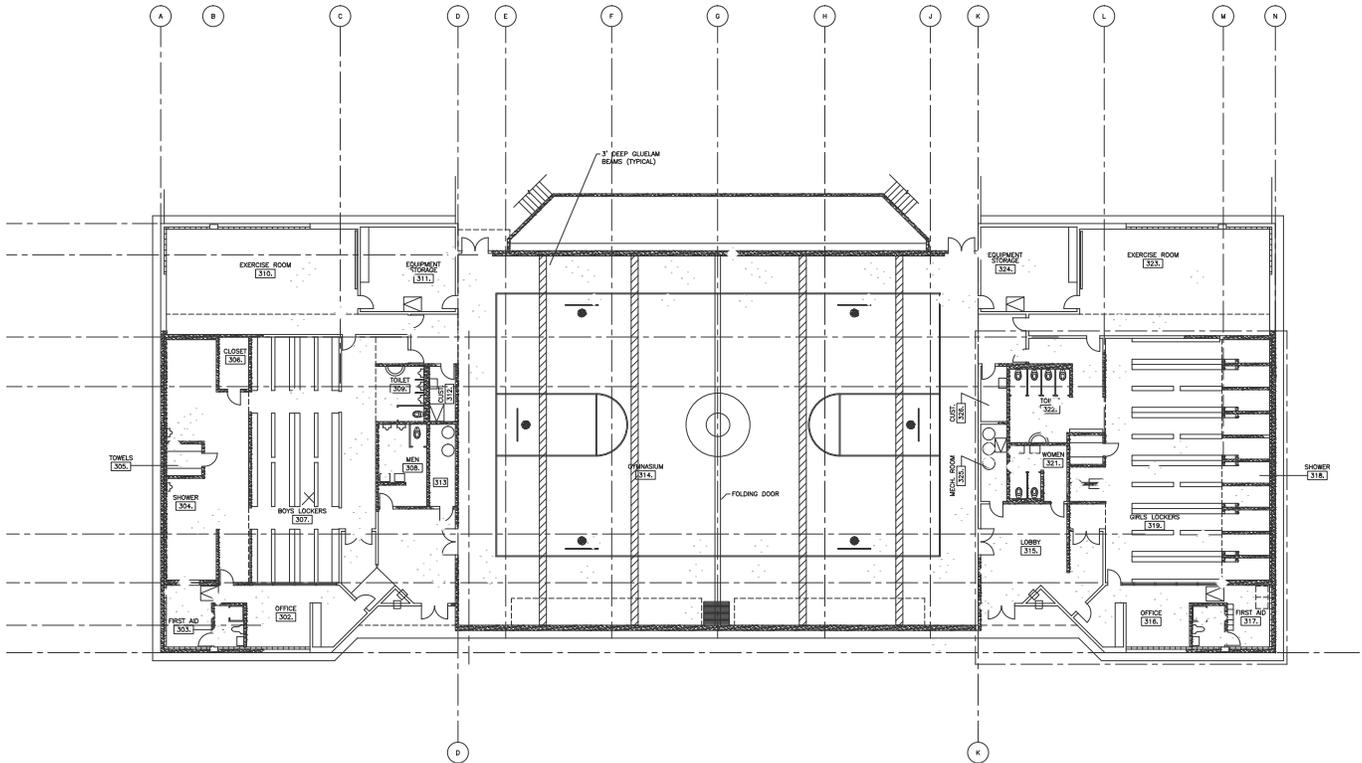
1926 19th Avenue - Oakland, CA 94606-4170

MKTHINK

Roundhouse One, 1500 Sansome Street, San Francisco, CA 94111
mkthink.com 415 402 0888

2011





Not drawn to scale



212 - Roosevelt Middle School - Unit C

1926 19th Avenue - Oakland, CA 94606-4170



Roundhouse One, 1500 Sansome Street, San Francisco, CA 94111
mkthink.com 415 402 0888

2011



Oakland Unified School District Facilities Asset Management

Roosevelt Middle School

1926 19th Avenue

Site 212 Region 2 Grades 6-8

Roosevelt Middle School is located in the San Antonio District of Central Oakland, one block east of San Antonio Park. The neighborhood is framed by International Boulevard to the south, 23rd Avenue to the east, and 14th Avenue to the west, and it is primarily residential with only very moderate commercial development along the thoroughfares.

PROGRAMMING (2012-2013)

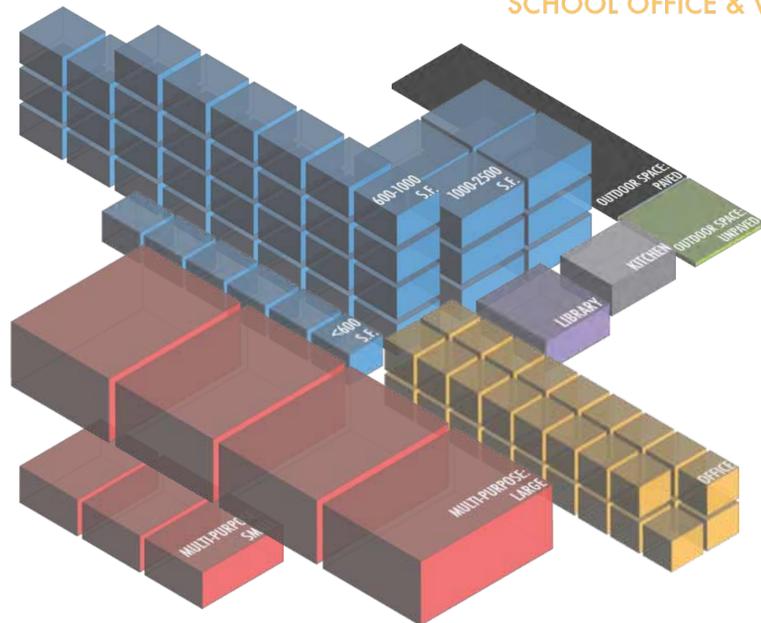
Schools / Enrollment

	SDC	Non-SDC	Total	API (2010-2011)
Roosevelt	40	656	696	638



FACILITIES (Summer 2012)

LEARNING ENVIRONMENTS
LIBRARY
MULTI-PURPOSE
SCHOOL OFFICE & WORKSPACE



Summary Counts

	Total	Permanent	Portable
Site Acreage	4.7		
Building Footprint (sf)	81,929		
Building Area (sf)	133,640	127,361	6,279
Classroom-Sized Rooms	42	35	7
<i>6 rooms < 600 s.f. used as classrooms</i>			
	Number of Rooms		Sq Ft
Library Rooms	1		1,706
Auditorium/Cafeteria/ Multi-purpose/Gym	7		25,337
Admin/Office/ Conference Room	35		8,060
School Gardens	Number: 1		Sq Ft: 140
Kitchen	Type: Finishing		
On-site Health Clinic	Yes		

SITE SUMMARY (Summer 2012)

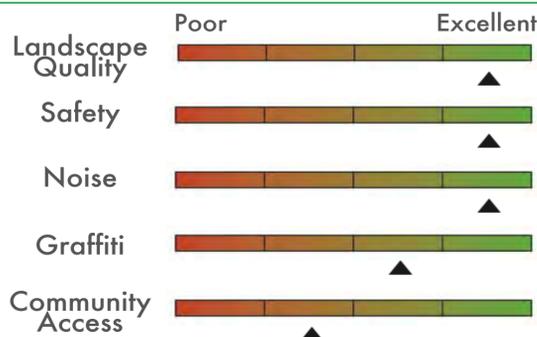
Sports / Recreation

- Play structure
- Basketball hoops ●●●●●●●●
- Swimming pool
- Soccer/football field ●
- Volleyball court
- Track
- Baseball field
- Tennis court

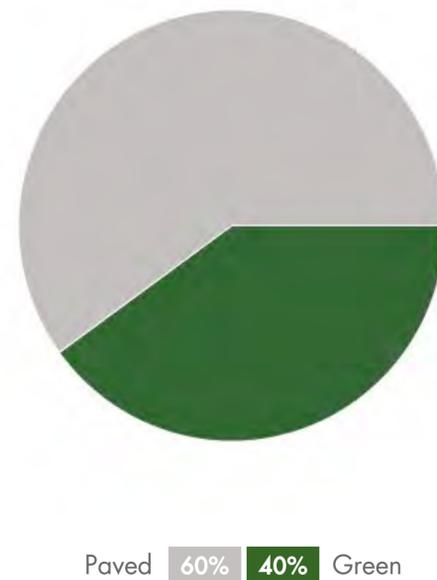
Qualitative Assessment

Transit Accommodations

10 10



Open Space



Roosevelt Middle School

Building Records

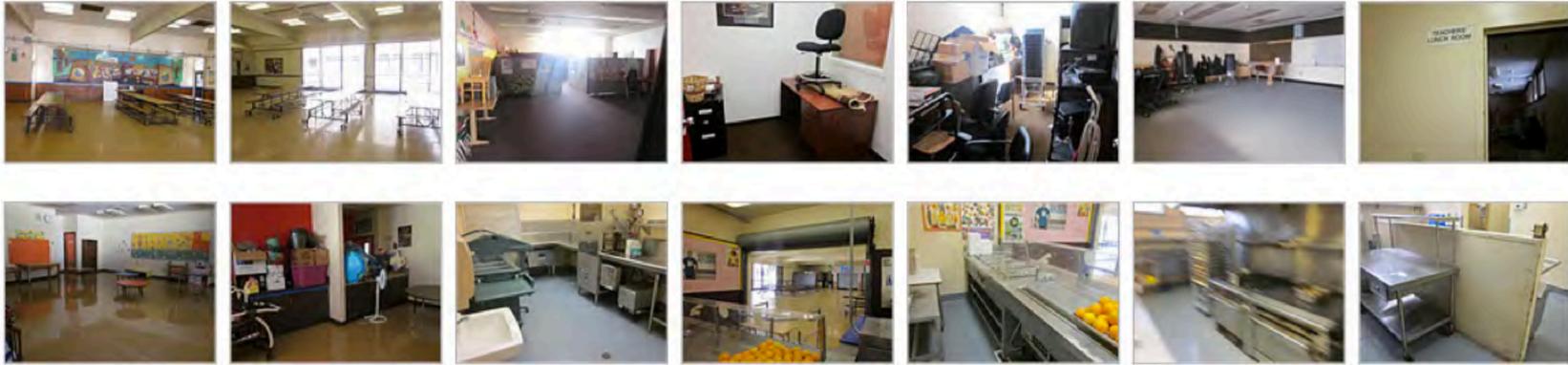
Site ID 212

Region 2

Grades 6-8

Site & Facilities Photos - Summer 2011 (Sample)

*To view the full set, visit: <http://bitly.com/supHcx>



BUILDING A

BUILDING AREA (SQFT): 90,479

CONSTRUCTED: 1935

STRUCTURAL ELEMENTS

ROOFING

Plywood on wood joists and steel bracing, trusses

FOUNDATION

Spread footings (under interior columns); strip footings (under structural walls)

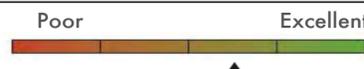
VERTICAL RESISTANCE

Shear wall - Concrete shear walls

QUALITATIVE BUILDING ASSESSMENT

EXTERIOR

Physical Condition

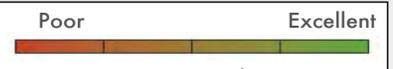


Circulation & Wayfinding

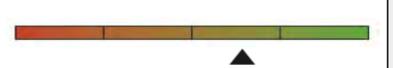


INTERIOR

Physical Condition



Circulation & Wayfinding



ROOM SUMMARY

NO. OF CLASSROOMS

24

NO. OF OFFICES

21

NO. OF ADMIN ROOMS

28

NO. OF RESTROOMS

9

NO. OF STUDENT COMPUTERS

43

NO. OF ADMIN WORKSTATIONS

29

ADDITIONAL ADMIN SPACES

Teachers' Lounge

BUILDING B

BUILDING AREA (SQFT): 19,862

CONSTRUCTED: 1976

STRUCTURAL ELEMENTS

ROOFING

Plywood on wood joists on glulam beams

FOUNDATION

Strip footings (under structural walls)

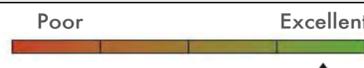
VERTICAL RESISTANCE

Wood stud walls

QUALITATIVE BUILDING ASSESSMENT

EXTERIOR

Physical Condition

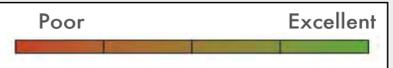


Circulation & Wayfinding

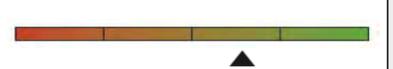


INTERIOR

Physical Condition



Circulation & Wayfinding



ROOM SUMMARY

NO. OF CLASSROOMS

3

NO. OF OFFICES

4

NO. OF ADMIN ROOMS

4

NO. OF RESTROOMS

5

NO. OF STUDENT COMPUTERS

43

NO. OF ADMIN WORKSTATIONS

6

ADDITIONAL ADMIN SPACES

Teachers' Lounge

BUILDING C

BUILDING AREA (SQFT): 17,020

CONSTRUCTED: 1976

STRUCTURAL ELEMENTS

ROOFING

Plywood on wood joists on glulam beams

FOUNDATION

Strip footings (under structural walls)

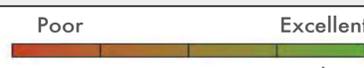
VERTICAL RESISTANCE

Wood stud walls

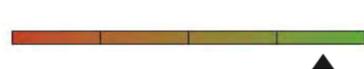
QUALITATIVE BUILDING ASSESSMENT

EXTERIOR

Physical Condition

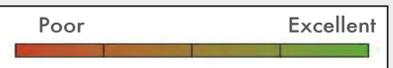


Circulation & Wayfinding

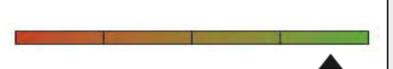


INTERIOR

Physical Condition



Circulation & Wayfinding



ROOM SUMMARY

NO. OF CLASSROOMS

3

NO. OF OFFICES

3

NO. OF ADMIN ROOMS

3

NO. OF RESTROOMS

8

NO. OF STUDENT COMPUTERS

1

NO. OF ADMIN WORKSTATIONS

1

ADDITIONAL ADMIN SPACES

Teachers' Lounge

Roosevelt Middle School

Portable Records

Site ID **212**

Region **2**

Grades **6-8**

	Manufactured: 2001	<u>NO. OF CLASSROOMS</u>	<u>NO. OF ADMIN ROOMS</u>
D	Manufactured: 2001	1	
E	Manufactured: 2001	1	
F	Manufactured: 2001	1	
G	Manufactured: 2001	1	
H	Manufactured: 2001	1	
I	Manufactured: 2001	1	
J	Manufactured: 2001	1	

Portable Inventory

Total Count
7

Average Age
11 Years

Qualitative Conditions Assessment

Poor
Excellent

EXT.

INT.



Roosevelt Middle School

Rooms Summary & List

Site ID 212

Region 2

Grades 6-8

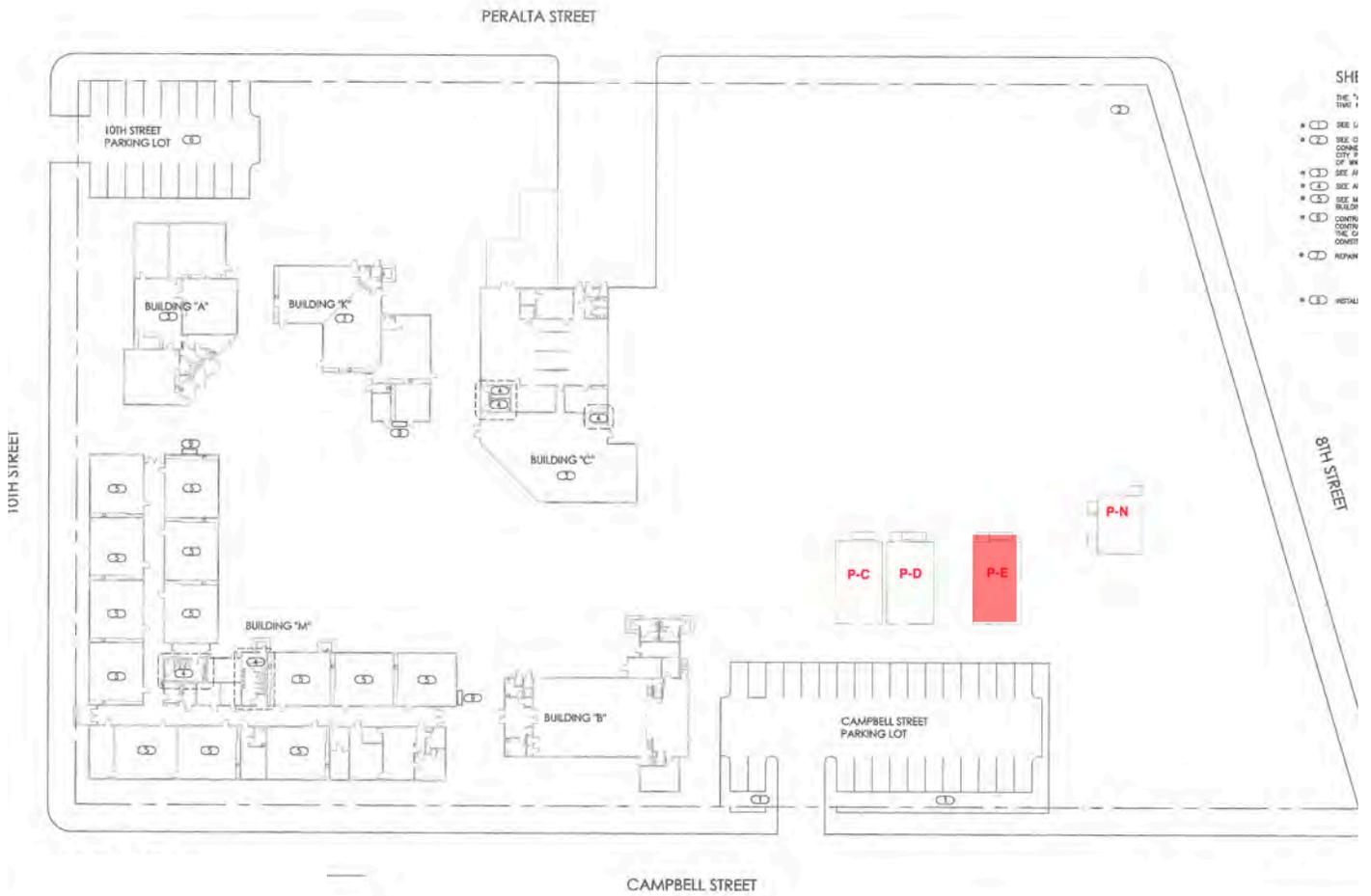
BUILDING	BLDG LEVEL	ROOM #	ROOM USE	ROOM AREA (SQUARE FOOTAGE)	CLASSROOM COMPUTERS	ADMIN WORKSTATIONS	MARKED ROOM #	ROOM CAPACITY
A	1	n/a	Circulation	3,162				
	1	1	Classroom	1,242	1		15	
	1	2	Classroom	1,229	34			
	1	3	Classroom	439				
	1	4	Storage	21			14	
	1	5	Storage	233				
	1	6	Storage	66				
	1	8	Circulation	622			13	
	1	9	Restroom	66			12	
	1	11	Storage	80				
	1	12	Storage	43				
	1	13	Storage	30			10	
	1	14	Storage	40				
	1	15	Storage	76				
	1	16	Admin/Office	287		1		
	1	17	Admin/Office	78				
	1	18	Admin/Office	263		1	9	
	1	19	Admin/Office	130				
	1	20	Admin/Office	244		2		
	1	21	Admin/Office	141				
	1	22	Admin/Office	140				
	1	23	Admin/Office	152		1	8	
	1	24	Admin/Office	152		1	7	
	1	25	Admin/Office	68			2	
	1	26	Admin/Office	287		1		
	1	27	Storage	839			123	
	1	27a	Restroom	56				
	1	27b	Restroom	56				
	1	28	Circulation	0		1	1	
	1	29	Classroom	1,482	3		122	
	1	30	Classroom	1,092	1		3	
	1	31	Admin/Office	332		1	4	
	1	33	Admin/Office	173		1		
	1	34	Admin/Office	66		1		
	1	35	Admin/Office	95		1	6	
	1	37	Classroom	713			126	
	1	38	Lounge/Staff Dining	172				
	1	39	Admin/Office	86		1		
	1	40	Admin/Office	86		1		
	1	41	Restroom	383				
	1	42	Classroom	712				
	1	43	Circulation	1,361				
	1	45	Classroom	1,054				
	1	46	Building Utilities	25				
	1	47	Classroom	1,407	2		117	
	1	49	Circulation	3,203				
	1	50	Classroom	867				
	1	51	Classroom	699			115	
	1	52	Classroom	867				
	1	53	Classroom	737				
	1	54	Lounge/Staff Dining	383				
	1	55	Admin/Office	383		1		
	1	56	Building Utilities	383			109	
	1	57	Classroom	739			104	
	1	58	Classroom	754				
	1	59	Circulation	1,361				
	1	62	Classroom	1,080			110	

BLDG LEVEL	ROOM #	ROOM USE	ROOM AREA (SQUARE FOOTAGE)	CLASSROOM COMPUTERS	ADMIN WORKSTATIONS	MARKED ROOM #	ROOM CAPACITY
1	63	Classroom	676			11	
1	64	Classroom	701				
1	65	Storage	548			16	
1	66	Classroom	596				
1	67	Storage	500			108	
1	68	Classroom	715			109	
1	69	Building Utilities	14				
1	70	Building Utilities	14				
1	71	Circulation	150				
1	72	Circulation	32				
1	73	Circulation	45				
1	74	Storage	23				
1	75	Circulation	27				
1	76	Building Utilities	104				
1	77	Circulation	259				
1	78	Circulation	259				
1	79	Building Utilities	104				
1	80	Multipurpose	1,597				
1	81	Auditorium	6,924				
1	83	Admin/Office	105				
1	85	Storage	68				
2	um3	Circulation	297				
2	um4	Storage	423				
2	um5	Circulation	294				
2	um6	Multipurpose	4,303				
2	um7	Storage	50				
2	um8	Circulation	220				
2	um9	Circulation	220				
3	n/a	Building Utilities	136				
3	1	Admin/Office	633		1	15	
3	2	Storage	27				
3	3	Storage	18				
3	4	Admin/Office	341		1	14	
3	5	Storage	200				
3	6	Restroom	476				
3	7	Circulation	217				
3	8	Classroom	587			13	
3	9	Classroom	697			12	
3	10	Classroom	599			11	
3	11	Circulation	217				
3	12	Restroom	476				
3	13	Admin/Office	349		1	10	
3	14	Admin/Office	116		1		
3	15	Admin/Office	90				
3	17	Circulation	1,821				
3	18	Classroom	676	1		9	
3	20	Lounge/Staff Dining	358				
3	21	Storage	113				
3	22	Restroom	89				
3	23	Classroom	735	1		8	
3	24	Classroom	890			7	
3	25	Admin/Office	390		1	2	
3	26	Circulation	64				
3	27	Circulation	432			123	
3	28	Storage	1,041			1	
3	30	Storage	360			3	
3	31	Storage	206			4	
3	32	Storage	343			5	
3	33	Storage	184				
3	35	Storage	56			6	
3	36	Admin/Office	266		2		
3	38	Library	225				
3	39	Storage	86				
3	41	Library	1,706				

	BLDG LEVEL	ROOM #	ROOM USE	ROOM AREA (SQUARE FOOTAGE)	CLASSROOM COMPUTERS	ADMIN WORKSTATIONS	MARKED ROOM #	ROOM CAPACITY
	3	42	Storage	892	10			
	3	43	Restroom	44				
	3	44	Library	221				
	3	45	Storage	212				
	3	46	Circulation	2,906				
	3	48	Storage	449			11	
	3	49	Storage	801				
	3	50	Admin/Office	390		5		
	3	51	Circulation	234			115	
	3	52	Restroom	144				
	3	53	Storage	152				
	3	54	Building Utilities	208				
	3	55	Storage	224				
	3	58	Circulation	559				
	3	60	Building Utilities	138				
	3	61	Circulation	775				
	3	64	Storage	856				
	3	65	Classroom	971			16	
	3	66	Classroom	703				
	3	68	Circulation	312			109	
	3	69	Admin/Office	458		2		
	3	70	Storage	472				
	3	71	Storage	8				
	3	72	Storage	6				
	3	73	Storage	62				
	3	74	Storage	62				
	3	75	Storage	62				
	3	76	Storage	62				
	3	77	Storage	62				
BUILDING								
		B						
	1	n/a	Building Utilities	10				
	1	n/a	Storage	16				
	1	n/a	Circulation	56				
	1	n/a	Circulation	56				
	1	101	Multipurpose	3,858				
	1	102	Building Utilities	256				
	1	103	Building Utilities	1,155				
	1	105	Locker Rooms	68				
	1	106	Restroom	40				
	1	107	Storage	71				
	1	108	Circulation	150				
	1	109	Storage	83				
	1	110	Admin/Office	42		1		
	1	111	Storage	45				
	1	112	Storage	92				
	1	114	Building Utilities	179				
	1	115	Restroom	128				
	1	116	Restroom	128				
	1	117	Storage	34				
	1	118	Restroom	47				
	1	119	Restroom	53				
	1	120	Lounge/Staff Dining	871				
	1	121	Circulation	322				
	1	122	Building Utilities	200				
	1	124	Storage	210				
	1	125	Building Utilities	42				
	1	126	Building Utilities	68				
	1	127	Circulation	316				
	1	128	Classroom	1,031				
	1	129	Storage	76				
	1	130	Storage	196				
	1	131	Classroom	69				

	BLDG LEVEL	ROOM #	ROOM USE	ROOM AREA (SQUARE FOOTAGE)	CLASSROOM COMPUTERS	ADMIN WORKSTATIONS	MARKED ROOM #	ROOM CAPACITY
	1	132	Admin/Office	138				
	1	133	Classroom	241				
	1	134	Circulation	94				
	1	135	Admin/Office	1,183		4		
	1	136	Admin/Office	69		1		
	2	1	Storage	490				
	2	2	Storage	160				
	2	3	Building Utilities	1,460				
	2	4	Building Utilities	304				
	2	5	Storage	134				
	2	6	Storage	260				
	2	7	Classroom	1,581				
	2	8	Circulation	735				
	2	9	Storage	42				
	2	12	Building Utilities	44				
	2	13	Building Utilities	63				
	2	15a	Storage	109				
	2	15	Classroom	2,217				
	2	17	Storage	148				
	2	18	Storage	148				
	2	19	Storage	45				
BUILDING		C						
	1	6	Restroom	54				
	1	8	Circulation	123				
	1	12	Storage	41				
	1	14	Circulation	169				
	1	15	Locker Rooms	24				
	1	16	Storage	95				
	1	17	Building Utilities	13				
	1	19	Circulation	93				
	1	23	Circulation	93				
	1	32	Restroom	54				
	1	34	Storage	106				
	1	35	Circulation	126				
	1	36	Building Utilities	14				
	1	37	Circulation	389				
	1	38	Circulation	252				
	1	39	Circulation	77				
	1	40	Circulation	78				
	1	302	Admin/Office	123				
	1	303	Admin/Office	81				
	1	304	Locker Rooms	649				
	1	305	Storage	51				
	1	306	Storage	71				
	1	307	Locker Rooms	835				
	1	308	Restroom	150				
	1	309	Restroom	102				
	1	310	Gym	828				
	1	311	Storage	311				
	1	312	Restroom	63				
	1	313	Building Utilities	93				
	1	314	Gym	6,999				999
	1	315	Circulation	458				
	1	316	Admin/Office	123		1		
	1	317	Restroom	81				
	1	318	Locker Rooms	470				
	1	319	Locker Rooms	1,042				
	1	321	Restroom	148				
	1	322	Restroom	169				
	1	323	Gym	828				
	1	324	Storage	311				
	1	325	Building Utilities	86				

		BLDG LEVEL	ROOM #	ROOM USE	ROOM AREA (SQUARE FOOTAGE)	CLASSROOM COMPUTERS	ADMIN WORKSTATIONS	MARKED ROOM #	ROOM CAPACITY
		1	326	Building Utilities	63				
PORTABLE	D								
			1	Classroom	897			1	
PORTABLE	E								
			1	Classroom	897	1		3	
PORTABLE	F								
			1	Classroom	897	1		5	
PORTABLE	G								
			1	Classroom	897			6	
PORTABLE	H								
			1	Classroom	897	1		7	
PORTABLE	I								
			1	Classroom	897			8	
PORTABLE	J								
			1	Classroom	897			11	



Not drawn to scale



**Exclusive Use by
Charter School**

147 - Prescott Elementary School - Site Plan

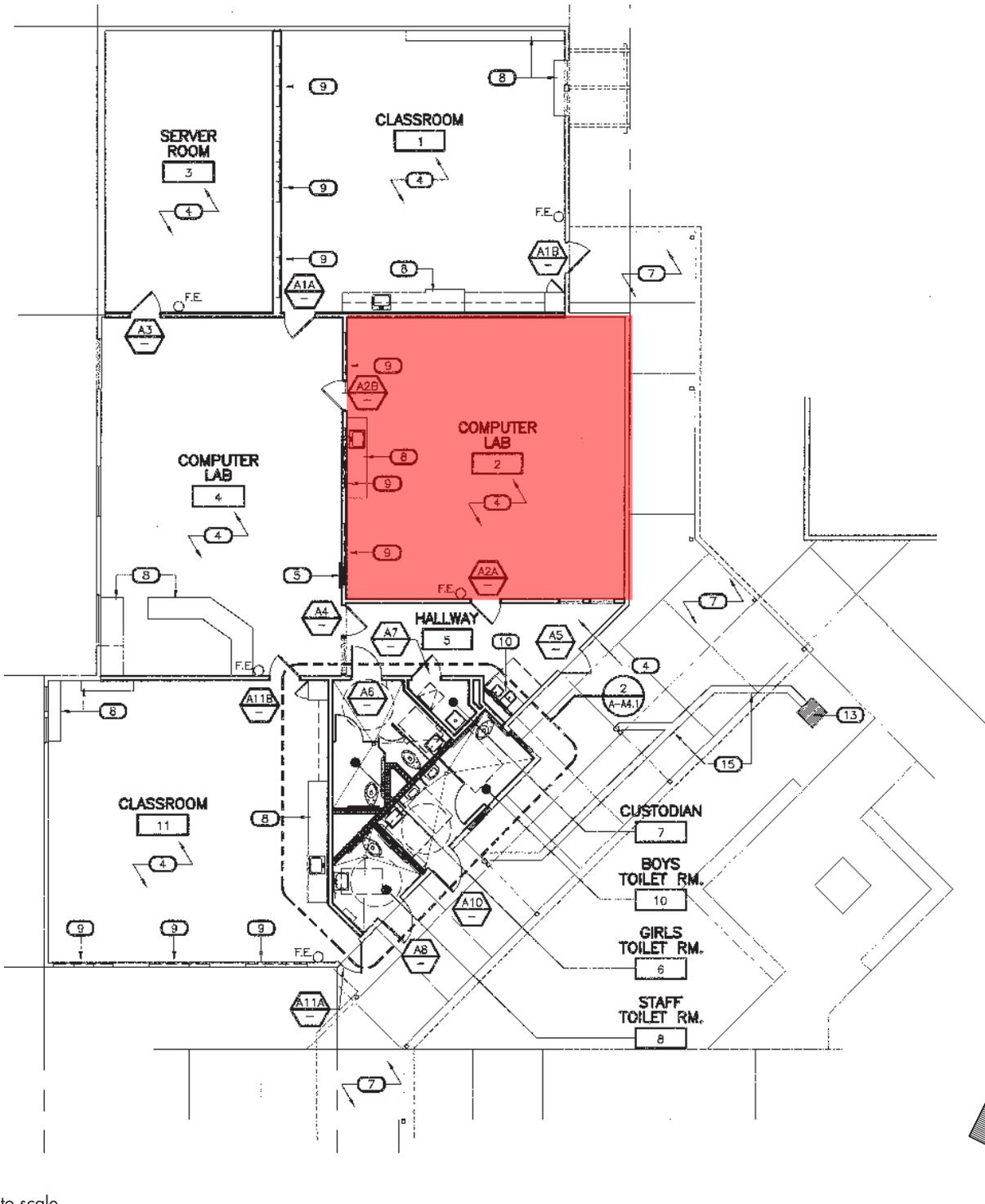
920 Campbell Street - Oakland, CA 94607-1320



Roundhouse One, 1500 Sansome Street, San Francisco, CA 94111
mkthink.com 415 402 0888

2011





147 - Prescott Elementary School - Unit A

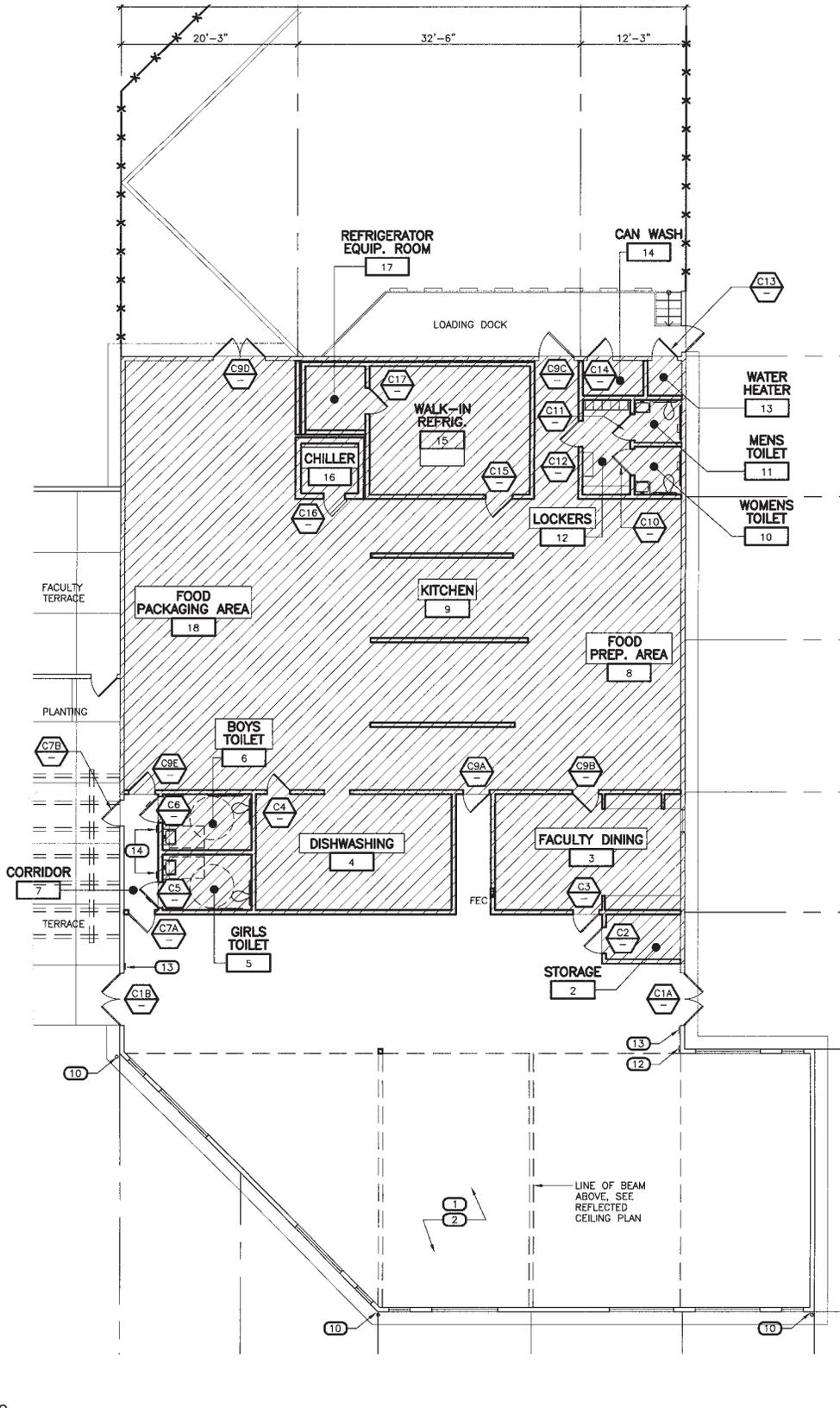
920 Campbell Street - Oakland, CA 94607-1320



Roundhouse One, 1500 Sansome Street, San Francisco, CA 94111
mkthink.com 415 402 0888

2011





Not drawn to scale

147 - Prescott Elementary School - Unit C

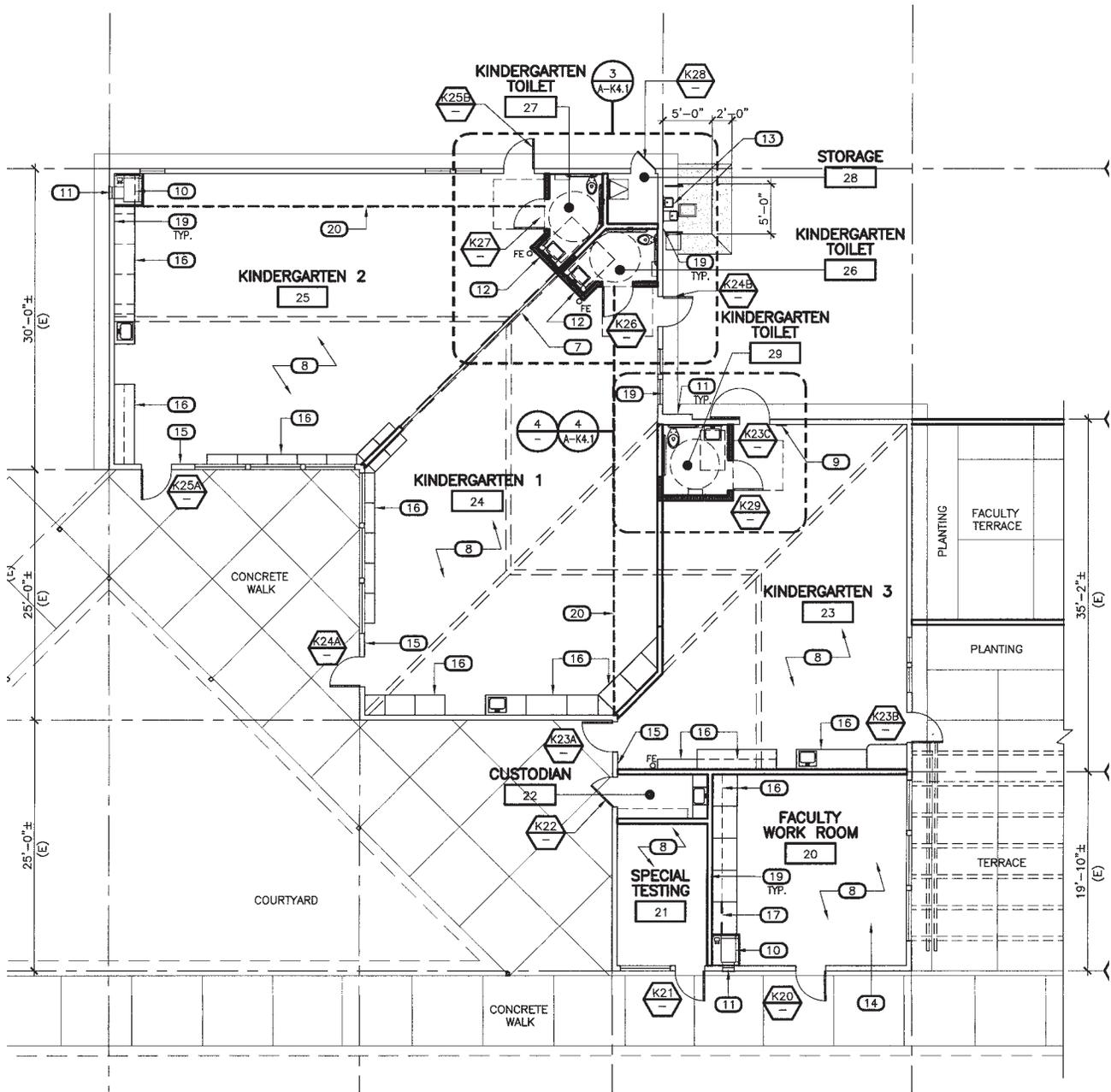
920 Campbell Street - Oakland, CA 94607-1320



Roundhouse One, 1500 Sansome Street, San Francisco, CA 94111
mkthink.com 415 402 0888

2011





Not drawn to scale

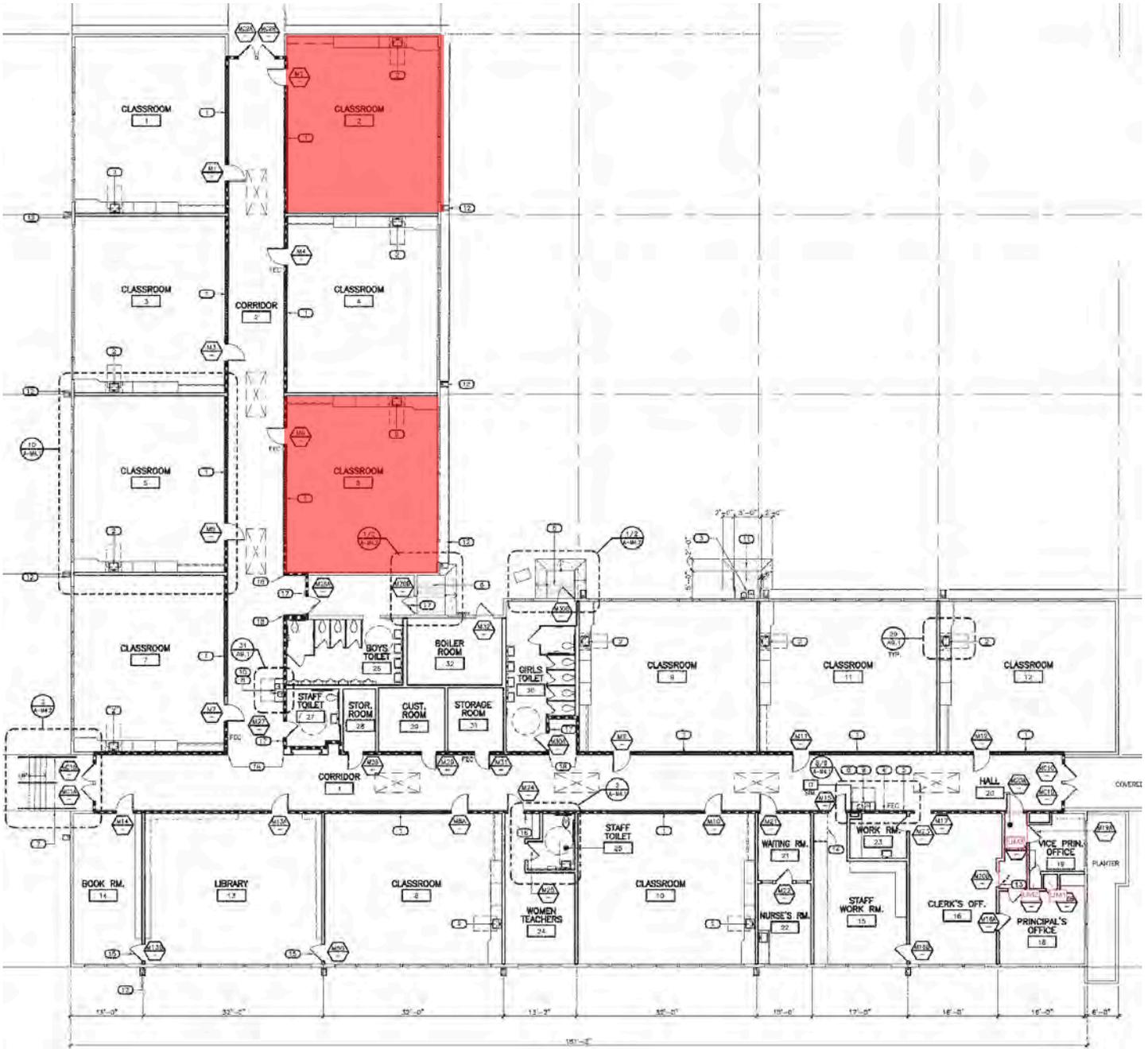
147 - Prescott Elementary School - Unit K
 920 Campbell Street - Oakland, CA 94607-1320



Roundhouse One, 1500 Sansome Street, San Francisco, CA 94111
 mkthink.com 415.402.0888

2011





Not drawn to scale



147 - Prescott Elementary School - Unit M

920 Campbell Street - Oakland, CA 94607-1320



Roundhouse One, 1500 Sansome Street, San Francisco, CA 94111
mkthink.com 415 402 0888

2011



Oakland Unified School District Facilities Asset Management

Prescott Elementary School

920 Campbell Street

Site 147 Region 1 Grades K-5

"During 2005-2006, the staff and community of Prescott Elementary School spent the school year in the "incubation" phase of designing and envisioning a school that would better serve the academic, social, and cultural needs of the students in this West Oakland community...PLACE @ Prescott, located in historic West Oakland, continues to serve a diverse student population." - PLACE @ Prescott school brochure

PROGRAMMING (2012-2013)

