



AIMS K-12 College Prep Charter District

Regular Board Meeting

Date and Time

Tuesday June 18, 2019 at 6:30 PM PDT

Location

171 12th Street, Oakland CA, 94607

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

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:30 PM
Opening Items			
A. Call the Meeting to Order			1 m
- Board President, Mr. Steven Leung			
B. Record Attendance and Guests	Vote		2 m
- Roll Call for the Directors of the Board, and opportunity for introduction of any guest presenters			

	Purpose	Presenter	Time
C. Adoption of Agenda - Board President, Mr. Steven Leung	Vote		2 m
D. Public Comment on Non-Agenda Items Public Comment on Non-Agenda Items is set aside for members of the Public to address the items not on the Board’s agenda. The Board of Directors will not respond or take action in response to Public Comment, except that the board may ask clarifying questions or direct staff. <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>			10 m
E. Public Comment on Agenda Items Public Comment on Agenda Items is set aside for members of the Public to address the items on the Board’s agenda prior to each agenda item. The Board of Directors will not respond or take action in response to Public Comment, except that the board may ask clarifying questions or direct staff. <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>			10 m
II. Non-Action Items			6:55 PM
A. President's Report	FYI	Board President. Mr. Leung	5 m
B. Superintendent's Report	FYI	Superintendent Woods-Cadiz	5 m
C. AIMS K-12 Report Head of School - Mr. Tareyton Russ - Division Heads - Mr. Peter Holmquist, Mr. Maurice Williams, Mr. Christopher Ahmad, Ms. Erin Oh	FYI	Head of School and Division Heads	5 m
D. Finance Report	FYI	Chief Business Officer, Ms. Katema Ballentine	5 m
E. Operations Report - Data, Accountability, and Operations Director, Ms. Marisol Magana - Data, Accountability, and Operations Manager, Ms. Tiffany Tung	FYI	Operations	5 m

	Purpose	Presenter	Time
F. Education Coordinator, College Bound Kids Report	FYI	Education Coordinator/College Bound Kids, Mr. Matthew Gordan	5 m
G. ELD Report Oral report	FYI	Vanee Chand	5 m
H. HR Report	FYI		5 m
III. Action Items			7:35 PM
A. Consent Calendar -Approval of Dana Lang aims Board Member -Prop 39 Energy Contract -AIMS Employee Salary Scales -AIMS Brandguide and Use -AIMS- BACR -Lunchmasters & K-8 Snack Program -Acellus training - Training date change - 2019-2020 Budget Adoption - 2019-2020 Board Calendar	Vote		5 m
B. 2019 -2020 Employee Contracts	Vote	CBO Katema Ballentine	5 m
C. 3% Raise Administrators and Managers -Tareyton Russ -Peter Holmquist -Erin Oh -Eric Dizon -Marisol Magana -Tiffany Tung -Katema Ballentine -Matthew Gordan -Vanee Chand -Anthony Castellano	Vote		5 m

This is a one time raise that is a restoration of the salary freeze all leadership positions from the CEO down took in 2018-2019. The freeze allowed AIMS to prioritize the teachers increase.

	Purpose	Presenter	Time
D. 2019-2020 LCAPS AIPHS AIPCS AIPCS II	Vote		5 m
E. 2019-2020 Budgets AIPHS AIPCS AIPCS II	Vote		5 m
F. 2019-2020 Consolidated Applications AIPHS AIPCS AIPCS II	Vote		5 m
G. 2019-2020 Education Protection Account Board Resolution AIPHS AIPCS AIPCSII	Vote		5 m
H. 2019-2020 Protected Prayer Board Resolution AIPHS AIPCS AIPCS II	Vote		5 m
IV. Closed Session			8:15 PM
A. Public Comment on Closed Session Items Public Comment on closed session items is set aside for members of the Public to address items on the Board’s agenda for closed session. The Board of Directors will not respond or take action in response to Public Comment, except that the board may ask clarifying questions or direct staff. <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>	FYI		10 m
B. Recess to Closed Session Closed Session Items:	Discuss		10 m