Schools / Enrollment

	SDC	Non-SDC	Total	API (2010-2011)
PLACE	1	184	185	702



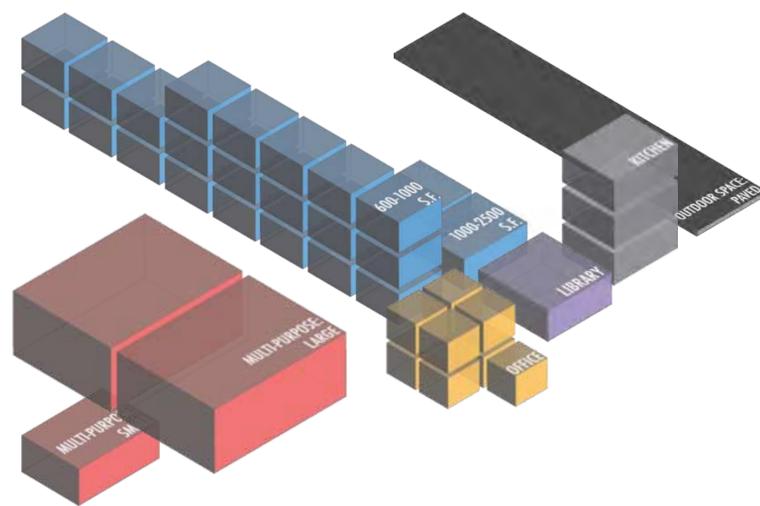
FACILITIES (Summer 2012)

LEARNING ENVIRONMENTS

LIBRARY

MULTI-PURPOSE

SCHOOL OFFICE & WORKSPACE



Summary Counts

	Total	Permanent	Portable
Site Acreage	5.1		
Building Footprint (sf)	35,285		
Building Area (sf)	44,245	40,550	3,695
Classroom-Sized Rooms	23	19	4
	Number of Rooms		Sq Ft
Library Rooms	1		845
Auditorium/Cafeteria/ Multi-purpose/Gym	3		6,045
Admin/Office/ Conference Room	9		2,169
School Gardens (None)			
Kitchen	Type: Central		
On-site Health Clinic	No		

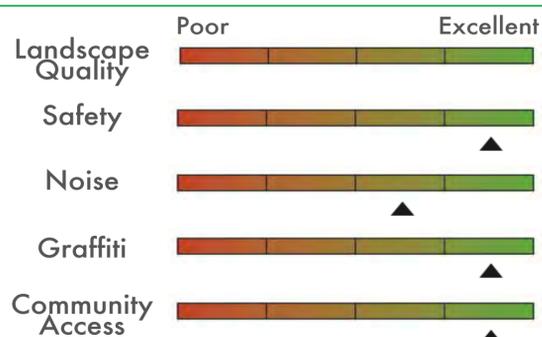
SITE SUMMARY (Summer 2012)

Sports / Recreation

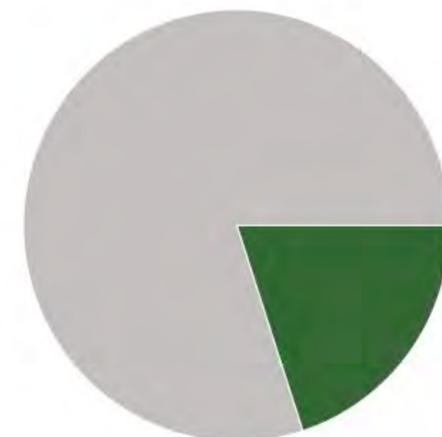
- Play structure ●
- Basketball hoops ●●●●
- Swimming pool
- Soccer/football field
- Volleyball court
- Track
- Baseball field
- Tennis court

Qualitative Assessment

Transit Accommodations



Open Space



Paved 80% 20% Green

Prescott Elementary School

Building Records

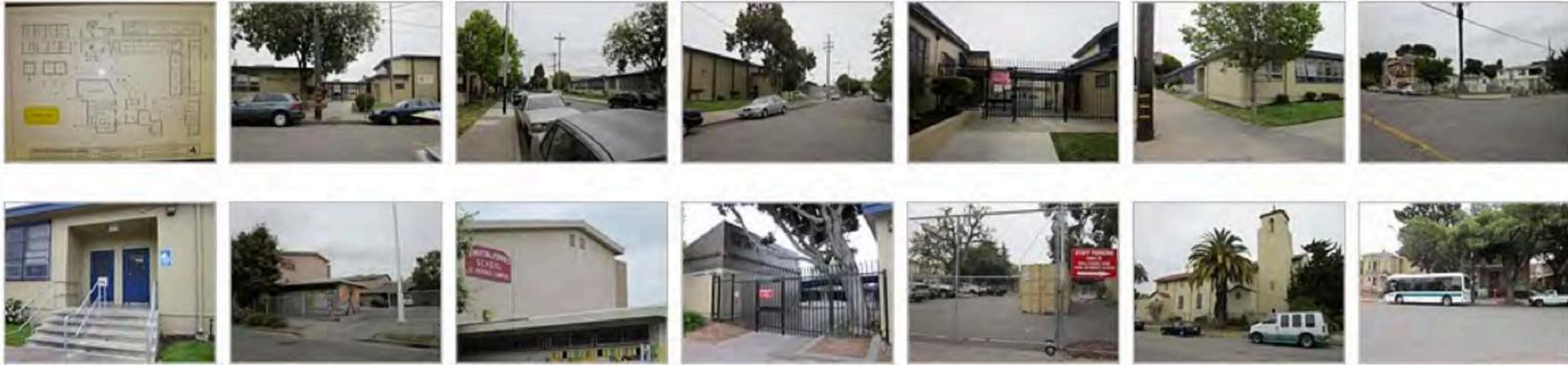
Site ID 147

Region 1

Grades K-5

Site & Facilities Photos - Summer 2011 (Sample)

*To view the full set, visit: <http://bitly.com/uBsB1V>



BUILDING A		BUILDING AREA (SQFT): 4,317		CONSTRUCTED: 1978	
STRUCTURAL ELEMENTS		ROOFING Plywood on wood joists	FOUNDATION Strip footings (under structural walls)	VERTICAL RESISTANCE Wood stud walls	
QUALITATIVE BUILDING ASSESSMENT		EXTERIOR Physical Condition: Excellent Circulation & Wayfinding: Excellent		INTERIOR Physical Condition: Excellent Circulation & Wayfinding: Excellent	
ROOM SUMMARY		NO. OF CLASSROOMS 4	NO. OF OFFICES	NO. OF ADMIN ROOMS	NO. OF RESTROOMS 3
		NO. OF STUDENT COMPUTERS 62	NO. OF ADMIN WORKSTATIONS	ADDITIONAL ADMIN SPACES	

BUILDING B		BUILDING AREA (SQFT): 5,382		CONSTRUCTED: 1957	
STRUCTURAL ELEMENTS		ROOFING Plywood on wood joists and glulam beams	FOUNDATION Strip footings (under structural walls)	VERTICAL RESISTANCE Wood stud walls	
QUALITATIVE BUILDING ASSESSMENT		EXTERIOR Physical Condition: Excellent Circulation & Wayfinding: Excellent		INTERIOR Physical Condition: Excellent Circulation & Wayfinding: Excellent	
ROOM SUMMARY		NO. OF CLASSROOMS	NO. OF OFFICES	NO. OF ADMIN ROOMS	NO. OF RESTROOMS 4
		NO. OF STUDENT COMPUTERS	NO. OF ADMIN WORKSTATIONS	ADDITIONAL ADMIN SPACES	

BUILDING C		BUILDING AREA (SQFT): 7,583		CONSTRUCTED: 1956	
STRUCTURAL ELEMENTS		ROOFING Plywood on wood joists	FOUNDATION Spread footings (under interior posts); strip footings (under structural walls)	VERTICAL RESISTANCE Wood stud walls	
QUALITATIVE BUILDING ASSESSMENT		EXTERIOR Physical Condition: Excellent Circulation & Wayfinding: Excellent		INTERIOR Physical Condition: Excellent Circulation & Wayfinding: Excellent	
ROOM SUMMARY		NO. OF CLASSROOMS	NO. OF OFFICES	NO. OF ADMIN ROOMS	NO. OF RESTROOMS 4
		NO. OF STUDENT COMPUTERS	NO. OF ADMIN WORKSTATIONS	ADDITIONAL ADMIN SPACES Teachers' Lounge	

BUILDING K		BUILDING AREA (SQFT): 4,016		CONSTRUCTED: 1977	
STRUCTURAL ELEMENTS		ROOFING Plywood on wood joists	FOUNDATION Spread footings (under interior posts); strip footings (under structural walls)	VERTICAL RESISTANCE Wood stud walls	
QUALITATIVE BUILDING ASSESSMENT		EXTERIOR		INTERIOR	
		Physical Condition:		Physical Condition:	
		Circulation & Wayfinding:		Circulation & Wayfinding:	
ROOM SUMMARY		NO. OF CLASSROOMS 3	NO. OF OFFICES 1	NO. OF ADMIN ROOMS 1	NO. OF RESTROOMS 3
		NO. OF STUDENT COMPUTERS 3	NO. OF ADMIN WORKSTATIONS 3	ADDITIONAL ADMIN SPACES Teachers' Lounge	

BUILDING M		BUILDING AREA (SQFT): 19,252		CONSTRUCTED: 1957	
STRUCTURAL ELEMENTS		ROOFING Plywood on wood joists	FOUNDATION Strip footings under structural walls	VERTICAL RESISTANCE Wood stud walls	
QUALITATIVE BUILDING ASSESSMENT		EXTERIOR		INTERIOR	
		Physical Condition:		Physical Condition:	
		Circulation & Wayfinding:		Circulation & Wayfinding:	
ROOM SUMMARY		NO. OF CLASSROOMS 9	NO. OF OFFICES 5	NO. OF ADMIN ROOMS 7	NO. OF RESTROOMS 4
		NO. OF STUDENT COMPUTERS 21	NO. OF ADMIN WORKSTATIONS 11	ADDITIONAL ADMIN SPACES Conference Room Teachers' Lounge	

Prescott Elementary School

Portable Records

Site ID 147

Region 1

Grades K-5

	Manufactured:	<u>NO. OF CLASSROOMS</u>	<u>NO. OF ADMIN ROOMS</u>
PC	1997	1	
PD	1997	1	
PE	1997	1	
PN	Unknown		

Portable Inventory

Total Count
4

Average Age
15 Years

Qualitative Conditions Assessment

	Poor	Excellent
EXT.		
INT.		

Prescott Elementary School

Rooms Summary & List

Site ID 147

Region 1

Grades K-5

	BLDG LEVEL	ROOM #	ROOM USE	ROOM AREA (SQUARE FOOTAGE)	CLASSROOM COMPUTERS	ADMIN WORKSTATIONS	MARKED ROOM #	ROOM CAPACITY
BUILDING								
A								
	1	1	Classroom	791	2			
	1	2	Classroom	777	26			
	1	3	Building Utilities	462				
	1	4	Classroom	847	33			
	1	5	Circulation	192				
	1	6	Restroom	99				
	1	7	Building Utilities	22				
	1	8	Restroom	54				
	1	10	Restroom	109				
	1	11	Classroom	785	1			
BUILDING								
B								
	1	n/a	Building Utilities	6				
	1	n/a	Circulation	15				
	1	n/a	Circulation	15				
	1	n/a	Building Utilities	11				
	1	n/a	Circulation	70				
	1	um1	Storage	15				
	1	um2	Building Utilities	16				
	1	um3	Storage	15				
	1	um4	Storage	15				
	1	33	Multipurpose	2,387				
	1	34	Circulation	244				
	1	35	Multipurpose	754				
	1	36	Storage	272				
	1	37	Storage	88				
	1	38	Building Utilities	168				
	1	40	Restroom	94				
	1	41	Restroom	67				
	1	43	Building Utilities	18				
	1	44	Storage	11				
	1	45	Building Utilities	21				
	1	47	Restroom	112				
	1	48	Restroom	112				
	1	49	Circulation	146				
BUILDING								
C								
	1	1	Cafeteria	2,904				430
	1	2	Storage	46				
	1	3	Lounge/Staff Dining	284				
	1	4	Building Utilities	297				
	1	5	Restroom	63				
	1	6	Restroom	66				
	1	8	Building Utilities	410				
	1	9	Building Utilities	940				
	1	10	Restroom	31				
	1	11	Restroom	24				
	1	12	Locker Rooms	60				
	1	13	Building Utilities	16				
	1	14	Building Utilities	28				
	1	15	Storage	272				
	1	16	Storage	37				
	1	17	Storage	48				
	1	18	Building Utilities	999				

	BLDG LEVEL	ROOM #	ROOM USE	ROOM AREA (SQUARE FOOTAGE)	CLASSROOM COMPUTERS	ADMIN WORKSTATIONS	MARKED ROOM #	ROOM CAPACITY
BUILDING								
		K						
	1	20	Lounge/Staff Dining	371				
	1	21	Admin/Office	129				
	1	22	Storage	20				
	1	23	Classroom	824				
	1	24	Classroom	1,066	1			
	1	25	Classroom	1,075	2			
	1	26	Restroom	42				
	1	27	Restroom	42				
	1	28	Storage	25				
	1	29	Restroom	44				
BUILDING								
		M						
	1	n/a	Circulation	40				
	1	n/a	Circulation	40				
	1	n/a	Circulation	1,281				
	1	n/a	Circulation	40				
	1	n/a	Circulation	63				
	1	um1	Storage	7				
	1	1	Circulation	1,771				
	1	1	Classroom	845	3			
	1	um2	Storage	6				
	1	2	Classroom	845				
	1	um3	Circulation	59				
	1	3	Classroom	845	4			
	1	4	Classroom	845				
	1	5	Classroom	845	4			
	1	6	Classroom	845	3			
	1	7	Classroom	845	2			
	1	8	Conference Room	845				
	1	9	Classroom	845	3			
	1	10	Classroom	845	2			
	1	11	Lounge/Staff Dining	845		1		
	1	12	Storage	845				
	1	13	Library	845				
	1	14	Storage	239				
	1	15	Storage	354				
	1	16	Admin/Office	424		3		
	1	18	Admin/Office	211		2		
	1	19	Admin/Office	94		2		
	1	21	Admin/Office	114				
	1	22	Admin/Office	136		1		
	1	23	Admin/Office	80				
	1	24	Lounge/Staff Dining	257		1		
	1	25	Restroom	72				
	1	26	Restroom	243				
	1	27	Restroom	131				
	1	28	Storage	65				
	1	29	Admin/Office	136		1		
	1	30	Restroom	302				
	1	31	Building Utilities	129				
	1	32	Building Utilities	202				
PORTABLE								
		PC						
			1	Classroom	988	1		
PORTABLE								
		PD						
			1	Classroom	988	1		
PORTABLE								
		PE						
			1	Classroom	988	1		

	BLDG LEVEL	ROOM #	ROOM USE	ROOM AREA (SQUARE FOOTAGE)	CLASSROOM COMPUTERS	ADMIN WORKSTATIONS	MARKED ROOM #	ROOM CAPACITY
PORTABLE								
PN		1	Storage	731				

Exhibit H

Allocation, Fees, & Payment Schedule*

Contract Term (Fiscal Year):	2018-19
Charter School Name:	American Indian Public Charter School II
Site Name:	Franklin Campus
Address:	915 Foothill Boulevard, Oakland, CA 94606
SPACE ALLOCATION	
Exclusive Use Space (sqft)	4,529
+ Proportion of Shared Space (sqft)	3,261
Total Space Allocation at Site (sqft)**	7,790
FACILITY USE FEE	
Total Space Allocation at Site (sqft)	7,790
x Facility Fee Sqft Rate	\$3.85
Facility Use Fee	\$29,991.50
UTILITIES FEE	
Projected Charter School ADA at Site***	148.13
÷ Projected Total Site ADA	796.80
Charter School Percent of Site Use	18.59%
CUSTODIAL SERVICES FEE	
Charter School Percent of Site Use	18.59%
x Number of Custodial FTE at Site	3.5
x Custodial Services FTE Rate	\$73,185
Custodial Services Fee	\$47,617.82
PAYMENT SCHEDULE	
25% by October 1, 2018	
25% by December 1, 2018	
25% by April 1, 2019	
25% by July 1, 2019	

*All calculations subject to change.

**Includes only interior space. The District is entitled under Cal. Admin. Code tit. 5, § 11969.7(c) to charge the charter school on a square footage basis for use of common areas such as the parking lot, exterior corridors, field space, playground, and blacktop, but is not doing so at this time. The District reserves the right to amend its calculation of the pro-rata share to include all “space allocated by the school district to the charter school,” and will provide the charter school notice and an opportunity to respond before implementing any changes. The full allocation of both interior and exterior space is outlined in the preliminary offer letter.

***Includes total (in-district + out-of-district) projected ADA as reported in the schools' facilities request form.

Allocation, Fees, & Payment Schedule*

Contract Term (Fiscal Year):	2018-19
Charter School Name:	American Indian Public Charter School II
Site Name:	Lowell Campus
Address:	991 14th Street, Oakland, CA 94607
SPACE ALLOCATION	
Exclusive Use Space (sqft)	3,739
+ Proportion of Shared Space (sqft)	10,308
Total Space Allocation at Site (sqft)**	14,047
FACILITY USE FEE	
Total Space Allocation at Site (sqft)	14,047
x Facility Fee Sqft Rate	\$3.85
Facility Use Fee	\$54,080.95
UTILITIES FEE	
Projected Charter School ADA at Site***	118.51
÷ Projected Total Site ADA	457.76
Charter School Percent of Site Use	25.89%
CUSTODIAL SERVICES FEE	
Charter School Percent of Site Use	25.89%
x Number of Custodial FTE at Site	4.5
x Custodial Services FTE Rate	\$73,185
Custodial Services Fee	\$85,264.18
PAYMENT SCHEDULE	
25% by October 1, 2018	
25% by December 1, 2018	
25% by April 1, 2019	
25% by July 1, 2019	

*All calculations subject to change.

**Includes only interior space. The District is entitled under Cal. Admin. Code tit. 5, § 11969.7(c) to charge the charter school on a square footage basis for use of common areas such as the parking lot, exterior corridors, field space, playground, and blacktop, but is not doing so at this time. The District reserves the right to amend its calculation of the pro-rata share to include all “space allocated by the school district to the charter school,” and will provide the charter school notice and an opportunity to respond before implementing any changes. The full allocation of both interior and exterior space is outlined in the preliminary offer letter.

***Includes total (in-district + out-of-district) projected ADA as reported in the schools' facilities request form.

Allocation, Fees, & Payment Schedule*

Contract Term (Fiscal Year):	2018-19
Charter School Name:	American Indian Public Charter School II
Site Name:	Roosevelt Campus
Address:	1926 19th Avenue, Oakland, CA 94606
SPACE ALLOCATION	
Exclusive Use Space (sqft)	7,195
+ Proportion of Shared Space (sqft)	23,050
Total Space Allocation at Site (sqft)**	30,245
FACILITY USE FEE	
Total Space Allocation at Site (sqft)	30,245
x Facility Fee Sqft Rate	\$3.85
Facility Use Fee	\$116,443.25
UTILITIES FEE	
Projected Charter School ADA at Site***	266.64
÷ Projected Total Site ADA	799.04
Charter School Percent of Site Use	33.37%
CUSTODIAL SERVICES FEE	
Charter School Percent of Site Use	33.37%
x Number of Custodial FTE at Site	5.0
x Custodial Services FTE Rate	\$73,185
Custodial Services Fee	\$122,109.17
PAYMENT SCHEDULE	
25% by October 1, 2018	
25% by December 1, 2018	
25% by April 1, 2019	
25% by July 1, 2019	

*All calculations subject to change.

**Includes only interior space. The District is entitled under Cal. Admin. Code tit. 5, § 11969.7(c) to charge the charter school on a square footage basis for use of common areas such as the parking lot, exterior corridors, field space, playground, and blacktop, but is not doing so at this time. The District reserves the right to amend its calculation of the pro-rata share to include all “space allocated by the school district to the charter school,” and will provide the charter school notice and an opportunity to respond before implementing any changes. The full allocation of both interior and exterior space is outlined in the preliminary offer letter.

***Includes total (in-district + out-of-district) projected ADA as reported in the schools' facilities request form.

Allocation, Fees, & Payment Schedule*

Contract Term (Fiscal Year):	2018-19
Charter School Name:	American Indian Public Charter School II
Site Name:	Prescott Campus
Address:	920 Campbell Street, Oakland, CA 94607
SPACE ALLOCATION	
Exclusive Use Space (sqft)	3,455
+ Proportion of Shared Space (sqft)	7,171
Total Space Allocation at Site (sqft)**	10,626
FACILITY USE FEE	
Total Space Allocation at Site (sqft)	10,626
x Facility Fee Sqft Rate	\$3.85
Facility Use Fee	\$40,910.10
UTILITIES FEE	
Projected Charter School ADA at Site***	88.88
÷ Projected Total Site ADA	234.89
Charter School Percent of Site Use	37.84%
CUSTODIAL SERVICES FEE	
Charter School Percent of Site Use	37.84%
x Number of Custodial FTE at Site	2.5
x Custodial Services FTE Rate	\$73,185
Custodial Services Fee	\$69,233.01
PAYMENT SCHEDULE	
25% by October 1, 2018	
25% by December 1, 2018	
25% by April 1, 2019	
25% by July 1, 2019	

*All calculations subject to change.

**Includes only interior space. The District is entitled under Cal. Admin. Code tit. 5, § 11969.7(c) to charge the charter school on a square footage basis for use of common areas such as the parking lot, exterior corridors, field space, playground, and blacktop, but is not doing so at this time. The District reserves the right to amend its calculation of the pro-rata share to include all “space allocated by the school district to the charter school,” and will provide the charter school notice and an opportunity to respond before implementing any changes. The full allocation of both interior and exterior space is outlined in the preliminary offer letter.

***Includes total (in-district + out-of-district) projected ADA as reported in the schools' facilities request form.

2018/19 FY

WORKSHEET -- OUSD's Prop 39 Facility Use Rate Per Sq Ft Calculation

Calculation is based on 2017/18 Budget as of 11/28/17

RRMA Transfer from UR to resource 8150

Facility Acquisition and Construction (Function 8500)

	Prop 39 Base
Custodial Services Department Expenses*	
Supplies and Materials	
Services and Operation Cost	
Buildings & Grounds Department Expenses	
RRMA transfer from UR to resource 8150	13,048,405
Facility Acquisition and Construction (Func 8500)	70,324
Utilities Expenses*	
Gas, Water & Electric	
Sewer Charges	
Basic Phone Service	
Debt Servicing - principal & interest payments (E.C. 47614)	
Emerg Apportionment (State) Loan - \$55 million	3,890,534
Emergency Apportionment (State) Loan - \$35 million	2,094,903
Police Services (CCR 11969.2 (h) Safe & Comfortable)	
Insurance (Function 6000)	
	908,582
TOTAL COST BASIS	22,467,204
TOTAL DISTRICT SQUARE FOOTAGE	5,836,129
COST PER SQUARE FOOT	\$ 3.85

* Item may be added to Use Agreement if applicable
3/76/18 Revised

Object Codes	As of 11/28/17 BUDGET
2. Classified Salaries	7,014,206
2205 - CLASSSUPT SALARIES	5,774,629
2220 - CLASSSUPT SALARIES STIPENDS	-
2225 - CLASSSUPT SALARIES OVERTIME	211,519
2305 - SUPV/ADM SALARIES	932,907
2405 - CLERICAL SALARIES	95,152
2450 - CLERICAL SUBSTITUTES	-
3. Employee Benefits	3,281,634
3102 - STRS CLASSIFIED	30,522
3202 - PERS CLASSIFIED	1,031,388
3302 - SOCSEC/MED/AL TSS CLASSIFIED	417,171
3322 - MEDICARE CLASSIFIED	100,631
3342 - PARS CLASSIFIED	5,627
3402 - HEALTH & WELFARE CLASSIFIED	1,175,297
3502 - ST UNEMPLOY INS CLASSIFIED	7,426
3602 - WORKERS COMP CLASSIFIED	433,755
3802 - PERS REDUCTION CLASSIFIED	-
3902 - OTHER BENEFITS CLASSIFIED	59,817
4. Books and Supplies	1,164,244
4310 - SUPPLIES	1,005,994
4330 - GASOLINE	140,000
4399 - SUPPLUS	-
4410 - Equipment \$500-4,999	14,306
4420 - Computer \$500-4,999	3,944
4432 - Furniture \$500-4,999	-
5. Services and Operating	1,573,321
5515 - DISPOSAL SERVICES	94,784
5210 - MILEAGE/PERSONAL EXP REIMB	-
5610 - EQUIP MAINTENANCE AGREEMT	1,800
5622 - RENTALS - EQUIPMENT	12,000
5679 - REPAIRS CONT - EQUIPMENT	1,122,351
5679 - REPAIRS CONT - VEHICLE	90,000
5716 - INTERPGM - DUPLICATION SERVICE	1,175
5720 - INTERPGM - MAINT WORK ORDERS	(9,000)
5724 - INTERPGM - POSTAGE	-
5760 - INTERFUND - MAINT WORK ORDERS	(16,000)
5810 - ADVERTISING - LEGAL	10,211
5826 - EXTERNAL WORK ORDER SERVICES	250,000
5910 - POSTAGE	1,000
5930 - TELEPHONE	15,000
5934 - PAGERS	-
6. Capital Outlay	35,000
6410 - EQUIPMENT	35,000
6460 - VEHICLE PURCHASE	-
7. Other Outgo	-
7615 - IFT GEN SRF BLDG TO DEF MAINT	-
7990 - UNAPPROPRIATED FUND BALANCE	-
Grand Total	13,048,405

Source: Rpt 12 - Fd 01, Res. 8150, Obj. 1000-7990

Object Codes	As of 11/28/17 BUDGET
4. Books and Supplies	37,724
4310 - SUPPLIES	35,000
4311 - MEETING REFRESHMENTS	-
4315 - COMPUTER SUPPLIES	-
4399 - SUPPLUS	-
4410 - Equipment \$500-4,999	-
4420 - Computer \$500-4,999	2,724
4432 - Furniture	-
5. Services and Operating	32,800
5210 - MILEAGE/PERSONAL EXP REIMB	23,500
5220 - CONFERENCE EXPENSE	5,000
5300 - DUES & MEMBERSHIPS	1,000
5610 - EQUIP MAINTENANCE AGREEMT	-
5620 - RENTALS (NON-CAPITAL LEASES)	-
5622 - RENTALS - EQUIPMENT	-
5675 - REPAIRS CONT - EQUIP OTHER	-
5716 - INTERPGM - DUPLICATION SERVICE	600
5714 - INTERPGM - POSTAGE	-
5800 - OTHER SERVICES & OPERATING EXPS	-
5825 - CONSULTANTS	-
5890 - CONTRACTED SERVICES	-
5870 - PRINTING	-
5872 - Property Loss	-
5910 - Postage	2,500
5930 - Telephone	-
6. Capital Outlay	-
6100 - Sites & Improvement of Sites	-
6200 - Buildings & Improvement of Buildings	-
6215 - Architects/Engineers	-
6220 - Assessments and Fees	-
6252 - Preliminary Fees	-
6252 - Other Planning Costs	-
6271 - Main Construction	-
6274 - Other Construction	-
6276 - Moving Expense	-
6410 - Equipment	-
Grand Total	70,324

Source: Rpt 12 - Fd 01, Function 8500

[Home Table of Contents](#)**§ 11969.7. Charges for Facilities Costs.**

5 CA ADC § 11969.7

BARCLAYS OFFICIAL CALIFORNIA CODE OF REGULATIONS

Barclays Official California Code of Regulations [Currentness](#)

Title 5. Education

Division 1. California Department of Education

Chapter 11. Special Programs

Subchapter 19. Charter Schools

Article 3. Facilities for Charter Schools.

5 CCR § 11969.7

§ 11969.7. Charges for Facilities Costs.

If the school district charges the charter school a pro rata share of its facilities costs for the use of the facilities, the pro rata share shall not exceed (1) a per-square-foot amount equal to those school district facilities costs that the school district pays for with unrestricted revenues from the district's general fund, as defined in sections 11969.2(f) and (g) and hereinafter referred to as "unrestricted general fund revenues," divided by the total space of the school district times (2) the amount of space allocated by the school district to the charter school. The following provisions shall apply to the calculation of the pro rata share of facilities costs:

(a) For purposes of this section, facilities costs that the school district pays with unrestricted general fund revenues includes those costs associated with plant maintenance and operations, facilities acquisition and construction, and facilities rents and leases, as defined in section 11969.2(h). For purposes of this section, facilities costs also includes:

(1) contributions from unrestricted general fund revenues to the school district's Ongoing and Major Maintenance Account (Education Code section 17070.75), Routine Restricted Maintenance Account (Education Code section 17014), and/or deferred maintenance fund,

(2) costs paid from unrestricted general fund revenues for projects eligible for funding but not funded from the deferred maintenance fund, and

(3) costs paid from unrestricted general fund revenue for replacement of facilities-related furnishings and equipment, that have not been included in paragraphs (1) and (2), according to school district schedules and practices.

For purposes of this subdivision, facilities costs do not include any costs that are paid by the charter school, including, but not limited to, costs associated with ongoing operations and maintenance and the costs of any tangible items adjusted in keeping with a customary depreciation schedule for each item.

(b) For purposes of this section, the cost of facilities shall include debt service costs.

(c) "Space allocated by the school district to the charter school" shall include a portion of shared space where a charter school shares a campus with a school district-operated program. Shared space includes, but is not limited to, those facilities needed for the overall operation of the campus, whether or not used by students. The portion of the shared space to be included in the "space allocated by the school district to the charter school" shall be calculated based on the amount of space allocated for the exclusive use of the charter school compared to the amount of space allocated to the exclusive use of the school-district-operated program.

(d) The per-square-foot charge shall be determined using actual facilities costs in the year preceding the fiscal year in which facilities are provided and the largest amount of total space of the school district at any time during the year preceding the fiscal year in which facilities are provided.

(e) The per-square-foot charge shall be applied equally by the school district to all charter schools that receive facilities under this article, and a charter school using school district facilities pursuant to Education Code section 47614 shall report the per-square-foot charge it is paying in the current fiscal year to the California Department of Education (CDE) in any notification the charter school makes to the CDE pursuant to Education Code section 47630.5(b). The CDE shall post the per-square-foot amounts reported by charter schools on its publicly accessible Web site. The CDE shall offer the opportunity to each school district to provide explanatory information regarding its per-square-foot charge and shall post any information received.

(f) If a school district charges a charter school for facilities costs pursuant to this article, and if the district is the charter school's authorizing entity, the facilities are not substantially rent free within the meaning of Education Code section 47613, and the district may only charge for the actual costs of supervisory oversight of the charter school not to exceed one percent of the school's revenue.

Note: Authority cited: Sections 33031 and 47614(b), Education Code. Reference: Sections 17014, 17070.75, 47613, 47614 and 47630.5, Education Code.

HISTORY

1. New section filed 7-30-2002; operative 8-29-2002 (Register 2002, No. 31).
2. Amendment of section and Note filed 2-28-2008; operative 3-29-2008 (Register 2008, No. 9).

This database is current through 11/24/17 Register 2017, No. 47

5 CCR § 11969.7, 5 CA ADC § 11969.7

END OF DOCUMENT

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Exhibit I

Draft Facilities Use Agreement

To view a draft Facilities Use Agreement, please visit:

<http://www.ousdcharters.net/prop-39-data.html>

Exhibit J

Multi-Site Resolution

To view Resolution No. 1718-0035 Findings that Charter Schools Could not be Accommodated at a Single Site and Written Statement of Reasons Explaining the Findings in Compliance with Proposition 39, please visit:

<http://www.ousdcharters.net/prop-39-data.html>

Exhibit K

Amendment to Multi-Site Resolution

To view the Amendment to the Resolution 1718-0035 and Findings that the Charter Schools Could Not Be Accommodated at a Single Site and Written Statement of Reasons Explaining the Findings, please visit:

<http://www.ousdcharters.net/prop-39-data.html>



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

AIPCS I & II
Downtown Oakland Campus

171 12th Street
Oakland, CA 94607

Phone: 510.893.8701
Fax: 510.893.0345
Website: aimschools.org

AIPHS
Lakeview Campus

746 Grand Avenue
Oakland, CA 94610

Phone: 510.893.8701
Fax: 510.893.0345
Website: aimschools.org

May 1, 2018

By Email: leslie.jimenez@ousd.org

Leslie Jimenez
Office of Charter Schools
Oakland Unified School District
1000 Broadway, Suite 639
Oakland, CA 94607

***Re: American Indian Public High School
Response to District's Final Offer
Proposition 39 2018-2019***

Dear Ms. Jimenez:

American Indian Public High School ("AIPHS" or "Charter School") is in receipt of the Oakland Unified School District's ("District") April 1, 2018 letter ("Final Offer") regarding AIPHS's request for facilities under Proposition 39 ("Prop. 39") for the 2018-2019 school year.

The District's Final Offer is for exclusive use of fifteen (15) teaching stations/specialized classrooms, and 9,185 square feet of exclusive use non-teaching station space at Lakeview, and exclusive use of four (4) teaching stations/specialized classrooms, as well as 1,048 square feet of exclusive use non-teaching station space (representing 15.87% of the interior building space and exterior space) at Westlake. The Final Offer is based on a projected in-District ADA of 368.50.

Section 11969.9(i) of the Prop. 39 Implementing Regulations (the "Implementing Regulations") requires AIPHS to notify the District whether or not AIPHS intends to occupy the offered space. Accordingly, despite the deficiencies in the Final Offer (which are identified herein to the extent practicable, with all rights reserved) and as set forth in the response to the Preliminary Proposal, which is incorporated here by reference, AIPHS accepts and intends to occupy the offered space, without acknowledging the legal sufficiency of the Final Offer under applicable local, state, or federal law and without waiving any of its legal rights under applicable local, state, or federal law, including Proposition 39 rights and remedies.

1. Condition Analysis

A district must determine whether a facility is reasonably equivalent by determining whether the condition of facilities provided to a charter school is reasonably equivalent to the condition of comparison group schools. Pursuant to 5 CCR Section 11969.3(c), the District must assess "such factors as age (from latest modernization), quality of materials, and state of maintenance." The District must also assess the following factors:

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1. School site size
2. The condition of interior and exterior surfaces
3. The condition of mechanical, plumbing, electrical, and fire alarm systems, including conformity to applicable codes
4. The availability and condition of technology infrastructure
5. The condition of the facility as a safe learning environment including, but not limited to, the suitability of lighting, noise mitigation, and size for intended use
6. The condition of the facility's furnishings and equipment
7. The condition of athletic fields and/or play area space

The District did not perform this complete analysis in the Final Offer or the exhibits attached thereto. The District claims that it has evaluated data on the condition of the facilities at the comparison schools based on the information available from the District's Asset Management and Facilities Master Plan, and that the sites offered to AIPHS are reasonably equivalent in every category. However, the District's Asset Management and Facilities Master Plan only addresses a small subset of the categories required to be analyzed by the District under 5 CCR Section 11969.3(c). In addition, these documents were prepared a number of years ago, and thus likely do not reflect an accurate assessment of the condition of the facilities.

The Final Offer does not assess the condition of the athletic fields, play areas, furnishings and equipment, technology infrastructure, mechanical, plumbing, electrical, and fire alarm systems, the suitability of lighting, or the size for intended use. Therefore, the District's Final Offer fails to perform the complete condition analysis required by the Implementing Regulations.

2. Allocation of Non-Contiguous Site

The express provisions of Proposition 39 require that the District allocate facilities to the Charter School that are "contiguous, furnished, and equipped." (Education Code Section 47614(b).) This requirement exists irrespective of the grade level configuration of a charter school. (5 CCR Section 11969.3(a).) In its Request, specifically requested that the District place 's entire in-District enrollment on a single, contiguous site.

Section 11969.2(d) goes on to state that "[i]f the indistrict average daily classroom attendance of the charter school cannot be accommodated on any single school district school site, contiguous facilities also includes facilities located at more than one site, provided that the school district shall minimize the number of sites assigned and shall consider student safety." In addition,

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 Proposition 39 2018-2019
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“the district's governing board must first make a finding that the charter school could not be accommodated at a single site and adopt a written statement of reasons explaining the finding.” “If none of the district-operated schools has grade levels similar to the charter school, then a contiguous facility within the meaning of subdivision (d) of section 11969.2 shall be an existing facility that is most consistent with the needs of students in the grade levels served at the charter school.” (Emphasis added.) This analysis is purely numerical; the Court in *Ridgecrest* noted that “all else being equal, a charter school should be housed at a single site if one exists with the capacity to handle all the school's students.” (*Ridgecrest Charter School v. Sierra Sands Unified School Dist.*, (2005) 130 Cal. App. 4th 986, 1000, emphasis added.)

In both its Notice of Proposed Rulemaking File, and its Final Statement of Reasons, the State Board of Education specifically reiterates that 5 CCR 11969.3(d) was amended to make it clear that “when no school of the district serves grade levels similar to the charter school's, a contiguous facility is an existing facility that is most consistent with the charter school's grade levels” in order to bring the Regulations in line with the *Ridgecrest* decision. (Final Statement of Reasons, Page 20.) The Initial Statement of Reasons further clarified that in looking at the issue of a school district making facilities available to a charter school at multiple locations as discussed in the *Ridgecrest* decision, it was clear an addition to the regulations was necessary to formalize two requirements: 1) a school district is not permitted to treat a charter school's in-district students with less consideration than students in the district-run schools, and 2) in allocating and providing access to facilities to a charter school, a school district must begin from the premise that the facilities are to be on a single school site. (Initial Statement of Reasons, Page 3.)

The Court of Appeal has also ruled that Proposition 39 requires that a school district “begin with the assumption that all charter school students will be assigned to a single site, and attempt from there to adjust the other factors to accommodate this goal.” (*California School Bds. Assn. v. State Bd. of Education*, 191 Cal. App. 4th 530, 548-549 (Cal. App. 3d Dist. 2010).) *Ridgecrest* also specifically acknowledged that “we have little doubt that accommodating [Ridgecrest Charter School's] facilities request will cause some, if not considerable, disruption and dislocation among the District's students, staff, and programs. But section 47614 requires that the facilities “should be shared fairly among all public school pupils, including those in charter schools.” (*Ridgecrest*, 130 Cal. App. 4th at 1006.) In other words, the District may not reject a potential contiguous site for just because it would potentially disrupt and dislocate District students.

In addition, while the District does not have to expend general fund monies to rent, buy, or lease facilities to meet this obligation, the law implicitly recognizes that a district must use all resources including any restricted monies (parcel taxes, bond monies etc.) to meet this obligation.

The District's Findings of Fact in support of its non-contiguous allocation of space provides the following explanation of how the District determined that could not be accommodated at a single site: “American Indian Public High School is eligible for eighteen (18) classrooms; therefore, the charter school's entire in-District ADA could not be accommodated at

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a single site.” Based on the foregoing explanation and the District’s list of “Potential District School Sites with Projected Capacity” that precedes the foregoing explanation in the District’s Findings, it is clear that the District only considered whether’s entire in-District enrollment could be accommodated in the *extra space* that exists at any one District site. This practice of only considering whether a charter school may be accommodated in the extra space that exists at District sites rather than determining whether any District site is large enough to accommodate a charter school’s in-District enrollment is most consistent with Assembly Bill 544, which added a provision to the Act giving charter schools the right to use district facilities that are “not currently being used ... for instructional or administrative purposes.” (Former § 47614.) Under that provision, a charter school was entitled to use district facilities only if that would not interfere with the district’s use of them. However, “[t]his restriction was effectively eliminated by Proposition 39.” (*Ridgecrest, supra*, at p. 999.) As stated above, the District may not reject a potential contiguous site for just because it would potentially disrupt and dislocate District students. As stated in *Ridgecrest*, the District “must at least *begin* with the assumption that all charter school students will be assigned to a single site, and attempt from there to adjust the other factors to accommodate this goal.” (*Ridgecrest, supra*, at p. 1002.) There is absolutely no evidence that the District has done so here. Rather, after looking at the extra space available at its District sites, the District decided to locate across two separate sites. Since none of the District schools are spread across two sites, the District’s placement of at two separate sites fails to provide with reasonably equivalent facilities and relegates’s students to second class status.

In addition, the District’s Findings do not indicate the District considered redrawing District attendance boundaries, increasing class sizes or the negative impact on the safety of’s students that would occur if they are required to travel between two separate school sites. Instead, the District’s Findings focus primarily on the impact to District students – with no analysis of the safety issues facing’s students.

For all the foregoing reasons, the District’s failure to offer a contiguous site violates Prop. 39 and its Implementing Regulations.

3. The Final Offer Does Not Allocate Sufficient Specialized Classroom and Non-Teaching Station Space to AIPHS

AIPHS is also entitled to reasonable allocations of specialized and non-teaching station space. Section 11969.3(b)(2) requires that, if a school district includes specialized classroom space, such as science laboratories, in its classroom inventory, the Proposition 39 offer of facilities provided to a charter school must include a share of the specialized classroom space. The Final Offer must include “a share of the specialized classroom space and/or a provision for access to reasonably equivalent specialized classroom space.” (5 CCR § 11969.3(b)(2).) The amount of specialized classroom space allocated and/or the access to specialized classroom space provided shall be determined based on three factors:

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- (A) the grade levels of the charter school's in-district students;
- (B) the charter school's total in-district classroom ADA; and
- (C) the per-student amount of specialized classroom space in the comparison group schools.¹

As such, the District must allocate specialized classroom space, such as science laboratories, art rooms, computer labs, music rooms, weight rooms, etc., commensurate with the in-District classroom ADA of AIPHS. The allocated site must include all of the specialized classroom space included across all of the different grade levels.

In addition, the District must provide non-teaching station space commensurate with the in-District classroom ADA of AIPHS and the per-student amount of non-teaching station space in the comparison group schools. (5 CCR § 11969.3(b)(3).) Non-teaching space is all of the space at the comparison school that is not identified as teaching station space or specialized space and includes, but is not limited to, administrative space, a kitchen/cafeteria, a multi-purpose room, a library, a staff lounge, a copy room, storage space, bathrooms, a parent meeting room, special education space, nurse's office, RSP space, and play area/athletic space, including gymnasiums, athletic fields, locker rooms, and pools or tennis courts. (*Ibid.*)

The allocation of specialized teaching space and non-teaching space is based on an analysis of the square footage of each category of space available to students at the comparison schools (i.e., "the per-student amount of specialized classroom/non-teaching space in the comparison group schools"). (5 CCR § 11969.3(b)(2)-(3).) Moreover, just because one kind of specialized classroom or non-teaching station space is not available at all the comparison schools, the District may not fail to provide an allocation of that kind of space. Instead:

[W]hile a Proposition 39 analysis does not necessarily compel a school district to allocate and provide to a charter school each and every particular room or other facility available to the comparison group schools, it must at least account for the comparison schools' facilities in its proposal. A determination of reasonable equivalence can be made only if facilities made available to the students attending the comparison schools are listed and considered. And while mathematical exactitude is not required (cf. *Sequoia, supra*, 112 Cal.App.4th at p. 196 [charter school need not provide enrollment projections with "arithmetical precision"]), a Proposition 39 facilities offer must present a good faith attempt to identify and quantify the facilities available to the schools in the comparison group--and in particular the three categories of facilities specified in *regulation 11969.3, subdivision (b)* (i.e., teaching stations, specialized classroom space, and non-

¹ Id.; see also *Bullis Charter School v. Los Altos School Dist.* (2011) 200 Cal.App.4th 296 and *California School Bds. Assn. v. State Bd. of Education* (2010) 191 Cal.App.4th 530 (CSBA).

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teaching station space)--in order to determine the "reasonably equivalent" facilities that must be offered and provided to a charter school. (*Bullis, supra*, 200 Cal.App.4th 296, 336.)

Here, the District has failed to appropriately count specialized classroom and non-teaching station space at the comparison schools, or has failed to account for those spaces in its offer, or has offered the Charter School classrooms instead of the specialized classroom space the Charter School is entitled to. The District has also failed to identify how the Charter School will share certain non-teaching station spaces on the Westlake campus, and what non-teaching station spaces have actually been offered. Especially as Westlake is a former middle school and does not have many of the spaces available on a comprehensive high school campus, this failure to properly allocate these kinds of spaces to AIPHS is not legally compliant.

Furthermore, while the Charter School appreciates the access to the significant additional data provided by the Jacobs report, as the District acknowledges, the Jacobs data is "approximate" and not as precise as the MKThink data. There also appears to be material differences in the square footage information provided by the Jacobs report and the MKThink reports from several years prior. The District has relied on the older MKThink information for the entire non-teaching station space analysis; even a comparison between Exhibits D, E, and F of the square footage of specific rooms and specific campuses demonstrates many differences in square footage for individual spaces. This makes it difficult for the Charter School to understand, verify and corroborate the square footage calculations performed by the District.

a. Allocation of Specialized Classroom Space to AIPHS

The Final Offer allocates specialized classroom space to AIPHS in the form of "three additional teaching space classrooms", with no allocation for special education (claiming that AIPHS only will receive special education space if "if it can demonstrate its Oakland resident student population includes students with severe disabilities that require this type of classroom.")

The Final Offer asserts AIPHS is entitled to 5,751 total specialized classroom square footage, or 4,023 square feet of additional specialized classroom space beyond its allocated space, according to the Jacobs data in Exhibit E.

As noted above, Prop. 39 makes clear that the allocation of specialized classroom space must be based on the amount of specialized classroom space at the comparison schools: "The amount of specialized classroom space allocated and/or the access to specialized classroom space provided shall be determined based on three factors: (A) the grade levels of the charter school's in-district students; (B) the charter school's total in-district classroom ADA; and (C) the per-student amount of specialized classroom space in the comparison group schools." (5 CCR Section 11969.3(b)(2); emphasis added.) This space must be allocated to the Charter School either as "a share of the specialized classroom space and/or a provision for access to reasonably equivalent

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specialized classroom space.” (*Id.*) *Bullis Charter School v. Los Altos School Dist.* ((2011) 200 Cal.App.4th 296, 336) is also clear that a school district must count all of the specialized classrooms spaces on the comparison school campuses, and ensure that a charter school receives a reasonably equivalent allocation of all of these spaces.

Yet here, the District instead claims beyond the three additional classrooms, “This additional specialized teaching space [1,542 square feet] will be allocated in the form of shared specialized teaching space.” However, as set forth in the response to the Preliminary Proposal, AIPHS is entitled to an allocation of at least eighteen (18) total teaching stations plus 5,571 square feet of specialized classroom space. Therefore, at a minimum, AIPHS should be receiving an allocation of at least five additional teaching stations, as well as shared use of all specialized spaces and/or additional space to create other specialized spaces that don’t exist on campus.

Further, nothing in the law authorizes the District to average all the various types and amounts of specialized classroom spaces across all the comparison schools as it has done in the Final Offer. AIPHS is entitled to a reasonably equivalent allocation of or access to all of these types of specialized classroom spaces since they exist at the comparison schools, and the District may not combine different types and sizes of specialized classroom space and then allocate non-specialized classrooms to AIPHS. If there are science labs, computer labs, music rooms, weight rooms, art rooms, and the like available at the comparison schools, then the District must allocate reasonably equivalent, fully furnished and equipped kinds of these spaces space and/or access to AIPHS. A standard classroom does not have, for example, the risers in a choral classroom, the gas and water stations in a science classroom, or the computers in a computer classroom, nor can all these different kinds of uses (and the attendant furnishings and equipment) happen in just one classroom.

Furthermore, allocation of regular classrooms is not an acceptable manner to allocate specialized classrooms; often these spaces have unique furnishings, equipment or other design elements that cannot be replicated in a standard classroom. AIPHS notes that by refusing to allocate AIPHS any specialized classroom space, the District is relegating AIPHS students to second-class status, given that District students enjoy access to these separate, furnished and equipped spaces. The District cannot force AIPHS to create its own fully furnished and equipped specialized classroom space in a standard teaching station space. “[A] school district does not have the discretion to employ practices that are contrary to the very intent of Proposition 39 that school district facilities be “shared fairly among all public school pupils, including those in charter schools.” (*Bullis Charter School v. Los Altos School Dist.* (2011) 200 Cal.App.4th 296, 336.)

AIPHS is entitled to reasonably equivalent allocations of specialized spaces, and of furnishings and equipment that accompany those spaces in the comparison schools, and it anticipates receiving its full complement of the specialized space and the reasonably equivalent furnishings and equipment therein at the school sites.

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b. Allocation of Non-Teaching Station Space to AIPHS

The Final Offer does not properly allocate non-teaching space to AIPHS. The Final Offer allocates a total of 7,396 (1,048 having been already allocated through teaching station space) square feet of interior non-teaching space and 30,002 square feet of exterior non-teaching station space at Westlake, and 12,215 square feet of interior non-teaching space and 73,760 square feet of exterior non-teaching station space to AIPHS at Westlake.

The District's allocation of non-teaching space to AIPHS in the Final Offer does not comply with Prop. 39 or its Implementing Regulations in several respects, including its failure to identify the specific type of non-teaching station space to be allocated to AIPHS (except large categories of space) and its allocation of non-teaching station space based on the percentage of AIPHS's enrollment on the sites, as determined by the District rather than an actual square footage analysis. Moreover, the District's calculations of the space to be allocated to AIPHS are opaque, unverifiable, and based on mysterious formulas. This makes it almost impossible for the school to understand both how the District arrived at its allocation of space, and make a determination whether that allocation is legally compliant.

First, there is a considerable amount of non-teaching station space at the comparison schools that is not referenced in the District's Exhibit F or its calculation or allocation to AIPHS. The Final Offer does not appear to include any of the following types of spaces in its calculation of non-teaching space at the comparison schools or its allocation to AIPHS even though such spaces are available at the comparison schools: kitchen/servery, nurse/health clinic space, special day class/resource,² and parent centers/community use rooms.

Similarly, the Final Offer does not address the various types of outdoor areas that exist at the comparison schools such as gardens, basketball courts, play fields, and play structure space but rather lumps all the different types of exterior spaces together when calculating exterior non-teaching station space. The District is required to provide AIPHS with a reasonably equivalent allocation of all these types of spaces based on the "per-student amount of non-teaching station space in the comparison group schools," and AIPHS requires an allocation of all these types of spaces in order to operate its educational program. Each of these types of spaces has a specific use and furnishings and equipment and/or design that are appropriate for such use, and the District's allocation method does not ensure AIPHS will receive a reasonably equivalent allocation of each type of non-teaching station space that exists at the comparison schools. As stated in *Bullis, supra*, "a school district, in determining the amount of nonteaching station space it must allocate to the

² The Final Offer asserts the District will provide special education space upon AIPCHS providing evidence of serving in-District special education students. Prop. 39 and the Implementing Regulations do not require charter schools to provide evidence of serving special education students to receive the same ratio of special education/resource space per unit of ADA that exists at the comparison schools. **The information included in the District's Exhibit E indicates AIPCHS is entitled to at least three classrooms of special education and resource space.**

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charter school, must take an objective look at all of such space available at the schools in the comparison group.” (*Bullis, supra*, at p. 1047, emphasis added.) The District is not permitted to average all of the unique types of non-teaching station spaces that exist at the comparison schools and then allocate AIPHS a percentage of unspecified non-teaching station spaces that exists at the allocated sites, which are not comparison schools.

Second, the Final Offer contains no listing or description of the types of shared non-teaching spaces to which AIPHS will be provided access at the offered sites beyond large categories of space, or any proposed schedule for AIPHS’s use (5 CCR Section 11969.9(h)(2) requires the Final Offer to include “arrangements for sharing” the shared space.) The District’s failure to provide this basic information to AIPHS precludes AIPHS from engaging in timely and efficient negotiations with site principals regarding shared use schedules and prevents AIPHS from assessing whether the Final Offer provides AIPHS with access to all of the different types of non-teaching station space to which AIPHS is entitled. 5 CCR section 11969.9(h) requires that the school district, in its final facilities proposal, specifically identify the nonteaching station space offered to the charter school. (*Bullis, supra*, at p. 1046.)

Third, the District may not base its non-teaching station space allocation to AIPHS on the “minimum” amount of non-teaching space that exists at any one of the comparison group schools, which results in a significantly and artificially reduced allocation to AIPHS. The District claims a “charter school’s allocation is considered to fall within reasonable equivalence standards if it falls within the minimum/maximum Sq. ft./ADA ratios at the comparison group schools.” However, the District has not and cannot provide any legal authority to support this claim, and such a position directly conflicts with the basic premise of Prop. 39 – that public school facilities must be shared fairly between all public school students, including those in charter schools.

Fourth, Tables 7a and 7b add even more opacity to the District’s analysis. The District is using these tables to calculate how much total non-teaching station space exists at the comparison schools (including indoor and outdoor space) per unit of ADA. Furthermore, the District has ensured that its calculation misstates the actual per ADA amount of non-teaching station space by deducting the total “classroom space”³ from the “total site area”.⁴ By using this formula, the District has assumed that all classrooms larger than 600 square feet are accounted for in its teaching station to ADA ratio – but by its own admission, the District’s teaching station to ADA ratio calculation only includes rooms staffed by a teacher – not empty rooms, not classrooms used for storage or counseling or restorative justice or any other purposes. This space is also not necessarily captured by the specialized classroom allocation, as this is also based only on the number of

³ Defined as the square footage of all classrooms that are equal to or larger than 600 square feet “and any attached classroom storage space included in the Prop. 39 preliminary offers.”

⁴ The total square feet of outdoor and building square feet on the campus, including non-ground level building square footage.

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classrooms larger than 600 square feet on the site, but does not actually determine the use of each space, or whether the proportion actually captures usage at each comparison school site.

As noted in the response to the Preliminary Proposal, even based on the District's square footage figures for the comparison schools located within the Oakland High School attendance boundary (including middle schools), which evidently exclude a considerable amount of non-teaching station space, AIPHS is still entitled to an allocation of at least 31,117.09 sq. ft. of interior non-teaching station space (i.e., 13,483.09 more sq. ft. than the District allocated to AIPHS).

For all these reasons, the District's allocation of specialized and non-teaching station space included in the Final Offer fails to comply with Prop. 39 and its Implementing Regulations. AIPHS is entitled to reasonably equivalent allocations of specialized and non-teaching spaces, and of furnishings and equipment that accompany those spaces in the comparison schools, and it anticipates receiving its full complement of the specialized and non-teaching space at the offered school sites.

4. Pro Rata Charge Worksheet

As a preliminary matter, AIPHS notes that the District has indicated that AIPHS's "share of the custodial costs may be subject to reconciliation in the event that the District is required to increase staffing as a result of the Charter School's use and occupation of the District's site." To the extent that the District is indicating its intent to charge AIPHS an additional amount for custodial services above what is included in the pro-rata share, this is not permitted by the Implementing Regulations.

- a. **Utilities:** The District indicates that utilities may be included in the pro rata share if applicable under the Use Agreement. These amounts should be separately metered and billed to AIPHS, as it is not appropriate nor provided for in the law to include these costs in the pro rata share calculation, especially since some schools in the District (for example, comprehensive high schools that have pools and large gymnasiums) have substantially higher utilities costs, thereby requiring AIPHS to shoulder higher burdens of utilities costs than the amounts AIPHS actually uses. If the District receives billing from the utilities companies for each of its individual school sites, AIPHS is willing to pay the actual utilities costs for the site based on the same calculation used to determine the pro rata share costs for the shared use space, with the exception that any costs assumed by AIPHS cannot be included in the pro rata share calculation.
- b. **Police Services:** The District may not include police costs in its pro rata share calculation because AIPHS provides its own security and alarm services, and also has been told by the District's Police Services that Police Services does not provide services to charter schools in the District. Pro rata share amounts are intended to reflect a charter

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school's portion of the District's facilities costs that AIPHS uses. Because AIPHS does not use the District's police service, the inclusion of these costs in the pro rata share calculation is not appropriate.

- c. **Insurance:** AIPHS will provide and pay for the full spectrum of its insurance benefits, as required by its charter and the Facilities Use Agreement; the District has included the cost of its own property insurance on the facility. Including the District's insurance costs in the calculations not only double bills AIPHS for a cost it is already paying for, it is requiring AIPHS to pay for a cost that is actually the District's responsibility. Moreover, insurance is not contemplated under the Prop. 39 regulations as an acceptable "facilities cost," and Education Code Section 47614 specifically states that a charter school may not be charged for use of district facilities beyond the pro rata share.
- d. **Custodial Services:** The District indicates that custodial services may be included in the pro rata share if applicable under the Use Agreement. The Implementing Regulations provide that ongoing operations and maintenance of facilities, which includes custodial costs, are the responsibility of AIPHS (5 CCR Section 11969.4(b)) and that any costs assumed by AIPHS cannot be included in the pro rata share calculation. AIPHS wishes to perform its own custodial services in large part because it is not financially able to absorb the cost of District services; therefore, the FUA will need to provide for this revision.
- e. The District has included \$13,048,405 in facilities costs identified as "RRMA transfer from UR to resource 8150." However, the Implementing Regulations provide that ongoing operations and maintenance of facilities, which includes custodial costs, are the responsibility of AIPHS (5 CCR Section 11969.4(b)) Therefore, please provide AIPHS with the necessary documentation to show that the District has removed all facilities costs related to ongoing operations and maintenance from its RRMA transfer account that are AIPHS's responsibility, including custodial services.
- f. The District has included its emergency debt service costs in the pro rata share calculation. 5 CCR Section 11969.7 states that only unrestricted General Fund **facilities costs** that are not costs otherwise assumed by AIPHS are included in the methodology. Under the Implementing Regulations, items that are not specifically included in the pro rata share calculations because they are either obligations of AIPHS or facilities-related general fund expenses may not be included in the calculation of facilities costs. "Debt servicing" is typically not a cost charged to the unrestricted general fund (e.g., bond repayment obligations are excluded). Further, even if repayment of the District's emergency loan constitutes debt service that is charged to the unrestricted general fund, the pro rata share is intended to reimburse the District for a charter school's proportion of the District's **facilities costs** in exchange for AIPHS's

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use of District facilities. The Emergency Apportionment state loans are clearly not facility-related debt service costs, and thus may not be included in the calculation. Again, only those facilities costs charged to the unrestricted general fund can be included in the pro rata share calculation. (5 CCR Section 11969.7.) If it is the District's position that the repayments of the emergency state loan are debt service for "facilities costs" then we request that the District provide some documentation demonstrating that the emergency loan monies were spent on "facilities costs."

5. **Draft Facilities Use Agreement:** We are reviewing the draft Facilities Use Agreement and look forward to negotiating the terms of that or an in-lieu agreement over the next several weeks, as required by the Implementing Regulations. (5 CCR Section 11969.9(k).)
 - a. **Section 1:** This section states "District agrees to allow use of the Premises at the School(s) by Charter School for the sole purpose of operating Charter School's educational program in accordance with all applicable federal, state and local regulations relating to the Premises and to the operation of Charter School's educational program." This section will need to be revised to include AIPHS's summer school, if any, and programs procured by AIPHS through third party entities, e.g. after-school program providers.
 - b. **Section 1.4:** Prop. 39 only requires AIPHS to comply with the District's policies and procedures related to operations and maintenance, and not where actual school district practice substantially differs from official policies. (5 CCR Section 11969.4(b).)
 - c. **Section 1.6:** Fees charged under the Civic Center Act are intended to reimburse school districts for the costs they incur to process permits and to clean up after community use of their facilities. The portion of the Civic Center Act fees related to custodial and maintenance costs must be paid to AIPHS if AIPHS is responsible for cleaning up its site after each community use.
 - d. **Section 2:** The Site must be furnished, equipped and available for occupancy by AIPHS for a period of at least ten (10) working days prior to the first day of instruction. However, we are willing to consider taking possession earlier if mutually agreed upon between the parties.
 - e. **Section 3:** This section also needs to reflect that if AIPHS constructs or installs recreational improvements or other school facilities, AIPHS and the District will agree to negotiate a reduction in the facilities use fees. AIPHS's other concerns regarding the Pro Rata Share Charge outlined above are incorporated herein. Again, any costs assumed by AIPHS cannot be included in the pro rata share calculation, including custodial and maintenance costs. AIPHS objects to the late

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charge listed in Section 3.5. The Implementing Regulations do not contemplate late fees to be charged to AIPHS.

- f. Section 6:** This number will need to be adjusted to reflect the number of AIPHS students on the sites.
- g. Section 9:** This section states that the District “shall not be liable for any personal injury suffered by Charter School or Charter School’s visitors, invitees, and guests, or for any damage to or destruction or loss of any of Charter School or Charter School’s visitors, invitees or guests’ personal property located or stored in the parking lots, street parking or the School Site, except where such damage is caused by the District’s negligence or misconduct.” This section will need to be changed to reflect that the District may not avoid liability for injuries or damage caused by its failure to maintain the parking spaces on the site. The District is required to provide AIPHS with a facility that complies with the California Building Code, and to maintain the facility in compliance with the California Building Code. (5 CCR Section 11969.9(k).) It may not provide the parking lot in an “as-is” condition.
- h. Section 10:** For the same reason, the District may not require AIPHS to take the facility in “as is” condition. Furthermore, it is not acceptable for the District to terminate the FUA if the cost to make repairs exceeds \$150,000. The District is required to make the facility available to AIPHS for its entire school year (5 CCR Section 11969.5) and to maintain the facility in compliance with the California Building Code. (5 CCR Section 11969.9(k).) As a result, if the facility is damaged, the District must repair it, or, if it is destroyed, the District must provide alternative facilities.
- i. Section 12.3 and 12.4:** The District must make reasonable efforts to keep their materials, tools, supplies and equipment on the Premises in such a way as to minimize disruption to AIPHS’s program. The District must provide relevant scheduling information and reasonable notice to AIPHS if it will be coming onto the facility to perform maintenance. In addition, AIPHS wishes to perform its own custodial services, and as a result, does not agree to allow the District to enter the Premises to perform custodial services.
- j. Section 14:** While AIPHS is willing to pay any taxes or assessments on its personal property, or modifications or improvements it performs on the facility, it may not otherwise be obligated to pay any costs to occupy the facility beyond the pro rata share. (Education Code Section 47614(b)(1).)

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- k. Section 15:** AIPHS wishes to perform its own cleaning and custodial services. Therefore, the Final Offer will need to be revised to provide for this revision.
- i. Section 17:** If the comparison schools have a security system, then in order to provide a reasonably equivalent facility, the District must also provide the Premises with a security system. AIPHS does not agree to provide written verification of compliance with the fingerprinting and criminal background investigation requirements to District prior to AIPHS taking possession of the Premises and prior to conducting its educational program on the Premises.
- m. Section 18.1.7:** AIPHS does not agree that should it default under the FUA, it must pay the District its unpaid pro rata share. The District is obligated to attempt to first find an alternative occupant for the site.
- n. Section 18.2:** This section must provide for AIPHS to perform any District obligation if the District is in default, and to recover its reasonable costs in so doing from the District.
- o. Section 20:** If AIPHS chooses to seek its insurance through a joint powers authority such as CharterSAFE, JPAs do not receive an A.M. Best insurance rating. This section will need to be revised to provide that insurance through a JPA will satisfy the terms of the FUA.
- p. Section 28:** This section must be revised to provide that the District is responsible for maintaining the Premises in compliance with applicable law, except to the extent that compliance arises as a result of modifications or improvements performed by AIPHS.

We have attempted in this letter to enumerate all of our concerns with the District's Final Offer; however, we note that our failure to mention a concern in this letter should not be interpreted as acceptance of that term. AIPHS looks forward to the opportunity to discuss and negotiate the Facilities Use Agreement with the District, along with AIPHS's other above-referenced concerns, moving forward.

Respectfully,


Superintendent Maya Woods-Cadiz
American Indian Model School

Cc: Sarah Kollman, Young, Minney & Corr, LLP
AIPHS's Board Members

Coversheet

Approval for Travel and Attendance to National Superintendent's 2018 Legislative Advocacy Conferenc

Section: III. Action Items
Item: R. Approval for Travel and Attendance to National Superintendent's 2018
Legislative Advocacy Conferenc
Purpose: Vote
Submitted by:
Related Material: Legislative Advocacy Conference.pdf



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Coversheet

Review and Selection of Back Office Support from RFP Responses

Section: III. Action Items
Item: S. Review and Selection of Back Office Support from RFP Responses
Purpose: Vote
Submitted by:
Related Material: CSMC Email.pdf
CSMC services proposal.pdf
EdTec Email.pdf
EdTec Back Office Services Proposal for AIMS.pdf



Joe Schickman <joe.schickman@aimschools.org>

Fwd: CSMC proposal for back office services to American Indian Model Schools

1 message

Finance Department <finance@aimschools.org>
To: joe.schickman@aimschools.org

Mon, Jun 18, 2018 at 11:04 AM

from Friday response CSMC

----- Forwarded message -----

From: **Nick Driver** <ndriver@csmci.com>

Date: Fri, Jun 15, 2018 at 5:12 PM

Subject: CSMC proposal for back office services to American Indian Model Schools

To: "finance@aimschools.org" <finance@aimschools.org>

Dear Superintendent Woods-Cadiz and Director Edington,

On behalf of CSMC, it is with great pleasure that I submit for your and your board's consideration these proposals for services.

We believe that we have given full answers to your addendum, found on pages 4 and 5 of your RFP. Please let us know if you would like greater clarity. We have many examples that we can demonstrate to you at your convenience.

We have also elected to add multiple additional services beyond what the RFP requested. One service, our LCAP Expense Tracker, will assist your staff in aligning expenses with your LCAP goals throughout the year. Most of these other additional services are outlined in a separate Trainings and Consultations section of the proposal, as well as in the main response to your questions.

We are very grateful for the multiple consultations and reviews you have provided to our team. We recognize that these have allowed us to put our best foot forward in our final submission.

At your direction, we have submitted two different pricing and time structures:

1. One rate for services for 2018-19

2. A discounted services rate for 2018-21

We humbly request that you consider our proposal, and continue to partner with us, preferably for the next three years. However, if you choose to move to another provider, we will, as you requested, invoice you for the next two months on a month to month basis at the one year rate we are proposing. If, as we hope, you choose the three-year agreement, we will offer you a credit on the amount you have already paid us at the one year amount.

Finally, we assume that you would like us to present our proposal at your board meeting on Tuesday. Please let us know if that is correct. If so, I will be the one presenting our proposal to you.

Best,

Nick

Nick Driver

Vice President, Strategic Development

CSMC

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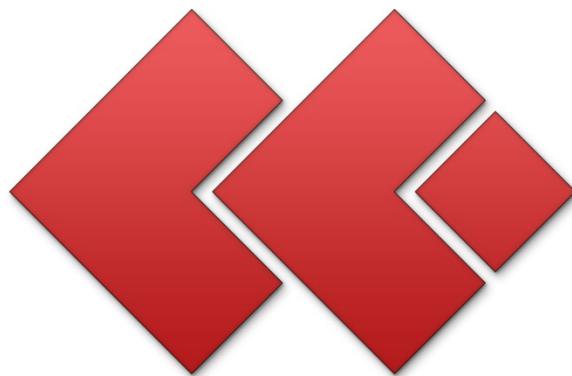
[Charter Vision](#): CSMC brings online, 24/7 transparency to your school's finances

6/18/2018

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 **American Indian Model Schools services proposal final.pdf**
2414K



CSMC

Comprehensive Back Office Services Proposal for:

American Indian Model Schools

June 15, 2018

Charter School Management Corporation

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Executive Summary

CSMC is excited and honored to submit this comprehensive proposal to American Indian Model Schools for back office and related services. Our team strongly believes that CSMC continues to be the right partner for AIMS Schools at this juncture in our respective growth trajectories. Unlike other back-office service providers who resemble accounting and payroll companies, we have committed our organization to becoming a true partner in our client's day-to-day needs so that they can stay focused on educating those that have entrusted them with their future. We have realized that there are many authorizer-placed burdens on our partner schools. Our focus has become to help our partners become and stay academically strong and financially sound. It has become our mission to help our schools thrive. Because we have realized that as an organization, "we can only rise by lifting our school leaders and their organizations." This proposal will demonstrate a breadth and depth of expertise that we believe is unrivalled in our industry.

This partnership envisions CSMC playing a critical role in strategically building a more efficient finance function, one that empowers AIMS Schools' pursuit of impact and scale. We see our personnel serving as true thought partners for the AIMS senior leadership by supporting them in their operation and compliance needs, as well as overseeing all accounting, financial data and compliance activities. Something that currently no other back office service provider is providing to their clients.

Our approach in this proposal is to answer AIMS' proposal contents with a comprehensive description of the work, then to describe how the services will be performed. In the pricing section, we have proposed a flat fee cost for the core work AIMS has outlined to be completed for the six months from July 1, 2018 to June 30, 2019.

We believe we have provided a proposal that not just matches, but exceeds, AIMS Schools' requests as detailed in the RFP. CSMC is confident that we can offer and provide AIMS support, services, and consultation in multiple areas of need, areas that our back-office services competitors do not offer nor are qualified to provide. We understand that our school leaders wear multiple hats and depend on their teams to deliver on their promises to their stakeholders. As a partner with our clients, we at CSMC consider ourselves as part of this team that needs to support the schools, board of directors, and senior administrators. We accomplish this by working on addressing the pains of running their schools. That way, school administrators and staff can stay focused on the reason they opened their charter, which is to educate children and close the achievement gap in the communities that they serve.

Thank you for the opportunity to continue to partner and to provide solutions to AIMS School and its staff.

Company Profile: About CSMC

For 25 years, charter schools such as American Indian Model Schools have been at the forefront of the education reform movement, and in general the charter movement can be considered a great success. But the requirements to be a high-performing school or charter management organization have become more onerous, and meeting all academic, financial and compliance needs requires expertise on a level far higher than 25 years ago. Looking back even 10 years, we see that OUSD oversight requirements have grown, including ever increasing scrutiny for every school on student outcomes, governance, organizational and operations management, compliance and fiscal operations. As AIMS Schools' partner, we want to support the leadership team in meeting all authorizer expectations across the entire spectrum of compliance and oversight requirements.

CSMC is the largest provider of comprehensive back office services to charter schools in the nation, with close to 100 employees serving over 200 schools throughout the country. CSMC is committed to empowering school leaders to create and lead successful, innovative charter schools, and we have the breadth of experiences, personnel and resources to make it happen. What we share with other back office service providers is an understanding of school finances, financial management, budgeting, and payroll support. Where CSMC stands above the pack is its support for many other services. Those include school operations, student data, authorizer compliance support, and school development and renewal. This is all assisted through the use of CSMC's unique portal, CharterVision. A completely user friendly, fully transparent Financial, Student Data, and Operations Client Services Portal. This tool is available to all staff at our partner schools 24/7, 365 days per year with virtually live, real time school financial and operational data. CSMC is well suited to its mission: freeing the AIMS Schools' core team to drive towards ITS core mission: educating students. CSMC's team brings unique insight as it includes charter school operators and professionals with extensive experience as authorizers as well.

CSMC's history echoes the same personal story upon which many charter schools are founded: CSMC President Sandro Lanni was looking for a better school for his own children and decided to help start a charter, which was then a new concept in public schools. The leaders of this new charter school needed financial and business support, so Sandro utilized his professional experience and passion for the charter school movement and launched an organization to provide charter school financial services at affordable rates.

Here is a brief bullet point summary of CSMC's experience in providing back office and related services to charter school organizations in California and nationally:

- Founded in 2001, first comprehensive charter school back office firm in the country.
- Initial scope of service included accounting and bookkeeping functions, cash management, payroll and budgeting, as well as limited compliance support.
- As CSMC and its school partners grew, and as compliance became more complex, CSMC added expertise in retirement reporting, data management and student information systems support, and training for administration and other staff. Most recently by understanding the new, dynamic accountabilities of LCFF and LCAP and the expectations of collaborative stakeholder development processes, CSMC developed the LCAP Module, which is designed to help school leaders in identifying their spending and the language to write their LCAP.

- In 2010, CSMC created Charter Vision, the first and most comprehensive financial and student data portal in the industry. Charter Vision gives schools and CMO leaders real time financial, compliance and student data information, with no special software to download.
- CSMC's audit support is unparalleled, whether it be for annual financial audits, or one-off audits as required by different agencies. Auditors and schools love our audit support, as Charter Vision gives the ultimate in transparency to all stakeholders.
- Further technological advances allowed CSMC to offer integrated supplier payments and ordering.
- In 2012, CSMC created the compliance section of Charter Vision. This is now accompanied by a compliance calendar and newsletter. This will enable CSMC to collaboratively plan with school leaders to ensure that all compliance deadlines and requirements are well planned for and met.
- CSMC has created a repository of best practice financial and internal controls policies and recommendations. We train charter school staff on these policies and controls.
- In 2016, CSMC added intuitive LCAP and Student Achievement Modules to support our clients with time consuming operational and instructional challenges. There are currently other service providers that may express that they have a CAASP Module; however, CSMC supports their schools in tying their student's performance on the school's SIS system with the CAASP data. For example, how a student is performing in school in comparison with their state and local school results.
Charter Vision provides this data hands-on for its school partners.
- This year, CSMC upgraded Charter Vision to give an even higher degree of transparency and customization.
- In sum, our innovative and experienced team is equipped to help the AIMS leadership, board and staff with all its needs. We know that offering unrivalled quality of service and outstanding value for money is not enough. As we move into the 25th year of the California charter school movement, CSMC's progressive approach can deliver the out of the box solutions that AIMS needs. CSMC will deliver out of the box solutions while never ceasing to go the extra mile in pursuit of funding opportunities, cost savings, and time-saving solutions that will help AIMS help its students.

Proposal: CSMC's Response to the Scope of Work

Because of our long-standing partnership with AIMS, as well as by studying the RFP and its Addendum, CSMC has gained a deep understanding of the needs AIMS wants in a business back office partner. We believe we have proven to that partner over the past five years. Moreover, we have written a feasible, efficient and strategic plan for how to meet and exceed AIMS Schools' current needs. CSMC envisions the future partnership as one that continues to enable AIMS to extend its impact, especially the most important impact, academic results for its students.

This partnership envisions CSMC continuing to play a critical role in strategically building a more efficient finance function, one that empowers AIMS Schools' pursuit of impact and scale. We see our personnel as continuing to serve as true thought partners for the AIMS senior leadership team by supporting them in their day to day operation and compliance needs, as well as all accounting, financial data and compliance activities. This comprehensive level of support is something that no other back office service provider is currently providing to their clients.

Addendum: AIMS Scope of Financial Needs

CSMC Checklist and Descriptions to Confirm Ability to Perform all Services

Financial Statements:

- ✓ ● Online financial reports that are within 24 hours of accuracy
 - CSMC's Charter Vision updates AIMS' accounting every halfhour. This accuracy is dependent on receiving AIMS's financial data in a timely manner.
- ✓ ● Monitor cash position
 - With full access to all AIMS bank accounts, the Senior Account Manager and team can closely monitor all cash positions.
- ✓ ● Create Audience friendly financial reports for stakeholders including board members
 - Charter Vision enables the School Business Manager, as well as AIMS staff, to create audience friendly financial reports for board and staff and other stakeholders.

Budgeting:

- ✓ ● Support in the creation of multi-year budgets including monthly cash flow projection
 - CSMC's School Business Manager creates multi-year budgets, including monthly cash flow projections. The SBM will also support AIMS staff to create these multi-year budgets.
- ✓ ● Provide a tool that allows AIMS to make budget revisions
 - CSMC will provide a tool to make budget revisions. Any budget revisions will be highlighted by AIMS staff so that the final budget is accurate. CSMC and AIMS will work collaboratively on monthly budget forecasts.
- ✓ ● Provide a tool for AIMS to updated monthly budget forecasts
 - Charter Vision includes a Budget to Actual Report that automatically calculates the variance between the annual budget and the monthly actuals. In addition, the SBM will create a tool to update monthly budget forecasts and work collaboratively to ensure they are accurate.

Accounting:

- ✓ ● Support the setup of AIMS's chart of accounts and general ledger in accordance with AIMS's programmatic needs
 - CSMC has already set up the Chart of Accounts and General Ledger, and is happy to discuss amendments to the existing Chart of Accounts.
- ✓ ● Restricted fund and LCAP tracking
 - CSMC's accounting team currently tracks and will continue to track AIMS' restricted funds.
 - CSMC will include its LCAP Expense tracker in its new service agreement, so that LCAP expenses can be easily tracked and LCAPs easily produced.
- ✓ ● Provide tool to track transactions
 - Charter Vision has provided and will continue to provide accurate detail of expenses, all the way down to the individual invoices, which are available to be downloaded with a simple click of a mouse.
- ✓ ● Bank reconciliation
 - CSMC's Accounts department will provide bank reconciliation for all AIMS bank accounts, once given read only access.
- ✓ ● Record capitalized assets
 - CSMC will record all AIMS' capitalized assets

Accounts Payable & Receivable:

- ✓ ● Revenue verification and tracking
 - CSMC's School Business Manager will verify and track all state, federal and Oakland Measure fund revenues due to AIMS.
- ✓ ● Revenue collection for improperly calculated payments
 - CSMC will spearhead the collection of revenues for improperly calculated payments
- ✓ ● Invoice tracking and processing
 - CSMC will track and process all invoices, provided they are made available to our accounting staff
- ✓ ● Automated ordering and approval System (Purchase Orders and Purchase Requisitions)
 - CSMC will recommend that AIMS utilize a third party automated order and approval system, and will assist with implementation of this system, then AIMS will use it to track all purchase orders and/or requisitions.
 - With AIMS agreement, CSMC will be moving AIMS to the third party software provider Expense Watch (Nexonia). <https://ssl.expenswatch.com/>. CSMC will integrate Expense Watch with its accounting software an Charter Vision.
- ✓ ● Automated expenditure and encumbrance tracking
 - CSMC has tracked and will continue to track all AIMS expenditures

Government Financial Reporting:

- ✓ ● Preliminary and final budget report creation
 - The School Business Manager will continue to create and send preliminary and final budget reports for all government agencies
- ✓ ● Interim financial reports

- The School Business Manager will continue to create and send interim financial reports for all government agencies
- ✓ ● Audited financial reports
 - The School Business Manager will continue to support AIMS and AIMS' separately-contracted auditor in submitting audited financial statements to all government agencies
- ✓ ● Grant writing, submission reporting, and tracking
 - The Senior Accounting Manager will track all grants received by AIMS. The School Business Manager will support AIMS in submitting the financials for specific grant reports. CSMC will alert AIMS to new grant opportunities as soon as CSMC becomes aware of them. On a separate fee basis, CSMC will create grant applications on behalf of AIMS.
- ✓ ● Title funding tracking and reporting
 - CSMC's Accounting team will track and support AIMS in reporting all federal Title funds.
- ✓ ● Taxes

CSMC will provide payroll tax forms, assist the auditor with income tax forms, as needed, and assist with filing for tax exemption, if requested.
- ✓ ● SPED tracking
 - CSMC accounting staff will track all SPED revenues and expenses
- ✓ ● ConApp application and submission
 - CSMC will apply for and submit AIMS' ConApps, as well as future applications that supersede the ConApp

Training and Consultation:

- ✓ ● Training for finance and operational staff related to the back-office services and financial management
 - CSMC will provide training for finance and operational staff related to all back-office services and financial management.
- ✓ ● Professional development training for school leaders with financial management responsibilities
 - CSMC will provide professional development for school leaders with financial management responsibilities.
- ✓ ● Senior level consulting in finance and accounting
 - CSMC will provide senior level consulting in finance and accounting
 - CSMC will provide board level support in governance, finance and policies
- ✓ Please see Training and Consultation Outline in separate section below

Personnel:

- ✓ ● Payroll preparation and submission
 - CSMC will continue to prepare and submit all payrolls
- ✓ ● Processing of W2, W9, other governmental forms
 - CSMC will continue to process all government forms, including W2s and W9s
- ✓ ● Payroll taxes and retirement tracking
 - CSMC will continue to track all payroll taxes and retirement
- ✓ ● Vacation and sick leave tracking
 - CSMC will continue to track all vacation and sick leave.
- ✓ ● Employee attendance tracking

- CSMC will continue to help support the tracking of employee attendance. We will be moving AIMS from Swipe Clock to Asure <https://www.asuresoftware.com/product-lineup/time-attendance/>
- ✓ ● Time reporting
 - CSMC will continue to support AIMS in its time reporting. CSMC will be moving AIMS from Swipe Clock to Asure. <https://www.asuresoftware.com/product-lineup/time-attendance/>

Student Data Support:

- ✓ ● CBEDS Reporting and tracking
 - CSMC Student Data Division has supported AIMS in reporting attendance and CALPADS since we first engaged in our partnership. We propose to continue this partnership and support.
- ✓ ● ADA Tracking
 - CSMC Student Data Division has supported AIMS in tracking ADA since we first engaged in our partnership. We propose to continue the same high level of support
- ✓ ● SIS System like Aries or Power School
 - CSMC Student Data Division has supported AIMS in its instance of Power School since we first engaged in our partnership. We propose to continue this same high level of support.

Training and Consultation Support Outline

A. Operations Consultation and Training

- 1) In consultation with AIMS, CSMC will provide direct operational support to AIMS central office and its schools. CSMC's experience as charter school operators and authorizers has enabled CSMC to recently expand its direct on-site support and training.
- 2) CSMC now offers a comprehensive assessment of operational office systems and efficiencies to ensure compliance and efficiency. CSMC provides on-going training to ensure that school site operations run smoothly and all school staff understand compliance requirements.
- 3) This consulting and training includes portions of two full days of in person support from our Operations Division. Other portions of each day are devoted to HR and infrastructure support, please see other sections below.

B. Board Trainings and Consultations

- 1) CSMC will provide board trainings on a range of governance and financial issues, including reviewing AIMS accounts and board reports, as well as Brown Act trainings.
- 2) CSMC will provide consultations to board members on various non-legal business matters, including strategic planning, politics and governance. These trainings and consultations will be scheduled throughout the year, at times that align with AIMS board needs.

C. Real Estate Development

- 1) CSMC will work with AIMS to identify real estate partners, provide budgeting and accounting support for new facilities, and act as facilities advisor to AIMS.

D. Facility Maintenance

- 1) With AIMS, CSMC will provide analysis and devise a plan for AIMS facilities that minimizes costs while providing safe, well maintained facilities for students.
- 2) This will include a portion of two days of in person support from our Operations Team.

E. LCAP plan creation, maintenance and updating

- 1) LEA/SSD plans are now phasing out, and being replaced by LCAP Addendums
- 2) CSMC has experience in writing LEA and SSD plans, as well as with LCAPs. CSMC will give AIMS access to its LCAP module to be able to support AIMS in writing its annual LCAPs and LCAP Addendums.

F. IT infrastructure support

- 1) CSMC will conduct an IT audit, analyzing AIMS's current infrastructure before working with AIMS to identify a cost-efficient solution for supporting its IT needs.

G. Charter Renewal and New Petition Development

- 1) CSMC's extensive experience working with multiple authorizers and with OUSD's charter school division enables us to provide an unparalleled level of strategic support and insight in the overall charter petition development and renewal process.
- 2) CSMC's School Development Division will provide robust petition support for existing and future AIMS schools.
- 3) CSMC can assist with the creation of charter petitions, petition review, budget and financial plan creation, and advocacy support.

H. Handbooks

- 1) CSMC will provide AIMS with resources to create non-financial manuals, including Principal handbooks, Employee Handbooks and Operations Manuals.
- 2) CSMC will create these personnel manuals with support from AIMS staff, or whole cloth in draft form for AIMS review.

I. Communications support, e.g. social media, website, newsletters

- 1) CSMC has professional experience with the creation and publication of newsletters and other media. CSMC will work with AIMS to review and redesign its communications function.

J. HR support & systems

CSMC has 16 years of experience providing Human Resources support for charter schools, and looks forward to crafting a hybrid Human Resources solution that works effectively for AIMS.

- 1) This assistance includes two free days of in person support from our Operations Team each year.

Description of All CSMC Services Included in our Existing Service Agreement

(these will also be provided in our future Service Agreement)

1. Accounting and Bookkeeping Services

- A. Balance Sheet
 - 1) CSMC will perform a monthly reconciliation of all bank statements. Each month, CSMC will reconcile all remaining balance sheet accounts. These include: Prepaid, Deposits, Accounts Receivable, Accounts Payable, Payroll Liability, Debt/Loans, and all other Asset or Liability items. CSMC will accrue depreciation monthly or annually and maintain a schedule of capitalized improvements, property, equipment, and furniture.
- B. Accounts Payable
 - 1) On a weekly basis, CSMC will process all vendor invoices for payments, including uploading invoices to the automated document management system, verifying approval of payment, determining cash flow availability, verifying non-duplication of payment, logging appropriate accounting entries, producing check payments, and verifying check security. As stated above, CSMC will process these payments on a weekly basis or on a schedule that meets AIMS needs.
 - 2) CSMC will complete 1099s for independent contractors.
- C. Accounts Receivable
 - 1) Monitor receipt of revenue to ensure the AIMS receives all entitlements. Perform collection activities to receive past due funding from government agencies.
- D. General Ledger Maintenance
 - 1) CSMC will maintain AIMS' Standardized Account Code Structure (SACS)-compliant chart of accounts. CSMC will monitor and edit revenue and expenditure account code structure, add program and location codes when and as needed, and perform all other regular general ledger maintenance.
- E. Bookkeeping
 - 1) CSMC will record all transactions into its accounting system, with appropriate coding to enable all required reporting. Note that the Charter Vision portal allows the AIMS and CSMC staff 24/7 access and ability to view and generate financial reports on an as needed basis. Charter School can generate reports including, but not limited, to: detailed account activity, including scans of all invoices entered through the accounts payable system; check register activity; summary of budget, expenditures by account; cash balances; payroll register; revenues; and general ledger.
- F. Audit Preparation
 - 1) CSMC will collect all financial information required by auditors.
 - 2) CSMC will prepare all required financial schedules for auditors.
 - 3) CSMC will serve as the point of contact for all communication with the auditors regarding financial data maintained by CSMC.
 - 4) CSMC will prepare and collect all required financial information for the auditors to complete the 990 tax return.
 - 5) CSMC will work and meet with the Audit Committee to ensure a smooth audit process.
- G. CSMC will provide accounting, audit and 990 support for the related LLCs.

2. Cash Management

- A. Cash Position Reports
- 1) CSMC will prepare and distribute the a timely cash position report.
 - 2) CSMC will prepare a cash position report that summarizes current book balance, outstanding checks that have not cleared the bank, upcoming items such as payroll, and any unpaid bills.
 - 3) CSMC will prepare the cash position report to include a detailed forecast for the next 90 days for cash flow analysis.
 - 4) CSMC will manage the timing of invoice payments as needed.
 - 5) CSMC will plan and manage payment of outstanding debt as needed
 - a. Lines of Credit
 - a) CSMC will work with the AIMS staff to prepare applications for new and/or renewal of lines of credit on an as needed basis.
 - b) Working with AIMS Schools’ board support staff to ensure timely agenda distribution, CSMC will present line of credit to board and obtain board resolutions as needed.
 - b. State Revenue – CSMC will analyze future cash flow and determine whether AIMS Schools needs to apply for exemption from upcoming deferrals, when these deferral exemptions are available. If needed, CSMC will prepare and complete applications for deferral exemptions.

3. Financial Management and Reporting

- A. Financial Management and Reporting
- a) By the 15th of every subsequent month, CSMC will monthly prepare and provide regular financial reports for schools, AIMS home office, and AIMS as a whole. These reports (the financial package) will be provided to the AIMS board and Finance Committee, as well as available in the portal.
 - b) The CSMC Financial Reports will include:
 1. Income Statement
 2. Balance Sheet
 3. Statement of Cash Flows
 4. Check Register
 5. General Ledger
 6. The Charter Vision Financial Dashboard will display key indicators of financial health, including income statement variances and forecast, historical and projected cash flow and ADA, and balance sheet.
- B. Forecasting – On a monthly basis, CSMC will analyze cash flow and project out timing of revenue and expenses for the rest of the year.
- C. Financial Analysis – CSMC will perform on-going analysis of actual versus budget revenue and expenses and monitor cash flow as needed.
- D. AIMS Schools’ individual schools, CMO administration and Board Meetings

- 1) CSMC will present financials at every AIMS Board Meeting.
 - 2) CSMC will review YTD Financial Reports with School Administrators on a monthly basis, either on a group basis or individually.
 - 3) CSMC will work to support the annual audit.
- E. Charter School Authorizer Financial Reporting
- 1) CSMC will complete and submit all financial reporting required to charter school authorizer including First Interim, Second Interim, Unaudited Actuals, and Preliminary Budget.

4. Payroll Processing and Retirement Reporting

- A. 1. In collaboration with AIMS HR, CSMC will maintain employee information in a payroll database. CSMC will process any status updates, new hires, terminations, and or informational changes in the payroll system based on information submitted by AIMS.
1. Regular Payroll Schedules: CSMC will provide AIMS a payroll schedule for the calendar year which includes accrual period and deadlines for CSMC to receive the following information: new hire documentation, personnel change forms and payroll time data for each respective pay period. CSMC will also post reminders of these schedules in AIMS offices. AIMS is responsible to submit all information by the deadlines established per the payroll schedule.
 2. CSMC can provide Special Payroll Schedules when requested.
 3. Late Submission of Payroll Data: If AIMS or any of its schools submits late payroll information and specifically requests checks be processed as a supplemental run. CSMC will accommodate these requests, as well as educating AIMS schools on how to submit in a timely fashion.
 4. Supplemental Checks Regarding Terminating Employees:
 - a) Involuntary Termination by the School: CSMC will ensure a supplemental check is available upon exit from one of the AIMS schools, as required by California law.
 - b) Voluntary Termination by Employee: CSMC will ensure a supplemental check is available within 72 hours of termination, as required by California law.
 - c) CSMC will ensure that supplemental checks are available as requested for Family/Maternity Leave or Family Medical Leave
 - d) CSMC will ensure supplemental runs for Scheduled Bonuses or Stipends
 - e) CSMC will ensure supplemental runs for Unscheduled Events or Emergencies
2. CSMC will calculate Federal and State tax payments and submit them to the proper state and federal authorities, as required by law and according to Internal Revenue Service guidelines. These tax payments will be made on a monthly, semiweekly and/or next-day depositor status, as required.
- a) On a quarterly basis, CSMC will prepare payroll tax filing reports for federal and state agencies. On an annual basis, CSMC will prepare the required payroll tax filing report.

B. Personnel

- a) CSMC will prepare, review, and distribute W-2s as required by law.
- b) CSMC will assist in developing sound procedures for management of employee records.
- c) CSMC will process status change forms when hiring or firing employee.
- d) CSMC will process employee garnishments as needed.
- e) CSMC will assist in collecting payroll data for unemployment insurance claims and workers' compensation audits.

C. Retirement Reporting

- a) STRS/PERS – On a monthly basis, CSMC will submit, in a timely manner, the required information to the local county office of education or the designated 3rd party administrator.
- b) 403B – CSMC will process appropriate deductions for employees upon receipt of appropriate paperwork. CSMC will submit payment to the applicable retirement company in a timely manner, per 403b vendor agreements.