	Purpose	Presenter	Time
1. Conference with Real Property Negotiators (Gov. Code Section 54956.9)			
2. Conference with Legal Counsel - Anticipated Litigation (Gov. Code Section 54956.9)			
C. Reconvene from Closed Session	Vote		2 m
Roll Call			
D. Report from Closed Session	FYI		3 m
- Board President, Mr. Steven Leung			
V. Closing Items			8:40 PM
A. Items for Next Agenda	Discuss		5 m
-			
-			
-			
-			
B. Adjourn Meeting	FYI		
C. NOTICES	FYI		
<p>The next regular meeting of the Board of Directors is scheduled to be held November 20, 2018 @ 6:30 pm. AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Marisol Magana has been designated to receive requests for disability-related modifications or accommodations in order to enable individuals with disabilities to participate in open and public meetings at AIMS. Please notify Marisol Magana at (510)220-9985 at least 24 hours in advance of any disability accommodations being needed in order to participate in the meeting.</p>			

Purpose

Presenter

Time

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

Certification of Posting

Coversheet

Superintendent's Report

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

Superintendent's Board Report June 2019



Finance

This month CBO, Heads, and Superintendent are engaged in preliminary budget and LCAP completion

Meetings regarding the funding of expansion and renovations have also taken place

Bond discussions and grant applications have taken place

Community Engagement

- Sports Banquets
- HS Music Recital
- HS Arts Night
- MS Music Nights
- MS and HS Graduation
- Omega Psi Phi Scholarship Celebration
- HS Prom
- Eighth Grade Graduation Dance
- Fifth Grade Promotion
- Met with Architect Candidates
- ACOE Induction Celebration
- K-1 Meeting Regarding Move
- Board Committees
- Disciplinary Hearings
- All Hands Staff Meeting

Facilities

I have been engaged in the work of over seeing the renovations at 12th street, the movement of central office, the move of K-1, and the potential acquisition of property for school campus.

Coversheet

AIMS K-12 Report

Section: II. Non-Action Items
Item: C. AIMS K-12 Report
Purpose: FYI
Submitted by:
Related Material: AIMS K-12 June Board Report 2018-2019.pptx

AIMS K-12 Board Report

May 21st, 2019

Superintendent Maya Woods-Cadiz

Mrs. Erin Oh (K-1 Division Head)

Mr. Christopher Ahmad (2-5 Division Head)

Mr. Maurice Williams (Head of Middle School)

Mr. Tareyton Russ (AIPHS Head of School)

Mr. Peter Holmquist (AIPHS Head of Academics)

Enrollment Numbers

Month	AIPCS	AIPCS II	AIPHS
Month 1a	158	750	410
Month 1b	162	788	416
Month 2	161	798	412
Month 3	160	801	410
Month 4	160	798	411
Month 5	160	797	411
Month 6	159	796	403
Month 7	159	794	399
Month 8	159	793	399
Month 9	159	792	396

*Reporting as of April 26, 2019

AIPCS ADA & ADA %

AIMS K-12 College Prep Charter District - Regular Board Meeting - Agenda - Tuesday June 18, 2019 at 6:30 PM

	ADA	ADA %
Month 1a	150.60	95.31
Month 1b	159.28	97.85
Month 2	158.42	98.40
Month 3	154.61	97.61
Month 4	154.70	96.69
Month 5	157.50	97.83
Month 6	156.83	97.65
Month 7	154.29	97.04
Month 8	153.86	96.77
Month 9	156.26	98.28

*Reporting period April 1, 2019 to April 26, 2019

AIPCS II ADA & ADA %

	ADA	ADA %
Month 1a	737.38	98.37
Month 1b	765.72	97.58
Month 2	775.58	97.84
Month 3	784.78	98.07
Month 4	773.60	96.94
Month 5	769.50	96.55
Month 6	774.22	97.14
Month 7	765.24	96.36
Month 8	772.79	97.37
Month 9*	770.95	97.23

*Reporting period April 1, 2019 to April 26, 2019

AIPHS ADA & ADA %

	ADA	ADA %
Month 1a	394.5	96.21
Month 1b	393.22	93.90
Month 2	388.16	94.36
Month 3	390.53	94.91
Month 4	384.30	93.51
Month 5	391.40	95.23
Month 6	386.44	95.20
Month 7	380.76	95.29
Month 8	380.07	95.26
Month 9*	375.96	94.81

*Reporting period April 1, 2019 to April 26, 2019

K-1 Satellite Updates: Events

May 24: Family Literacy Tea

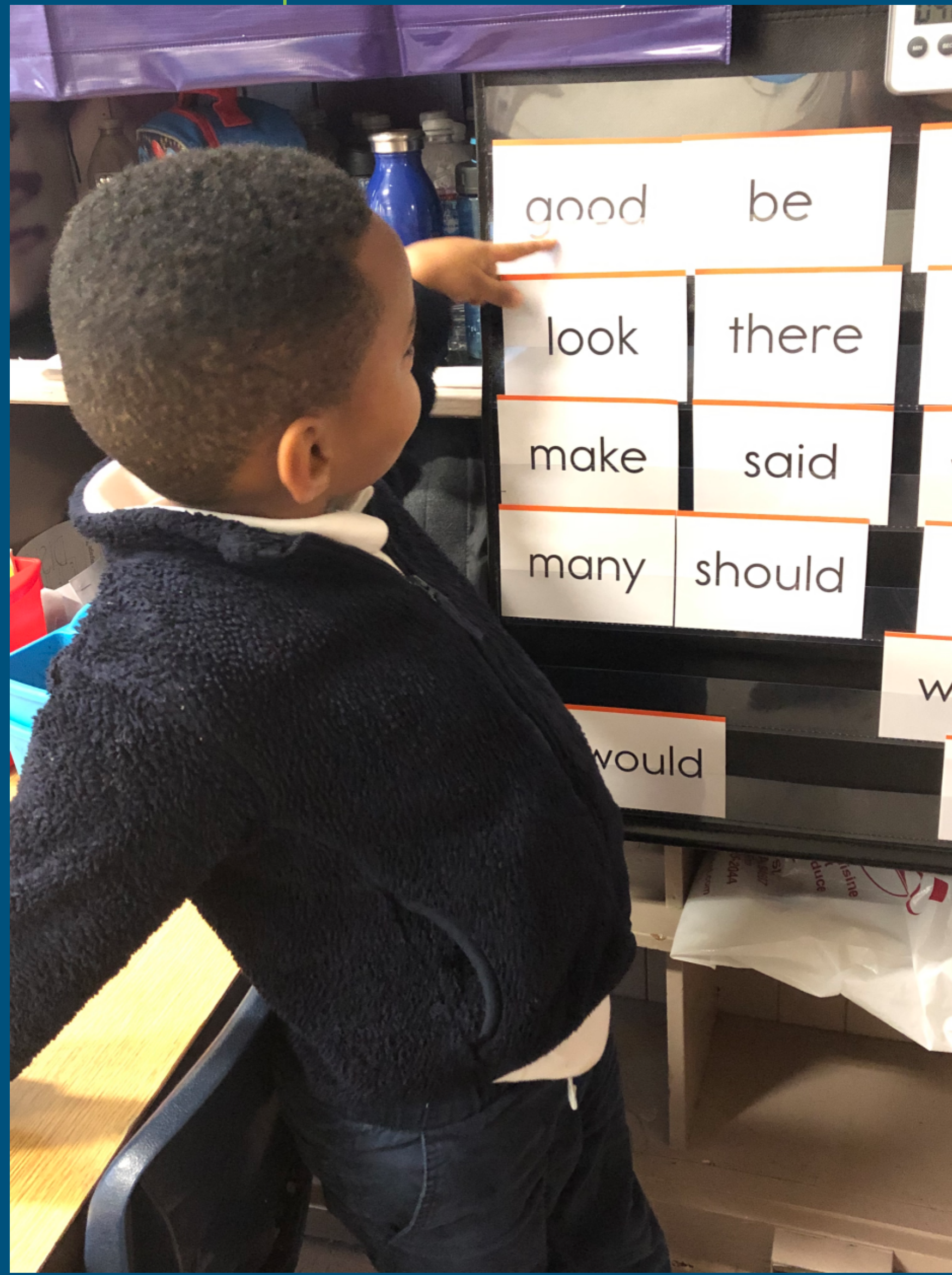
May 31: Sing Out Loud Day

June 6: End of the year field trip

June 14: Graduation/Potluck



K-1 Satellite: June Priority Report



June Updates

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

1. **Assessment Calendar:** finished indicators to build coherent literacy goals K-5.