5. Budgeting and Forecasting

A. Budget Management Portal

- 1) CSMC will provide secure access to Charter Vision, its customized school-specific online portal designed specifically for AIMS Schools' needs. Charter Vision will provide real-time accounting information including more than 20 different financial reports such as vendor activity reports, check registers, and general ledgers.
- 2) With Charter Vision, CSMC will provide easy access – using only a login and a password - to school-specific documents such as financial reports, cash position reports, budgets, audits, bylaws, policies, and a host of other resources and tools including our best-in-class LCAP and CAASP Student Achievement modules.
- 3) Both through Charter Vision and directly from CSMC staff, AIMS staff will receive suggested best practice sample documents and templates.

B. Budget Development

- 1) Starting in March of each year, CSMC staff team will work directly with each AIMS Principal, as well as with Home Office, to develop annual budgets for subsequent fiscal year for board approval no later than June 15. Because the CSMC team is comprised not only of CPAs, MBAs and experienced charter school business experts but also experienced charter school operators and principals, we are able to provide valuable insight to school leaders and staff on how numbers actually translate into operational and programmatic needs. The budget will cover each school, AIMS as a whole and include the annual budget, and multi-year projections for the next two years. In addition to these requirements, the budget will comply with all state requirements.
- 2) Additional Budget Versions
 - a) As requested by each AIMS School for its charter petition renewal with authorizer, CSMC will prepare the budget to be submitted with the petition.
 - b) CSMC will prepare various budget scenarios on an as-needed basis for any other purpose, such as facility projects and reports, new charter school petitions, loan applications or state budget updates. CSMC will closely monitor – and report to AIMS - changes to the state budget revenues and deferral schedule as they change during budget season and throughout the year.

3) Cash Flow Forecast

- a) CSMC will prepare a 90-day cash flow forecast every month throughout the year for each school, as well as a consolidated AIMS forecast, as part of the monthly financial report.

6. Compliance and Data Management Services

A. Attendance Reporting

- 1) CSMC will prepare the 20-Day, P-1, P-2, and Annual attendance reports using AIMS and its Schools records and submit these reports in a timely manner to the chartering agency.
- 2) CSMC will prepare and submit monthly statistical and classification attendance reports, if required by chartering agency.
- 3) CSMC will identify and submit revisions to AIMS Schools' attendance reporting on an ongoing basis to ensure compliance with relevant regulations. These revisions are not subject to additional charges by CSMC.

B. Categorical Funding Applications

- 1) CSMC will prepare funding applications for funding sources identified in AIMS individual school budgets, as well as for AIMS as a whole. This includes the Consolidated Application, Title III consortia, the Annual Funding Survey, the PENSEC Report for new/expanding schools, and SB 740 Facility Grant Program and the Facilities Incentive Grant, if an AIMS school is eligible.
- 2) CSMC will assist with budget/financial sections of Public Charter Schools Grant Program (PCSGP) and other grant applications.
- 3) In the event that new funding programs become available, CSMC will pursue funding program elements and applications.

C. Compliance and Fiscal Reporting

- 1) CSMC will prepare budget reports required by the chartering agency, in its required format.
- 2) Twice a year, CSMC will prepare interim financial reports and submit them to chartering agency in the required format.
- 3) Annually, CSMC will prepare the Unaudited Actuals Report and Program Cost Report and submit it on AIMS Schools' behalf to the chartering agency, in the required format.
- 4) CSMC will prepare and disseminate fiscal reports to lenders and creditors as appropriate.
- 5) CSMC will prepare and submit federal reporting as appropriate.
- 6) CSMC will prepare and submit Title I, II, III and V reporting as appropriate.
- 7) CSMC will prepare semiannual certifications and/or Personnel Activity Reports for schools to account for salaries paid for with federal funds.
- 8) If appropriate, CSMC will complete After School Educational & Safety program reporting.
- 9) CSMC will place all specific compliance deadlines in Charter Vision for transparency and provide a comprehensive compliance calendar for AIMS leadership, school administrators and staff.

D. Nutrition Claims

- 1) CSMC will prepare claim information for the National School Lunch Program, as appropriate, and transfer information into Child Nutrition Information and Payment System (CNIPS). Each AIMS school will review and submit claim information in CNIPS.
- 2) CSMC will prepare and submit year-end cost and revenue reporting.
- 3) CSMC will provide support for the nutrition audit, as needed.

B. CALPADS Support

There are over 100 data entry points within Power School that are required for the various submission phases of CALPADS. CSMC will assist AIMS through the entire CALPADS process from extracting files, uploading data, and correcting all certification errors.

- C. Preparation of all four Fall 1 extracts per school (SENR, SINP, SELA, SPRG) for import to CALPADS.
- D. Preparation of all four applicable Fall 2 extracts per school (SDEM, SASS, CRSE, SCSE) for import to CALPADS.
- E. Preparation of all five applicable EOY extracts per school (CRSC, SCSC, SDIS, SWAV, SCTE).
- F. Correct all submission errors and post each extract per submission cycle.
- G. Correct all fatal certification errors to ensure certification for Fall 1, Fall 2, and EOY.
- H. Provide Primary Point of Contact with Direct Certification Report.
- I. Provide Primary Point of Contact with CALPADS ODS Foster Youth Report.
- J. Communicate with school and neighboring districts in resolving Concurrent Enrollments, Multiple Identifiers, and Exit Reason Discrepancies to ensure certification.
- K. Create new SSID's and exit transferred students on CALPADS on a bi-weekly basis.
- L. Provide Primary Point of Contact with all aggregate reports and a sign off sheet with each of the three submissions.
- M. Work with Primary Point of Contact before and during amendment window in correcting any data entry errors.
- N. Demographic Data Corrections for Accountability Reports
- O. CBEDS Submission

7. Meetings and Trainings

- A. School Office Manager and other Staff Trainings
 - 1. CSMC will provide ongoing training, as needed, to the AIMS Schools' Office Managers and other staff regarding proper internal controls, CSMC procedures and policies, and Charter Vision systems and software. CSMC staff experiences as charter school operators and authorizers has enabled CSMC to recently expand its direct on-site support and training. CSMC now offers a comprehensive assessment of operational office systems and efficiencies to ensure compliance and efficiency. CSMC provides on-going training to ensure that school site operations run smoothly, and all school staff understand compliance requirements.
- B. Other Meetings - CSMC will attend occasional meetings with parents and/or other members of the school community regarding the budget and related financial issues, as requested. As experienced charter school operators on our team, we understand the nuance and challenges of training and supporting multiple stakeholder groups.
- C. Authorizer Meetings
 - 1) CSMC has deep experience providing support in this area. Our experience as operators and authorizers in will help AIMS in its authorizer relations, compliance and meetings.
- D. WASC Review
 - 1) CSMC will prepare fiscal materials for and attend WASC review meetings as needed.
- E. Other Meetings

- 1) On an as needed basis, CSMC will meet with landlords, banks, brokers, vendors, etc. to assist AIMS and its schools.
- 2) On an as needed basis, CSMC will meet with County Office of Education staff regarding STRS retirement issues.

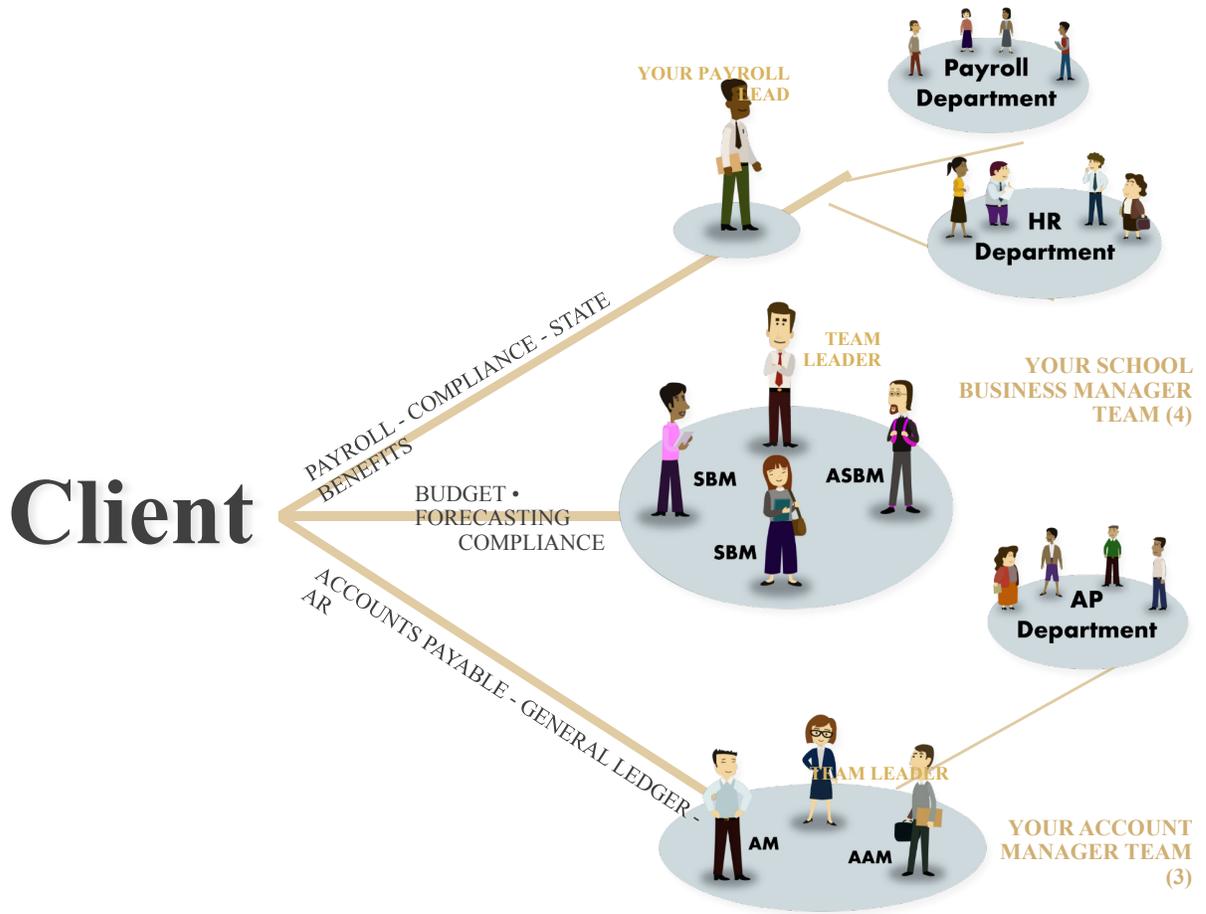
8. Other Support Systems, Tools, and Services

- A. CSMC will provide support for integrated supplier payments and ordering for companies such as Amazon, Staples and other commonly used suppliers, as needed.
- B. Policies and Internal Controls
 - 1) CSMC will guide AIMS through an annual or as needed revision of Fiscal Policies and Procedures and provide suggested policies and procedures for proper internal controls.
 - 2) CSMC will provide sample 990 policies including conflict of interest.
- C. Vendor Support
 - 1) CSMC will provide charter school industry vendor list.
 - 2) CSMC will provide annual insurance renewal support.
- D. Other Audits/Reporting
 - 1) CSMC will prepare for other audits as appropriate, including Workers Compensation, Special Education, After School Education & Safety, Federal Single audit, IRS, etc.
 - 2) As appropriate, CSMC will assist with the filing of property tax exemptions and provide sales and use tax reporting.

Description of the proposed service structure for this engagement

CSMC's vision for the structure of its service delivery is rooted in two interlinked pieces, ones that AIMS board and staff are already familiar with: its personnel and its best-in-class portal and reporting function called **Charter Vision**. The focus of this section is to visually highlight the reporting functions and transparency that Charter Vision will give the AIMS Schools board and leadership, as well as to provide a visual representation of the CSMC's support structure for AIMS.

As in our existing partnership, CSMC is proposing a multi-tiered and multiple department support structure. Below is a representation of some of the functions of our service structure. As we have described in this proposal, we have enhanced this structure to provide across-the-board support for AIMS Schools, so this representation covers just a few of the functions we are proposing.



CSMC

Summary of Pricing for Total Services: 2018-19 Service Period

For service from July 1, 2018 June 30, 2019

Service Fee: 2 percent of state, federal and local parcel tax revenues for all services specified in this proposal. In the spreadsheet sent to us, estimated revenues for 2018-19 are \$14,628,183. Therefore, the projected annual cost of services is **\$292,563**.

These include all services requested in the Request for Proposal.

Summary of Pricing for Total Services: 2018-21 Service Period

For service from July 1, 2018 June 30, 2021

Service Fee: 1.75 percent of state, federal and local parcel tax revenues for all services specified in this proposal. In the spreadsheet provided to us, estimated revenues for 2018-19 are **\$14,628,183**, and projected revenues for 2019-20 are **\$16,067,656**. Therefore, the projected annual cost of this contract is **\$255,993 in 2018-19, and \$281,184 in 2019-20**. (Note: we have not included an estimate of CSMC services costs for 2020-21).

These include all services requested in the Request for Proposal.

CSMC

Client References

Oakland School for the Arts 530 18 th Street Oakland, CA 94612 CSMC client since 2018	Jonathan Faustine Chief Operating Officer (510) 873-8800 jfaustine@oakarts.org	Back Office Services Operations Support
Academy of Business, Law and Education Charter School 6515 Inglewood Ave Stockton, CA 95207 CSMC client since 2012	Matthew George Executive Director (209) 478-1600 matthew.w.george@ablecharter.com	Back Office Services Data Assessment Support PowerSchool Support
Ivy Bound Academy Two Charter Middle Schools 15355 Morrison Street Sherman Oaks, CA 91403 CSMC client since 2008	Sue Horowitz Board President (818) 808-0158 shorowitz@shcommercialrealestate.com	Back Office Services Operational Support Power School Support
O'Farrell Community School K-8 Charter Schools 6130 Skyline Drive San Diego, CA 92114 CSMC client since 2011	Jonathan Dean Executive Director (760) 214-7719 jonathan.dean@ofarrellschool.org	Back Office Services PowerSchool Support
International School of Monterey K-8 Charter School 1720 Yosemite St, Seaside CA 93955 CSMC client since 2010	Sean Madden Executive Director (831) 583-2165 smadden@ismonterey.org	Back Office Services Data Assessment Support PowerSchool Support
King Chavez Neighborhood of Schools 415 31 st Street San Diego, CA 92102 CSMC client since 2004	David Wilson Chief Operating Officer (619) 395-6780 Dwilson@kingchavez.org	Back Office Services Operations Support





Joe Schickman <joe.schickman@aimschools.org>

Fwd: EdTec Back-Office Services Proposal for American Indian Model Schools

1 message

Finance Department <finance@aimschools.org>
To: joe.schickman@aimschools.org

Mon, Jun 18, 2018 at 11:15 AM

Received Friday night

----- Forwarded message -----

From: **Stephanie Cho** <StephanieC@edtec.com>

Date: Fri, Jun 15, 2018 at 8:11 PM

Subject: EdTec Back-Office Services Proposal for American Indian Model Schools

To: "finance@aimschools.org" <finance@aimschools.org>

Cc: Maya Woods-Cadiz <maya.woods-cadiz@aimschools.org>, Mark Campo <mark@edtec.com>, Peter Laub <peter@edtec.com>

Hello Maya,

Following up on our recent conversations, please find EdTec's back-office services proposal attached for American Indian Model Schools' consideration. Please send me a quick reply to confirm that you received the proposal.

Thank you for taking the time to speak with me, Mark and Peter over the past few weeks. We've enjoyed our conversations with you and your finance committee and are very excited at the potential of supporting AIMS.

If you'd like, we can get on a call to walk through the proposal together and discuss any remaining questions you might have on Monday or Tuesday before you come to a final decision on a partner at Tuesday evening's board meeting. I will be at the national charter schools conference on Monday and Tuesday, but Mark, copied here, can be reached to discuss the proposal, and I will be available intermittently by email and cell phone both days.

Please note that based on our conversation, we have made the attendance & data support scope optional, since you currently have resources in house doing this work. Should your team need any support in this area, EdTec could provide support upon AIMS' request on an hourly time and materials basis. In addition, as we touched upon during our discovery call, EdTec would propose to begin providing payroll support to AIMS no earlier than the mid-month payroll cycle in August due to lead times required to properly transition AIMS from its current payroll platform to Paylocity. If necessary, we could also consider starting the payroll support by the end-of-month cycle in July.

We strongly encourage you to contact any of our partner schools for a reference to hear about their experience in working with EdTec, our expertise, and the level of support we provide. While you can of course call any of the schools included in the [Client References Appendix VI](#) of the attached proposal (pages 56-58), we've highlighted three clients below that are multisite, serve several grade spans, and have recently received or are currently receiving a similar service scope to that which we are proposing to AIMS.

Partner School References:

▪ **Alpha Public Schools**

Located in Santa Clara County

4 charters

Grades K-12

1500+ students

Main Contact:

Damone Jordan

Director of Finance

(408) 780-4220

Djordan@alphapublicschools.org

-

▪ **Community Learning Center Schools**

Located in Alameda County

2 charters

Grades K-12

870+ students

Main Contact:

Annalisa Moore

Executive Director

(510) 263-9266

annalisa.moore@clcschools.org

▪ **The Academies CMO**

Located in Tulare County

2 charters

Grades K-8

500+ students

Main Contact:

Ruth Dutton

Superintendent

(559) 730-7422

rdutton@sycamorevalleyacademy.org

Thanks very much for giving EdTec the opportunity to present our company and services offering. We are very excited at the prospect of partnering with AIMS!

Best,

Stephanie

stephanie cho | senior business development manager | **edtec inc**

Business and Development Specialists for Charter Schools

1410-A 62nd Street, Emeryville, CA 94608

t: 510-663-3500 x329 | f: 510-663-3503 | www.edtec.com



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Chief Business Officer
American Indian Model Schools
510-893-8701 ext 17
susan.schickman@aimschools.org

 **EdTec Back-Office Svcs Proposal for AIMS-06.15.2018.pdf**
2881K



Business and Development Specialists
for Charter Schools

EdTec Back-Office Services Proposal for American Indian Model Schools



"Proud ECHS Junior"

Environmental Charter High School, Lawndale
~ 2012 Federal Green Ribbon Schools Award Winner ~

Environmental Charter Schools:
EdTec Back-Office Service Client since 2008

EdTec Inc.
6/15/2018



EdTec Back-Office Services Proposal for American Indian Model Schools

June 15, 2018

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1. EDTEC SERVICE DIFFERENTIATORS

Back-Office Service Benefits for American Indian Model Schools

- Caliber of Staff and Staff Loading: EdTec's success in delivering its high-quality service level and in achieving impressive client satisfaction levels is squarely built upon its approach to hiring, training and staff loading levels.

The caliber of EdTec's team is unparalleled among back-office providers. We are very selective in our hiring process and invest heavily in initial and ongoing staff training, in the maintenance of and adherence to best practices, and in the development of quality tools for our team to use in the provision of services.

Importantly, EdTec is also very careful about staff loading levels to ensure that our staff can be highly effective in providing support to our school partners. This approach allows your assigned EdTec support team members to have the time to truly know your school and your team, to be proactive in their support, to be responsive to school and board requests, and to remain knowledgeable in their respective areas of specialization on new and existing programs and compliance requirements.

- Thoughtful Analysis & Insightful Board Presentations: EdTec attends and presents at Client board meetings, providing a clear and objective perspective to the board regarding the school's financial health, with a focus on creating economic stability. EdTec's financial analysis presentations to the board are another important differentiator versus other back-office providers. By delivering a thoughtful analysis of the school's financial data and trends, with a forward outlook, EdTec provides the board with the necessary information and guidance for better decision-making on key opportunities and risks facing the organization.
- Team of Specialists: Each of our school partners is assigned a support team of six to seven specialists, led by a Client Manager (CFO / Director of Finance skill set), that works directly with the school staff and, as applicable, the board. This approach provides for a depth of expertise in each functional support area that is unique to EdTec.
- Local Provider & Familiarity with OUSD: EdTec's headquarters is in Emeryville and situated very close to the AIMS campuses. This local presence will facilitate a strong working relationship in that the school's Client Manager will be able to attend the majority of board meetings, finance committee meetings and working sessions in person. EdTec also has significant experience supporting clients authorized by OUSD as well as strong relationships with the OUSD charter office staff.
- Accurate Forecasts and Financial Reporting: EdTec uses a sophisticated financial model that enables your Client Manager to accurately forecast monthly and year-end results (updated monthly) and to perform out-year modeling. EdTec also provides what-if scenarios and break-even analyses on-demand.
- 24/7 Visibility to Detailed Financial Information: Through the EdTec School Portal (ESP) - a robust accounting, operations, and compliance system - all of our back-office clients have 24/7 online visibility to financial data and historical transactional detail, financial reports, grant expense tracking, compliance management and EdTec's proprietary Knowledge Base.

- Regularly Presents at Conferences and Workshops: EdTec has over 17 years of experience supporting charters in California and has developed a team with deep knowledge and expertise. This has enabled our team to regularly present at workshops and conferences across the state, and to provide training, tools and professional development resources to our school partners.
- Most Flexible Back-Office Service Delivery Model: Only EdTec offers completely flexible, tailored and affordable back-office support solutions for any type of charter school at any stage of development or growth. From fully outsourced support to hybrid support (blend of school staff support and EdTec staff support) to insourced business operations (school staff as primary with EdTec training on operations processes and best-practices using the EdTec School Portal).
- Comprehensive Service Offering: In addition to the comprehensive back-office service scope, EdTec offers a unique combination of staff skill sets and expertise across an extensive range of value-added governance, educational support, and school software solution services that can be tailored to American Indian Model Schools' needs as the organization evolves.
- Unmatched LCAP Expertise: LCAP 360 by EdTec is a fully integrated service that is the only offering of its kind. LCAP 360 pulls together our deep LCAP program knowledge, performance analysis expertise, and Student Information + Student Assessment System experience across multiple platforms into a cohesive support program for charter school LCAP plan development, review and maintenance, metric development and tracking, and analysis.

2. EDTEC COMPANY & SERVICES OVERVIEW

EdTec Overview

EdTec is a social venture founded in 2001 to develop, support and advance quality charter schools. Our exceptional team provides unparalleled expertise and support to charter schools across a comprehensive range of services, including:

- Back-Office / Business Services
- Charter Development
- Educational Support
- School Software Solutions

EdTec is a statewide and national provider that currently supports over 300 charter schools, charter development teams, and charter support organizations across a comprehensive range of services.

Founded to be the "business office" for independent charter schools and to provide small, large and multi-site charter schools with the business expertise they require. EdTec has the economies of scale to hire experienced personnel who specialize in different areas of school management and best practices.

EdTec is headquartered in Emeryville, CA (San Francisco / Oakland area) and has a regional office in downtown Los Angeles to serve its Southern California charter school clients. EdTec has an overall staff of approximately 70 full-time employees.

EdTec is a partner, sponsor and service provider to charter school support organizations in multiple states, including: California, Georgia, Illinois, Louisiana, Nevada, New York, Tennessee, and Washington State.

EdTec Experience, Reputation for Quality, & Operational Best Practices

- By providing services exclusively to charter schools since 2001, EdTec has developed deep expertise and best practices in the areas of school operations, governance, school and student performance analysis, etc.
- EdTec's reputation for integrity, expertise and quality services delivery is evidenced in part by the frequency and number of charter schools and developers across the state that are referred to EdTec by our existing clients, respected charter support organizations and services providers, including the California Charter Schools Association, the California Department of Education, charter authorizers, audit firms and legal services providers.
- EdTec has been developing, evaluating and refining its service delivery and processes since its inception - resulting in a thoroughly defined and documented catalog of procedures, best practices, and methodologies to on-board, train, and support our client schools. All process and other documentation is periodically updated and improved upon.
- EdTec follows a philosophy of continuous improvement. We determine client requirements, expectations and preferences by working closely with our school partners throughout the year and by conducting the in-depth Customer Satisfaction Survey process that occurs annually. During the Customer Satisfaction Surveys, EdTec Executive Staff go through a detailed list of customer satisfaction questions, review existing processes and training requirements, and discuss strategies for improving workflow and results.
- EdTec employees are encouraged to participate in training sessions specific to their functional area/area of specialty (e.g., STRS/PERS training for payroll service staff), deliver presentations at conferences, and engage in internal cross-departmental training for better understanding of the overall service delivery process. Company staff meetings typically include an educational presentation delivered by a staff member around a relevant charter school topic, including new compliance measures/regulations, new/existing EdTec services being provided to our partner schools, etc.
- Customer feedback and employee suggestions for process improvement are encouraged, heard, evaluated and implemented through regular client interaction, internal departmental meetings, weekly Executive Staff meetings, and company staff meetings.
- Additionally, the Executive Team goes through an annual planning process to evaluate Customer Satisfaction Survey results, staffing levels, existing products/services, potential new initiatives, financial performance and growth objectives, and our success in adhering to the company's mission.

Overview of EdTec's Back-Office Service Delivery Options

A *unique benefit* to schools that partner with EdTec is the flexibility and variety of back-office support options that it offers.

Schools can opt for different support models and/or service levels that best suit their stage of development, staffing levels, skill sets, and/or philosophical approach to the handling of the back-office operation as they grow and evolve:

- Outsourced Service Bundles:
 - Full Service: comprehensive back-office scope of service bundle for new or existing schools.
 - Core Service: reduced back-office scope of service bundle for established schools that provides key areas of support and expertise at reduced cost.
 - Tailored Service Bundle:
 - Designed for schools that want to migrate from an outsourced back-office model to an internal school staffing model using the EdTec School Portal as the operations software platform.
 - EdTec will tailor a service bundle for the school's specific support needs and budget and that complements internal staff skill sets.

- In-House Support Options:

edtec SCHOOL PORTAL

EdTec School Portal (ESP) Licensing & Support: The only enterprise operations platform designed and configured specifically for California charter schools. ESP provides integrated accounting, budgeting, reporting, compliance management, school operational best practices, etc.

Licensed and supported by EdTec, ESP is an excellent solution for:

- 1) Schools that choose an internal back-office staffing model that leverages ESP as its accounting, reporting and operations system.
- 2) Schools that start out by outsourcing the back-office with EdTec and later wish to smoothly transition from EdTec's back-office service to an internal staffing model that leverages ESP as its accounting, reporting and operations system.

The platform features the following modules:

- Management Dashboard of Key School Performance Indicators
- Accounting & Budgeting with SACS Compliant Chart of Accounts
- Financial Management and California State Financial Compliance Reporting
- EdTec Knowledge Base of Charter School Operations Topics & Best Practices
- Compliance Management: Events calendar deadlines by school user role; cross-referenced to EdTec Knowledge Base and to external information / program guidance
- Payroll & HR Information Management

ESP Licensing + Supplemental EdTec Services Wrapper:

- Schools can purchase back-office service wrappers to supplement their internal skill sets and the capabilities of the EdTec School Portal.

- o This blended service approach provides charter schools with the ability to cost-effectively and efficiently run the back-office operation in-house with internal staff on a platform tailored to their needs while also leveraging EdTec's expertise via a consulting services wrapper to build internal capacity and minimize risk during a migration from the outsourced model to in-house.

For additional details on the EdTec School Portal's features and benefits, please see [Appendix VII: EdTec School Portal Overview](#) that begins on page 59.

3. EDTEC BACK-OFFICE SERVICE PROPOSAL SCOPE

Proposal Service Bundle Highlights & Staffing for American Indian Model Schools

The following describes some of the highlights of the back-office service provided by EdTec, although it is only a partial list of the overall service scope. For a detailed description of the entire back-office service scope being proposed, please see:

- o [Appendix I: EdTec Back-Office Service Scope](#), starting on page 16.
- o [Appendix I-A: Sample Financial Analysis Presentation](#), starting on page 23.

Several of the areas highlighted below are key differentiators of the EdTec Back-Office service on which we regularly hear highly complimentary, proactive feedback from our partner schools.

EdTec's services differentiation comes in the level of quality / expertise being delivered in each support area, the caliber of EdTec staff, the resource availability to support the school when a need is presented, and completeness of support in each category.

▪ Overall Service Delivery

The overall EdTec service delivery is *proactive, forward-looking* and brings our deep charter operations expertise to bear on behalf of our school partners.

- o Cash flow projections that are updated *monthly*
- o Budget forecasts that are updated *monthly*
- o EdTec provides expert budget and actuals interpretation - flagging necessary changes, adjusting assumptions and forecasts throughout the year, and warning about potential future cash flow issues.
- o Further, *EdTec takes its responsibility seriously as a trusted service provider to the school's Board of Directors and as a key partner in assisting the Board to meet its fiduciary responsibilities.*

▪ Top Caliber Staff / Back-Office Service Staffing

- o Our partners benefit greatly from having a highly capable and experienced team of specialists assigned to their school. Your assigned EdTec team members will work hard to quickly get to know your office staff and the specifics of your school and programs.
- o The EdTec Client Manager (CM) resource is the primary and regular contact for the school leader(s) and is responsible for the back-office service delivery to the schools and the Board. The CM manages the client relationship, is responsible for client satisfaction and for delivering EdTec's high levels of customer service.

- Each school is assigned a support team that consists of the following specialists:
 - Client Manager and/or Business Manager (CFO / Director of Finance profile)
 - Accounting Specialist
 - Payroll Specialist
 - Accounts Payable Specialist
 - Attendance Data Support Specialist *(if applicable, based on service scope)*
 - Board Support Administrative Specialist

Please see [Appendix V: The EdTec Team](#) on page 40 for bios of the entire EdTec staff.

- Business Consulting:

Perhaps the highest-value differentiating element of the EdTec service offering is in the area of business consulting. The Client Manager and, as necessary, EdTec's senior management, will assist the school leader and the Board in a variety of critical areas:

- Strategic budget development – EdTec works closely with the school director and the Board to understand the school's program and operations and frequently advises the school on strategic financial planning and budget scenario development. This can include facilities cost scenario modeling, school/network growth scenarios, etc.
- Negotiations – EdTec supports the school director(s) and the Board in negotiations related to issues such as MOUs, facilities, and SPED with districts, landlords, vendors, and others, including developing presentations and analyses to buttress the school's position.
- Financing support – EdTec assists clients in preparing loan packages and connecting the school with non-traditional/specialized funding sources such as New Market Tax Credits, Low Income Investment Fund resources, and philanthropic funds.
- Special Projects – EdTec performs business-related special projects within reason, such as evaluating school transportation scenarios, portables leasing/purchasing, etc.

- Board Support:

- Board Meeting Attendance & School Leadership Support: The Client Manager works closely with both the school leader and the Board throughout the year and is typically called upon to advise in a variety of areas beyond the standard financial reporting and analysis. The CM also helps the Board to stay in compliance with the Brown Act at Board Meetings.
- Financial Analysis Presentation: The Client Manager develops a thorough Financial Analysis presentation for each Board Meeting that supplements the monthly financial reports and that informs and facilitates senior-level decision making.
Please see [Appendix I-A: Sample Financial Analysis Presentation](#) starting on page 23.
- Agenda Development: EdTec works with the school leader and the Board to develop each month's agenda and recommends appropriate agenda items based on prior meeting minutes, upcoming compliance deadlines, necessary policies/ resolutions, etc.
- Board Materials & Distribution: EdTec collects, organizes, and collates materials electronically for each meeting and emails the information to Board members well in advance of the meeting (typically one week).
- Board Meeting Minutes: EdTec reviews and edits Board meeting minutes, incorporating Client feedback as necessary, for inclusion in the Board binders.

- Compliance & Accountability Support:
 - Funding compliance – EdTec makes compliance recommendations regarding funding requirements, such as PCSGP implementation grant funding and other restricted funds.
 - Employee files – EdTec provides schools with templates for employee files, forms, and procedures to help ensure compliance with employment laws. (Note: the school should have an attorney review all legal issues).
 - ESSA compliance support - EdTec can help the school understand the requirements of the Every Student Succeeds Act (ESSA) as information becomes available. On an hourly basis, EdTec can also provide assistance on the development of the school's Local Control Accountability Plan (LCAP) and related school and student performance analysis.
 - SPED compliance – EdTec provides checklists and general information to help schools understand their responsibilities related to Special Education. However, EdTec recommends getting specialized assistance in this area to ensure complete compliance.
 - District and state regulation compliance – EdTec can help the school identify areas where it may not be in compliance with district or state regulations.

- Complete Attendance / Data Support *(if applicable, based on service scope)*
EdTec's team of attendance specialists advises the school on how to take proper attendance, reviews the data for irregularities that could indicate errors, and prepares/submits the key attendance reports to the state. EdTec's attendance data support is agnostic of which SIS the school uses. Key components of this support area include:
 - Internal attendance reporting – EdTec assists with monthly attendance reports based on school-provided data.
 - Government attendance reporting – Using school-provided data, EdTec prepares and/or performs a quality assurance check of government attendance reports, including the 20-day report, P-1, P-2, and P-Annual.
 - Attendance procedures assistance – Assistance in reviewing school's attendance accounting procedures and advising on areas for improvement.
 - Quarterly ADA Analysis – EdTec reviews ADA data to ensure the school is on track with projections.
 - Non-attendance data reporting - EdTec provides expert guidance, training and support on CALPADS and CBEDS reporting.

- Comprehensive Financial Audit Support
EdTec has an impeccable record of smooth and clean audits for our school partners. EdTec does the "heavy lifting" on behalf of your organization that minimizes school leadership and staff time in the process.
 - Audit Support: EdTec prepares the financial documents for the audit and works side-by-side with your auditing firm's personnel at EdTec's offices.
 - Single Audit Act of 1984: EdTec provides support in school compliance with accounting related audit requirements, including the Single Audit Act of 1984.
 - IRS Form 990 Support: EdTec supports the school and auditor in preparing Form 990 tax-exempt organization annual filing.

- Charter Development & Grants Administration
 - Financial Reports – EdTec prepares customized financial reports for grant purposes.
 - Fund Accounting – EdTec sets up fund accounting to track direct and allocated costs to grants.
 - Consolidated Application / CARS – EdTec prepares and files the ConApp parts 1 and 2 for eligible schools.

- View Access to the EdTec School Portal

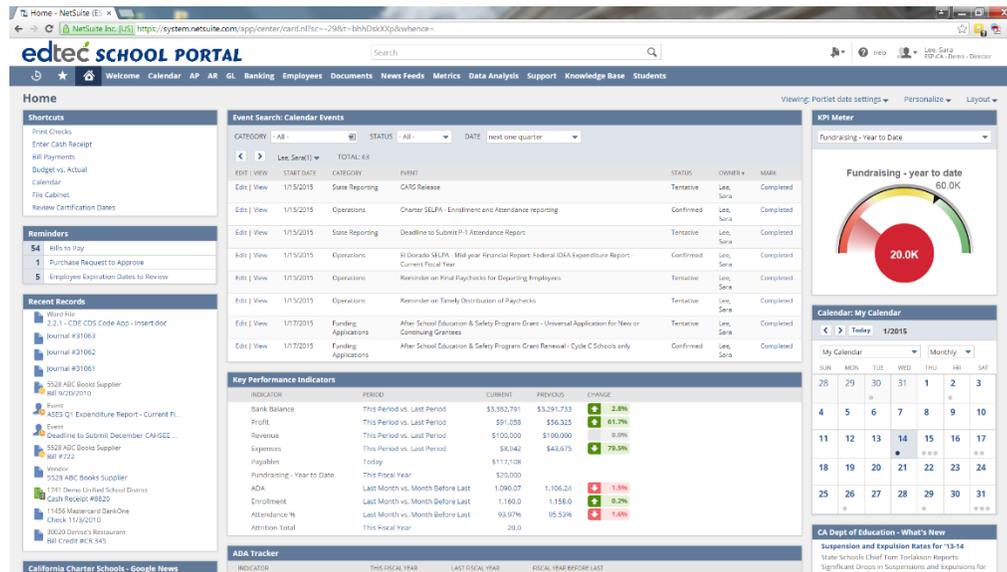
edtec SCHOOL PORTAL

As part of the outsourced back-office service - at no additional cost – the school receives view-only access to the EdTec School Portal (ESP).

Unique to EdTec’s service offering, ESP provides the school users (e.g., school leader, business or operations manager, board treasurer) with 24/7 web-based view access / visibility to the following key information, features and reports:

- Management Dashboard of Key Performance Metrics: visibility to key financial performance metrics.
- Financial Reports: Budget vs. Actual, Income Statements, etc.
- Accounts Payable and Receivables Reporting: AP & AR reporting capabilities.
- Knowledge Base: Online, searchable knowledge base developed by EdTec over the last 9 years that contains over 400 pages of operational best practices (board governance, policies and procedures, etc.), Information Sheets on key charter topics (funding programs, compliance events, etc.) with links to external websites, forms, etc. EdTec continually updates and maintains the information in the knowledge base.
- Compliance Event Management: EdTec populates the ESP dashboard with compliance events (assigned and viewable by role) with due dates, recommended start dates, and cross referenced to EdTec’s proprietary online, searchable knowledge base. Users can open compliance events to view detailed descriptions and link directly to knowledge base content on the applicable topic and/or to external website pages on that topic (e.g., CDE guidance pages and/or forms).
- Employee Information Tracking: ESP tracks key employee information such as expiration dates for credentials, first aid, and TB Test due dates. ESP also provides automated reminder emails that notify designated staff of expiry / due dates, 30 – 60 days in advance.

Screen Shot of the ESP Performance Management Dashboard:



Benefits of ESP view access for American Indian Model Schools include:

- o School leader and office staff time savings in managing school operations
- o Better access to key school financial metrics
- o Simplified tracking and control of school expenses
- o Minimized compliance risk
- o Facilitation of sound, data-driven decisions
- o Unprecedented visibility to the organization’s overall performance
- o Improved Board Governance

4. PROPOSAL TERMS & PRICING

Back-Office Service Pricing for American Indian Model Schools

- Contract Term: July 1, 2018 through June 30, 2020 (24 months)
 - EdTec requires an initial contract term of 2 years / 24 months. After the initial term, the contract renewal term is on a 1 year / 12 month basis.
 - Service Scope: See **Appendix I: EdTec Back-Office Service Scope**, beginning on page 16.
 - Service Cost:
 - 2018/19 School Year Back-Office Service Cost:
 - The proposed service cost below is based on AIMS' projected enrollment of approximately ~1,333 students for the 2018/19 school fiscal year.
 - Full Back-Office Annual Service Cost = \$192,500*
 *Annual cost represents 1.32% of projected overall school revenue
 - **Service Scope Adjustments:**
 - Payroll Credit for Month of July** = (\$ 3,500)
 - Attendance & Data Reporting (Optional Adjustment)** = (\$ 7,000)
 - Adjusted Annual Service Cost = \$182,000****
 - **As discussed with AIMS, EdTec would begin providing payroll support no earlier than the mid-month payroll cycle in August due to lead times required to properly transition AIMS from its current payroll platform to Paylocity.
 - ***EdTec could provide support upon the school's request on an hourly time and materials basis, and subject to staff availability.
 - ****Annual cost represents 1.24% of projected overall school revenue
 - 2019/20 School Year Back-Office Service Cost:
 - The proposed service cost below is based on AIMS' projected enrollment of approximately ~1,450 students for the 2019/20 school fiscal year.
 - Full Back-Office Annual Service Cost = \$202,500*
 *Annual cost represents 1.26% of projected overall school revenue
 - **Service Scope Adjustment:**
 - Attendance & Data Reporting (Optional Adjustment)** = (\$ 7,500)
 - Adjusted Annual Service Cost = \$195,000***
 - **EdTec could provide support upon the school's request on an hourly time and materials basis, and subject to staff availability.
 - ***Annual cost represents 1.21% of projected overall school revenue
- *Note: Fees are for the service scope detailed in **Appendix I: EdTec Back-Office Service Scope**, beginning on page 16.*
- Additional Costs:
 - One-Time Set-Up & Conversion Charge: \$7,500

- o Third-party platform check processing:
 - EdTec's payroll support time is included in the back-office services cost above and includes providing the necessary charter school expertise to properly manage set up, perform processing and reporting related to the payroll function. The back-office service cost quoted above includes support for payroll frequency of up to 2x/month.
 - The school pays monthly check processing costs separately, to be quoted by the third-party platform provider (currently Paylocity) if you elect to move forward with EdTec. Paylocity check processing and related fees are calculated based on school staffing levels and payroll cycle frequency.
 - Based on AIMS' projected size in 2018-19 and 2019-20, the estimated annual Paylocity platform check processing fees for 2x/month payroll frequency should be in the \$7,000 - \$7,500/year range. This estimate also includes Paylocity's one-time implementation fee, W2 reporting, etc.

Additional Support Options for 2020/21 +

- For 2020/21 and subsequent school years, American Indian Model Schools would have the flexibility of electing any of the following EdTec support options:
 - o Outsourced Support:
 - Continue with the proposed outsourced service bundle.
 - Move to an adjusted service bundle based on any changes to school requirements.
 - o In-House Support:
 - Licensing the EdTec School Portal (ESP) for use by school staff (existing or new hires) to manage the school's business operations with internal staff.
 - In addition to an ESP license, contracting for an optional ESP Services Wrapper that would allow the school to confidently develop internal staff and operations skill sets on a timeline that suits its needs for smooth, low-risk transition to an in-house model.

5. CLIENT REFERENCES

We encourage American Indian Model Schools to contact our back-office clients for references. EdTec is proud to state that all of our clients are referenceable. Please see Appendix VI: Client References on page 56 for a representative list of clients with contact information.

"EdTec goes above and beyond and is a true partner to our organization. Everybody at EdTec from our senior finance lead to the transactional team demonstrates a work ethic, depth of knowledge and level of integrity incomparable to anyone else in the field.

We have grown from one school to a five-school charter management organization, and EdTec is instrumental in ensuring we're proceeding in the right direction and prepared for the future. We are confident and grateful when we say: EdTec works for us.

They are truly integral to our organization and I am proud that EdTec is part of the Fenton family."

*Irene Sumida - Founder & Executive Director
Fenton Charter Public Schools*



6. ADDITIONAL EDTEC SERVICES

- A key benefit of working with EdTec on back-office support is the broad range of additional services and capabilities we bring to the table for our school partners. Our back-office clients frequently leverage EdTec staff – who they know and trust - on an hourly / project-billable basis in the areas of School Performance & Educational Support Services (e.g., charter renewal, strategic planning, board governance training, and student / school performance data analysis).

Further, our back-office clients typically enjoy real savings on hourly project costs since EdTec is already very familiar with the school and the organization’s programs and operations.

- Please see [Appendix IV: EdTec Services Beyond Back-Office](#) on page 39 for a list of the value-added services that are available on an hourly billing basis.
- EdTec is the only provider of an integrated, end-to-end LCAP service for charter schools. Please see [Appendix III: LCAP 360 Service](#) on page 38 for more information.



- EdTec also offers support expertise on select school software solutions, in use by many charter schools, which may be of interest to EMC² Schools:

Student Information System (SIS) Support

- EdTec provides expert attendance accounting support under the back-office service scope and pricing proposed above (regardless of the SIS in use by the school).
- For schools interested in SIS software support, EdTec offers ad hoc hourly billable and project billable services for some of the leading SIS platforms such as PowerSchool, Illuminate, and School Pathways.



Student Assessment System Licensing and Support

- Through our partnership with IO Education, EdTec can also provide two cutting-edge assessment management systems, along with top notch, charter-specific technical support services, all at an affordable price for charters. Please see [Appendix II: Data Analysis Services](#) on page 36 for more information.



7. CONCLUSION

Thank you for allowing EdTec the opportunity to present this services proposal to American Indian Model Schools - we hope it is responsive to your needs. EdTec would be honored to serve your school and will work tirelessly towards its continued successful operations.

We look forward to your feedback and questions - please let us know if there is any additional information that you require.

Sincerely,



Stephanie Cho
Senior Business Development Manager
1-510-663-3500 x329
stephaniec@edtec.com

APPENDIX I: EdTec Back-Office Service Scope

Scope of Services:

The philosophy of our Back-Office Services is that we provide outsourced solutions so your school leadership and staff can focus on its educational mission. Financially, the school benefits because it does not need to hire (or supervise) a business office staff. Moreover, you receive the benefit of our deep charter school operations experience.

Following is a detailed list of the services EdTec will provide:

1. FINANCE and ACCOUNTING

Budgeting:

- **Annual and multi-year budgets including cash flows** – For existing clients, EdTec works with the school leader to create annual and multi-year budgets in time for submission to the State by July 1, and for new clients entering their first year of operations, in the spring or when services begin, EdTec will review the school's budget in time for submission to the State by July 1. EdTec strives to ensure that the annual budgets are strategic documents that capture the operations and direction of the school.
- **Budget revisions (as needed, on demand)** – EdTec revises budgets as needed to reflect changing circumstances at the school or in State funding.
- **Updated monthly budget forecasts** – EdTec tracks budget to actuals and updates the budget forecast on a monthly basis (if forecasts move materially off budget, we recommend a budget revision).

Financial Statements:

- **Monthly year-to-date financial statements** – EdTec prepares YTD financials compared to budget in time for the regularly scheduled board or committee meeting. EdTec electronically provides the financials and presentation as part of the board package ahead of the meeting. For schools with board or committee meetings on or before the 15th of the month, EdTec will furnish the financials and presentation in time for (but not in advance of) the meeting. For schools with board or committee meetings on or before the 10th of the month, EdTec will furnish the financials and presentation (for the month prior to the previous month) ahead of the meeting.
- **Monthly cash flow projections** – EdTec monitors the school's cash position and tries to anticipate any cash shortfalls in future months so the school can adjust spending accordingly or attempt to secure cash flow loans.
- **Financial statement analysis (monthly)** – In addition to financial statements, EdTec provides a succinct PowerPoint summary and analysis of the financial statements so Board and staff can quickly focus on the salient financial issues facing the school.
- **Customized financial analysis** – EdTec performs reasonable financial analysis that the staff or board requests, e.g. providing a comparative analysis of the school's budget relative to industry norms, scenario modeling (within reason), or fulfilling a request from the authorizing entity. EdTec will also provide customized reports (within reason) for grant proposals.
- **Support in resolving financial issues** – EdTec helps the school leader find solutions to financial issues by recommending budget changes and/or identifying sources of potential funding.