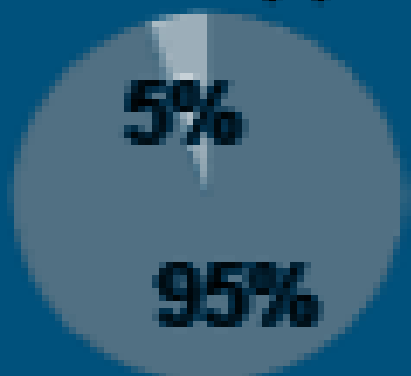
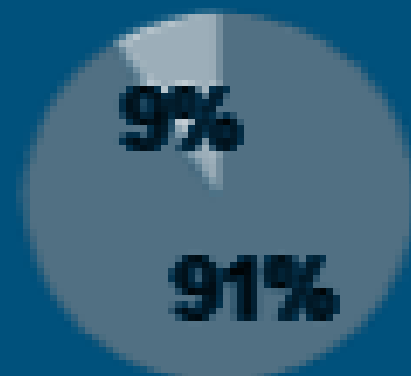
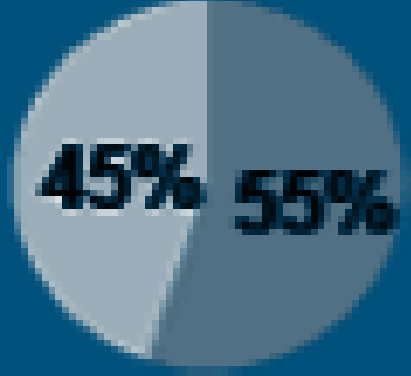
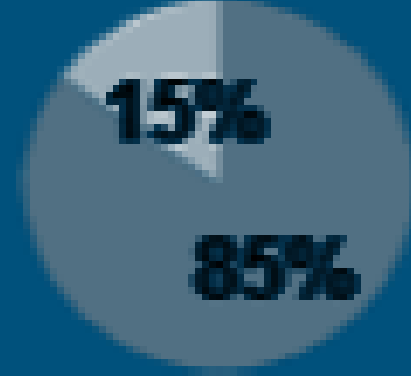
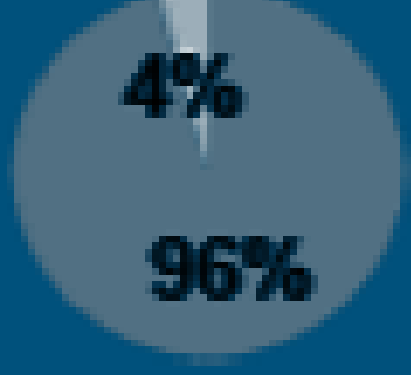
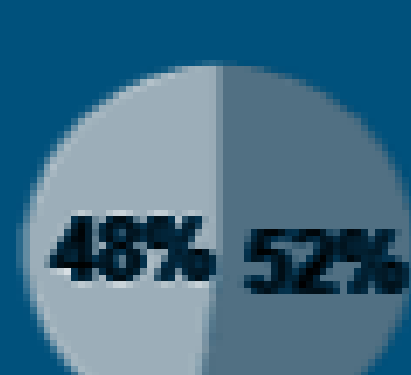
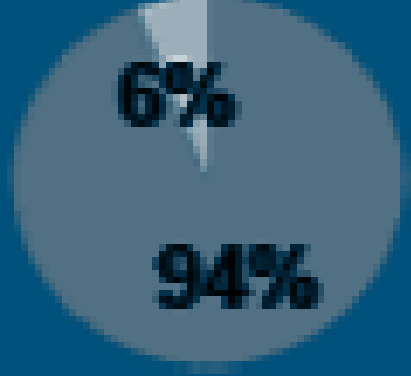
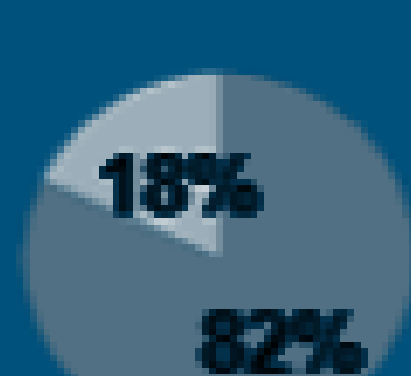
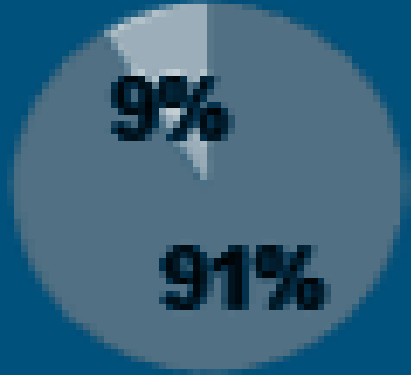
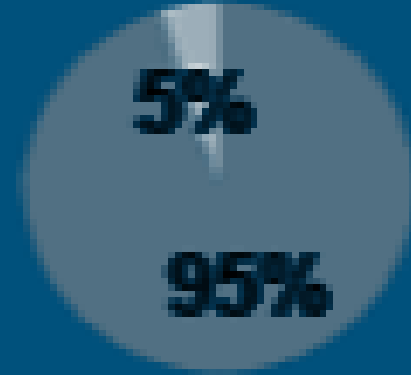
1. **RJ:** building alignment for age-appropriate practices in discipline.

HOD: Elementary Academics

-Benchmark Advance: integrated with our inquiry blocks

-K-5: Coaching Cycles

-Mandarin Integration: looking for best practices for teaching Mandarin while also meeting core class goals and arts.

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

JUNE DATA

Progress Report Growth

2-5 Updates

AIMS PROJECT TREES

“Planting Trees and Shrubs To Beautify Our Campus and Improve Air Quality”

Grant received for \$500 from Philanthropic Ventures Foundation, Oakland, CA







AMERICAN INDIAN MODEL SCHOOL

171



2-5 Updates - Graduation

5th Grade graduation will take place on June 13th, 2019 at 12th St. There is a graduation committee made up of teachers and parent volunteers. We are having a HOLLYWOOD theme.

2-5 Updates - SBAC

Students started the SBAC last week. The first week, students will do the math and math performance task. This week, students will do the ELA multiple choice and performance task. 5th graders will take the science test the week after.

2-5 - Retentions

We plan on retaining 9 students in grades 2-5. Students took multiple assessments during the past few weeks to ensure that this was the right decision.

National Charter Collaborative Site Visit

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



Middle School Updates

- **AIMS 8th Grade Promotion Ceremony:** 3-time Emmy Award Winner and KTVU Channel 2 news anchorwoman Claudine Wong served as speaker for the Middle School Promotion Ceremony. 163 Students were promoted to high school.



Middle School Updates (Cont.)

- **No Bullying Schools Presentation:** National Youth Motivational Speaker Tom Thelen from No Bullying Schools will spoke to all Middle School grade levels and some 5th grades classes to help promote tolerance and anti-bullying initiatives at the middle school level. AIMS 6-8 has a one year membership in the nobullyingschools.org platform, which will allow students to anonymously report bullying, and access to Tom's anti-bullying books and curriculum for teachers and students.

Middle School Updates (Cont.)



- VPA Showcase Performances:** In May, the AIMS 6-8 VPA Department will held its first annual showcases at the Molanga Center in Oakland, CA (350 seat capacity.) The performance featured musical performances from our Violin classes; a Musical Theater Performance of “Boxes;” and Art and Graphic Art Displays / and silent auctions of student work. The VPA performances exceeded capacity for all three nights and over \$1000 was raised in donations, snack sells, and student art purchases.



Middle School Updates (Cont.)