Accounting:

- **Setup of school's chart of accounts and general ledger** – EdTec sets up and maintains the school's chart of accounts, based on EdTec's standard structure which is designed to be compliant with SACS.
- **Customized account codes** – EdTec maintains limited customized account codes for unique features of the school program. These must be established at the beginning of the fiscal year to avoid re-coding of historic transactions.
- **Fund accounting** – EdTec can track revenue and expenditures by fund, e.g. implementation grant funds and expenses or Title I expenditures.
- **Training** – EdTec trains appropriate personnel on accounting procedures and practices designed to ensure accurate record keeping.
- **Transaction recording** – EdTec records in detail all transactions in a computerized accounting system.
- **Journal entries and account maintenance** – EdTec prepares and records journal entries and maintains the general ledger according to accepted accounting standards.
- **Bank reconciliation** – EdTec reconciles primary bank and investment accounts to general ledger monthly or upon receipt of statements. Revolving and petty cash accounts are reconciled quarterly or as required.
- **Account for capital outlay expenses** – EdTec records capitalized assets as provided by the school. On an annual basis, EdTec records related depreciation and amortization in the general ledger and reconciles expenditures to fixed asset listing.
- **Generate financial reports as requested** – EdTec can generate the following reports upon request: detailed account activity; bank register activity; summary of budget; expenditures by account; cash balances; payroll register (for periods when payroll is processed by EdTec); revenues; general ledger account balances.

Accounts Payable & Receivable:

- **Revenue verification** – EdTec verifies that the school is receiving the correct amount of funds from State and Federal sources.
- **Revenue collection** – If the funds from the State or the county/district are not correct, EdTec tracks down the appropriate officials and alerts them of the problem. EdTec will use reasonable efforts to negotiate on behalf of the school in disputes with funding agencies over improperly calculated payments.
- **Accounts payable** – EdTec processes all invoices and, pending approval from the school leader or surrogate, pays the bills and codes them, based on school input, in the financial software, typically on a two-week schedule with limited rush payments as needed. EdTec checks to make sure there are no double payments or double billings on multiple invoices. EdTec troubleshoots payment issues with vendors. EdTec also verifies that funds are available to pay the bill.
- **Form 1099 processing** – EdTec prepares and sends 1099 Forms to vendors and government, provided that this SOW remains in effect at the end of the applicable calendar year and subject to the timely receipt of accurate and complete information and data from Client, in accordance with EdTec policies, throughout the Term and including for any portion of the applicable calendar year that preceded the provision of services under this SOW.

Purchasing:

- **Vendor selection** – EdTec provides guidance on vendors based on its experience with vendors around the State and country.

- **Purchasing assistance on big-ticket items** – EdTec can assist the school in its purchase or leasing of big ticket items such as portables.

Government Financial Reporting:

Subject to timely receipt of information and/or materials from Client, EdTec provides the following:

- **Preliminary and final budget reports** – EdTec prepares and files the preliminary budget report by July 1st based on the board adopted budget and a final budget as required.
- **Interim financial reports** – EdTec prepares and files the two interim financial reports to the district or county by the December 15 and March 15 deadlines.
- **Audited financial reports** – Subject to timely receipt of information and/or materials from the auditor, EdTec prepares and files the unaudited financial report by September 15. EdTec supports the Client and the auditor in the preparation (by the auditor) of the final audited report by December 15.

Audit:

- **Audit support** – EdTec prepares financial documents for the auditors and works side-by-side with the auditors to help ensure a smooth and timely audit process. For clarification, the school is responsible to pay auditor fees. The school shall also provide all non-financial records required by the audit – e.g. attendance records, employee records, teacher certifications.
- **Audit compliance training** – EdTec helps the school leader and audit staff develop financial policies designed to meet requirements and help protect the school from financial mismanagement.
- **Single Audit Act of 1984** – EdTec provides support in school compliance with accounting related audit requirements, including the Single Audit Act of 1984.
- **IRS Form 990 support** (and the corresponding State form, if applicable) – EdTec supports the school and auditor in preparing Form 990 tax-exempt organization annual filing. (For clarification, fees for audit and 990 are paid by school and it is the school's and auditor's sole responsibility to ensure these forms are filed).
- **Annual auditor selection form** – EdTec sends auditor information to the county in the spring.
- The school is responsible for attendance and audit of employee work.

2. PAYROLL and HUMAN RESOURCES

Payroll:

EdTec uses an external payroll processor to accomplish the following tasks. EdTec interfaces between the school and payroll processor, and performs quality checking so that the school does not need to interact with the payroll processor. The school pays payroll processing fees.

- **Payroll processing** – EdTec calculates and processes payroll and payroll-related payments/deductions for salaried and hourly employees based on information submitted by authorized Client representatives (excluding benefit accrual tracking such as vacation and sick time). EdTec works with the payroll processor to generate checks for signature by authorized Client representatives (or through electronic signature) or facilitates Direct Deposit at the Client's request. The proposed fees include up to twice per month payroll processing.
- **Payroll reporting** – EdTec works with the payroll processor to prepare and file all required payroll reports for submission to Federal and State agencies and submits electronic payroll, payroll tax reports and payroll tax deposits to the appropriate authorities for a single EDD/tax ID number. For multiple reporting numbers, an additional fee will apply.
- **Payroll record maintenance** – EdTec keeps track of payroll information. Client is responsible for maintaining all employee files, including forms based on EdTec-provided template files.

- **W-2 processing** – EdTec prepares and sends Form W-2 to the school and files Forms W-2 and W-3 with the Social Security Administration, provided that this SOW remains in effect at the end of the applicable calendar year, and subject to the timely receipt of accurate and complete information and data from Client, in accordance with EdTec policies, throughout the Term and including for any portion of the applicable calendar year that preceded the provision of Services under this SOW.
- **IRS, SDI, WC support** – EdTec assists in resolving payroll tax issues before the IRS and other Federal and State reporting agencies. EdTec also assists school with any State Disability, Workers Comp, or Unemployment Insurance claims by providing supporting payroll reports.
- **STRS/PERS and other retirement plan administration** – EdTec will help the school set up STRS/PERS accounts, and makes appropriate deductions and payments to the county for STRS and/or PERS based on information provided by the school. Note that in some cases it can take approximately 12 months to set up such contributions because of district/county delays. Also, some counties charge separately for this mandated service. The school is responsible for STRS/PERS account setup, administration and enrollments and any fees from outside parties including late fees and interest levied by STRS/PERS.
- **Benefit accrual tracking** – On an additional fee basis, EdTec can provide benefit accrual tracking for vacation and sick time.

Human Resources, Benefits and Insurance:

- **Employee file setup** – EdTec provides clients with template employee files and procedures to help ensure compliance with State and Federal requirements regarding Live Scan procedures, TB Test information, and/or credential verification information.
- **Contracts and handbook development support** – EdTec provides schools with non-legal, business advice on employment contracts and employee handbooks and their business implications.
- **Health benefits administration** – EdTec supports the school in the health benefits procurement process, and supports re-quotes of insurance on an annual basis. Client is responsible for all benefit reporting under the Affordable Care Act, including without limitation the Forms 1094-C and 1095-C.
- **Teacher credentialing** – EdTec provides information and assistance to school leaders to help them evaluate teacher credentials and “highly qualified” requirements.
- **Insurance procurement** – EdTec provides financial information necessary for the liability insurance quote process.

3. BUSINESS CONSULTING

EdTec is a strategic thought partner to its Clients and provides high-value support and guidance in the following areas:

- **Negotiations** – EdTec supports the school director and board with non-legal, business advice in negotiations related to issues such as MOUs, facilities, and SPED with districts, landlords, vendors, and others, including developing presentations and analyses to buttress the school’s position.
- **Strategic budget development** – EdTec can assist the school director and board with strategic financial planning and budget scenario development.
- **Financing support** – EdTec assists clients in preparing loan packages and connecting the school with non-traditional/specialized funding sources such as bonds, New Market Tax Credits, Community Development Financial Institution (CDFI) resources, and philanthropic funds.
- **Legal services optimization** – EdTec can help clients think through and frame issues in preparation for engaging legal counsel, thereby assisting in a more efficient use of legal services costs.

- **Special projects** – EdTec performs business-related special projects within reason, such as modeling growth, compensation and facilities scenarios, and providing an understanding of and analyzing food service and transportation options. (Note: due to State regulations, EdTec cannot complete the School Food Authority (SFA) application. However, EdTec provides assistance in understanding the process.) EdTec can also assist the school leader, within reason, in the analysis and understanding of best practices regarding a structurally sound pay scale.

4. BOARD MEETING SUPPORT

- **Board mailouts (electronic)** – EdTec collects, organizes, and collates materials for each meeting (up to two board meetings per month) and makes the materials electronically available to Client in advance of the meeting. Client prints board meeting materials to have on hand for attendees.
- **Board meeting attendance** – EdTec attends regularly scheduled board and finance committee meetings in person or by teleconference (at most a total of one meeting per month and at least two meetings per three months), and presents its financial analysis presentation. EdTec can assist the board in staying in compliance with the Brown Act.
- **Board meeting minutes** - Client takes board meeting minutes and provides to EdTec for incorporation into board meeting materials. EdTec reviews and edits minutes, incorporating Client feedback, as needed.

5. FACILITIES

- **Facility needs assessment and planning** – EdTec works with clients to help them refine their thinking about key facilities-related considerations and identify important facility requirements based on the school program and industry standards. EdTec helps clients think creatively about their facility needs and come up with workable solutions.
- **Prop 39** – EdTec helps the school prepare Prop 39 requests, including analyzing student data, and helps to manage timelines related to the Prop 39 process.
- **District negotiations** – EdTec will help the school negotiate deals with the district regarding facilities.
- **SB 740** – As State funding is available, EdTec prepares and submits SB 740 facilities reimbursements on the school's behalf.
- **Financial reporting to lender** - EdTec provides financial data to lenders for loan covenants.
- **Facilities funding support** – EdTec provides financial data for compliance-related reporting on State facility funding programs such as Prop 1D.
- **Facility acquisition/lease negotiation** – On a separate fee basis and subject to staff availability, EdTec can assist clients with business, non-legal advice in negotiating purchase and/or lease terms. The school's attorney should review these.

6. COMPLIANCE and ACCOUNTABILITY

- Note that compliance and accountability are the responsibility of the school. EdTec will provide advice on some matters, but this information is not comprehensive. In addition, since rules, regulations and interpretations regularly change, schools should seek independent verification from their attorneys or other sources.
- **Mid-year internal review** – From time to time, EdTec may perform an internal review with client designed to help the school comply with many school regulations, or in preparation for a potential authorizer site visit. Using an EdTec-developed checklist, we assist the school staff in testing compliance in key areas, such as: Board resolutions and policies; risk management; food service; restricted funding; student and personnel files; and attendance reporting and student data.

- **Employee files** – As noted above, EdTec provides schools with templates for employee files, forms, and procedures to help ensure compliance with employment laws. (Note: the school should have an attorney review all legal issues.)
- **ESSA compliance support** – EdTec will track any financial reporting and provide any backup necessary for compliance. On an hourly billable basis, EdTec can provide assistance on Local Control Accountability Plan (LCAP) development and related school and student performance analysis.
- **SPED compliance** – EdTec provides partial checklists and general information to help schools understand their responsibilities related to Special Education. EdTec assistance does not include educational program compliance and we recommend getting specialized assistance in this area to ensure complete compliance. EdTec assists the school in completing the following reports: Maintenance of Effort (MOE), Mental Health expenditure reporting, Excess Cost Report, and year-end reporting.
- **Funding compliance** – EdTec makes compliance recommendations regarding funding requirements, such as Federal PCSGP implementation grant funding and other restricted funds. Note that, as more information becomes available, ESSA compliance may be especially complex with many school obligations.
- **District and State regulation compliance** – EdTec can help the school identify areas where it may not be in compliance with district or State regulations.

7. ATTENDANCE and DATA REPORTING *(Optional Scope)*

- **Local attendance reporting** – EdTec will provide support with monthly attendance reports based on school-provided data as outlined in the addendum to this Statement of Work.
- **State attendance reporting** – Using school-provided data, and at the school's request, EdTec will provide support on government attendance reports, including the 20-day report, P-1, P-2, and Annual Attendance Report.
- **Non-attendance reporting** – EdTec will provide up to 4 hours per year to support Client on CALPADS and CBEDS procedures and report generation. Support beyond the initial 4 hours is available on an hourly billable basis or on an annual fixed fee service basis.
- **Attendance procedures assistance** – EdTec will provide assistance reviewing schools' attendance accounting procedures and advising on areas for improvement, although the school is ultimately responsible for keeping accurate attendance and ADA compliance.
- **Quarterly ADA analysis** – EdTec reviews ADA data to ensure the school is on track with projections, if EdTec is provided access by the school to their Student Information System.
- **Start of year setup and support** – EdTec will provide start of year systems setup and support to the school. If the school has not chosen a Student Information System ("SIS"), EdTec will assist the school leader in evaluating the school's need for an SIS. If the school has already sourced an SIS, the school may use the designated hours for general SIS support for an EdTec-supported SIS or other data service supported by EdTec. If the school asks EdTec to access, use or troubleshoot an SIS not supported by EdTec, hourly charges will apply for EdTec to learn and use the SIS. (Note: The school is responsible for taking accurate attendance, on a system provided by the school, at the school's expense.)
- School requests for EdTec assistance on items not listed in this section shall be billed hourly.

8. CHARTER DEVELOPMENT and GRANTS ADMINISTRATION

- **Financial reports** – EdTec prepares customized financial reports for grant purposes, within reason.
- **Fund accounting** – EdTec sets up fund accounting to track direct and allocated costs to grants.

- **Consolidated Application (ConApp)** – EdTec prepares the Consolidated Application parts 1 and 2 for eligible schools and files in the Consolidated Application Reporting System (CARS).
- **After School Education and Safety Program (ASES)** – EdTec submits annual budget and quarterly expenditure reports.
- **School-Based Medi-Cal Administrative Activities (SMAA)** – EdTec completes quarterly reports.
- **Charter School Facilities Incentive Grant (CSFIG)** – EdTec completes semi-annual disbursement requests.
- **Deferral Exemption Application** – EdTec completes the application for the school.
- **Charter renewal** – On a separate fee basis, EdTec will prepare and advocate a charter petition for school renewal.

9. EDTEC SCHOOL PORTAL (ESP)

- Provided under the outsourced back-office service - at no additional cost – the school will receive 2 named user logins for the EdTec School Portal (ESP). Unique to EdTec’s service offering, ESP provides the school users (e.g., school leader, office manager) with 24/7 web-based visibility to the following key information, features and reports:
 - **Management Dashboard of Key Performance Metrics:** visibility to key financial performance metrics, etc.
 - **Financial Reporting:** Budget vs. Actual, Income Statements, etc.
 - **Accounts Payable and Receivables Reporting:** School staff will have AP & AR reporting capabilities via ESP.
 - **Knowledge Base:** Online, searchable knowledge base developed by EdTec over the last 9 years that contains over 400 pages of operational best practices (board governance, policies and procedures, etc.), Information Sheets on key charter topics (funding programs, compliance events, etc.) with links to external websites, forms, etc. EdTec continually updates and maintains the information in the knowledge base.
 - **Compliance Event Management:** EdTec populates the ESP dashboard with compliance events with due dates, recommended start dates, and cross referenced to EdTec’s proprietary online, searchable knowledge base. Users can open compliance events to view detailed descriptions and link directly to knowledge base content on the applicable topic and/or to external website pages on that topic (e.g., CDE guidance pages and/or forms).
 - **Employee Information Tracking:** ESP tracks key employee information such as expiration dates for credentials, first aid, and TB Test due dates. ESP also provides automated reminder emails that notify designated staff of expiration due dates, 30 – 60 days in advance.

Appendix I-A: Sample Financial Analysis Presentation

Sycamore Valley Academy

Financial Update



November 19, 2015

Kelly Theofanis

Agenda



Item / Materials	Notes for Discussion
Review Fiscal Calendar	Upcoming milestones, deadlines
Review 2015-16 Year to Date Financials	Current forecast includes updated revenues, no significant changes to expense forecast
Review 2015-16 Cash Flow and Options for financing	Determine next steps for pursuing cash flow financing
Exhibits	

2015-16 Financial Timeline

Suggested financial decisions and approvals for the board



	Upcoming Year Budgeting	Internal Projects/Needs for 2015-16	Routine Operations & Approvals
Jan	Incorporate strategic planning goals into prelim. growth and staffing plans for next year	Review Prop 39 Energy Efficiency project plans	Approve Con App, Part 2 (tentative) SARC Report 14-15 audit report
Feb	Discuss and develop multiyear budget plans – VUSD renewal approaching in 16-17!	Review P-1 attendance and certification, review hourly staffing projections	Form 700 Auditor selection 2 nd Interim
Mar	Approve staffing and growth plans fro 16-17	Review ASP projections, fundraising targets	-
Apr	Review draft #1 of budget and provide feedback	-	-
May	Review draft #2, intended for approval in June	-	Review Financial Policies
Jun	Formally approve budget with any updates from Governor’s May Revise	Special Education Review #3 (potentially delayed until financial close)	Approve Con App, Part 1 (tentative); Board Calendar, officers, and terms



15-16 Year to Date

Revenue Forecast: October YTD Update

The revenue forecast decreased since the previous board meeting.



Item	Variance: Positive / (Negative)	Notes
General purpose	--	No change, although monthly ADA rates are tracking higher than budgeted (will update at P-1)
Other state revenues	(25k)	Corrected calculation for one-time mandate funding (\$529 per PY ADA)
Local revenues	(28k)	Reduced afterschool program revenues (detailed next slide)
Donations/ Fundraising	--	No change
Total	(53k)	

Current Revenue Forecast

- **53k** lower than last month's forecast
- **31k** lower than board approved budget

Revenue Forecast: ASP October YTD Update

ASP revenues are behind last year's at this point in time.



Item	15-16 Actuals	14-15 Actuals	Variance
August	3,739	8,892	(5,153)
September	6,090	6,080	10
October	4,748	7,550	(2,082)
YTD Total	14,577	22,522	(7,945)

Average revenues per instructional day:

14-15: \$420

15-16: \$261 YTD

- Using lower revenues per instructional day based on YTD actuals, ASP program revenue projection is approx. 40% lower than original budget
- ASP is still positive YTD, but the total forecast now has the program running at a small loss
- Current revenues do not include AR, assumes all payments to SVA are up-to-date
- Participation, revenues may catch up as the year progresses
- Will continue to update projections monthly

Expense Forecast: October YTD Update

The expense forecast increased since the previous board meeting.

Current Expense Forecast
 + 25k higher than the previous month (incl. depr.)
 + 26k higher than board approved budget (incl. depr.)

Item	Variance: Positive / (Negative)	Notes
Salaries and benefits	(34k)	<ul style="list-style-type: none"> Revised certificated salary projections <ul style="list-style-type: none"> Note: \$20k unused in budget for TBH math specialist, intervention teacher Revised classified salary projections <ul style="list-style-type: none"> Increased ASP, custodial expense Reviewed H&W benefits based on October invoices (all enrollments), increased total cost projection \$37k
Materials and supplies	--	No change
Other services and operating expenses	9k	<ul style="list-style-type: none"> Decreased custodial expense \$10k (to offset salary increase) Decrease business svc. fee based on lower state revenue PY transportation invoice from VUSD received
Capital outlay / Depreciation	--	No change
Total	(25k)	

2015-16 Current Forecast: October YTD Update

The current forecast for operating income is \$40k after capitalization and depreciation.



	Actual YTD	Approved Budget (Sep. 2015)	Current Forecast	(Budget vs. Current Forecast)
SUMMARY				
Revenue				
General Block Grant	437,348	2,434,070	2,434,070	-
Federal Revenue	-	-	-	-
Other State Revenues	2,883	343,051	340,035	(3,016)
Local Revenues	16,645	74,111	46,501	(27,611)
Fundraising and Grants	22,247	45,000	45,000	-
Total Revenue	479,123	2,896,232	2,865,606	(30,626)
Expenses				
Compensation and Benefits	562,549	1,945,463	1,979,139	(33,676)
Books and Supplies	56,233	126,979	126,979	-
Services and Other Operating Expenditures	146,505	660,863	653,364	7,499
Capital Outlay	123,516	123,516	123,516	-
Total Expenses	888,803	2,856,822	2,882,998	(26,177)
Operating Income (excluding Depreciation)	(409,680)	39,411	(17,393)	(56,803)
<i>Operating Income (including Depreciation)</i>	(286,165)	97,019	40,216	(56,803)
Fund Balance				
Beginning Balance (Unaudited)	559,500	559,500	559,500	
Operating Income (including Depreciation)	(286,165)	97,019	40,216	
Ending Fund Balance (including Depreciation)	273,336	656,519	599,716	

Historically SVA has not fully utilized budget (\$30k under in 14-15)

Maintains strong fund balance



15-16 Cash Management

2015-16 Cash Flow Management

While the projection is positive in most months, there is a negative anticipated in December 2015.



- It is probable that SVA will **not** need external financing, but the board will need to consider:
 - How much risk to take
 - Other benefits to having financing available, e.g. accelerating Prop 39 Energy projects? (See Prop 39 Energy Exhibit)
- Options for external financing include:
 - Working capital line of credit
 - Receivables sale (can be done on short notice)

2015-16 Cash Flow Projection

Less conservative scenario: VUSD bills SVA at year-end



Still conservative wrt revenue timing:
 1st installment of 1-time revenues (\$65k)
 should be at SVA before end of December

		Actual & Projected												Forecast	AP/AR
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Forecast	AP/AR
		Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected		
Beginning Cash		392,761	533,804	282,020	93,648	165,146	46,514	(34,298)	52,253	28,784	33,806	170,190	193,500		
Revenue															
	General Block Grant	-	72,279	72,279	292,791	151,758	151,758	244,065	151,758	228,989	350,139	202,501	202,501	2,434,070	313,252
	Federal Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Other State Income	-	2,883	-	-	2,403	6,758	67,249	78,738	7,836	2,709	30,785	103,469	340,035	37,205
	Local Revenues	1,513	4,030	6,354	4,748	451	4,201	4,201	4,201	4,201	4,201	4,201	4,201	46,501	-
	Fundraising and Grants	25	18,821	526	2,875	3,037	1,109	12,108	770	1,789	2,558	1,045	337	45,000	-
	Total Revenue	1,538	98,013	79,159	300,413	157,650	163,825	327,622	235,466	242,814	359,607	238,532	310,508	2,865,606	350,457
Expenses															
	Compensation & Benefits	57,074	152,788	174,059	178,628	182,615	175,251	186,026	175,887	175,887	171,747	171,747	177,430	1,979,139	-
	Books & Supplies	2,960	16,370	34,879	2,024	26,112	9,591	3,966	3,966	9,591	3,966	3,966	9,591	126,979	-
	Services & Other Operating Expenses	15,127	41,090	57,238	33,049	72,106	54,371	45,654	73,657	57,305	52,502	44,502	49,433	653,364	57,330
	Capital Outlay	-	123,516	-	-	-	-	-	-	-	-	-	-	123,516	-
	Total Expenses	75,162	333,764	266,177	213,701	280,832	239,213	235,646	253,510	242,783	228,214	220,214	236,453	2,882,998	57,330
Operating Cash Inflow (Outflow)		(73,624)	(235,751)	(187,018)	86,712	(123,182)	(75,387)	91,976	(18,043)	31	131,393	18,318	74,055	(17,393)	293,127
	Revenues - Prior Year Accruals	258,095	51,722	-	0	9,976	-	-	-	-	-	-	-	-	-
	Expenses - Prior Year Accruals	(4,202)	(42,279)	-	-	-	-	-	-	-	-	-	-	-	-
	Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Accounts Payable - Current Year	(436)	(30,691)	3,840	(10,083)	-	-	-	-	-	-	-	-	-	-
	Summerholdback for Teachers	(40,389)	5,215	5,223	5,286	4,991	4,991	4,991	4,991	4,991	4,991	4,991	4,991	-	-
	Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Loans Payable (Long Term)	-	-	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	-	-	-	-	-	-
	Other Balance Sheet Changes	1,600	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash		533,804	282,020	93,648	165,146	46,514	(34,298)	52,253	28,784	33,806	170,190	193,500	272,546		

There is a negative projected balance of \$34k in December.

2015-16 Cash Flow Projection: Financing Options

Costs for this receivables sale are comparable to a line of credit.



Updated

	Charter Asset Management	California Credit Union
Type of Financing	Receivables Sale	Line of credit
Amount	\$50,000	\$100,000 (min.)
Term	1 month	1 year
Interest Rate	Discount fee (1.50%) \$776.00	5.50% (base + prime, adj. quarterly)
Fees	Admin fee (1.85%) \$957.06	Packaging, state guarantee, doc. prep, third party expenses \$3,750
Total cost	\$1,733.06	\$3,750 + interest on drawn amount

Additional notes on CCU:

- There will be no recourse to any board members as individuals.
- For CCU to as a credit union to lend, it must be to members; requires a few dollars to establish an account.
- There is a 2.5% bi-annual cost to renew the line and a \$1000 annual renewal fee.

Proposals included (following pages).

Exhibits

2015-16 YTD Financials & Cash Flow

[End of Sample Board Presentation]

APPENDIX II: Data Analysis Services

Overview

EdTec provides its charter school partners with high-value information, support, and tools for analyzing its student/school performance data.

EdTec's Data Support Services Team is committed to making our high-value data analysis services accessible, affordable, and manageable for charter schools, providing *charter school-centric* support that will help your school efficiently leverage EdTec's tools and expertise. Please find below overview of our student/school data analysis offerings:

Student Assessment System Licensing and Support

EdTec is partnered with IO Education, a nationwide leader in the education technology industry on a mission to empower educators with data to improve educational outcomes. As part of the partnership, EdTec can provide clients with access to **two new, cutting-edge assessment management systems**, along with EdTec's top notch, charter-specific technical support services, all at an affordable price for charters. Please contact us to learn more!



Student & School Performance Data Analysis Services

For schools that currently do not have a Student Assessment Solution (SAS) and/or do not have the internal capacity to effectively analyze their student performance data, EdTec offers Data Analysis Services that take your year-over-year raw state testing data and/or periodic assessment data and convert it into actionable analysis reports tailored to your needs.

EdTec provides board presentation quality graphical analyses for various school needs including:

- Charter Petition Renewal
- Presentations for Board Members & Parents
- Student Level Analyses for Teaching Staff

Analysis reports range from summary, school level analyses to detailed student or classroom level analyses:

- Overall School Performance
 - Across various measures including comparisons to similar schools - as defined by the state or selected by school leadership
- Longitudinal Analysis of School Improvement and Individual Student Performance
 - Individual student performance year-over-year
 - Focus areas and standards that students have struggled with

- Teacher Effectiveness
 - Current year teacher assignments
- Sub-Groups
- Cohorts
- Multiple Year Comparisons



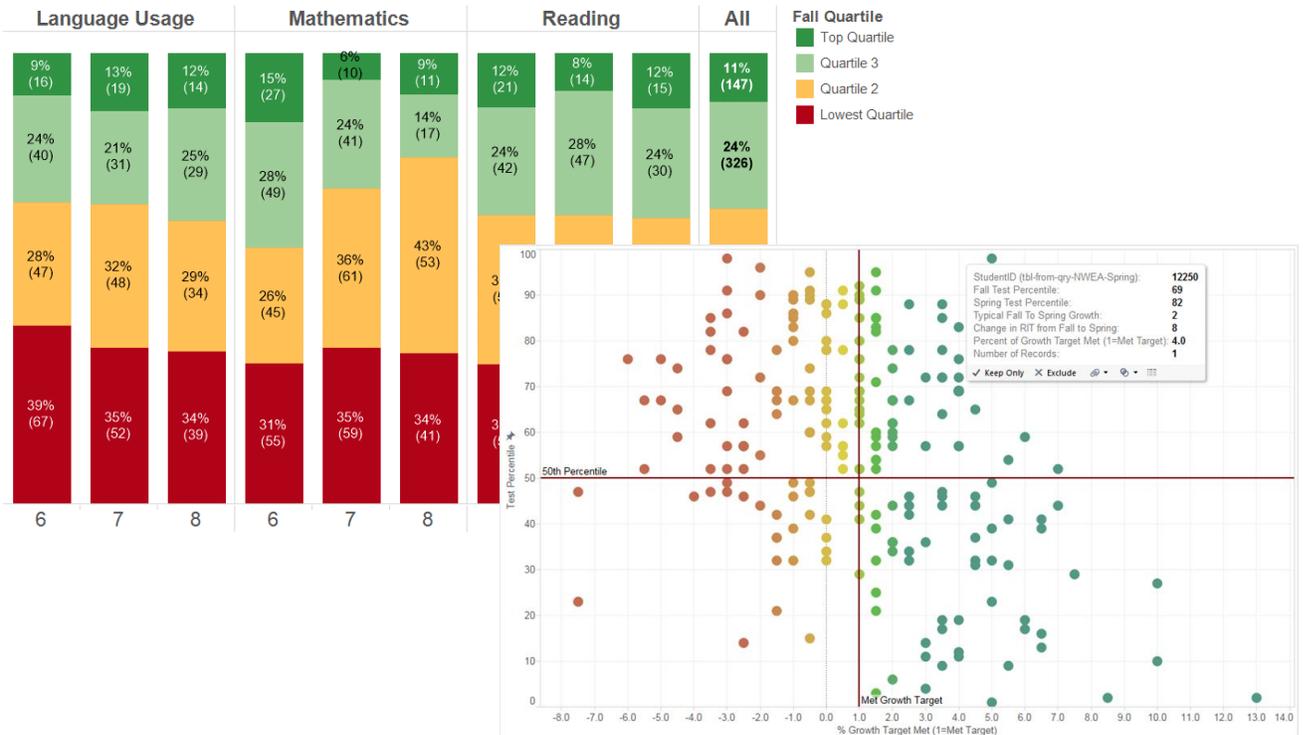
Data Analysis Service

Each year when your test results become available, EdTec can provide your school with the customized analysis you need to present the latest performance data to your board, school leadership, teachers and parents.

The analysis can also be a powerful tool to best position your school for an upcoming charter renewal. We create a graphical, easy-to-read analysis of your raw data in presentation format that will compare year-over-year test results. The analyses include:

- Overall School Performance
 - How many students are Proficient and Advanced this year versus last
 - How this compares to the District
 - Which grades are doing well
- Longitudinal Analysis of School Improvement
 - How have individual students performed year-over-year
- Individual Student Performance
 - Which students need particular focus
 - What areas of the tests did they have particular trouble with

NWEA Quartile Breakdown - Fall



LCAP 360 Overview

APPENDIX III:

LCAP 360 by EdTec



Comprehensive LCAP Service



Introducing the first integrated, end-to-end LCAP service for charter schools.

With LCAP 360 by EdTec you are partnering with a team that works with over 200 charter schools. We will guide your school through our unique, multi-phased approach to assess achievement, refine your goals, optimize data systems, and monitor progress to ensure school success.



Phase I: Assess & Align

We evaluate current plans, systems, and performance to identify your school's needs and gaps in goals alignment, data reporting, and student achievement. We then assess the quality of data and establish baselines for data management and state reporting. Lastly, we review current plans (e.g. LCAP, charter, WASC) for alignment.



Phase II: Educate, Create & Develop

We train your school leadership to be LCAP Ambassadors. We work together to identify aligned LCAP goals and create *actions and services* to accomplish these goals based on your charter's unique program and population. To monitor progress, we set appropriate, realistic metrics and define methods for tracking expenditures.



Phase III: Execute, Mentor, & Monitor

We create systems to ensure appropriate tracking is in place, and coach school leadership to share their LCAP progress with all stakeholders. To ensure ongoing success, we conduct a monthly review of key attendance indicators and CALPADS data, provide a quarterly KPI review, and assist with the LCAP annual update.

Let our **experts** streamline the LCAP process at your school!



www.edtec.com | email: askus@edtec.com



APPENDIX IV:

EdTec Services Beyond Back-Office

As part of our School Performance and Educational Support Services offering, EdTec assists charter schools and developers with expertise in a number of areas through hourly and project-based consulting engagements. Examples of these support areas are as follows:

Charter Development

- Renewal Writing & Review
- New Petition Development
- Budget Development

Resource Development

- Grant Research
- Grant Writing

Strategy

- Strategic Planning
- Board Development & Training
- Mission & Vision
- Performance Metrics
- Community Engagement

Local Control Accountability Plan (LCAP)

- LCAP Writing, Consultation & Review
- Data Planning & Analysis

WASC and A-G Approval

- WASC Process Training and Management
- Self-Study Support
- A-G Course Submission Support

Assessment & Accountability

- Academic Performance Trend Analysis
- Testing Data Analysis
- School Improvement Plans
- Student Assessment System Support

APPENDIX V: The EdTec Team

EdTec is a professional services firm that brings high-level expertise to solving the business problems of charter schools. With specialists located in Northern and Southern California, Tennessee, New York, and Oregon, the EdTec team has extensive expertise in business management (public and private), school finance, negotiation, grant writing, accounting, student information systems, board governance, educational program support, school performance analysis and charter school development.

Senior Leadership

Steve Campo, President & CEO, is an experienced executive for venture-backed technology companies and an attorney. Prior to joining EdTec in early 2006, he was President of a company that operates websites for major retailers such as Lands' End and JC Penney.

Steve managed the launch of EdTec's Southern California office, and has enabled EdTec to bring essential software solutions to charter schools at a lower cost, by negotiating master agreements with vendors that allow schools to achieve better pricing through EdTec than going directly to the supplier. He is also closely involved in initiatives designed to bring lower cost financing alternatives to charter schools, and has worked closely with a major client to secure a long-term facility and plan a significant build-out, pulling together a team of experts—from investment bankers to architects to real estate and land use attorneys.

Steve's prior experience in the education field was at LeapFrog Enterprise, a leading educational technology company with computerized curriculum in over 100,000 classrooms nationally. A member of the bar in California and Illinois, Steve began his career as a corporate and securities attorney with major Chicago law firms including Jenner & Block, during which time he undertook numerous pro bono engagements through a legal services clinic. A father of three, he is active as a coach in youth sports leagues.

Steve holds a JD from Georgetown University and a BA from the University of Pennsylvania.

Mark Campo, Executive Vice President & Chief Marketing Officer, has over eighteen years of experience at start-ups, mid-sized companies and Fortune 500 firms spanning the education, software, and manufacturing sectors. Mark has held management and contributor roles in the areas of financial analysis, professional services, business development, operations, marketing and sales.

Mark has experience in the development, implementation, marketing and sales of software solutions to Global 2000 companies for enterprise resource planning (ERP II), accounting, e-commerce, and complex order management. He has managed the implementation of enterprise business management software solutions throughout the Americas, in Europe, the Middle East, and Asia.

Since joining EdTec in 2006, one of Mark's primary objectives has been to help improve the access and use of school software solutions by charter schools so they can realize the operational efficiencies and academic performance improvements that the right tools can support.

Mark has played a key role in the expansion of EdTec's school software support services offering that helps charter schools leverage best of breed solutions including the PowerSchool student

information system, the DataDirector student assessment management solution and The EdTec School Portal (ESP)—a groundbreaking schoolwide operations and performance management software solution designed specifically to meet charter school needs.

Mark holds a BA in Economics from Dartmouth College.

Kristin Dietz, Vice President of Client Management and Financial Compliance, has been working with charter schools for more than 20 years. She spent 10 years in public accounting as an auditor of charter schools and other organizations before moving on to become the first CFO of a charter management organization that operated eight charter schools in Los Angeles. Kristin later founded and served as CEO of a high-quality back office organization in Los Angeles. Kristin is excited to continue serving charter school clients with the support of EdTec's incredible team of professionals. She has a passion for helping make a difference for charter schools behind the scenes so they can focus on educating our future. Her interests include martial arts, movies, cooking, running, writing, and spending time with her family.

Kristin holds a BS in Business Administration from California State University, Northridge and is a Certified Public Accountant licensed in California.

Peter Laub, Executive Vice President & Chief Client Services Officer, is an experienced manager and entrepreneur in the education and arts fields. He has managed a performing arts education organization, worked as a product manager at a corporate e-learning venture, and founded an online arts education company. Peter has also been an independent marketing consultant for investment and consumer products companies, and wrote a school services feasibility study for the Pisces Foundation.

Since 2003, Peter has become a recognized expert on charter school finance and operations, working with over 100 schools around California. He has helped launch dozens of schools, and supported schools in all stages of development. He is a frequent presenter and panel participant at national and statewide conferences on topics related to finance, school operations, board governance, and facilities.

Peter holds an MBA, MA Ed, and Certificate of Public Management from Stanford University and a BA from Yale.

Dorothy Lee, Vice President of Client Management & GM of Southern California, has experience in corporate development, finance and marketing, specifically in the hospitality, internet and financial services industries. In her most recent position, she worked on mergers and acquisitions, integrations and strategic initiatives. She highly values community service and has volunteered and served in leadership positions for a number of non-profits benefiting children. Her interests also include movies, traveling, tennis and Michigan football.

Dorothy holds an MBA from the UCLA Anderson School of Management and a BBA from the University of Michigan's Ross School of Business.

Adam Miller, Senior Vice President of Strategic Partnerships, Adam has held leadership roles in a multitude of education organizations. Most recently, prior to joining the EdTec team, he was the Chief Operating Officer for the California Charter Schools Association. In this position, he led the

Membership, Financial Services, and Operations teams for the nation's largest state charter organization.

His experience also includes leading advocacy efforts for UC System students as Executive Director of the University of California Student Association, serving on the Community Facilities Loan Committee for the Low Income Investment Fund, and launching a technology start-up in his college dorm.

Adam holds an MBA from USC's Marshall School of Business, an MA in Sociology from UCLA, and a BA in Sociology from Stanford University.

Adam Musch, Chief Financial Officer, Adam has held a number of senior finance and marketing positions in venture-backed technology companies around California. Prior to EdTec, he was Director of Finance and Marketing at a startup developing advanced GPS technology for cell phones.

Over the past seven years, Adam has developed extensive knowledge in charter school finance and compliance, and has given seminars on many of these topics to charter school administrators at state-wide conferences. Working with charter school directors on a daily basis, Adam has developed complex financial models and software-based tools that reduce the amount of time they spend on administrative issues and enhance their financial management skills.

Adam holds an MBA from UCLA with a high-tech marketing focus, and a BA in Economics and International Relations from Stanford.

Tony Shen, Chief Operating Officer, Tony has directed and consulted to a wide range of organizations in the public and private sectors. Most recently, he has launched and managed a \$20 million business and economic development fund. He has also developed corporate strategy for Fortune 500 and startup clients at PricewaterhouseCoopers. His experience also includes managing education projects for agencies in San Francisco, serving as a Board Fellow at Leadership High School in San Francisco, and analyzing education policy at the Brookings Institution in Washington, D.C.

Tony is also a board member of National Novel Writing Month, the largest writing event in the world. He is interested in travel, playing music, hiking, and watching comedy.

Tony holds an MBA from UC Berkeley's Haas School of Business and a BA from Stanford University.

Staff

Mechelle Allen, Accounts Payable Specialist, has finance accounting experience in various non-profit, for-profit and governmental organizations, including the food industry, and most recently education. When time permits, Mechelle volunteers at the Economic Opportunity Council, helping distribute USDA-provided food boxes to low income families in San Francisco. She also volunteers for the Pop Warner San Francisco Seahawk cheerleading Mighty Mites team, where her daughter is an enthusiastic cheerleader. Mechelle has a passion for all aspects of fashion, from designing and sewing to shopping.

Mechelle is actively pursuing her AA in Business Accounting at Berkeley City College, and upon completion, plans to transfer to San Francisco State University to study Business Finance.

Samantha Bess, Accounts Payable Specialist, comes to EdTec with 9 years of experience in accounts payable. Prior to accounts payable she worked as a teacher in the 2-3 year old class. She is originally from Wisconsin but has called Nashville home for the last 9 ½ years. Samantha loves spending time with her family, going on vacation, and being outside.

Vincent John Blea II, Junior Accountant, currently works in the Financial Operations department at EdTec assisting the accountants. He previously interned as a Staff Account for CFO Rick in San Francisco where he performed full-cycle accounting and completed month-end closes. He also worked on several city of San Francisco tax projects and individual tax returns. In his free time Vince enjoys kayaking, Tough Mudder and spending time with his four huskies.

Vince attended San Francisco State for his BS in Accounting.

Bhat Chanhphaseuth, Financial Operations Manager, has had over 10 years of experience in all aspects of accounting at various types of industries (retail, non-profit, hospice, wireless communication tower corporation, churches).

Stephanie Cho, Senior Business Development Manager, has experience in both the corporate and non-profit sectors. Prior to joining EdTec, she worked at a litigation consulting firm, specializing in financial analysis for cases involving intellectual property disputes. Stephanie is also a mentor for a local nonprofit that seeks to motivate and help under-resourced youth get into college, by using business and entrepreneurship as vehicles. Specifically, she has helped a group of high school students launch their own business.

Stephanie holds a BS in Business Administration from the University of California, Berkeley.

Gerald Cockrell, Data and Categorical Programs Specialist, has worked with well over 100 charter schools since he joined the movement seven years ago. Prior to that, he specialized in forensic accounting for industries including aerospace and pharmaceuticals. After joining the charter movement, Gerald concentrated on special programs, funding requirements and data management for schools. While not at work, Gerald enjoys camping, live music and hanging out with his family.

Gerald studied anthropology at UCLA in the high honors program before joining the work force.

Kayla Dalzell, Payroll Specialist, started her career at ADP as a Client Service Representative for small businesses. In 2015, she moved from her home in New Jersey to Nashville to begin a new position at Delek US Holdings as a Payroll Coordinator. A fun fact about Kayla, she was a 4-year college athlete on the Women's Lacrosse Team. Outside of work she enjoys hiking, playing golf, hanging out with friends, and playing with her puppy, Lilly.

Kayla holds a BS in Marketing from Shippensburg University.

Kelly Ellis, Client Manager, comes to EdTec with a background in both education and finance. Most recently, Kelly worked as a Manager on the Education Finance Team at Pivot Learning Partners where she focused on supporting school districts to distribute resources more equitably. She began

her career in education by teaching 5th grade for the Ravenswood School District in East Palo Alto, followed by teaching 4th grade for two years in Brazil. In her spare time, Kelly loves traveling the world, exploring new adventures, running, snowboarding and being outdoors.

Kelly holds a Master of Public Administration, Finance from NYU's Wagner School of Public Service and a BA in Business Administration from the University of San Diego. She also holds a multiple subject teaching credential.

Tiffany Esplana, Senior Accounting Manager, has experience in accounting with both private and non-profit organizations. She also has been involved with audits for charter schools.

Tiffany is a CPA in the Philippines as well as in California.

Stuart Fishman, Business Systems Project Manager, has had a long career in software systems development and process improvement. He has worked in multiple industries including most recently the renewable energy sector. He has an MBA in Sustainable Management, is mission driven, and strongly believes in the triple bottom line philosophy of "People, Planet, and Profit". Stuart is a musician, having played guitar and electric bass in bands spanning multiple styles including rock, jazz, and Cuban music. Stuart lives in Oakland with his blue eyed dog Livvy.

Bryce Fleming, Senior Director of Client Management & School Finance, comes from a financial planning background, having worked for two Fortune 500 companies customizing financial plans for families and businesses. Most recently, he was a Financial Planning Specialist at a boutique wealth management firm in Marin County. He has also worked for the College of Education at San Diego State University. Having come from a long line of teachers in his family, he strongly believes in the power of education to effect individual and social change. Bryce and his family own a whitewater rafting company and Bryce has guided summer rafting trips for over ten years. Bryce loves the outdoors, cooking, traveling, and a wide variety of sports.

Bryce holds a BS from San Diego State University in Financial Services with a concentration in Financial Planning.

Cindy Frantz, Client Manager, comes to EdTec with a background in philanthropy, having worked in project management and strategy roles while gaining an understanding of education and charter school funding. Most recently at the Bill & Melinda Gates Foundation, she worked on internal improvement projects and at the North Carolina Network of Grantmakers she worked with foundations on various issues areas, including finance, education, and communications. In her free time, Cindy enjoys hiking, participating in triathlons, traveling, and running with her dog, Duey.

Cindy holds an MBA from the University of North Carolina's Kenan Flagler Business School and a BA in Political Science from the University of Colorado.

Leslie Gabbianelli, Client Manager, comes to EdTec with a background in education and project management. She worked for TNTP (formerly The New Teacher Project) on a variety of projects from growing and managing a data advisory service for over 1600 schools nationwide to advising school systems on organizational and human capital strategy and strategic staffing practices. Her previous education experience also includes time as a student recruiter for Pittsburgh Public Schools and an

Education Pioneers Fellow for Teach for America in Houston. Prior to that she worked in strategic procurement for GlaxoSmithKline and is also a certified Project Management Professional.

Leslie holds a Bachelor of Arts in Political Science and a Bachelor of Business Administration from Duquesne University and a Master of Science in Public Policy & Management from Carnegie Mellon University.

Jenna Gauger, Marketing Coordinator, joins EdTec with a background in education, both as an administrator and an instructor and tutor in the classroom. Most recently she worked as an executive assistant at a San Francisco non-profit that provides full-day licensed child care and family services. She specializes in board support, event planning, relationship building and strategic projects. Jenna is passionate about providing quality education to all students across the nation. When not working, she enjoys running, playing basketball and soccer, cooking and traveling whenever possible.