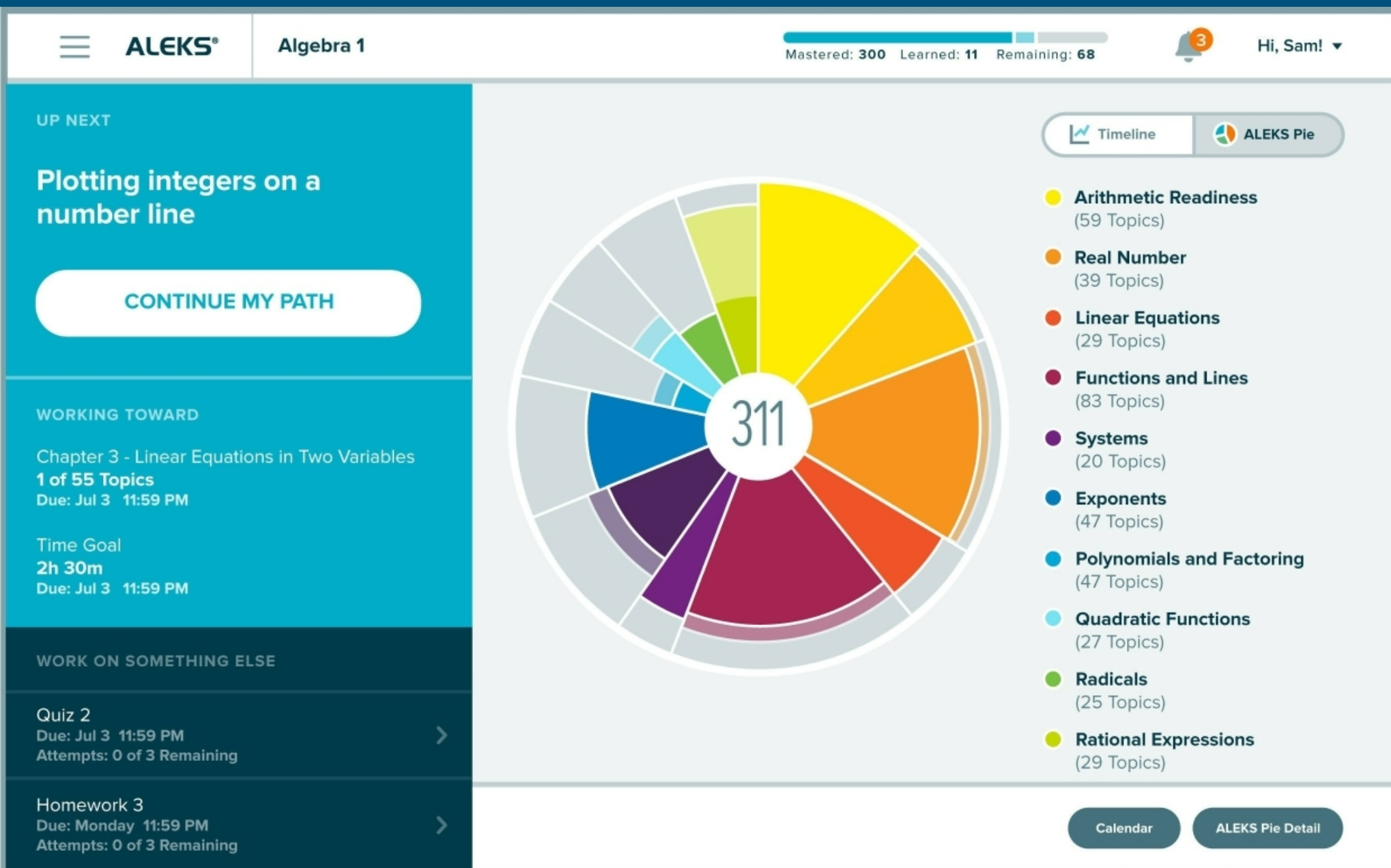
- **Student Retentions: AIMS 6-8 will have 27 student retentions for the 2019-2020 academic school year (eight 6th graders; fifteen 7th Graders; and three 8th graders.)**
- 10 African-American (8 are first year students); 5 Asian (2 are first year students); 6 Hispanic / Latino (2 are first year students); 4 Middle Eastern (3 are first year students.)
- Most retained students are behind several grade levels in Math
- All retained students will be required to attend Math / ELA Camp

Middle School Updates (Cont.)



- **Math / ELA Camp:** AIMS 6-8 will offer Math / ELA camp to retained, new, and non-mastery students from Monday, July 8, to Friday, July 26, from 10AM - 3PM. Approximately 210 students attended Math / ELA camp last year.

Middle School Updates (Cont.)