Jenna holds a BA in Development Studies from the University of California, Berkeley.

Josh Graciano, Business Analyst, joins EdTec with a background in mathematics and education. During his undergraduate career, he worked with various underserved schools in the Los Angeles area teaching different levels of mathematics, with topics ranging from basic addition to college-level Calculus. His most recent position was a Teaching Assistant for a college-level summer calculus course taught at the University of Southern California. Joshua was also a member of the Track & Field team during his college years. Outside of work, he loves to run, coach athletes in the sport of running, hang out with friends and family, and travel. Joshua holds a B.A. in Applied and Computational Mathematics from the University of Southern California.

Alexa Grau, Associate Client Manager, comes to EdTec with a background in the nonprofit and finance sectors. She managed international programming at a nonprofit in New York before transferring into the finance sector as an analyst for a fund of funds. Most recently, she worked for an investment consulting firm in Washington, DC where she put together financial reports on clients' investments, analyzed performance data, and managed a team of twelve. Outside of work, Alexa volunteered at a local charter school in DC, and served on a nonprofit board focused on career preparedness for low income individuals. Alexa enjoys traveling, Indiana basketball, and hiking with her dog.

Alexa holds a BA from George Washington University in International Affairs with a concentration in International Economics and Development.

Maggie Griffin, Business Manager, joins EdTec with a wide-range of financial experience with roles ranging from project managing at hospitals to managing funding at small engineering startups. Most recently, she worked at UCLA for the Dodd Humanities Group working on analyzing and forecasting budgets for four different departments, while assisting in grant management. Maggie is a passionate world-traveler and seeks adventure in the form of new cultural experiences, mainly taste testing local cuisine. Here in her home of Los Angeles, she enjoys playing Ultimate Frisbee for the Los Angeles Women's Ultimate Team and working out at her local CrossFit. She also loves reading Science Fiction and bingeing Netflix Originals.

Maggie holds a BA from the University of Michigan and a MBA and MPH from Benedictine University in Chicago.

James Hao, Director of Technology, has managed the implementation of many complex technology projects for large corporations as a senior engineer at Sapien Corporation. James is a PowerSchool administrator and EdTec School Portal accounting software specialist.

James holds a BA from UC Berkeley.

Alex Hasselbrink, Office Manager, comes from the Higher Education world most recently working as the Executive Administrative Assistant at Los Positas College for the Foundation Office. Her work focused on raising money for scholarships, board support and event-planning. Prior to LPC, Alex worked for a small public relations firm which specialized in marketing for food and wine clients. As the office manager, Alex will be working on board support for clients, company social events and other duties as assigned. A transplant from the east coast, Alex enjoys spending time with her family, hiking with her dogs and watching Patriots football.

Alex holds a BA in Sociology from Ithaca College and an MS Ed from the University of Pennsylvania.

Melanie Horton, Senior Marketing Manager, joins EdTec with experience in education, marketing, research, and social impact. Most recently she was Director of Business and Marketing at El Camino Real Charter High School in Los Angeles. Prior to that, she led the research team at Prudential Real Estate Investors Latin America, where she analyzed the region's economic and political environments and their impact on real estate markets. Melanie also spent time as an English teacher in Spain and a Fulbright scholar in Mexico, where she worked at New Ventures México and supported social entrepreneurs and larger companies looking to establish corporate social responsibility strategies. Melanie's interests include Latin American culture and history, public education reform, travel, and all things culinary. She is also a firm believer in the importance of international exchange programs and currently serves on the Board of Directors for the Fulbright Association.

Melanie holds a BS in Finance and Spanish from Canisius College in Buffalo, NY; an MBA from UCLA Anderson; and an MA in Latin American Studies from UCLA.

Ethan Hurdus, Senior Data Consultant, has spent many years working behind the scenes keeping educational programs running smoothly. Most recently he managed inventory forecasting and purchasing for Galileo Educational Services, providers of art, science and outdoor summer enrichment programs for more than 19,000 Bay Area K-8th graders each year. He was also an instructor and program director at a traditional Poconos science summer camp for 8 years. Ethan is a passionate wilderness backpacker, amateur photographer, kitchen dabbler, and world traveler. As resident aerospace engineer, he answers the occasional company question that IS rocket science.

Ethan holds a BS in Aerospace Engineering from MIT.

Mary Ibe, Accounting Operations Manager, originally from Orange County, moved up to the Bay Area over 10 years ago. Her accounting background has been very hands on, working in AP as her first job out of college, and then gaining experience in billing, payroll, and financial reporting in successive positions. She enjoys full cycle accounting and is passionate about improving accounting and business processes as well as helping companies build financial strength. She studied abroad in

Italy, and was lucky to travel a lot during college. Her favorite travel memories are drinking wine, eating gelato, hiking Machu Picchu in Peru, and enjoying the Carnival in Rio de Janeiro, Brazil.

Mary holds an undergrad degree in Economics and International Studies from the University of California, Irvine and an Environmental Management Master's Degree from the University of San Francisco.

Jennifer Kaneshiro, Data Consultant, has experience with database entry, maintenance, and report generation. She has worked in public and private university offices and has honed her project management skills at a pharmaceutical company.

Jennifer holds a BS in Computer Science from the University of Hawaii.

Tracey Katz, Associate Director, Strategic Initiatives, comes to EdTec with background in educational data use and student assessment systems. Most recently, Tracey worked for the California Charter Schools Association, where she helped over 200 charter schools throughout the state better understand & utilize their student achievement data through the ZOOM! Data Source program. Tracey also has background in data analysis and state accountability measures. In her spare time, Tracey enjoys running, reading, and playing with her dogs.

Tracey holds a BA in Government from Claremont McKenna College and an MPP from the University of Southern California.

Levi Kirkland, Business Manager, comes to EdTec after entering the work force as a Teach for America corps member. He spent 2 years as a high school math teacher at Frederick Douglass Academy High School, a charter school in the West Adams neighborhood of Los Angeles, where he taught Algebra 1 and Algebra 2. As a college student, Levi was a member of the Varsity lacrosse team at Tufts University, playing on the school's first national championship team. In his spare time, he enjoys watching the St. Louis Cardinals, spending time with friends, competing as a Crossfit athlete, and reading.

Levi holds a BA in Economics from Tufts University and an MA in Urban Education from Loyola Marymount University.

Shawn Klemens, Senior Payroll Specialist, comes to EdTec with an extensive background spanning payroll, tax preparation, bookkeeping, and human resources. She has honed her knowledge and skills at companies as diverse as Amports, the owner-operator of the port of Benicia (one of a handful of privately owned ports), and New Vine Logistics, where she focused on payroll and managing the funding of accounts used to ship wine (legally) to various states. Shawn loves spending time with her family and her dogs, and when she's not busy taking care of all of them, you can find her playing in monthly poker tournaments or boating at Lake Berryessa.

Dena Koren, Director of Client Management, brings a blend of education and private sector experience to her role at EdTec. Early in her career, Dena worked at BELL (Building Educated Leaders for Life), a national nonprofit afterschool and summer program for low-income elementary school students. At BELL, she led the teacher and tutor recruitment team, as well as helped develop plans for new school and district partnerships. Prior to coming to EdTec, Dena worked as a strategy consultant with The Boston Consulting Group, helping clients from a wide range of industries (e.g.,

education, consumer goods, and financial services) develop strategic plans and operational improvement programs. Outside of work, Dena loves spending time with her two daughters, running, hiking, and wine tasting. Additionally, Dena serves on the advisory board of One Purpose School in San Francisco.

Dena holds an MBA from The University of Chicago Booth School of Business and an AB from Princeton University.

Michael Kwan, Data Consultant, joins EdTec with a variety of experiences in education. Most recently, he completed an Education Pioneers fellowship with the West Contra Costa Unified School District where he evaluated the programs and services of the district's LCAP. Previously, he worked in the Special Education Department at Vanderbilt University and with the Tennessee DoE implementing statewide professional development. Michael taught art for 4 years and coached varsity soccer and football in public schools in the Atlanta area. In his spare time he enjoys hiking, playing soccer, and making art. He's also a sucker for puppies, board games, and Disney songs.

Michael holds a BFA in Art Education from Georgia State University & a M.Ed. in Leadership and Organizational Performance from Vanderbilt University.

Chau Lam, Associate Client Manager, joins EdTec with a background in finance and accounting. Prior to EdTec, she worked in public accounting and asset management. Her most recent experience is with TCW where she worked in investment accounting. She enjoys people watching and street food while traveling, spending time outdoors with her family and puppy, and dance parties before bedtime to 90s pop music with her young daughter.

Chau is a CPA with the State of California and holds her BS in Business Administration with a concentration in Finance from University of Southern California.

Cheryl Leong, Client Manager, has extensive experience providing consulting and strategy-driven solutions to companies in the financial services, healthcare and technology verticals at firms such as Wells Fargo and Triage Consulting Group. Her background includes strategy, operations planning, financial analysis, technical project management, and business development experience for Fortune 500 companies. Outside of work, Cheryl enjoys hiking with her dog, cooking, traveling, and volunteering at organizations such as Muttville and Family House.

Cheryl received her BA in Finance and Management Information Systems from Gonzaga University.

Chris Lim, Senior Director of Data Management, has a broad range of experiences that spans both the for-profit and non-profit sectors. Prior to EdTec, Chris worked at a litigation consulting firm that specialized in forensic accounting. Subsequently, he was a data consultant at a criminal justice research organization where he co-authored a study on trends in juvenile delinquency. Most recently, Chris was a manager at a start-up English training center in Suzhou, China. In his spare time, Chris enjoys traveling and is an avid basketball and tennis player.

Chris received his BA in Business Administration from the University of California Berkeley.

Nancy Lin, Associate Client Manager, comes to EdTec with a background in financial analysis, valuation, and business planning. After working as a consultant in the San Francisco Bay Area, she

spent many years in Asia working in investment banking and equity research. Aside from working with publicly traded companies, Nancy also has experience working with students, nonprofits, and start-ups. She worked as a business school lecturer at a university in Taiwan. Most recently, Nancy came to us from Santa Clara University, where she enabled social entrepreneurs to acquire financial management skills and to become investment ready. Nancy enjoys volunteering at her children's classrooms and school district, and she is delighted to use her skills in finance to help schools.

Nancy is an alumna of UC Berkeley, and she received her MBA from INSEAD.

Gaspar Magallanes, Senior Director of Client Management & Development, is based on the East Coast and works on business development initiatives east of the Mississippi. He comes with a background in education, technology, and affordable housing. Prior to his arrival at EdTec, Gaspar worked with Citizen Schools, an after school provider that brings extended learning opportunities to middle school students through citizen-led apprenticeships. Most recently, he worked for the National Farm Workers Service Center, a not-for-profit affordable housing developer, performing research and analysis, and developing department and organizational-wide strategic plans. Gaspar was a fellow with the Zero Divide Foundation, an organization that invests in community enterprises that leverage technology to benefit low-income and underserved communities. Gaspar has experience both consulting and serving on charter school boards, having served on a California charter high school board. He is an avid reader and a self-declared technology and politics aficionado.

Gaspar holds a BS in Management Science and Engineering from Stanford University.

Gabe Mulcahy, Senior Payroll Specialist, has experience in payroll, accounting and human resources in various types of industries (mortgage, insurance, retail and education).

Gabe holds a BA in History from Rutgers College.

Lori Nahra, Senior Accountant, has over 20 years of experience in accounting, finance, operations, and regulatory compliance. After college, she quickly went to work in corporate America for several prominent entertainment companies where she worked her way up the ranks to eventually become the Director of Accounting and Payroll at Warner Music Group. During that time, she proved her tremendous capacity for streamlining workflow by leading and mentoring accounting teams to achieve improved accuracy and timely reporting. Lori has always had an interest in a career relating to the field of education, and has spent many volunteer hours in classrooms and serving as a judge at academic competitions.

Lori holds a Bachelor's degree in Accounting from California State University, Los Angeles.

Raymond Ng, IT Manager, comes to EdTec with nine years of experience in database and system administration. Prior to joining EdTec, he worked as the Network Administrator at Archetype-Solutions. Raymond enjoys playing guitar and ice hockey in his free time.

Raymond holds a BS from CSU Los Angeles.

Yen Nguyen, Data Consultant, comes to EdTec with a background in mechanical engineering as well as charter school operations. Yen recently served as the Data Analyst at RePublic Schools, a charter management organization that oversees two of the top ranked charter schools in Nashville, Tennessee. Yen was uniquely and strategically placed at RePublic to develop efficient, secure, and accurate methods to collect, store, analyze, and display data in ways that make meaning for both internal and external stakeholders. A St. Louis native, Yen enjoys Cardinals baseball, reading, calligraphy, hiking, birdwatching, and volunteering at the cat shelter.

Yen holds a BE in Mechanical Engineering from Vanderbilt University.

Eric Noll, Business Manager, comes to EdTec with a background in charter school operations and management. Previously he worked for Match Education in Boston, MA where his roles included state reporting, SIS management, and working alongside the operations teams on transportation and facilities management. Most recently Eric served as a Dean of Students for the network and worked towards establishing and maintaining a school culture focused on academic achievement and personal growth. He enjoys cooking with family and hiking throughout California.

Eric holds a BA from Washington University in St. Louis.

Erik Okazaki, Business Analyst, has extensive experience carrying out a wide of business practices from budgeting to accounting to financial analysis. Prior to joining the EdTec family, Erik provided financial and administrative services to both public (non-profit) and private (for-profit) education organizations. Most recently at UC Irvine, he took the initiative to improve department budget processes and provided FP&A to help determine the financial impact of unilateral agreements with international schools. Erik's hobbies and interests include going to Disneyland, maintaining an active lifestyle, and reading in his free time.

Erik attended the University of California, Irvine where he received a BS in Financial Mathematics and a BA in Quantitative Economics.

Tosin Okunoren, Associate Client Manager, comes to EdTec with a background in accounting and finance. He previously worked in the IT Finance group of Hilton Worldwide (HW) supporting stakeholders in budgeting, forecasting, and ad hoc analyses. After leaving HW, Tosin traveled for a bit to gain clarity and perspective and upon return, transitioned into the education sector. Tosin has spent most of his life in the Southeast- Memphis and Atlanta - but has also lived in Boston, Washington, D.C., with brief stints in Johannesburg, Beijing, and Seattle. In his spare time, Tosin enjoys landscape photography, playing soccer, playing table tennis, being active, wandering to new scenic locales in California, and traveling abroad.

Tosin holds an MBA from Babson College and a Master of Professional Accountancy and BBA in Accounting from Georgia State University.

Krystle Onibokun, Business Manager, joins EdTec with a background in education and the non-profit sector. Most recently Krystle worked at the Boys & Girls Clubs of the Peninsula (BGCP) where she measured BGCP's impact on the community's youth to achieve school success and graduate ready to succeed in college or career. Prior to BGCP, Krystle was a Teach For America Hawaii Corps Member. She taught Algebra II and Probability/Statistics at a large public high school. In her free time, Krystle enjoys traveling to different parts of the world and hiking.

Krystle holds a Master of Science in Management, Organizations, and Governance from the London School of Economics and Political Science, a Master of Education from the University of Hawaii at Manoa, and an AB in Economics from Brown University.

Jerry Otradovsky, Payroll Manager, comes to EdTec with 25+ years of Management and Business Operations experience in many different industries. He is originally from Nebraska but has lived in the Bay Area since 2008. Jerry loves golfing, spending time with his family and watching his beloved Cornhuskers.

Wyota Owens, Payroll Specialist, has over 20 years of payroll experience in a variety of fields including the oil industry, construction and the restaurant industry. She is originally from Deadwood, South Dakota and briefly lived in Colorado before moving to Houston, Texas for 35 years. She has now returned to Colorado to be closer to home and family. Wyota loves to cook, knit, crochet and practice all types of needlework and sewing. She is excited to be able to fish again and power walk around Denver when weather permits.

Amita Parikh, Client Manager, comes to EdTec with experience in finance, project management, and grant administration from the private and non-profit sectors. Most recently, Amita worked in higher education as a research administrator and program coordinator for STEM Education outreach. In her free time, she enjoys spending time with her friends & family, traveling, and hiking.

Amita holds a BS in Business Administration & a BA in Social Welfare from the University of California, Berkeley.

Tracy Phamthai, Business Manager, joins EdTec with a background in education and project management. After college, she joined Teach for America where she was a high school math teacher at Yazoo City High School in Mississippi. With no prior experience, she was directed to be the school's head cheer coach. She also spearheaded an educational trip for 10 students to visit NYC for the first time. In her spare time, she enjoys trying new food as well as going to concerts and different sporting events.

Tracy holds a BS in Business Administration from the University of California, Berkeley.

Terry Picchi, Accounting Manager, has experience in accounting, auditing and systems implementations working with a wide variety of industries including not for profits, telecommunications and construction. Her career started out working with one of the Big 4 public accounting firms, and most recently worked with construction companies. A San Francisco native, Terry enjoys spending time and sharing meals with family and friends, hiking, reading and ceramics.

Terry received a BS in Business Administration from the University of California, Berkeley, and is a certified public accountant in California.

Lisa Portillo, Accounts Payable Specialist, has several years of experience in both accounting and administrative functions in various industries, mainly the media and music industries. Lisa has experience tutoring under-served kids in San Francisco, and she comes from a family of teachers and educational consultants. Lisa loves animals, reading, music, painting, road trips, being in nature and watching Major League Baseball.

Lisa has an AA in Ethnic Studies from City College of San Francisco.

Danielle Powell, Accounts Payable Specialist, comes to EdTec (and California) from Las Vegas, where she worked for several years in Accounts Payable at Kemp, Jones & Coulthard, LLP, and as an executive assistant at Country Financial after receiving her Property & Casualty License.

Danielle loves travelling, wine tasting, skydiving, cooking and volunteering. Although she misses her friends and family dearly, Danielle is very excited for her new life in California and is looking forward to more adventures.

Donisha Qualls, Accounting Associate, is a vibrant adult who was born and raised in Oakland, CA. Her position at EdTec is in the Financial Operations department supporting the accountants. Mostly recently she worked in accounting for the City of Oakland, Community and Economic Development Agency (CEDA) Commercial Lending and CBS in Atlanta, GA. She is currently enrolled in school pursuing her Bachelors in Business Administration Management with a minor in Finance. Away from her desk Donisha enjoys spending time with her family and friends and sleeping as much as she can.

Nida Rab, Client Manager, comes to EdTec with a background in accounting as well as charter school operations. Most recently, Nida served as the founding Director of Operations at Nashville Prep - the top ranked charter school in Tennessee for the past two school years. During her time at Nashville Prep, she studied, created, and implemented various systems to ensure school-wide functionality and efficiency. In her spare time, Nida enjoys traveling, baking, reading, and being outdoors.

Nida holds a BBA in Banking & Financial Management from the University of Georgia.

Milada Rakijian, Associate of Client Management and Accounting, has experience in data analysis, office management and human resources. She has worked for a number of years in the international television industry, providing expatriates in the US, the technology to view their native channels. Additionally, she played a role offering grants to underprivileged communities and volunteering at orphanage camps for a non-profit organization in Armenia. She has also played for the AJAX Women's Semi-Pro soccer team and now plays recreationally in her free time.

Milada holds a BS in Business Management and International Economics from San Diego State University.

Katie Rarick, Client Manager, comes to EdTec from Teach for America. Before joining staff at TFA in 2008, she was a TFA 7th-8th grade math teacher in Philadelphia. During her time on staff she worked as a Business Analyst, managed the Mississippi Fundraising Team for 5 years, and in her most recent role managed the regional Planning & Analysis Team. The team worked with 43 regions across the country and managed a portfolio of \$230 million. She is married and has two little girls, Ryan and Dylan. In her spare time she spends time with her family, goes to Zumba, and enjoys backpacking and fishing.

Katie holds an undergraduate degree in Management Information Systems from the University of New Mexico, and a graduate degree in Secondary Education from the University of Pennsylvania.

Josh Renkow, Operations Assistant, has a background in music, event support and office administration. Before coming to EdTec he managed operations at architecture firms in New York and Los Angeles. Josh specializes in board support and internal operations at EdTec's Los Angeles office. Outside of work he's passionate about music and drumming and loves to hike and explore.

Josh has a BA in literature and a minor in electronic music from the University of California, Santa Cruz.

Piper Robinson, Operations Assistant, comes to EdTec with a background in administration in health and engineering fields. Most recently she worked as the corporate receptionist for a national Civil Engineering firm. She spent a year running her own holistic health coaching business. Piper's passions include singing in choirs and jazz bands, making soap, cooking, yoga and hiking.

Piper holds a B.A. in music and a certification in holistic health coaching.

Joan Roeske, Payroll Specialist, brings many years of experience in payroll and client services. She worked for over 18 years at Paychex in client services, implementation, and as a supervisor. She enjoys spending time with her family, cooking, indulging her sweet tooth, and singing.

Joan holds a BA in Psychology from the University of California, Berkeley.

Jacqui Runholt, AP and Business Process Specialist, comes to EdTec from Moline, Illinois, where she worked as an Accounts Payable Processor for John Deere. During her time at John Deere, Jacqui supported well over 500 different vendors for 3 John Deere locations as well as helping the General Ledger department with month-end closings. A Minnesota native, Jacqui is a born fish, with fascinations in both abstract painting and novel writing.

Jacqui has a Bachelors in Economics and East Asian Studies from Smith College.

Ryan Salcedo, Data Systems Manager, has experience in business development, logistics, and data administration in various settings ranging from Fortune 500 corporations to startup companies. Ryan has worked in financial services and in the software industry. Additionally, Ryan has done work in the non-profit sector providing health services to underprivileged children.

Ryan holds a BS in Industrial Engineering and Operations Research from the University of California, Berkeley.

Hannah Shore, Business Manager, has experience in the finance and non-profit sectors. Prior to joining EdTec, Hannah worked for a nonprofit based in Haiti managing finances, budget planning, and donor development. In her free time, Hannah enjoys hiking, traveling, and cheering on the NC State WolfPack during college football season.

Hannah holds a BS in Business Management/Finance from North Carolina State University.

Trevor Skelton, Business Manager, comes to EdTec with a passion for translating and utilizing financial data to effect positive change in disadvantaged communities. A product of a charter school, Trevor is proud to be supporting the charter movement in this role. Before joining EdTec in

2017, Trevor worked as a Senior Financial Analyst with the Arizona Department of Economic Security, managing financial forecasts and programmatic budgets upwards of \$10M to support Arizona's most vulnerable through a wide swath of temporary social services. Originally from Phoenix, AZ, Trevor enjoys photography, hiking, music, and playing video games in his free time.

Trevor holds a BS in Economics from Arizona State University.

Gina Solorzano, Payroll Manager, has over 10 years of experience in the payroll industry. Prior to EdTec, she worked for a national payroll company where she established her payroll knowledge and expertise. During her college years, she occasionally worked as a tutor and mentor for elementary school children in Berkeley and Oakland. In her spare time, Gina enjoys spending time with her 3 children, traveling, camping, and going for walks.

Gina is a Certified Payroll Professional and holds a BA from the University of California, Berkeley.

Cody Stephenson, Business Manager, comes to EdTec after nine years in education, seven in charter school leadership. Most recently, he served as the Vice Principal of Academic Support at a client school in Nashville, overseeing academic operations, data management, and codifying systems for school-wide processes. He has worked at the Tennessee Department of Education developing school leadership courses, was a TFA corps member in the Mississippi Delta, and was a founding staff member at another Nashville charter school. Although Cody has lived in Nashville for some time, he is a Nebraska native. Oftentimes, you'll find Cody with a cup of coffee and a book at a local coffee shop or running around the city training for a race.

Cody holds a bachelor's degree from Valparaiso University in Indiana and an MBA from Concordia University.

Jenny Tabor, Client Manager, comes to EdTec with experience in education in various roles. She started her career as a Teach For America corps member teaching 8th grade math. She's since worked for The Soulsville Charter School in Memphis, Teach For America – Memphis as the Development Associate, and most recently, Nashville Prep Charter School. When she is not working she enjoys spending her time running, trying new recipes, being with family and friends, and traveling.

Jenny holds a BA in Mass Communication from LSU and a MA in Teaching from Christian Brothers University.

Ravi Takhar, Accounting Associate, works in the Financial Operations department assisting the accountants. During university, he studied Business Administration with concentrations in both accounting and finance. Ravi loves watching and playing football, basketball and baseball. Raiders, Warriors and Giants are his teams. In his spare time I enjoy spending time with family, friends, watching TV shows, movies and visiting new places.

Ravi holds a BA in Business Administration from CSU Stanislaus.

Stephenie Tesoro, Operations Manager, has experience in the non-profit sector working for the Boys & Girls Clubs of Oceanside. Stephenie's work experience also includes supporting every level of management in an administrative function across diverse types of business settings. She spent two

years as a certified crisis counselor with the Sexual Assault Crisis Agency in Long Beach, CA. A southern California native, Stephenie enjoys reading, cooking and gardening.

Stephenie holds a BA in Anthropology from the University of California, Berkeley.

Kelly Theofanis, Director of Client Management, comes from a nonprofit consulting background, and has partnered with clients in education, arts, and social service on projects ranging from strategic planning to fundraising. The complexity of business in the nonprofit sector, as well as the disparity between the capacity of nonprofits to provide services and the populations of people in need, inspired Kelly to continue her work in public education and to pursue a degree in business. Kelly is also an Education Pioneers alumna and worked with Green Dot Public Schools in Los Angeles while in business school. Kelly plays soccer and enjoys going out to breakfast.

Kelly is originally from Los Angeles and graduated from Yale University with a BA in English and from the USC Marshall School of Business with an MBA.

Annice Weinstein, Senior Manager, Assessment Data and Analysis, has expertise in the development and implementation of educational technology for schools. Prior to joining EdTec, Annice was the product manager for Kaplan K12 Learning Services' premier technology product for educators, a tool that provides formative assessments, data reporting, and supplemental curriculum to schools across the country. Previously, Annice held positions at LeapFrog SchoolHouse and Computer Curriculum Corporation, developing supplemental ELA curriculum. She also managed a K-8 after-school learning center that utilized educational software to assist in instruction.

Annice holds a Bachelor of Arts degree in psychology, with an emphasis in child development, and a minor in Latin American studies from Stanford University.

Emmy Wong, Accountant, has been working in the accounting field for over 10 years, from portfolio accounting to corporate accounting. She has lived in Southern California for over 20+ years. When she's not working away, she spends times with her family and friends. Emmy enjoys going to the movies and loves to travel to visit family.

Emmy is a CPA and notary in the state of California and has a BA in Business Economics with an emphasis in Accounting from the University of California, Santa Barbara.

Kelsey Wrobel, Associate Client Manager, comes to EdTec from the commercial real estate industry where she managed the acquisition and financing of office and multi-family projects. She has experience in financial modeling, project management, and process development. Prior to joining EdTec, Kelsey also volunteered on the Didi Hirsch Suicide Prevention Crisis Line as a crisis intervention counselor. Kelsey loves to cook and practice yoga, and is a part-time yoga instructor.

Kelsey holds a BA in Business Economics from UCLA.

APPENDIX VI: Client References

EdTec Back-Office, Charter Development, Educational Support & Software Solution Service Client References

Client Name and Address	Service(s)	Contact, Phone & E-Mail
<p style="text-align: center;"><u>Alpha Public Schools</u></p> <p>1) Alpha: Bianca Alvarado Middle School 2) Alpha: Jose Hernandez Middle School 3) Alpha: Cindy Avitia High School 4) Alpha: Cornerstone Academy Preparatory School</p> <p style="text-align: center;">Central Office: 1601 Cunningham Ave. San Jose, CA 95122</p>	<p>1) Back-Office Services</p> <p>2) EdTec School Portal Licensing & Support</p> <p>3) ESP Back-Office Services Wrapper</p>	<p style="text-align: center;">Damone Jordan Director of Finance (408) 780-4220 djordan@alphapublicschools.org</p>
<p style="text-align: center;"><u>Amethod Schools:</u></p> <p>1) Oakland Charter Academy 2) Oakland Charter High School 3) Downtown Charter Academy 4) Richmond Charter Academy 5) Benito Juarez Elementary 6) John Henry High School</p> <p style="text-align: center;">Central Office: 345 12th Street Oakland, CA 94618</p>	<p>1) EdTec School Portal Licensing & Support</p> <p>2) ESP Back-Office Services Wrapper</p>	<p style="text-align: center;">Jorge Lopez Executive Director (510) 899-4806 jlopez@amethodschools.org</p>
<p style="text-align: center;"><u>Bullis Charter School</u> 102 West Portola Avenue Los Altos, CA 94022</p>	<p>1) Back-Office Services</p> <p>2) Charter Renewal Petition Budget Development</p>	<p style="text-align: center;">Wanny Hersey Director (650) 947-4100 whersey@bullischarterschool.com</p>
<p style="text-align: center;"><u>Community Learning Center Schools:</u></p> <p>1) Alameda Community Learning Center 2) Nea Community Learning Center</p> <p style="text-align: center;">Central Office: 1900 Third Street Alameda, CA 94501</p>	<p>1) Charter Petition Budget Development</p> <p>2) Back-Office Services</p>	<p style="text-align: center;">Annalisa Moore Executive Director (510) 263-9266 annalisa.moore@clcschools.org</p>

Client Name and Address	Service(s)	Contact, Phone & E-Mail
<p><u>Discovery Charter Schools</u></p> <p>1) Discovery Charter 2) Discovery Charter II</p> <p>Discovery Charter Office: 4021 Teale Ave. San Jose, CA 95117</p>	<p>1) EdTec School Portal Licensing & Support</p> <p>2) ESP Back-Office Services Wrapper</p> <p>3) DataDirector Licensing & Support</p> <p>4) PowerSchool Support</p>	<p>Debby Perry Assistant Superintendent / Director (408) 300-1358 x126 dperry@discoveryk8.org</p>
<p><u>Environmental Charter Schools:</u></p> <p>1) Environmental Charter High School 2) Environmental Charter Middle School</p> <p>Central Office: 16315 Grevillea Avenue. Lawndale, CA 90260</p>	<p>1) Back-Office Services</p> <p>2) DataDirector Licensing & Support</p> <p>3) Market Analysis for new Charter Middle School</p> <p>4) PowerSchool Support</p>	<p>Alison Diaz Executive Director (310) 214-3400 alison_diaz@ecsonline.org</p>
<p><u>Escuela Popular</u></p> <p>1) K-8 Dual Language Academy 2) High School Academy</p> <p>Central Office: 149 N. White Rd San Jose, CA 95127</p>	<p>1) Back-Office Services</p> <p>2) Facilities Acquisition Assistance</p> <p>3) Charter Renewal Petition Budget Development</p> <p>4) PowerSchool Support</p>	<p>Patricia Reguerin Executive Director (408) 275-7191 patricia@escuelapopular.org</p>
<p><u>Ezequiel Tafoya Alvarado Academy</u> 26247 Ellis Street Madera, CA 93638</p>	<p>1) Back-Office Services</p> <p>2) Financing Assistance</p> <p>3) PowerSchool Support</p> <p>4) CAASPP Analysis</p>	<p>Nicolas Retana, PhD Director (559) 675-2070 nicolasretana@hotmail.com</p>

Client Name and Address	Service(s)	Contact, Phone & E-Mail
<p><u>Fenton Charter Public Schools</u></p> <p>1) Fenton Academy for Social and Emotional Learning 2) Fenton Avenue Charter 3) Fenton Primary Charter 4) Fenton STEM Academy 5) Santa Monica Boulevard Community Charter</p> <p>Central Office: 8928 Sunland Blvd., Ste. B Sun Valley, CA 91352</p>	<p>1) Back-Office Services 2) EdTec School Portal 3) ESP Services Wrapper</p>	<p>Irene Sumida Executive Director (818) 896-0293 isumida@fentoncharter.net</p>
<p><u>OnePurpose School</u> 948 Hollister Ave. San Francisco, CA 94124</p>	<p>1) Back-Office Services 2) CALPADS Service</p>	<p>Daniel McLaughlin CEO (415) 730-0605 daniel@onepurposeschool.org</p>
<p><u>Richmond College Prep Schools</u> 1014 Florida Avenue Richmond, CA 94804</p>	<p>1) Back-Office Services 2) LEA & Schoolwide Plan Development 3) Charter Renewal Petition Development</p>	<p>Peppina Chang CEO (510) 235-2066 plchang@rcpschools.org</p>
<p>Roads Education <u>Pivot Charter Schools</u></p> <p>3 charter schools: Chico, San Marcos and Santa Rosa</p>	<p>1) Back-Office Services 2) Charter Petition Budget Development 3) Student Performance Data Analysis</p>	<p>Jayna Gaskell Executive Director (530) 550-7616 jgaskell@pivotcharterschools.org</p>
<p><u>STREAM Charter School</u> 479 Oro Dam Blvd. Oroville, CA 95965</p>	<p>1) Charter Petition Budget Development 2) Back-Office Services</p>	<p>Don Phillips Director / Principal (530) 534-1633 dphillips@streamcharter.net</p>
<p><u>The Academies CMO</u></p> <p>2 charter schools: Visalia, CA</p>	<p>1) Back-Office Services 2) Charter Petition Budget Development 3) Grant Writing</p>	<p>Ruth Dutton Superintendent (559) 730-7422 rdutton@sycamorevalleyacademy.org</p>

SOLUTION OVERVIEW

- The **edtec SCHOOL PORTAL (ESP)** is an online software system that integrates budgeting, accounting, financial reporting, operations, and compliance for an entire charter school organization
- **ESP** is designed to *drive operational quality and efficiency* at charter schools so that they have a better opportunity to *achieve academic quality*
- **ESP** is the only enterprise operations platform designed and configured specifically for charter schools by the EdTec team of charter school operations experts
- **ESP** helps school leadership + staff achieve operational efficiency and gain better visibility and command of organizational performance measures, translating into more school leader time to focus on the school's instructional mission.

EDTEC OVERVIEW

COMPANY	SERVICES	CLIENTS & PARTNERS
<ul style="list-style-type: none"> • Social venture committed to the development, support and advancement of quality charter schools. • The leading provider of professional consulting and business back-office services to charter schools in CA • Founded in 2001, EdTec has 15+ years of demonstrated success in serving charter developers, independent charter schools and multi-site CMOs • Expertise ranges from charter launch and operation to school performance and school software solutions • EdTec has provided services exclusively to charter schools since its inception • Headquarters in Emeryville (SF Bay Area), Southern California office in Los Angeles, and a satellite office in Nashville, TN • Staff expertise in charter development, governance, business operations, compliance, student performance analysis, attendance data, strategic planning and school software solutions • Partner and service provider to statewide charter support organizations (CSOs) and foundations 	<ul style="list-style-type: none"> • Charter Development <ul style="list-style-type: none"> • Petition development, advocacy, renewal • School launch • Financing support • Facilities acquisition • School Operations <ul style="list-style-type: none"> • Budgets, financials, accounting, AP / AR, payroll, gov't reporting, audit support, board support, facilities, compliance, attendance • Governance <ul style="list-style-type: none"> • Board training/development • Strategic/Business planning • School Performance <ul style="list-style-type: none"> • Student data analysis, WASC support, LCAP • School Software Solutions <ul style="list-style-type: none"> • EdTec School Portal • PowerSchool, Illuminate 	<ul style="list-style-type: none"> • Clients <ul style="list-style-type: none"> • 300+ charter schools and support organizations in 7 states • Start-ups and established schools • Single-site independent schools and CMOs • Inner-city to rural areas • Simple - complex finances • Selected Projects <ul style="list-style-type: none"> • School Performance Data Analysis • Business Plan – Charter School Growth Fund (e.g., KIPP LA) • Strategic Planning Service (developed w CCSA) • Charter School Operations Manual (TN Assoc.)

CHALLENGES TO ACHIEVING OPERATIONAL QUALITY

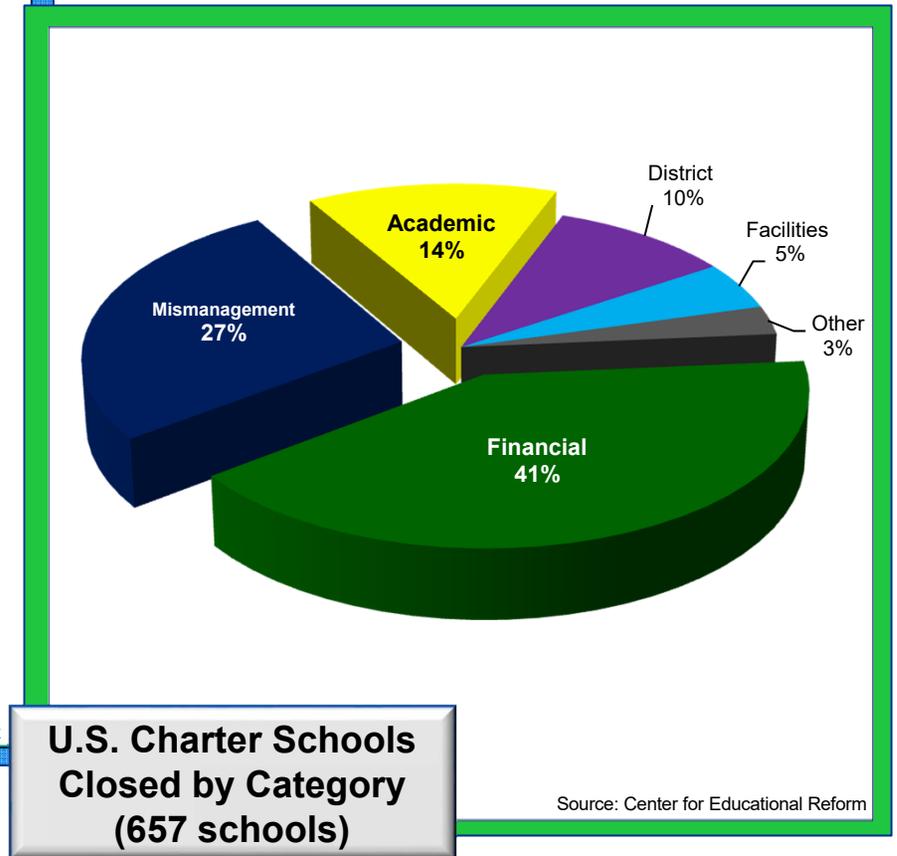
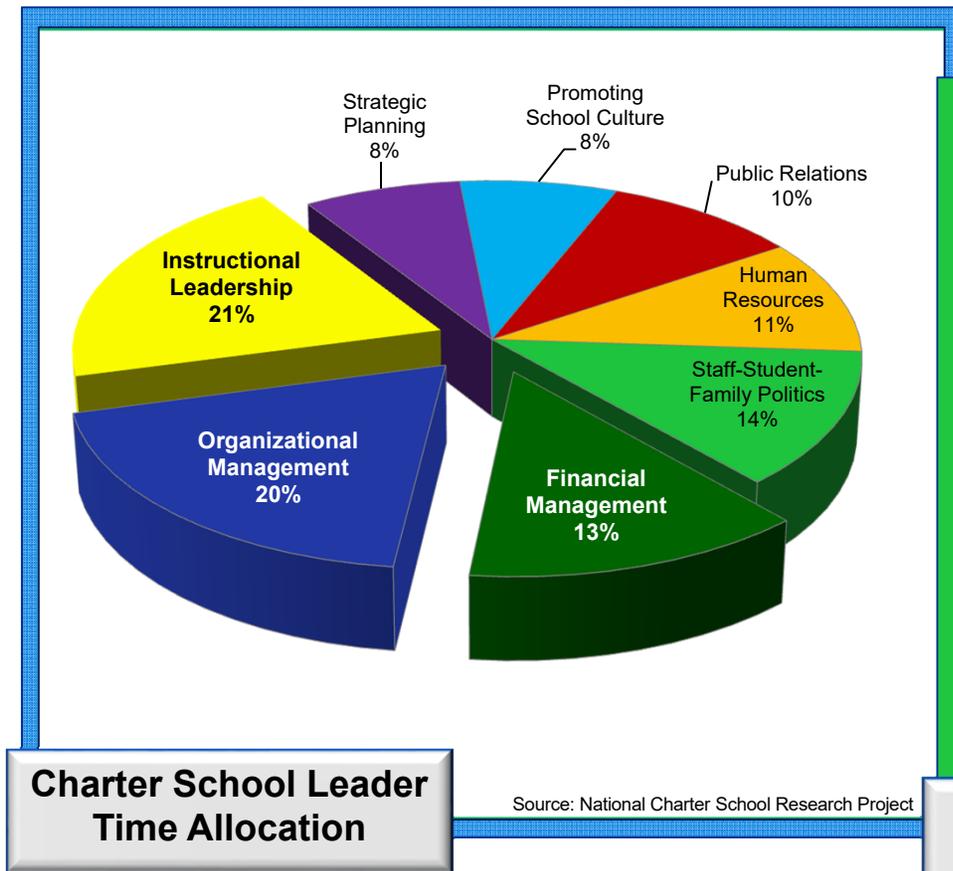
SUMMARY OF RELEVANT NATIONAL AND STATE CHARTER SCHOOL DATA

- **School Leader Time Allocation**
 - 33% on organizational + financial management vs. just 21% on instructional leadership
 - 92 minutes/day searching for data
- **Operational Challenges Ranked ‘Very’ and ‘Somewhat’ Serious by School Leaders**
 - Managing finances: 37%
 - Compliance reporting: 17%
- **Charter Schools Closings**
 - 697 charter schools have been closed nationally
 - 565 or 81% for non-academic reasons vs. 92 or 14% for academic reasons
- **Staff Turnover & Hiring Challenges**
 - 33% of charter school leaders plan to leave current position < 3 yrs and 70% plan to leave position < 5 yrs
 - While 50% of those departing intend to remain in the education field, few expect to transition to other leadership positions in charter schools
 - School leader and business manager talent pool is very limited
- **High Growth in Number of Schools**
 - Nationally, 1,500 new charter schools in last 4 yrs
 - Growth rate expected to accelerate, further exacerbating talent pool / staffing problems

CHARTER SCHOOLS FACE SUBSTANTIAL FINANCIAL & OPERATIONAL ISSUES

School Leaders spend a lot of time worrying about finance and operations vs. instructional leadership...

...and yet 68% of charter schools still fail for financial and mismanagement issues



edtec SCHOOL PORTAL

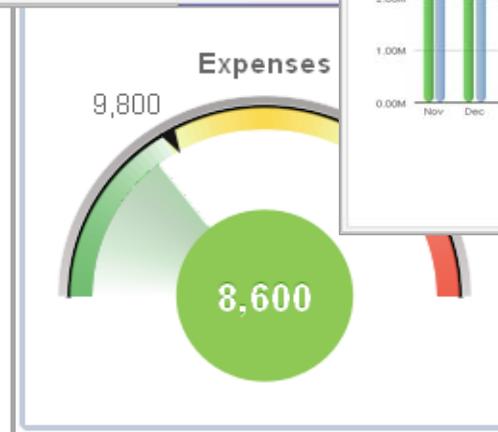
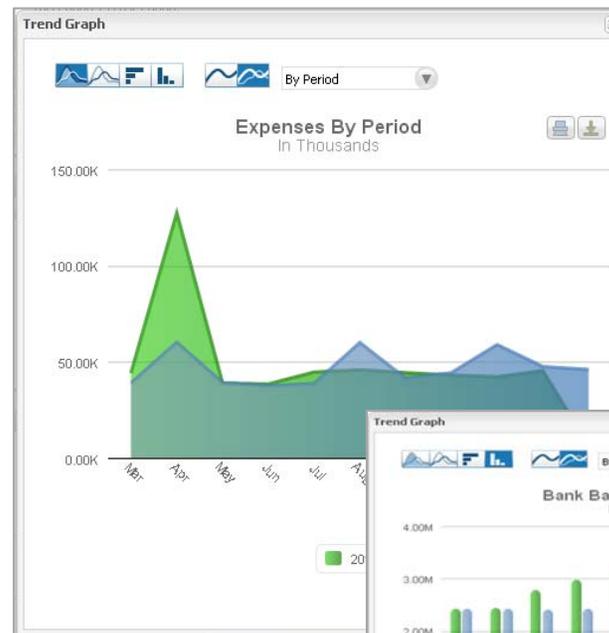
**Charter School Operations & Organizational Management
Made Easier, More Efficient & Compliant**

▪ **ESP is:**

- **Charter School Centric.** Tailored to school needs
- **Data-Driven.** All key performance data in one place
- **Available** for licensing
- **Intuitive.** Easy to learn and use
- **Proven.** Supporting 100+ charter schools
- **In-House.** Built for use by school leadership and in-house business operations staff
- **Roles-based.** School leader, Business Manager, Accountant, Board member, Auditor, etc.
- **Award Winning.** Built on award-winning ERP suite

▪ **Key Benefits:**

- **Pre-Configured.** Fast, low-cost implementation
- **Best Practices.** Features + online knowledge base
- **Efficiency.** Saves time for school leader and staff
- **Visibility.** Easy-access financial metrics for stakeholders
- **Expertise.** Supplemental EdTec services wrappers
- **Affordable.** Priced for charter school budgets
- **Web-based.** Available 24/7 via SaaS model



edtec SCHOOL PORTAL UNIQUE DELIVERY MODEL

- **ESP software is licensed and supported by EdTec and is an excellent solution for schools that:**
 - Launch with an in-house back-office staffing model that leverages ESP as its accounting, reporting and operations system.
 - Are moving from an outsourced back-office service provider model to an in-house business office staffing model that leverages ESP as the accounting, reporting and operations system.

- **ESP Service Wrappers allow schools to leverage targeted outsourced support to fill gaps and/or supplement internal back-office skill sets:**
 - Blended service approach allows schools to cost-effectively and efficiently run the back-office with internal school staff on a system tailored to their needs...
 - ...while leveraging EdTec's expertise to build the school's internal capacity and minimize risk in operating an in-house business office.

edtec SCHOOL PORTAL 8 MAJOR COMPONENTS



edtec SCHOOL PORTAL KEY FEATURES



Performance Management Dashboards*

- Financial performance indicators and meters, attendance and assessment metrics
- Key calendar events by role, with links to related forms / knowledge base information
- Multiple charter news feeds that update automatically (RSS feeds)



Accounting, Budgeting, Fundraising / Donor Management*

- Chart of Accounts maintained to be compliant with financial accounting standards
- Multiple budget tracking, resource coding and grant tracking, multiple locations
- Customized workflow for streamlined data entry (entry forms, pre-coded transaction entry)
- Online AP bill approval and 2nd approver workflow with dashboard and email reminders
- AR pre-coded state, federal revenue transaction entry; afterschool invoicing / statements



Charter School Knowledge Base*

- Online, searchable, 400-page knowledge base of charter school operations best practices and processes, information sheets on key charter topics, and important forms
- Audit schedule templates and monthly close procedures; custom ESP user documentation,



Financial Reporting*

- Summary level to transaction detail drill-down visibility to financial data
- Financial reporting and pre-configured state reporting templates (e.g., 1st & 2nd Interim)
- Pre-configured grant / resource reports. State grant reports continually added, as required
- One-click drill down from summary level data to detailed transactional information.



Compliance Management*

- Federal and State compliance and reporting calendar with links to relevant content
- Event management by role with automated reminders
- EdTec maintained reports and report templates with quality check guides



Online File Cabinet

- Centralized access to key, current charter documents
- Board meeting materials, detailed assessment and attendance reports, articles of incorporation, user manuals, etc.



Attendance & Assessment

- Key enrollment and attendance metrics, graduation rates, etc..
- Student assessment results (e.g., State test results, internal formative assessments)



Payroll & HR Information Mgmt

- Customized payroll journal entry upload templates; retirement system contribution reporting
- Staff information including certifications and vaccinations
- Automated email reminders for certification expirations and vaccinations

* Includes EdTec developed content proactively updated and maintained by EdTec



Business and Development Specialists
for Charter Schools

edtec SCHOOL PORTAL PERFORMANCE MANAGEMENT DASHBOARD

Home

Viewing: Portlet date settings Personalize Layout

Shortcuts

- Print Checks
- Enter Cash Receipt
- Bill Payments
- Budget vs. Actual
- Calendar
- File Cabinet
- Review Certification Dates

Reminders

54	Bills to Pay
1	Purchase Request to Approve
5	Employee Expiration Dates to Review

Recent Records

- Word File
- 2.2.1 - CDE CDS Code App - Insert.doc
- Journal #31063
- Journal #31062
- Journal #31061
- 5528 ABC Books Supplier Bill 9/20/2010
- Event ASES Q1 Expenditure Report - Current FI...
- Event Deadline to Submit December CAHSEE ...
- 5528 ABC Books Supplier Bill #722
- Vendor 5528 ABC Books Supplier
- 1741 Demo Unified School District Cash Receipt #8820
- 11456 Mastercard BankOne Check 11/3/2010
- 30020 Denise's Restaurant Bill Credit #CR 345

Event Search: Calendar Events

CATEGORY: All STATUS: All DATE: next one quarter

Lee, Sara(1) TOTAL: 63

EDIT VIEW	START DATE	CATEGORY	EVENT	STATUS	OWNER	MARK
Edit View	1/15/2015	State Reporting	CARS Release	Tentative	Lee, Sara	Completed
Edit View	1/15/2015	Operations	Charter SELPA - Enrollment and Attendance reporting	Confirmed	Lee, Sara	Completed
Edit View	1/15/2015	State Reporting	Deadline to Submit P-1 Attendance Report	Tentative	Lee, Sara	Completed
Edit View	1/15/2015	Operations	El Dorado SELPA - Mid-year Financial Report: Federal IDEA Expenditure Report - Current Fiscal Year	Confirmed	Lee, Sara	Completed
Edit View	1/15/2015	Operations	Reminder on Final Paychecks for Departing Employees	Tentative	Lee, Sara	Completed
Edit View	1/15/2015	Operations	Reminder on Timely Distribution of Paychecks	Tentative	Lee, Sara	Completed
Edit View	1/17/2015	Funding Applications	After School Education & Safety Program Grant - Universal Application for New or Continuing Grantees	Tentative	Lee, Sara	Completed
Edit View	1/17/2015	Funding Applications	After School Education & Safety Program Grant Renewal - Cycle C Schools only	Confirmed	Lee, Sara	Completed

Key Performance Indicators

INDICATOR	PERIOD	CURRENT	PREVIOUS	CHANGE
Bank Balance	This Period vs. Last Period	\$3,382,791	\$3,291,733	↑ 2.8%
Profit	This Period vs. Last Period	\$91,058	\$56,325	↑ 61.7%
Revenue	This Period vs. Last Period	\$100,000	\$100,000	0.0%
Expenses	This Period vs. Last Period	\$8,942	\$43,675	↓ 79.5%
Payables	Today	\$117,108		
Fundraising - Year to Date	This Fiscal Year	\$20,000		
ADA	Last Month vs. Month Before Last	1,090.07	1,106.24	↓ 1.5%
Enrollment	Last Month vs. Month Before Last	1,160.0	1,158.0	↑ 0.2%
Attendance %	Last Month vs. Month Before Last	93.97%	95.53%	↓ 1.6%
Attrition Total	This Fiscal Year	20.0		

ADA Tracker

INDICATOR	THIS FISCAL YEAR	LAST FISCAL YEAR	FISCAL YEAR BEFORE LAST

KPI Meter

Fundraising - Year to Date

Fundraising - year to date 60.0K

20.0K

Calendar: My Calendar

Today 1/2015

My Calendar Monthly

SUN	MON	TUE	WED	THU	FRI	SAT
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

CA Dept of Education - What's New

Suspension and Expulsion Rates for '13-14

State Schools Chief Tom Torlakson Reports Significant Drops in Suspensions and Expulsions for

edtec SCHOOL PORTAL DESIGN, IMPLEMENTATION & SUPPORT

SYSTEM DESIGN	Platform	<ul style="list-style-type: none"> • Established, award-winning ERP business solution is the foundation of ESP
	Web-Based	<ul style="list-style-type: none"> • 24 /7 online availability • Data housed in secure, state of the art data centers, co-located, continually backed-up • Browser functionality – can use “back” button in browser; multiple tabs or windows
	Access	<ul style="list-style-type: none"> • Charter school role and permission-based access to school information, application functions and features • Audit trail records all changes made to system by user, date, time
	Intuitive	<ul style="list-style-type: none"> • One-click reporting / drill down from summary level data to detailed transactional information • User interface tailored to be charter school relevant (e.g., labels, menus, field names) • Workflow: transaction entry screens optimized for charter school needs
	Proven	<ul style="list-style-type: none"> • In use since July 2008 to support 100+ back-office client schools • Licensing of ESP to charter schools for internal use by school staff since July 2009
IMPLEMENTATION & SUPPORT	Pre-Configured	<ul style="list-style-type: none"> • Pre-configured setup for charter school use • Compliant COA, user roles, workflows, reporting and JE templates • Translates to fast, low-cost implementation and user training
	Data Conversion	<ul style="list-style-type: none"> • EdTec imports trial balances, vendors, customers (i.e., parents), employee list with certification dates, historical ADA records, historical assessment and testing records
	Training & Support	<ul style="list-style-type: none"> • Expert ESP application support and charter school technical support provided by EdTec

THEORY OF CHANGE

CONTEXT

Successful Charter Schools Are More Than A Collection Of Great Teachers & An Effective Curriculum

- They are also nonprofit corporations that **must operate with maximum efficiency** in order to produce strong results despite funding disparities and facilities challenges unique to charter schools
- They are multi-million dollar start-up enterprises whose stakeholders are parents, taxpayers, and public authorities
- Because they are public schools, charters are **publicly accountable not just for academic results, but also for sound stewardship of public dollars**
- Most often, charter schools falter because of deficiencies in finance, governance, and other operational domains

Building Charter School Quality: Strengthening Performance Management Among Schools, Authorizers, State Charter Support Organizations and Funders (BCSQ)

- A three-year federally funded project that focuses on strengthening the charter movement through quality schooling, has identified and produced companion reports that lay out the **two necessary frameworks towards achieving this goal:**

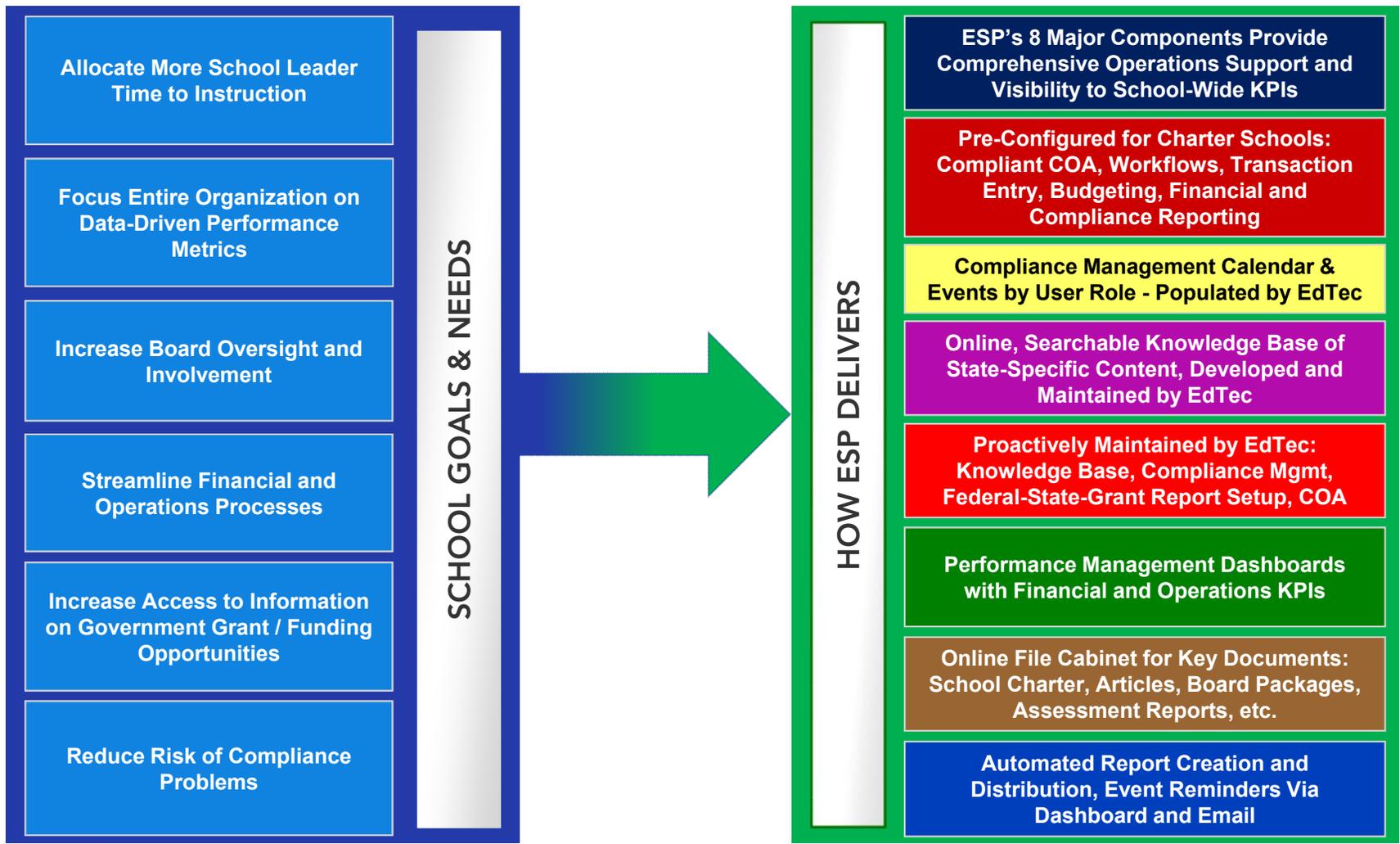
1) Academic Quality

2) Operational Quality

Source: A Framework for Operational Quality, A Report from the National Consensus Panel on Charter School Operational Quality

THEORY OF CHANGE AND BENEFITS OF ESP

ESP Supports Improvements in School Leader Efficiency and Effectiveness for Improved Operational & Academic Quality



edtec SCHOOL PORTAL BENEFITS – SCHOOL STAFF & BOARD

Visibility

- Dashboard of key performance indicators, compliance events, reminders, charter news, performance meters
- Visibility and command of operational and fiscal health of school
- File cabinet is central online repository for key charter docs, reports, etc.

Efficiency

- Quick access to information and all key school performance metrics
- Track expenditures against budget with a couple clicks.
- Analyze cost / benefit of school programs
- Automatic generation and distribution of key reports
- Re-allocation of school leader time to instruction

Best Practices

- EdTec proactively and continually updates knowledge base, key forms, compliance information, reporting templates, process documentation, user manuals
- EdTec maintenance and support of solution minimizes impact of operations staff turnover

Expertise

- Designed, configured, updated, maintained for charter schools by charter school operations experts
- Application support provided by EdTec staff
- High-value service wrappers available for supplemental operations support

Pre-Configured

- Charter school roles-based access to features / functions
- Financial reports
- Federal and state compliance reports
- Optimized workflow menus, entry screens, etc
- Rapid implementation and training

Intuitive

- Menus, labels, fields, user documentation configured for charter school staff, stakeholders
- One click reporting and drill down to report detail
- Simple report export to PDF, Excel

Proven

- Award-winning base business platform
- In use by EdTec since 2008 to support all outsourced back-office school partners
- In use since 2008 by independent charter schools to run in-house operations
- Thousands of businesses using business suite since 1998

Affordable

- EdTec buying power and master license structure makes solution affordable for charter schools
- Pre-configuration = low training and implementation costs
- Web-based , Software as a Service delivery model = no IT support costs.



Business and Development Specialists
for Charter Schools

Coversheet

Approval of July CSMC Invoice, if their Response to AIMS Back Officer Support RFP is Approved

Section: III. Action Items
Item: T. Approval of July CSMC Invoice, if their Response to AIMS Back Officer Support RFP is Approved
Purpose: Vote
Submitted by:
Related Material: Invoice-37111.pdf

CSMC
 43460 Ridge Park Drive Suite 100
 Temecula CA 92590
 Phone: 888 994 CSMC

INVOICE



American Indian Model Schools
 171 12th Street
 Oakland CA 94607

Invoice #:	37111
Date:	June 15, 2018
Balance Due (USD):	\$24,380.00

To View Your Invoice Online »

1. Go to: <https://csmc.freshbooks.com/code>
2. Enter this code: DCBAv89tkrJgs33

Item	Description	Unit Cost (\$)	Quantity	Price (\$)
BBO, PS & CALPADS	Business Back-Office, PowerSchool & CALPADS Support	24,380.00	1	24,380.00
NOTES: July 2018 Invoice REVISED to reflect new 18-19 contract pricing.				
Subtotal:				24,380.00
Total:				24,380.00
Amount Paid:				0.00
Balance Due (USD):				\$24,380.00
Due Date: July 1st, 2018 CSMC will be enforcing late penalties of 1.5% after 30 days from the due date.				

Coversheet

Approval of AP Exam Invoice

Section: III. Action Items
Item: U. Approval of AP Exam Invoice
Purpose: Vote
Submitted by:
Related Material: AP Exam Invoice - Program Copy.pdf
AP Exam Invoice - School Copy.pdf
AP Exam Invoice.pdf



AP Exam Ordering

AP Exam Invoice: Program Copy

6/15/2018 11:41

Make check payable to **AP Exams** and mail this invoice with payment by **June 15th, 2018** to:
 College Entrance Examination Board
 P.O. Box 21535
 New York, NY 10087-1535

054176
AMERICAN INDIAN PUBLIC HS
 171 12TH ST
 OAKLAND, CA 94607

AP Coordinator Name: MATTHEW GORDAN
 Phone: 919-332-2462
 AP Coordinator Email: matthew.gordan@aimschools.org

Check Number: _____

This invoice cannot be processed if the following information is not provided. Please sign all copies.

I verify that all of the information provided is accurate to the best of my knowledge.

MATTHEW GORDAN
 Signature

Matthew Gordon
 Print Name

Fees

Items	Quantity	Fee per Item	Total
A. Used exams	696	\$85.00	\$59,160.00
B. Unused exams	113	\$15.00	\$1,695.00
C. Late Testing Exam surcharge	1	\$45.00	\$45.00
D. Exam Orders placed after the Extension Deadline	0	\$55.00	\$0.00
E. Score Labels	0	\$100.00	\$0.00
F. Late-payment fee	0	\$225.00	\$0.00
Total Fees			\$60,900.00

Credits

Items	Quantity	Credits per Item	Total
G. Payments			\$0.00
H. Unused Exams Used as Reader Copies	0	\$15.00	\$0.00
I. Credit for exams replaced by alternates	35	\$15.00	\$525.00
J. Credit for Late Testing Exam surcharge	0	\$45.00	\$0.00
K. College Board fee reductions	423	\$32.00	\$13,536.00
L. Contractual credit	0	\$0.00	\$0.00
M. Option 1 California Fee Reduction	0	\$0.00	\$0.00
N. Option 2 California Fee Reduction	0	\$0.00	\$0.00
Adjustments			\$0.00
Total Credits			\$14,061.00
AMOUNT YOUR INSTITUTION OWES THE AP PROGRAM			\$46,839.00



AP Exam Ordering
 AP Exam Invoice: School Copy

6/15/2018 11:41

054176
 AMERICAN INDIAN PUBLIC HS
 171 12TH ST
 OAKLAND, CA 94607

AP Coordinator Name: MATTHEW GORDAN

Phone: 919-332-2462

AP Coordinator Email: matthew.gordan@aimschools.org

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AP Exam Ordering
 AP Exam Invoice: School Copy

6/15/2018 11:41

054176
 AMERICAN INDIAN PUBLIC HS
 171 12TH ST
 OAKLAND, CA 94607

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Adjustments			\$0.00
Total Credits			\$14,061.00
AMOUNT YOUR INSTITUTION OWES THE AP PROGRAM			\$46,839.00

Coversheet

Regarding Approval of Regional Employee Benefits Council Trust Account HRA Invoice for May 2018

Section: III. Action Items
Item: V. Regarding Approval of Regional Employee Benefits Council Trust
Account HRA Invoice for May 2018
Purpose: Vote
Submitted by:
Related Material:
American Indian Admin Settlement May 2018.pdf
American Indian Employer Funding May 2018.pdf
American Indian Employer Funding May 2018.xls
American Indian Invoice May 2018.pdf
American Indian Transactions May 2018 Employer Funding May 2018.pdf
American Indian Manual Claims May 2018 Employer Funding May 2018.pdf
American Indian Bank Reconciliation May 2018.pdf
American Indian Enrollee Account Balance May 2018.pdf

Administrator Settlement

5/1/2018 - 5/31/2018

**Administrator
Administrator Account
Employer**

Account Name	POS Transactions			Manual Transactions		Total	
	Number	Amount	Total	Number	Amount	Number	Amount
T00986 - Regional Employee Benefits Council							
REBC Trust Acct							
REB1101 - American Indian Charter School							
American Indian Charter School	56	\$8,062.06	\$8,062.06	2	\$130.00	58	\$8,192.06
American Indian Charter School	56	\$8,062.06	\$8,062.06	2	\$130.00	58	\$8,192.06
REBC Trust Acct	56	\$8,062.06	\$8,062.06	2	\$130.00	58	\$8,192.06
Regional Employee Benefits Council	56	\$8,062.06	\$8,062.06	2	\$130.00	58	\$8,192.06

Employer Funding Report

Regional Employee Benefits Council

05/01/2018 - 05/31/2018

Employer Name	Date	Employee Name	Employee Id	Service Date	Claim Type	Indicator	Account Type	Amount	Check Number
American Indian Charter School	05/01/2018	Hall, Carla	XXX-XX-0595	04/30/2018	Debit Card	Card	DED	\$721.00	
Total Manual Claims:								\$0.00	
Total Debit Card:								\$721.00	
Total Settlement:								\$721.00	
	05/02/2018	Oden, Vanessa	XXX-XX-7735	05/01/2018	Debit Card	Card	DED	\$4,000.00	
Total Manual Claims:								\$0.00	
Total Debit Card:								\$4,000.00	
Total Settlement:								\$4,000.00	
	05/03/2018	Holmquist, Peter	XXX-XX-8954	05/02/2018	Debit Card	Card	DED	\$30.00	
Total Manual Claims:								\$0.00	
Total Debit Card:								\$30.00	
Total Settlement:								\$30.00	
	05/04/2018	Moebius, Kim	XXX-XX-2466	05/03/2018	Debit Card	Card	DED	\$30.00	
		Esola, Michael	XXX-XX-3949	05/03/2018	Debit Card	Card	DED	\$75.00	
Total Manual Claims:								\$0.00	
Total Debit Card:								\$105.00	
Total Settlement:								\$105.00	
	05/05/2018	Blondeau, Janet	XXX-XX-1700	05/04/2018	Debit Card	Card	DED	\$30.00	
Total Manual Claims:								\$0.00	
Total Debit Card:								\$30.00	
Total Settlement:								\$30.00	
	05/07/2018	Gustafson-O'Hare, Rebecca	XXX-XX-2684	05/05/2018	Debit Card	Card	DED	\$657.40	
		Wu, Fenglin	XXX-XX-0660	05/05/2018	Debit Card	Card	DED	\$25.00	
Total Manual Claims:								\$0.00	
Total Debit Card:								\$682.40	
Total Settlement:								\$682.40	
	05/09/2018	Ahmad, Christopher	XXX-XX-7227	05/08/2018	Debit Card	Card	DED	\$549.00	
Total Manual Claims:								\$0.00	
Total Debit Card:								\$549.00	
Total Settlement:								\$549.00	
	05/10/2018	Duncan-Quintanilla, Ledah	XXX-XX-9875	05/09/2018	Debit Card	Card	DED	\$30.00	
Total Manual Claims:								\$0.00	
Total Debit Card:								\$30.00	

Total Settlement: \$30.00

	05/11/2018	Saechao, Peter	XXX-XX-4851	05/10/2018	Debit Card	Card	DED	\$30.00	
		Duncan-Quintanilla, Ledah	XXX-XX-9875	05/10/2018	Debit Card	Card	DED	\$30.00	

Total Manual Claims: \$0.00

Total Debit Card: \$60.00

Total Settlement: \$60.00

	05/12/2018	Blondeau, Janet	XXX-XX-1700	05/11/2018	Debit Card	Card	DED	\$30.00	
		Duncan-Quintanilla, Ledah	XXX-XX-9875	05/11/2018	Debit Card	Card	DED	\$30.00	

Total Manual Claims: \$0.00

Total Debit Card: \$60.00

Total Settlement: \$60.00

	05/16/2018	Clark, Chaniel	XXX-XX-5592	05/15/2018	Debit Card	Card	TN2	\$8.27	
		Clark, Chaniel	XXX-XX-5592	05/15/2018	Debit Card	Card	TN2	\$5.45	
		Lee, Eric	XXX-XX-9803	05/15/2018	Debit Card	Card	TN2	\$5.47	
		Lee, Eric	XXX-XX-9803	05/15/2018	Debit Card	Card	TN2	\$3.00	

Total Manual Claims: \$0.00

Total Debit Card: \$22.19

Total Settlement: \$22.19

	05/17/2018	Dascole, Lauren	XXX-XX-7925	05/16/2018	Debit Card	Card	TN2	\$60.00	
		Clark, Chaniel	XXX-XX-5592	05/16/2018	Debit Card	Card	TN2	\$5.26	
		Clark, Chaniel	XXX-XX-5592	05/16/2018	Debit Card	Card	TN2	\$5.50	
		Clark, Chaniel	XXX-XX-5592	05/17/2018	Debit Card	Card	TN2	\$26.47	
		Barany, Ezra	XXX-XX-3138	05/16/2018	Debit Card	Card	DED	\$30.00	
		Duncan-Quintanilla, Ledah	XXX-XX-9875	05/16/2018	Debit Card	Card	DED	\$105.00	

Total Manual Claims: \$0.00

Total Debit Card: \$232.23

Total Settlement: \$232.23

	05/18/2018	Choi, Cassandra	XXX-XX-3883	05/17/2018	Debit Card	Card	DED	\$30.00	
		Holmquist, Peter	XXX-XX-8954	05/17/2018	Debit Card	Card	TN2	\$20.00	
		Clark, Chaniel	XXX-XX-5592	05/17/2018	Debit Card	Card	TN2	\$6.15	
		Clark, Chaniel	XXX-XX-5592	05/18/2018	Debit Card	Card	TN2	\$11.19	

Total Manual Claims: \$0.00

Total Debit Card: \$67.34

Total Settlement: \$67.34

	05/19/2018	Gustafson-O'Hare, Rebecca	XXX-XX-2684	05/18/2018	Debit Card	Card	DED	\$105.00	
		Clark, Chaniel	XXX-XX-5592	05/18/2018	Debit Card	Card	TN2	\$6.12	
		Clark, Chaniel	XXX-XX-5592	05/18/2018	Debit Card	Card	TN2	\$5.51	
		Blondeau, Janet	XXX-XX-1700	05/18/2018	Debit Card	Card	DED	\$30.00	
		Lee, Eric	XXX-XX-9803	05/18/2018	Debit Card	Card	TN2	\$5.20	

Total Manual Claims: \$0.00

Total Debit Card: \$151.83

Total Settlement: \$151.83

	05/21/2018	Clark, Chaniel	XXX-XX-5592	05/20/2018	Debit Card	Card	TN2	\$8.07	
		Clark, Chaniel	XXX-XX-5592	05/20/2018	Debit Card	Card	TN2	\$6.59	
		Clark, Chaniel	XXX-XX-5592	05/19/2018	Debit Card	Card	TN2	\$14.33	

Total Manual Claims: \$0.00

Total Debit Card: \$28.99

Total Settlement: \$28.99

	05/22/2018	Noukhay, Koulee	XXX-XX-6669	05/21/2018	Debit Card	Card	DED	\$159.00	
		Clark, Chaniel	XXX-XX-5592	05/21/2018	Debit Card	Card	TN2	\$3.70	
		Lacebal-Valdez, Maria	XXX-XX-6257	05/21/2018	Debit Card	Card	DED	\$30.00	

Total Manual Claims: \$0.00

Total Debit Card: \$192.70

Total Settlement: \$192.70

	05/23/2018	Clark, Chaniel	XXX-XX-5592	05/22/2018	Debit Card	Card	TN2	\$3.32	
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Total Manual Claims: \$0.00

Total Debit Card: \$3.32

Total Settlement: \$3.32

	05/24/2018	Clark, Chaniel	XXX-XX-5592	05/23/2018	Debit Card	Card	TN2	\$3.20	
		Clark, Chaniel	XXX-XX-5592	05/23/2018	Debit Card	Card	TN2	\$2.89	
		Yu, Taiqin	XXX-XX-0272	05/23/2018	Manual Claim	Check	TN2	\$100.00	5037
		Yu, Taiqin	XXX-XX-0272	04/30/2018	Manual Claim	Check	DED	\$30.00	5037

Total Manual Claims: \$130.00

Total Debit Card: \$6.09

Total Settlement: \$136.09

	05/25/2018	Holmquist, Peter	XXX-XX-8954	05/24/2018	Debit Card	Card	TN2	\$20.00	
		Clark, Chaniel	XXX-XX-5592	05/24/2018	Debit Card	Card	TN2	\$3.66	
		Clark, Chaniel	XXX-XX-5592	05/24/2018	Debit Card	Card	TN2	\$3.01	

Total Manual Claims: \$0.00

Total Debit Card: \$26.67

Total Settlement: \$26.67

	05/26/2018	Dascole, Lauren	XXX-XX-7925	05/25/2018	Debit Card	Card	TN2	\$60.00	
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Total Manual Claims: \$0.00

Total Debit Card: \$60.00

Total Settlement: \$60.00

	05/28/2018	Gustafson-O'Hare, Rebecca	XXX-XX-2684	05/26/2018	Debit Card	Card	DED	\$290.20	
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Total Manual Claims: \$0.00

Total Debit Card: \$290.20

Total Settlement: \$290.20

	05/29/2018	Esola, Michael	XXX-XX-3949	05/28/2018	Debit Card	Card	DED	\$549.00	
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Total Manual Claims: \$0.00

Total Debit Card: \$549.00

Total Settlement: \$549.00

	05/30/2018	Clark, Chaniel	XXX-XX-5592	05/29/2018	Debit Card	Card	TN2	\$5.05	
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	Clark, Chaniel	XXX-XX-5592	05/29/2018	Debit Card	Card	TN2	\$5.16	
	Barany, Ezra	XXX-XX-3138	05/29/2018	Debit Card	Card	DED	\$70.00	

Total Manual Claims: \$0.00
Total Debit Card: \$80.21
Total Settlement: \$80.21

05/31/2018	Peralta, Joshua	XXX-XX-1040	05/30/2018	Debit Card	Card	DED	\$30.00	
	Clark, Chaniel	XXX-XX-5592	05/30/2018	Debit Card	Card	TN2	\$12.96	
	Clark, Chaniel	XXX-XX-5592	05/30/2018	Debit Card	Card	TN2	\$4.68	
	Clark, Chaniel	XXX-XX-5592	05/30/2018	Debit Card	Card	TN2	\$6.25	
	Moebius, Kim	XXX-XX-2466	05/30/2018	Debit Card	Card	DED	\$30.00	

Total Manual Claims: \$0.00
Total Debit Card: \$83.89
Total Settlement: \$83.89

American Indian Charter School: Employer Totals

Total Manual Claims: \$130.00
Total Debit Card: \$8,062.06
Total Settlement: \$8,192.06

Regional Employee Benefits Council: Report Total

Total Manual Claims: \$130.00
Total Debit Card: \$8,062.06
Total Settlement: \$8,192.06

Division Name

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Notice

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

American Indian Employer Funding May 2018.xls



Trust Account Invoice

For the month of May 2018

American Indian Public Charter
171 12th Street Ste 200
Oakland, CA 94607-4919
Attn: Account Payable

Payment Due:
July 1st 2018

Billing Date: 6/5/2018
Group Billing ID: 175
Invoice #: 175-072018T

Invoice Summary

Starting Reserve:		\$11,892.18
Amount Due From Last Invoice:		\$4,120.50
Total Payments Received:	1	\$4,120.50
Amount Past Due:		\$0.00
May 2018 HRA Admin Fees:	59 X \$25.00	\$1,475.00
May 2018 Commuter Admin Fees:	10 X \$5.00	\$50.00
May 2018 DCA Admin Fees:	1 X \$5.00	\$5.00
May 2018 HRA Debit Card Claims:		\$7,725.60
May 2018 HRA Manual Claims:		\$30.00
May 2018 Replacement Cards:	0 X \$1.50	\$0.00
May 2018 Subtotal:		\$9,285.60

Amount Due to Replenish Account

\$9,285.60

IMPORTANT: DETACH AND RETURN THIS PORTION WITH YOUR PAYMENT

American Indian Public Charter
171 12th Street Ste 200
Oakland, CA 94607-4919



Billing Date: 43256
Group Billing ID: 175
Invoice #: 175-072018T

Check Number:
Amount Paid:
Amount Due: **\$9,285.60**

If you have a question about this or any other bill Please contact us at Billing@Charterbenefits.com or call us at (866) 203-4577

Please Make Check Payable to:
Regional Employee Benefits Council
350 Railroad Canyon Rd. Suite E
Lake Elsinore, CA 92532

5/1/2018 - 5/31/2018

Regional Employee Benefits Council - T00986

Employer Name: American Indian Charter School

Name Ahmad, Christopher

Account Type DED

Division:

	Transaction Date	Claim Type	Description	Total Claim Amount	Eligible Amount	Approved Amount	Ineligible Amount	Pended Amount	Denied Amount	Denied Reason	Reimb Method	Claim Number	SCC/MCC
New	5/9/2018	POS	NCAL KAISER ONLINE PAY	\$549.00	\$549.00	\$549.00	\$0.00	\$0.00	\$0.00	N/A		N/A	8099
			Total New:	\$549.00	\$549.00	\$549.00	\$0.00	\$0.00	\$0.00				

Name Barany, Ezra

Account Type DED

Division:

	Transaction Date	Claim Type	Description	Total Claim Amount	Eligible Amount	Approved Amount	Ineligible Amount	Pended Amount	Denied Amount	Denied Reason	Reimb Method	Claim Number	SCC/MCC
New	5/17/2018	POS	KAISER 02090116	\$30.00	\$30.00	\$30.00	\$0.00	\$0.00	\$0.00	N/A		N/A	8099
	5/30/2018	POS	KAISER 02090116	\$70.00	\$70.00	\$70.00	\$0.00	\$0.00	\$0.00	N/A		N/A	8099
			Total New:	\$100.00	\$100.00	\$100.00	\$0.00	\$0.00	\$0.00				

Name Blondeau, Janet

Account Type DED

Division:

	Transaction Date	Claim Type	Description	Total Claim Amount	Eligible Amount	Approved Amount	Ineligible Amount	Pended Amount	Denied Amount	Denied Reason	Reimb Method	Claim Number	SCC/MCC
New	5/5/2018	POS	SQU*SQ *TEMESCAL ACUPU	\$30.00	\$30.00	\$30.00	\$0.00	\$0.00	\$0.00	N/A		N/A	8099
	5/12/2018	POS	SQU*SQ *TEMESCAL ACUPU	\$30.00	\$30.00	\$30.00	\$0.00	\$0.00	\$0.00	N/A		N/A	8099
	5/19/2018	POS	SQU*SQ *TEMESCAL ACUPU	\$30.00	\$30.00	\$30.00	\$0.00	\$0.00	\$0.00	N/A		N/A	8099
			Total New:	\$90.00	\$90.00	\$90.00	\$0.00	\$0.00	\$0.00				

5/1/2018 - 5/31/2018

Regional Employee Benefits Council - T00986

Name Choi, Cassandra

Account Type DED

Division:

	Transaction Date	Claim Type	Description	Total Claim Amount	Eligible Amount	Approved Amount	Ineligible Amount	Pended Amount	Denied Amount	Denied Reason	Reimb Method	Claim Number	SCC/MCC
New	5/18/2018	POS	KAISER 02090116	\$30.00	\$30.00	\$30.00	\$0.00	\$0.00	\$0.00	N/A		N/A	8099
			Total New:	\$30.00	\$30.00	\$30.00	\$0.00	\$0.00	\$0.00				

5/1/2018 - 5/31/2018

Regional Employee Benefits Council - T00986

Name Clark, Chaniel

Account Type TN2

Division:

	Transaction Date	Claim Type	Description	Total Claim Amount	Eligible Amount	Approved Amount	Ineligible Amount	Pended Amount	Denied Amount	Denied Reason	Reimb Method	Claim Number	SCC/MCC
New	5/16/2018	POS	UBER TRIP AT2MD	\$8.27	\$8.27	\$8.27	\$0.00	\$0.00	\$0.00	N/A		N/A	4121
	5/16/2018	POS	UBER TRIP A7B3N	\$5.45	\$5.45	\$5.45	\$0.00	\$0.00	\$0.00	N/A		N/A	4121
	5/17/2018	POS	UBER TRIP UUZPS	\$5.26	\$5.26	\$5.26	\$0.00	\$0.00	\$0.00	N/A		N/A	4121
	5/17/2018	POS	UBER TRIP 4G4PO	\$5.50	\$5.50	\$5.50	\$0.00	\$0.00	\$0.00	N/A		N/A	4121
	5/17/2018	POS	UBER ZRH4C	\$26.47	\$26.47	\$26.47	\$0.00	\$0.00	\$0.00	N/A		N/A	4121
	5/18/2018	POS	UBER TRIP F4W6T	\$6.15	\$6.15	\$6.15	\$0.00	\$0.00	\$0.00	N/A		N/A	4121
	5/18/2018	POS	UBER TRIP LTD5A	\$11.19	\$11.19	\$11.19	\$0.00	\$0.00	\$0.00	N/A		N/A	4121
	5/19/2018	POS	UBER TRIP HQWU6	\$6.12	\$6.12	\$6.12	\$0.00	\$0.00	\$0.00	N/A		N/A	4121
	5/19/2018	POS	UBER TRIP ZK6AB	\$5.51	\$5.51	\$5.51	\$0.00	\$0.00	\$0.00	N/A		N/A	4121
	5/21/2018	POS	UBER TRIP AOSWU	\$14.33	\$14.33	\$14.33	\$0.00	\$0.00	\$0.00	N/A		N/A	4121
	5/21/2018	POS	UBER TRIP 6PFJH	\$6.59	\$6.59	\$6.59	\$0.00	\$0.00	\$0.00	N/A		N/A	4121
	5/21/2018	POS	UBER TRIP IGH56	\$8.07	\$8.07	\$8.07	\$0.00	\$0.00	\$0.00	N/A		N/A	4121
	5/22/2018	POS	UBER TRIP KM4TC	\$3.70	\$3.70	\$3.70	\$0.00	\$0.00	\$0.00	N/A		N/A	4121
	5/23/2018	POS	UBER TRIP M6GTV	\$3.32	\$3.32	\$3.32	\$0.00	\$0.00	\$0.00	N/A		N/A	4121
	5/24/2018	POS	UBER TRIP DEA4Q	\$3.20	\$3.20	\$3.20	\$0.00	\$0.00	\$0.00	N/A		N/A	4121
	5/24/2018	POS	UBER TRIP ERSFU	\$2.89	\$2.89	\$2.89	\$0.00	\$0.00	\$0.00	N/A		N/A	4121

5/1/2018 - 5/31/2018

Regional Employee Benefits Council - T00986

5/25/2018	POS	UBER TRIP 5MQ2Q	\$3.66	\$3.66	\$3.66	\$0.00	\$0.00	\$0.00	N/A	N/A	4121
5/25/2018	POS	UBER TRIP 6ZPJK	\$3.01	\$3.01	\$3.01	\$0.00	\$0.00	\$0.00	N/A	N/A	4121
5/30/2018	POS	UBER TRIP PATLL	\$5.05	\$5.05	\$5.05	\$0.00	\$0.00	\$0.00	N/A	N/A	4121
5/30/2018	POS	UBER TRIP 46CQ4	\$5.16	\$5.16	\$5.16	\$0.00	\$0.00	\$0.00	N/A	N/A	4121
5/31/2018	POS	UBER TRIP KRTVV	\$12.96	\$12.96	\$12.96	\$0.00	\$0.00	\$0.00	N/A	N/A	4121
5/31/2018	POS	UBER TRIP NDAOO	\$4.68	\$4.68	\$4.68	\$0.00	\$0.00	\$0.00	N/A	N/A	4121
5/31/2018	POS	UBER TRIP REYET	\$6.25	\$6.25	\$6.25	\$0.00	\$0.00	\$0.00	N/A	N/A	4121
Total New:			\$162.79	\$162.79	\$162.79	\$0.00	\$0.00	\$0.00			

Name Dascole, Lauren
Account Type TN2

Division:

	Transaction Date	Claim Type	Description	Total Claim Amount	Eligible Amount	Approved Amount	Ineligible Amount	Pended Amount	Denied Amount	Denied Reason	Reimb Method	Claim Number	SCC/MCC
New	5/17/2018	POS	CLIPPER SERVICE	\$60.00	\$60.00	\$60.00	\$0.00	\$0.00	\$0.00	N/A		N/A	4111
	5/26/2018	POS	CLIPPER SERVICE	\$60.00	\$60.00	\$60.00	\$0.00	\$0.00	\$0.00	N/A		N/A	4111
	Total New:			\$120.00	\$120.00	\$120.00	\$0.00	\$0.00	\$0.00				

Name Duncan-Quintanilla, Ledah
Account Type DED

Division:

	Transaction Date	Claim Type	Description	Total Claim Amount	Eligible Amount	Approved Amount	Ineligible Amount	Pended Amount	Denied Amount	Denied Reason	Reimb Method	Claim Number	SCC/MCC
New	5/10/2018	POS	KAISER 0209092	\$30.00	\$30.00	\$30.00	\$0.00	\$0.00	\$0.00	N/A		N/A	8099
	5/11/2018	POS	KAISER 02090116	\$30.00	\$30.00	\$30.00	\$0.00	\$0.00	\$0.00	N/A		N/A	8099
	5/12/2018	POS	KAISER 02090116	\$30.00	\$30.00	\$30.00	\$0.00	\$0.00	\$0.00	N/A		N/A	8099
	5/17/2018	POS	KAISER 0209092	\$105.00	\$105.00	\$105.00	\$0.00	\$0.00	\$0.00	N/A		N/A	8099
	Total New:			\$195.00	\$195.00	\$195.00	\$0.00	\$0.00	\$0.00				

5/1/2018 - 5/31/2018

Regional Employee Benefits Council - T00986

Name Esola, Michael

Account Type DED

Division:

	Transaction Date	Claim Type	Description	Total Claim Amount	Eligible Amount	Approved Amount	Ineligible Amount	Pended Amount	Denied Amount	Denied Reason	Reimb Method	Claim Number	SCC/MCC
New	5/4/2018	POS	KAISER 02090512	\$75.00	\$75.00	\$75.00	\$0.00	\$0.00	\$0.00	N/A		N/A	8099
	5/29/2018	POS	NCAL KAISER ONLINE PAY	\$549.00	\$549.00	\$549.00	\$0.00	\$0.00	\$0.00	N/A		N/A	8099
	Total New:			\$624.00	\$624.00	\$624.00	\$0.00	\$0.00	\$0.00				

Name Gustafson-O'Hare, Rebecca

Account Type DED

Division:

	Transaction Date	Claim Type	Description	Total Claim Amount	Eligible Amount	Approved Amount	Ineligible Amount	Pended Amount	Denied Amount	Denied Reason	Reimb Method	Claim Number	SCC/MCC
New	5/7/2018	POS	NCAL KAISER ONLINE PAY	\$657.40	\$657.40	\$657.40	\$0.00	\$0.00	\$0.00	N/A		N/A	8099
	5/19/2018	POS	KAISER 02090116	\$105.00	\$105.00	\$105.00	\$0.00	\$0.00	\$0.00	N/A		N/A	8099
	5/28/2018	POS	NCAL KAISER ONLINE PAY	\$290.20	\$290.20	\$290.20	\$0.00	\$0.00	\$0.00	N/A		N/A	8099
	Total New:			\$1,052.60	\$1,052.60	\$1,052.60	\$0.00	\$0.00	\$0.00				

Name Hall, Carla

Account Type DED

Division:

	Transaction Date	Claim Type	Description	Total Claim Amount	Eligible Amount	Approved Amount	Ineligible Amount	Pended Amount	Denied Amount	Denied Reason	Reimb Method	Claim Number	SCC/MCC
New	5/1/2018	POS	KAISER 02099893	\$721.00	\$721.00	\$721.00	\$0.00	\$0.00	\$0.00	N/A		N/A	8099
	Total New:			\$721.00	\$721.00	\$721.00	\$0.00	\$0.00	\$0.00				

5/1/2018 - 5/31/2018

Regional Employee Benefits Council - T00986

Name Holmquist, Peter

Account Type DED

Division:

	Transaction Date	Claim Type	Description	Total Claim Amount	Eligible Amount	Approved Amount	Ineligible Amount	Pended Amount	Denied Amount	Denied Reason	Reimb Method	Claim Number	SCC/MCC
New	*5/3/2018	POS	KAISER 02090124	\$30.00	\$30.00	\$30.00	\$0.00	\$0.00	\$0.00	N/A		N/A	8099
			Total New:	\$30.00	\$30.00	\$30.00	\$0.00	\$0.00	\$0.00				

Account Type TN2

Division:

	Transaction Date	Claim Type	Description	Total Claim Amount	Eligible Amount	Approved Amount	Ineligible Amount	Pended Amount	Denied Amount	Denied Reason	Reimb Method	Claim Number	SCC/MCC
New	5/18/2018	POS	BART- CLIPPER CERRITO P	\$20.00	\$20.00	\$20.00	\$0.00	\$0.00	\$0.00	N/A		N/A	4111
	5/25/2018	POS	BART- CLIPPER CERRITO P	\$20.00	\$20.00	\$20.00	\$0.00	\$0.00	\$0.00	N/A		N/A	4111
			Total New:	\$40.00	\$40.00	\$40.00	\$0.00	\$0.00	\$0.00				

Name Lacebal-Valdez, Maria

Account Type DED

Division:

	Transaction Date	Claim Type	Description	Total Claim Amount	Eligible Amount	Approved Amount	Ineligible Amount	Pended Amount	Denied Amount	Denied Reason	Reimb Method	Claim Number	SCC/MCC
New	5/22/2018	POS	KAISER 02090116	\$30.00	\$30.00	\$30.00	\$0.00	\$0.00	\$0.00	N/A		N/A	8099
			Total New:	\$30.00	\$30.00	\$30.00	\$0.00	\$0.00	\$0.00				

Name Lee, Eric

Account Type TN2

Division:

	Transaction Date	Claim Type	Description	Total Claim Amount	Eligible Amount	Approved Amount	Ineligible Amount	Pended Amount	Denied Amount	Denied Reason	Reimb Method	Claim Number	SCC/MCC
New	5/16/2018	POS	UBER TRIP FTBZF	\$5.47	\$5.47	\$5.47	\$0.00	\$0.00	\$0.00	N/A		N/A	4121
	5/16/2018	POS	UBER TRIP V2I3G	\$3.00	\$3.00	\$3.00	\$0.00	\$0.00	\$0.00	N/A		N/A	4121
	5/19/2018	POS	UBER TRIP BUHSH	\$5.20	\$5.20	\$5.20	\$0.00	\$0.00	\$0.00	N/A		N/A	4121
			Total New:	\$13.67	\$13.67	\$13.67	\$0.00	\$0.00	\$0.00				

5/1/2018 - 5/31/2018

Regional Employee Benefits Council - T00986

Name Moebius, Kim

Account Type DED

Division:

	Transaction Date	Claim Type	Description	Total Claim Amount	Eligible Amount	Approved Amount	Ineligible Amount	Pended Amount	Denied Amount	Denied Reason	Reimb Method	Claim Number	SCC/MCC
New	*5/4/2018	POS	KAISER 02090553	\$30.00	\$30.00	\$30.00	\$0.00	\$0.00	\$0.00	N/A		N/A	8099
	*5/31/2018	POS	KAISER 02090553	\$30.00	\$30.00	\$30.00	\$0.00	\$0.00	\$0.00	N/A		N/A	8099
	Total New:			\$60.00	\$60.00	\$60.00	\$0.00	\$0.00	\$0.00				

Name Noukhay, Koulee

Account Type DED

Division:

	Transaction Date	Claim Type	Description	Total Claim Amount	Eligible Amount	Approved Amount	Ineligible Amount	Pended Amount	Denied Amount	Denied Reason	Reimb Method	Claim Number	SCC/MCC
New	5/22/2018	POS	NCAL KAISER ONLINE PAY	\$159.00	\$159.00	\$159.00	\$0.00	\$0.00	\$0.00	N/A		N/A	8099
	Total New:			\$159.00	\$159.00	\$159.00	\$0.00	\$0.00	\$0.00				

Name Oden, Vanessa

Account Type DED

Division:

	Transaction Date	Claim Type	Description	Total Claim Amount	Eligible Amount	Approved Amount	Ineligible Amount	Pended Amount	Denied Amount	Denied Reason	Reimb Method	Claim Number	SCC/MCC
New	5/2/2018	POS	NCAL KAISER ONLINE PAY	\$4,000.00	\$4,000.00	\$4,000.00	\$0.00	\$0.00	\$0.00	N/A		N/A	8099
	Total New:			\$4,000.00	\$4,000.00	\$4,000.00	\$0.00	\$0.00	\$0.00				

Name Peralta, Joshua

Account Type DED

Division:

	Transaction Date	Claim Type	Description	Total Claim Amount	Eligible Amount	Approved Amount	Ineligible Amount	Pended Amount	Denied Amount	Denied Reason	Reimb Method	Claim Number	SCC/MCC
New	5/31/2018	POS	KAISER 02090116	\$30.00	\$30.00	\$30.00	\$0.00	\$0.00	\$0.00	N/A		N/A	8099
	Total New:			\$30.00	\$30.00	\$30.00	\$0.00	\$0.00	\$0.00				

5/1/2018 - 5/31/2018

Regional Employee Benefits Council - T00986

Name Saechao, Peter

Account Type DED

Division:

	Transaction Date	Claim Type	Description	Total Claim Amount	Eligible Amount	Approved Amount	Ineligible Amount	Pended Amount	Denied Amount	Denied Reason	Reimb Method	Claim Number	SCC/MCC
New	5/11/2018	POS	KAISER 02090306	\$30.00	\$30.00	\$30.00	\$0.00	\$0.00	\$0.00	N/A		N/A	8099
			Total New:	\$30.00	\$30.00	\$30.00	\$0.00	\$0.00	\$0.00				

Name Wu, Fenglin

Account Type DED

Division:

	Transaction Date	Claim Type	Description	Total Claim Amount	Eligible Amount	Approved Amount	Ineligible Amount	Pended Amount	Denied Amount	Denied Reason	Reimb Method	Claim Number	SCC/MCC
New	5/7/2018	POS	NCAL KAISER ONLINE PAY	\$25.00	\$25.00	\$25.00	\$0.00	\$0.00	\$0.00	N/A		N/A	8099
			Total New:	\$25.00	\$25.00	\$25.00	\$0.00	\$0.00	\$0.00				

Employer Name: American Indian Charter School

	Count	POS	MANUAL	ADMIN	MANUAL PARTICIPANT	Total
Total Approved :	0	0	0	0	0	\$0.00
Total Denied :	0	0	0	0	0	\$0.00
Total Pending :	0	0	0	0	0	\$0.00
Total Resolved :	0	0	0	0	0	\$0.00
Total New :	56	56	0	0	0	\$8,062.06
Total Ineligible :	0	0	0	0	0	\$0.00
Total Ineligible Partially Offset :	0	0	0	0	0	\$0.00
Total Resolved Offset :	0	0	0	0	0	\$0.00
Total Insufficient Documentation :	0	0	0	0	0	\$0.00
Total Entered - Not Reviewed :	0	0	0	0	0	\$0.00
Total Reviewed Receipt Required :	0	0	0	0	0	\$0.00
Total Reviewed Insufficient Documentation:	0	0	0	0	0	\$0.00
Total Reviewed Pending Approval :	0	0	0	0	0	\$0.00

5/1/2018 - 5/31/2018

Regional Employee Benefits Council - T00986

Administrator Name: Regional Employee Benefits Council

	Count	POS	MANUAL ADMIN	MANUAL PARTICIPANT	Total
Total Approved :	0	0	0	0	\$0.00
Total Denied :	0	0	0	0	\$0.00
Total Pending :	0	0	0	0	\$0.00
Total Resolved :	0	0	0	0	\$0.00
Total New :	56	56	0	0	\$8,062.06
Total Ineligible :	0	0	0	0	\$0.00
Total Ineligible Partially Offset :	0	0	0	0	\$0.00
Total Resolved Offset :	0	0	0	0	\$0.00
Total Insufficient Documentation :	0	0	0	0	\$0.00
Total Entered - Not Reviewed :	0	0	0	0	\$0.00
Total Reviewed Receipt Required :	0	0	0	0	\$0.00
Total Reviewed Insufficient Documentation :	0	0	0	0	\$0.00
Total Reviewed Pending Approval :	0	0	0	0	\$0.00

* indicates dependent transactions

5/1/2018 - 5/31/2018

Regional Employee Benefits Council - T00986

Employer Name: American Indian Charter School

Name Yu, Taiqin

Account Type DED

Division:

	Transaction Date	Claim Type	Description	Total Claim Amount	Eligible Amount	Approved Amount	Ineligible Amount	Pended Amount	Denied Amount	Denied Reason	Reimb Method	Claim Number	SCC/MCC
Approved	5/24/2018	MANP	KAISER	\$30.00	\$30.00	\$30.00	\$0.00	\$0.00	\$0.00	N/A		20180524-2	
	Total Approved:			\$30.00	\$30.00	\$30.00	\$0.00	\$0.00	\$0.00				

Account Type TN2

Division:

	Transaction Date	Claim Type	Description	Total Claim Amount	Eligible Amount	Approved Amount	Ineligible Amount	Pended Amount	Denied Amount	Denied Reason	Reimb Method	Claim Number	SCC/MCC
Approved	5/24/2018	MANP	BART	\$100.00	\$100.00	\$100.00	\$0.00	\$0.00	\$0.00	N/A		20180524-1	
	Total Approved:			\$100.00	\$100.00	\$100.00	\$0.00	\$0.00	\$0.00				

Employer Name: American Indian Charter School

	Count	POS	MANUAL	ADMIN	MANUAL PARTICIPANT	Total
Total Approved :	2	0	2		0	\$130.00
Total Denied :	0	0	0		0	\$0.00
Total Pending :	0	0	0		0	\$0.00
Total Resolved :	0	0	0		0	\$0.00
Total New :	0	0	0		0	\$0.00
Total Ineligible :	0	0	0		0	\$0.00
Total Ineligible Partially Offset :	0	0	0		0	\$0.00
Total Resolved Offset :	0	0	0		0	\$0.00
Total Insufficient Documentation :	0	0	0		0	\$0.00
Total Entered - Not Reviewed :	0	0	0		0	\$0.00
Total Reviewed Receipt Required :	0	0	0		0	\$0.00
Total Reviewed Insufficient Documentation:	0	0	0		0	\$0.00
Total Reviewed Pending Approval :	0	0	0		0	\$0.00

5/1/2018 - 5/31/2018

Regional Employee Benefits Council - T00986

Administrator Name: Regional Employee Benefits Council

	Count	POS	MANUAL ADMIN	MANUAL PARTICIPANT	Total
Total Approved :	2	0	2	0	\$130.00
Total Denied :	0	0	0	0	\$0.00
Total Pending :	0	0	0	0	\$0.00
Total Resolved :	0	0	0	0	\$0.00
Total New :	0	0	0	0	\$0.00
Total Ineligible :	0	0	0	0	\$0.00
Total Ineligible Partially Offset :	0	0	0	0	\$0.00
Total Resolved Offset :	0	0	0	0	\$0.00
Total Insufficient Documentation :	0	0	0	0	\$0.00
Total Entered - Not Reviewed :	0	0	0	0	\$0.00
Total Reviewed Receipt Required :	0	0	0	0	\$0.00
Total Reviewed Insufficient Documentation :	0	0	0	0	\$0.00
Total Reviewed Pending Approval :	0	0	0	0	\$0.00

* indicates dependent transactions

P Entered by participant.

Bank Transaction Reconciliation Report

5/1/2018 - 5/31/2018

	Enrollee Name	Employee ID	Date	Type	Trans Amt	Total Amt	Division
Employer: REB1101 American Indian Charter School							
Account Type: DED							
Settlement Date: 5/1/2018	Hall, Carla	XXX-XX-0595	4/30/2018	POS	\$721.00	\$721.00	
Total POS:					\$721.00	\$721.00	
Total Direct Deposit:					\$0.00	\$0.00	
Total Product Partner Manual Claim:					\$0.00	\$0.00	
Total Card Reimbursement Claim:					\$0.00	\$0.00	
Total for Settlement Date:					\$721.00	\$721.00	
Settlement Date: 5/2/2018	Oden, Vanessa	XXX-XX-7735	5/1/2018	POS	\$4,000.00	\$4,000.00	
Total POS:					\$4,000.00	\$4,000.00	
Total Direct Deposit:					\$0.00	\$0.00	
Total Product Partner Manual Claim:					\$0.00	\$0.00	
Total Card Reimbursement Claim:					\$0.00	\$0.00	
Total for Settlement Date:					\$4,000.00	\$4,000.00	
Settlement Date: 5/3/2018	Holmquist, Peter	XXX-XX-8954	5/2/2018	POS	\$30.00	\$30.00*	
Total POS:					\$30.00	\$30.00	
Total Direct Deposit:					\$0.00	\$0.00	
Total Product Partner Manual Claim:					\$0.00	\$0.00	
Total Card Reimbursement Claim:					\$0.00	\$0.00	
Total for Settlement Date:					\$30.00	\$30.00	
Settlement Date: 5/4/2018	Esola, Michael	XXX-XX-3949	5/3/2018	POS	\$75.00	\$75.00	
	Moebius, Kim	XXX-XX-2466	5/3/2018	POS	\$30.00	\$30.00*	
Total POS:					\$105.00	\$105.00	

Bank Transaction Reconciliation Report

5/1/2018 - 5/31/2018

	Enrollee Name	Employee ID	Date	Type	Trans Amt	Total Amt	Division
Total Direct Deposit:					\$0.00	\$0.00	
Total Product Partner Manual Claim:					\$0.00	\$0.00	
Total Card Reimbursement Claim:					\$0.00	\$0.00	
Total for Settlement Date:					\$105.00	\$105.00	
Settlement Date: 5/5/2018	Blondeau, Janet	XXX-XX-1700	5/4/2018	POS	\$30.00	\$30.00	
Total POS:					\$30.00	\$30.00	
Total Direct Deposit:					\$0.00	\$0.00	
Total Product Partner Manual Claim:					\$0.00	\$0.00	
Total Card Reimbursement Claim:					\$0.00	\$0.00	
Total for Settlement Date:					\$30.00	\$30.00	
Settlement Date: 5/7/2018	Gustafson-O'Hare, Rebecca	XXX-XX-2684	5/5/2018	POS	\$657.40	\$657.40	
	Wu, Fenglin	XXX-XX-0660	5/5/2018	POS	\$25.00	\$25.00	
Total POS:					\$682.40	\$682.40	
Total Direct Deposit:					\$0.00	\$0.00	
Total Product Partner Manual Claim:					\$0.00	\$0.00	
Total Card Reimbursement Claim:					\$0.00	\$0.00	
Total for Settlement Date:					\$682.40	\$682.40	
Settlement Date: 5/9/2018	Ahmad, Christopher	XXX-XX-7227	5/8/2018	POS	\$549.00	\$549.00	
Total POS:					\$549.00	\$549.00	
Total Direct Deposit:					\$0.00	\$0.00	
Total Product Partner Manual Claim:					\$0.00	\$0.00	
Total Card Reimbursement Claim:					\$0.00	\$0.00	
Total for Settlement Date:					\$549.00	\$549.00	

Bank Transaction Reconciliation Report

5/1/2018 - 5/31/2018

	Enrollee Name	Employee ID	Date	Type	Trans Amt	Total Amt	Division
Settlement Date: 5/10/2018	Duncan-Quintanilla, Ledah	XXX-XX-9875	5/9/2018	POS	\$30.00	\$30.00	
Total POS:					\$30.00	\$30.00	
Total Direct Deposit:					\$0.00	\$0.00	
Total Product Partner Manual Claim:					\$0.00	\$0.00	
Total Card Reimbursement Claim:					\$0.00	\$0.00	
Total for Settlement Date:					\$30.00	\$30.00	
Settlement Date: 5/11/2018	Duncan-Quintanilla, Ledah	XXX-XX-9875	5/10/2018	POS	\$30.00	\$30.00	
	Saechao, Peter	XXX-XX-4851	5/10/2018	POS	\$30.00	\$30.00	
Total POS:					\$60.00	\$60.00	
Total Direct Deposit:					\$0.00	\$0.00	
Total Product Partner Manual Claim:					\$0.00	\$0.00	
Total Card Reimbursement Claim:					\$0.00	\$0.00	
Total for Settlement Date:					\$60.00	\$60.00	
Settlement Date: 5/12/2018	Blondeau, Janet	XXX-XX-1700	5/11/2018	POS	\$30.00	\$30.00	
	Duncan-Quintanilla, Ledah	XXX-XX-9875	5/11/2018	POS	\$30.00	\$30.00	
Total POS:					\$60.00	\$60.00	
Total Direct Deposit:					\$0.00	\$0.00	
Total Product Partner Manual Claim:					\$0.00	\$0.00	
Total Card Reimbursement Claim:					\$0.00	\$0.00	
Total for Settlement Date:					\$60.00	\$60.00	
Settlement Date: 5/17/2018	Barany, Ezra	XXX-XX-3138	5/16/2018	POS	\$30.00	\$30.00	
	Duncan-Quintanilla, Ledah	XXX-XX-9875	5/16/2018	POS	\$105.00	\$105.00	

Bank Transaction Reconciliation Report

5/1/2018 - 5/31/2018

	Enrollee Name	Employee ID	Date	Type	Trans Amt	Total Amt	Division
Total POS:					\$135.00	\$135.00	
Total Direct Deposit:					\$0.00	\$0.00	
Total Product Partner Manual Claim:					\$0.00	\$0.00	
Total Card Reimbursement Claim:					\$0.00	\$0.00	
Total for Settlement Date:					\$135.00	\$135.00	
Settlement Date: 5/18/2018	Choi, Cassandra	XXX-XX-3883	5/17/2018	POS	\$30.00	\$30.00	
Total POS:					\$30.00	\$30.00	
Total Direct Deposit:					\$0.00	\$0.00	
Total Product Partner Manual Claim:					\$0.00	\$0.00	
Total Card Reimbursement Claim:					\$0.00	\$0.00	
Total for Settlement Date:					\$30.00	\$30.00	
Settlement Date: 5/19/2018	Blondeau, Janet	XXX-XX-1700	5/18/2018	POS	\$30.00	\$30.00	
	Gustafson-O'Hare, Rebecca	XXX-XX-2684	5/18/2018	POS	\$105.00	\$105.00	
Total POS:					\$135.00	\$135.00	
Total Direct Deposit:					\$0.00	\$0.00	
Total Product Partner Manual Claim:					\$0.00	\$0.00	
Total Card Reimbursement Claim:					\$0.00	\$0.00	
Total for Settlement Date:					\$135.00	\$135.00	
Settlement Date: 5/22/2018	Lacebal-Valdez, Maria	XXX-XX-6257	5/21/2018	POS	\$30.00	\$30.00	
	Noukhay, Koulee	XXX-XX-6669	5/21/2018	POS	\$159.00	\$159.00	
Total POS:					\$189.00	\$189.00	
Total Direct Deposit:					\$0.00	\$0.00	
Total Product Partner Manual Claim:					\$0.00	\$0.00	

Bank Transaction Reconciliation Report

5/1/2018 - 5/31/2018

	Enrollee Name	Employee ID	Date	Type	Trans Amt	Total Amt	Division
Total Card Reimbursement Claim:					\$0.00	\$0.00	
Total for Settlement Date:					\$189.00	\$189.00	
Settlement Date: 5/28/2018	Gustafson-O'Hare, Rebecca	XXX-XX-2684	5/26/2018	POS	\$290.20	\$290.20	
Total POS:					\$290.20	\$290.20	
Total Direct Deposit:					\$0.00	\$0.00	
Total Product Partner Manual Claim:					\$0.00	\$0.00	
Total Card Reimbursement Claim:					\$0.00	\$0.00	
Total for Settlement Date:					\$290.20	\$290.20	
Settlement Date: 5/29/2018	Esola, Michael	XXX-XX-3949	5/28/2018	POS	\$549.00	\$549.00	
Total POS:					\$549.00	\$549.00	
Total Direct Deposit:					\$0.00	\$0.00	
Total Product Partner Manual Claim:					\$0.00	\$0.00	
Total Card Reimbursement Claim:					\$0.00	\$0.00	
Total for Settlement Date:					\$549.00	\$549.00	
Settlement Date: 5/30/2018	Barany, Ezra	XXX-XX-3138	5/29/2018	POS	\$70.00	\$70.00	
Total POS:					\$70.00	\$70.00	
Total Direct Deposit:					\$0.00	\$0.00	
Total Product Partner Manual Claim:					\$0.00	\$0.00	
Total Card Reimbursement Claim:					\$0.00	\$0.00	
Total for Settlement Date:					\$70.00	\$70.00	
Settlement Date: 5/31/2018	Moebius, Kim	XXX-XX-2466	5/30/2018	POS	\$30.00	\$30.00*	
	Peralta, Joshua	XXX-XX-1040	5/30/2018	POS	\$30.00	\$30.00	
Total POS:					\$60.00	\$60.00	

Bank Transaction Reconciliation Report

5/1/2018 - 5/31/2018

	Enrollee Name	Employee ID	Date	Type	Trans Amt	Total Amt	Division
Total Direct Deposit:					\$0.00	\$0.00	
Total Product Partner Manual Claim:					\$0.00	\$0.00	
Total Card Reimbursement Claim:					\$0.00	\$0.00	
Total for Settlement Date:					\$60.00	\$60.00	
Account Type Total Transactions Count:					26		
Account Type Total Transactions Amount:					\$7,725.60		
Account Type: TN2							
Settlement Date: 5/16/2018	Clark, Chaniel	XXX-XX-5592	5/15/2018	POS	\$8.27	\$8.27	
	Clark, Chaniel	XXX-XX-5592	5/15/2018	POS	\$5.45	\$5.45	
	Lee, Eric	XXX-XX-9803	5/15/2018	POS	\$5.47	\$5.47	
	Lee, Eric	XXX-XX-9803	5/15/2018	POS	\$3.00	\$3.00	
Total POS:					\$22.19	\$22.19	
Total Direct Deposit:					\$0.00	\$0.00	
Total Product Partner Manual Claim:					\$0.00	\$0.00	
Total Card Reimbursement Claim:					\$0.00	\$0.00	
Total for Settlement Date:					\$22.19	\$22.19	
Settlement Date: 5/17/2018	Clark, Chaniel	XXX-XX-5592	5/16/2018	POS	\$5.26	\$5.26	
	Clark, Chaniel	XXX-XX-5592	5/16/2018	POS	\$5.50	\$5.50	
	Clark, Chaniel	XXX-XX-5592	5/17/2018	POS	\$26.47	\$26.47	
	Dascole, Lauren	XXX-XX-7925	5/16/2018	POS	\$60.00	\$60.00	
Total POS:					\$97.23	\$97.23	
Total Direct Deposit:					\$0.00	\$0.00	
Total Product Partner Manual Claim:					\$0.00	\$0.00	

Bank Transaction Reconciliation Report

5/1/2018 - 5/31/2018

	Enrollee Name	Employee ID	Date	Type	Trans Amt	Total Amt	Division
Total Card Reimbursement Claim:					\$0.00	\$0.00	
Total for Settlement Date:					\$97.23	\$97.23	
Settlement Date: 5/18/2018	Clark, Chaniel	XXX-XX-5592	5/17/2018	POS	\$6.15	\$6.15	
	Clark, Chaniel	XXX-XX-5592	5/18/2018	POS	\$11.19	\$11.19	
	Holmquist, Peter	XXX-XX-8954	5/17/2018	POS	\$20.00	\$20.00	
Total POS:					\$37.34	\$37.34	
Total Direct Deposit:					\$0.00	\$0.00	
Total Product Partner Manual Claim:					\$0.00	\$0.00	
Total Card Reimbursement Claim:					\$0.00	\$0.00	
Total for Settlement Date:					\$37.34	\$37.34	
Settlement Date: 5/19/2018	Clark, Chaniel	XXX-XX-5592	5/18/2018	POS	\$6.12	\$6.12	
	Clark, Chaniel	XXX-XX-5592	5/18/2018	POS	\$5.51	\$5.51	
	Lee, Eric	XXX-XX-9803	5/18/2018	POS	\$5.20	\$5.20	
Total POS:					\$16.83	\$16.83	
Total Direct Deposit:					\$0.00	\$0.00	
Total Product Partner Manual Claim:					\$0.00	\$0.00	
Total Card Reimbursement Claim:					\$0.00	\$0.00	
Total for Settlement Date:					\$16.83	\$16.83	
Settlement Date: 5/21/2018	Clark, Chaniel	XXX-XX-5592	5/19/2018	POS	\$14.33	\$14.33	
	Clark, Chaniel	XXX-XX-5592	5/20/2018	POS	\$6.59	\$6.59	
	Clark, Chaniel	XXX-XX-5592	5/20/2018	POS	\$8.07	\$8.07	
Total POS:					\$28.99	\$28.99	
Total Direct Deposit:					\$0.00	\$0.00	

Bank Transaction Reconciliation Report

5/1/2018 - 5/31/2018

	Enrollee Name	Employee ID	Date	Type	Trans Amt	Total Amt	Division
Total Product Partner Manual Claim:					\$0.00	\$0.00	
Total Card Reimbursement Claim:					\$0.00	\$0.00	
Total for Settlement Date:					\$28.99	\$28.99	
Settlement Date: 5/22/2018	Clark, Chaniel	XXX-XX-5592	5/21/2018	POS	\$3.70	\$3.70	
Total POS:					\$3.70	\$3.70	
Total Direct Deposit:					\$0.00	\$0.00	
Total Product Partner Manual Claim:					\$0.00	\$0.00	
Total Card Reimbursement Claim:					\$0.00	\$0.00	
Total for Settlement Date:					\$3.70	\$3.70	
Settlement Date: 5/23/2018	Clark, Chaniel	XXX-XX-5592	5/22/2018	POS	\$3.32	\$3.32	
Total POS:					\$3.32	\$3.32	
Total Direct Deposit:					\$0.00	\$0.00	
Total Product Partner Manual Claim:					\$0.00	\$0.00	
Total Card Reimbursement Claim:					\$0.00	\$0.00	
Total for Settlement Date:					\$3.32	\$3.32	
Settlement Date: 5/24/2018	Clark, Chaniel	XXX-XX-5592	5/23/2018	POS	\$3.20	\$3.20	
	Clark, Chaniel	XXX-XX-5592	5/23/2018	POS	\$2.89	\$2.89	
Total POS:					\$6.09	\$6.09	
Total Direct Deposit:					\$0.00	\$0.00	
Total Product Partner Manual Claim:					\$0.00	\$0.00	
Total Card Reimbursement Claim:					\$0.00	\$0.00	
Total for Settlement Date:					\$6.09	\$6.09	
Settlement Date: 5/25/2018	Clark, Chaniel	XXX-XX-5592	5/24/2018	POS	\$3.66	\$3.66	

Bank Transaction Reconciliation Report

5/1/2018 - 5/31/2018

	Enrollee Name	Employee ID	Date	Type	Trans Amt	Total Amt	Division
Settlement Date: 5/25/2018	Clark, Chaniel	XXX-XX-5592	5/24/2018	POS	\$3.01	\$3.01	
	Holmquist, Peter	XXX-XX-8954	5/24/2018	POS	\$20.00	\$20.00	
Total POS:					\$26.67	\$26.67	
Total Direct Deposit:					\$0.00	\$0.00	
Total Product Partner Manual Claim:					\$0.00	\$0.00	
Total Card Reimbursement Claim:					\$0.00	\$0.00	
Total for Settlement Date:					\$26.67	\$26.67	
Settlement Date: 5/26/2018	Dascole, Lauren	XXX-XX-7925	5/25/2018	POS	\$60.00	\$60.00	
Total POS:					\$60.00	\$60.00	
Total Direct Deposit:					\$0.00	\$0.00	
Total Product Partner Manual Claim:					\$0.00	\$0.00	
Total Card Reimbursement Claim:					\$0.00	\$0.00	
Total for Settlement Date:					\$60.00	\$60.00	
Settlement Date: 5/30/2018	Clark, Chaniel	XXX-XX-5592	5/29/2018	POS	\$5.05	\$5.05	
	Clark, Chaniel	XXX-XX-5592	5/29/2018	POS	\$5.16	\$5.16	
Total POS:					\$10.21	\$10.21	
Total Direct Deposit:					\$0.00	\$0.00	
Total Product Partner Manual Claim:					\$0.00	\$0.00	
Total Card Reimbursement Claim:					\$0.00	\$0.00	
Total for Settlement Date:					\$10.21	\$10.21	
Settlement Date: 5/31/2018	Clark, Chaniel	XXX-XX-5592	5/30/2018	POS	\$12.96	\$12.96	
	Clark, Chaniel	XXX-XX-5592	5/30/2018	POS	\$4.68	\$4.68	
	Clark, Chaniel	XXX-XX-5592	5/30/2018	POS	\$6.25	\$6.25	

Bank Transaction Reconciliation Report

5/1/2018 - 5/31/2018

Enrollee Name	Employee ID	Date	Type	Trans Amt	Total Amt	Division
Total POS:				\$23.89	\$23.89	
Total Direct Deposit:				\$0.00	\$0.00	
Total Product Partner Manual Claim:				\$0.00	\$0.00	
Total Card Reimbursement Claim:				\$0.00	\$0.00	
Total for Settlement Date:				\$23.89	\$23.89	
Account Type Total Transactions Count:				30		
Account Type Total Transactions Amount:				\$336.46		
REB1101	American Indian Charter School		Count: 56	\$8,062.06	\$8,062.06	
T00986	Regional Employee Benefits Council	Administrator Total Transactions Count:			56	
				Administrator Total Transactions Amount: \$8,062.06		
				Administrator Total Settlement Amount: \$8,062.06		

* indicates dependent transactions

Enrollee Account Balance
Regional Employee Benefits Council-T00986
American Indian Charter School-REB1101
Account Balances as of: 6/1/2018

Employee Name	Employee ID	Division Name	Class Name	Effective / Termination Date	Employee Status	Payroll Cycle	Annual Election	Employee Deposits	Employer Deposits	Deposits	Other Deposits	Total Disbursed	Forfeiture Balance	Available Balance	Balance Due
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Account Type : DCA (Payroll)
Plan ID: DCA5000B
Plan Dates: 07/01/2017-06/30/2018

Oh, Joseph	XXXXX6890			07/01/2017 - N/A	Active	None	\$5,000.00	\$4,272.74	\$0.00	\$4,272.74	\$0.00	\$2,125.00	\$2,147.74	\$2,147.74	\$0.00
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Account Type : DED (Prefunded)
Plan ID: HRA2015ACA
Plan Dates: 01/01/2018-12/31/2018

Ahmad, Christopher	XXXXX7227				Active	None	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,664.00	(\$1,664.00)	\$336.00	\$0.00
Al-Ghani, Jemila	XXXXX7492				New	None	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$0.00
Atkins, Larry	XXXXX0914				New	None	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$0.00
Baker, Christopher	XXXXX9598			05/01/2018 - N/A	New	None	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$0.00
Bakheit, Zubida	XXXXX3145			04/01/2018 - N/A	New	None	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$0.00
Barany, Ezra	XXXXX3138				Active	None	\$4,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$279.00	(\$279.00)	\$3,721.00	\$0.00
Bella, Nicole	XXXXX5646				Active	None	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$30.00	(\$30.00)	\$1,970.00	\$0.00
Bevans, Guiying	XXXXX1432				New	None	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$0.00
Blondeau, Janet	XXXXX1700				Active	None	\$4,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$90.00	(\$90.00)	\$3,910.00	\$0.00
Bowen, Meredith	XXXXX0989				New	None	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$0.00
Cabrera, Brian	XXXXX5944				New	None	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$0.00
Castellano, Anthony	XXXXX7018				New	None	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$0.00
Choi, Cassandra	XXXXX3883				Active	None	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$30.00	(\$30.00)	\$1,970.00	\$0.00
Clark, Chaniel	XXXXX5592				Active	None	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$336.40	(\$336.40)	\$1,663.60	\$0.00
Clark, Sabrina	XXXXX3295				New	None	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$0.00

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Enrollee Account Balance
Regional Employee Benefits Council-T00986
American Indian Charter School-REB1101
Account Balances as of: 6/1/2018

Employee Name	Employee ID	Division Name	Class Name	Effective / Termination Date	Employee Status	Payroll Cycle	Annual Election	Employee Deposits	Employer Deposits	Deposits	Other Deposits	Total Disbursed	Forfeiture Balance	Available Balance	Balance Due
Contreras, Mayra	XXXXX6277				Active	None	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$0.00
Correia, Natasha	XXXXX8211				Active	None	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$982.00	(\$982.00)	\$1,018.00	\$0.00
Duncan-Quintanilla, Ledah	XXXXX9875				Active	None	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$458.40	(\$458.40)	\$1,541.60	\$0.00
Esola, Michael	XXXXX3949				Active	None	\$4,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$785.00	(\$785.00)	\$3,215.00	\$0.00
Gambrell, Sean	XXXXX3655				Active	None	\$4,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,000.00	\$0.00
Gilman, Devyn	XXXXX6080				Active	None	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$0.00
Glass, Natalie	XXXXX3414				Active	None	\$4,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,000.00	\$0.00
Golden, Maryetta	XXXXX3039				New	None	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$0.00
Gustafson-O'Hare, Rebecca	XXXXX2684				Active	None	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,052.60	(\$1,052.60)	\$947.40	\$0.00
Ha, Melissa	XXXXX7416				New	None	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$0.00
Hall, Carla	XXXXX0595				Active	None	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,012.00	(\$1,012.00)	\$988.00	\$0.00
Harrison, Ajuana L	XXXXX0851				New	None	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$0.00
Hollie, Sharroky	XXXXX6920				New	None	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$0.00
Holmquist, Peter	XXXXX8954				Active	None	\$4,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$135.00	(\$135.00)	\$3,865.00	\$0.00
Jung, Nicole	XXXXX4322				Active	None	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$0.00
Lacebal-Valdez, Maria	XXXXX6257				Active	None	\$4,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$30.00	(\$30.00)	\$3,970.00	\$0.00
Lee, Alexander	XXXXX2250				Active	None	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,910.00	(\$1,910.00)	\$90.00	\$0.00
Lo, Sharon	XXXXX6648				New	None	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$0.00
Magana, Marisol	XXXXX1372				Active	None	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$0.00

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Enrollee Account Balance
Regional Employee Benefits Council-T00986
American Indian Charter School-REB1101
Account Balances as of: 6/1/2018

Employee Name	Employee ID	Division Name	Class Name	Effective / Termination Date	Employee Status	Payroll Cycle	Annual Election	Employee Deposits	Employer Deposits	Deposits	Other Deposits	Total Disbursed	Forfeiture Balance	Available Balance	Balance Due
Moebius, Kim	XXXXX2466				Active	None	\$4,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$165.00	(\$165.00)	\$3,835.00	\$0.00
Morales, Alma	XXXXX0066			05/01/2018 - N/A	New	None	\$4,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,000.00	\$0.00
Moxon, Taylor	XXXXX5231				New	None	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$0.00
Nguyen, Nhi	XXXXX5541				New	None	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$0.00
Noukhay, Koulee	XXXXX6669				Active	None	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$370.00	(\$370.00)	\$1,630.00	\$0.00
Oden, Vanessa	XXXXX7735				Active	None	\$4,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,000.00	(\$4,000.00)	\$0.00	\$0.00
OH, ERIN	XXXXX8886				Active	None	\$4,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,000.00	\$0.00
Oh, Joseph	XXXXX6890			N/A - 01/02/2018	Active	None	\$4,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,000.00	\$0.00
Orozco Alvarado, Alejandra	XXXXX6779				Active	None	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$30.00	(\$30.00)	\$1,970.00	\$0.00
Pak, Amy	XXXXX2302				Active	None	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$0.00
Peralta, Joshua	XXXXX1040				Active	None	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$30.00	(\$30.00)	\$1,970.00	\$0.00
Puga, Alyssa M	XXXXX1456				Active	None	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$0.00
Radmanovic, Nemanja	XXXXX0823				New	None	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$0.00
Ruff, Daphne	XXXXX0367				Active	None	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$0.00
Russ, Tareyton	XXXXX3114				Active	None	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$0.00
Saechao, Peter	XXXXX4851				Active	None	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$30.00	(\$30.00)	\$1,970.00	\$0.00
Seiwald, Madeleine	XXXXX3065				New	None	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$0.00
Sharpe, Charlton	XXXXX1273				New	None	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$0.00

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Enrollee Account Balance
Regional Employee Benefits Council-T00986
American Indian Charter School-REB1101
Account Balances as of: 6/1/2018

Employee Name	Employee ID	Division Name	Class Name	Effective / Termination Date	Employee Status	Payroll Cycle	Annual Election	Employee Deposits	Employer Deposits	Deposits	Other Deposits	Total Disbursed	Forfeiture Balance	Available Balance	Balance Due
Tung, Tiffany	XXXXX8201				New	None	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$0.00
Washington, Brielle	XXXXX0273				Active	None	\$4,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,072.00	(\$1,072.00)	\$2,928.00	\$0.00
Williams Jr., Maurice	XXXXX8221				New	None	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$0.00
Wu, Fenglin	XXXXX0660				Active	None	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$100.00	(\$100.00)	\$1,900.00	\$0.00
Xu, Yihui	XXXXX8841				New	None	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$0.00
Yu, Taiqin	XXXXX0272				Active	None	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$30.00	(\$30.00)	\$1,970.00	\$0.00
Yuan, Joyce	XXXXX3769				Active	None	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$0.00

Account Type : PFS (Payroll)
Plan ID: 1012018
Plan Dates: 01/01/2018-12/31/9998

Oh, Joseph	XXXXX6890			01/01/2018 - N/A	Active	None	\$168.00	\$100.80	\$0.00	\$100.80	\$0.00	\$0.00	\$100.80	\$100.80	\$0.00
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Account Type : TN2 (Payroll)
Plan ID: 1002018
Plan Dates: 01/01/2018-12/31/9998

Barany, Ezra	XXXXX3138			01/01/2018 - N/A	Active	None	\$318.00	\$63.60	\$0.00	\$63.60	\$0.00	\$0.00	\$63.60	\$63.60	\$0.00
Chau, Nhi	XXXXX8543			05/01/2018 - N/A	New	None	\$3,120.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Clark, Chaniel	XXXXX5592			01/01/2018 - N/A	Active	None	\$2,400.00	\$400.00	\$0.00	\$400.00	\$0.00	\$174.90	\$225.10	\$225.10	\$0.00
Dascole, Lauren	XXXXX7925			01/01/2018 - N/A	Active	None	\$1,800.00	\$360.00	\$0.00	\$360.00	\$0.00	\$120.00	\$240.00	\$240.00	\$0.00
Holmquist, Peter	XXXXX8954			01/01/2018 - N/A	Active	None	\$1,500.00	\$250.00	\$0.00	\$250.00	\$0.00	\$40.00	\$210.00	\$210.00	\$0.00
Lee, Eric	XXXXX9803			01/01/2018 - N/A	Active	None	\$1,800.00	\$360.00	\$0.00	\$360.00	\$0.00	\$19.37	\$340.63	\$340.63	\$0.00
Oh, Joseph	XXXXX6890			01/01/2018 - N/A	Active	None	\$672.00	\$151.20	\$0.00	\$151.20	\$0.00	\$0.00	\$151.20	\$151.20	\$0.00
Solis, Alma	XXXXX2159			01/01/2018 - N/A	Active	None	\$960.00	\$192.00	\$0.00	\$192.00	\$0.00	\$0.00	\$192.00	\$192.00	\$0.00

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Enrollee Account Balance

Regional Employee Benefits Council-T00986

American Indian Charter School-REB1101

Account Balances as of: 6/1/2018

Employee Name	Employee ID	Division Name	Class Name	Effective / Termination Date	Employee Status	Payroll Cycle	Annual Election	Employee Deposits	Employer Deposits	Deposits	Other Deposits	Total Disbursed	Forfeiture Balance	Available Balance	Balance Due
Yu, Taiqin	XXXXX0272			01/01/2018 - N/A	Active	None	\$1,800.00	\$360.00	\$0.00	\$360.00	\$0.00	\$100.00	\$260.00	\$260.00	\$0.00
Yuan, Joyce	XXXXX3769			01/01/2018 - N/A	Active	None	\$300.00	\$60.00	\$0.00	\$60.00	\$0.00	\$45.00	\$15.00	\$15.00	\$0.00

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Enrollee Account Balance
Regional Employee Benefits Council-T00986
American Indian Charter School-REB1101
Account Balances as of: 6/1/2018

Acct Type	Annual Election	Employee Deposits	Employer Deposits	Deposits	Other Deposits	Total Disbursed	Forfeiture Balance	Available Balance	Balance Due
Total: DCA (Payroll)	\$5,000.00	\$4,272.74	\$0.00	\$4,272.74	\$0.00	\$2,125.00	\$2,147.74	\$2,147.74	\$0.00
Total Enrollees:		1							
Acct Type	Annual Election	Employee Deposits	Employer Deposits	Deposits	Other Deposits	Total Disbursed	Forfeiture Balance	Available Balance	Balance Due
Total: DED (Prefunded)	\$144,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$14,621.40	(\$14,621.40)	\$129,378.60	\$0.00
Total Enrollees:		59							
Acct Type	Annual Election	Employee Deposits	Employer Deposits	Deposits	Other Deposits	Total Disbursed	Forfeiture Balance	Available Balance	Balance Due
Total: PFS (Payroll)	\$168.00	\$100.80	\$0.00	\$100.80	\$0.00	\$0.00	\$100.80	\$100.80	\$0.00
Total Enrollees:		1							
Acct Type	Annual Election	Employee Deposits	Employer Deposits	Deposits	Other Deposits	Total Disbursed	Forfeiture Balance	Available Balance	Balance Due
Total: TN2 (Payroll)	\$14,670.00	\$2,196.80	\$0.00	\$2,196.80	\$0.00	\$499.27	\$1,697.53	\$1,697.53	\$0.00
Total Enrollees:		10							
Totals For American Indian Charter School-REB1101	\$163,838.00	\$6,570.34	\$0.00	\$6,570.34	\$0.00	\$17,245.67	(\$10,675.33)	\$133,324.67	\$0.00

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Coversheet

Approval of 2018-2019 Board Meeting Calendar Dates

Section: III. Action Items
Item: W. Approval of 2018-2019 Board Meeting Calendar Dates
Purpose: Vote
Submitted by:
Related Material: AIMS Board Meeting Dates Calendar 2018-2019.docx
AIMS Board Meeting Dates Calendar 2018-2019.pdf

DRAFT - AIMS 2018-2019 Board Meeting Dates

Current Committee Schedules

Month	Finance Committee <i>1st Thursday</i>	Facilities Committee <i>2nd Thursday</i>	Board Meetings <i>3rd Tuesday</i>
August	<i>8/2/2018</i>	<i>8/9/2018</i>	<i>8/21/2018</i>
September	<i>9/6/2018</i>	<i>9/13/2018</i>	<i>9/18/2018</i>
October	<i>10/4/2018</i>	<i>10/11/2018</i>	<i>10/16/2018</i>
November	<i>11/1/2018</i>	<i>11/8/2018</i>	<i>11/20/2018</i>
December	<i>None</i>	<i>None</i>	<i>None</i>
January	<i>1/3/2019</i>	<i>1/10/2019</i>	<i>1/15/2019</i>
February	<i>2/7/2019</i>	<i>2/14/2019</i>	<i>2/19/2019</i>
March	<i>3/7/2019</i>	<i>3/14/2019</i>	<i>3/19/2019</i>
April	<i>4/4/2019</i>	<i>4/11/2019</i>	<i>4/16/2019</i>
May	<i>5/2/2019</i>	<i>5/9/2019</i>	<i>5/21/2019</i>
June	<i>6/4/2019</i>	<i>6/11/2019</i>	<i>6/18/2019</i>

DRAFT - AIMS 2018-2019 Board Meeting Dates

With Facilities Committee Meeting Every 3 Weeks

Month	Finance Committee <i>1st Thursday</i>	Facilities Committee <i>2nd Thursday</i>	Board Meetings <i>3rd Tuesday</i>
August	8/2/2018	8/9/2018 8/30/2018	8/21/2018
September	9/6/2018	9/20/2018	9/18/2018
October	10/4/2018	10/11/2018	10/16/2018
November	11/1/2018	11/1/2018 11/22/2018	11/20/2018
December	None	None	None
January	1/3/2019	1/10/2019 1/31/2019	1/15/2019
February	2/7/2019	2/21/2019	2/19/2019
March	3/7/2019	3/14/2019	3/19/2019
April	4/4/2019	4/4/2019 4/25/2019	4/16/2019
May	5/2/2019	5/16/2019	5/21/2019
June	6/6/2019	6/6/2019 6/27/2019	6/18/2019

DRAFT - AIMS 2018-2019 Board Meeting Dates

Current Committee Schedules

Month	Finance Committee 1 st Thursday	Facilities Committee 2 nd Thursday	Board Meetings 3 rd Tuesday
August	8/2/2018	8/9/2018	8/21/2018
September	9/6/2018	9/13/2018	9/18/2018
October	10/4/2018	10/11/2018	10/16/2018
November	11/1/2018	11/8/2018	11/20/2018
December	None	None	None
January	1/3/2019	1/10/2019	1/15/2019
February	2/7/2019	2/14/2019	2/19/2019
March	3/7/2019	3/14/2019	3/19/2019
April	4/4/2019	4/11/2019	4/16/2019
May	5/2/2019	5/9/2019	5/21/2019
June	6/4/2019	6/11/2019	6/18/2019

DRAFT - AIMS 2018-2019 Board Meeting Dates

With Facilities Committee Meeting Every 3 Weeks

Month	Finance Committee 1st Thursday	Facilities Committee 2nd Thursday	Board Meetings 3rd Tuesday
August	8/2/2018	8/9/2018 8/30/2018	8/21/2018
September	9/6/2018	9/20/2018	9/18/2018
October	10/4/2018	10/11/2018	10/16/2018
November	11/1/2018	11/1/2018 11/22/2018	11/20/2018
December	None	None	None
January	1/3/2019	1/10/2019 1/31/2019	1/15/2019
February	2/7/2019	2/21/2019	2/19/2019
March	3/7/2019	3/14/2019	3/19/2019
April	4/4/2019	4/4/2019 4/25/2019	4/16/2019
May	5/2/2019	5/16/2019	5/21/2019
June	6/6/2019	6/6/2019 6/27/2019	6/18/2019

Coversheet

Public Comment on Closed Session Items

Section: IV. Closed Session
Item: A. Public Comment on Closed Session Items
Purpose: FYI
Submitted by:
Related Material: Public Comment Speaker Cards.docx
Public Comment Speaker Cards.pdf

Public Comment Speaker Cards

Name: _____ Date: _____

I am a: Parent _____ Student _____ Staff _____ Grade _____

Other (please specify) _____

Action Item (if applicable) _____

Comment: _____

Public Comment Speaker Cards

Name: _____ Date: _____

I am a: Parent _____ Student _____ Staff _____ Grade _____

Other (please specify) _____

Action Item (if applicable) _____

Comment: _____

Public Comment Speaker Cards

Name: _____ Date: _____

I am a: Parent _____ Student _____ Staff _____ Grade _____

Other (please specify) _____

Agenda Item (if applicable) _____

Comment: _____

Public Comment Speaker Cards

Name: _____ Date: _____

I am a: Parent _____ Student _____ Staff _____ Grade _____

Other (please specify) _____

Agenda Item (if applicable) _____

Comment: _____