- **ALEKS for Math:** For the 2019-2020 academic school year, all Middle School Students will have ALEKS accounts, which is an adaptive learning platform that uses artificial intelligence to create individualized student plans to achieve mastery of skills and standards.
- Adoption of ALEKS was inspired by Gilroy Prep Charter School, one of the highest performing charter schools in the state that receives over 85% standard met and exceeded and math annually on statewide assessments.

ALEKS – PERSONALIZED, INNOVATIVE, & RIGOROUS MATH TRAINER

Aleks (Assessment And Learning In Knowledge Spaces) Is An Online tutorial Program:

[ALEKS - How it Works](#)

Complete Curriculum Solution - Access To Full Course Library

Artificial Intelligence Targets Gaps In Student Knowledge

- **ALEKS for Math:** For the 2019-2020 academic school year, all Middle School Students will have ALEKS accounts.
- Adoption of ALEKS was inspired by Gilroy Prep Charter School, one of the highest performing charter schools in the state that receives over 85% standard met and exceeded and math annually on statewide assessments.
- We pilot ALEKS as an intervention tool for two 8th & two 6th grade classes in April & May with significant improvement in students mastery in math.

Standards Plus: Closing the Achievement Gap for ALL

Standards Plus in Action

Standards Plus Intro

It creates a school wide focus by providing all students with structure and daily access to grade level standards

- Plan – Development of a calendar or pacing guide
- Do-10 to 15 minute daily standards based direction lessons
- Check– weekly evaluation or assessment of students
- Act – Reteach when necessary

Schoology: An innovative learning management system (LMS)

Schoology Enterprise

- LMS using software application for the administration, documentation, tracking, reporting, and delivery of educational courses in every classroom.
- Schoolwide implementation of LMS help identify teaching and learning gaps, utilizing analytical data and reporting.

Overview Features Packages

Explore Schoology's Features

- Instructional Tools
- Communication and Collaboration
- Mobile App
- Data, Analytics, and Personalized Learning
- Interoperability
- Assessment Management

AMP

Learning Management Meets Assessment Management

Informed instruction and high-level assessment are finally a part of the same workflow, because we built the only integrated solution that empowers both. Easily create and distribute standards-aligned assessments from one central location, embed them into the everyday course workflow, and gain deep, real-time insights that help inform more personalized instruction.

AVID: School Wide Uniform System of Instructional Practices



- Creating a schoolwide college readiness culture.
- Implementing Train the Trainer Model: Lead teachers for ELA, Math, Science & Social Studies will get AVID content based training during Summer Institute and will train the rest of the teachers .
- AVID Schoolwide help students navigate rigorous content, achieve academically, and adequately prepare for College & career.

**AVID—Advancement Via Individual
Determination—**

**fosters a safe, open culture, high
expectations for teachers and students, and
collaboration in all classrooms.**

High School

- 1) Prom, Freshman game day, culture day, Junior field day, high school graduation
- 2) Scholastic Reading Inventory and benchmarks on Illuminate
- 3) SBAC and CAST tested
- 4) credit recovery classes set
- 5) recruitment, screening, scheduling, and interviewing teacher candidates
- 6) AVID forms and data submitted and accepted for h.s.

All of the amazing events of the end of the four year high school experience that students have had culminated in the past couple of weeks.

AIPHS has provided a strong and varied cultural experience of an American high school.

Promposal posters prepared before prom, Freshman video game event, incredible culture day, and finally high school graduation

In California, there is no suggested high school curriculum for ELA.

- This makes preparation for state assessments in 11th grade - three years after the last SBAC (8th grade) - a little more difficult.
- Our students prepare by participating in the district (standardized) benchmarks on Illuminate and as of this year, the Scholastic Reading Inventory.
- Teachers supported students in taking those benchmarks and the reading inventory after the AP testing of early May, which most of the students also participated heavily in.

High School

SBAC and CAST tests were administered.

11th graders took the required English and Math content and Performance tasks SBAC assessments (four tests).

10th and 12th graders took the CAST for the first time officially.

High School

Credit Recovery schedule:

Session 1	Session 2
ELA 9	ELA 9
ELA 10	ELA 10
AP World	AP World
Geometry	Geometry

There will also be an Acellus lab for credit recovery of classes with fewer than 10 students with C- or below.

Session one is for first semester 18-19, June 19-July 3.

Session two is for second semester 18-19, July 8-19.

High School

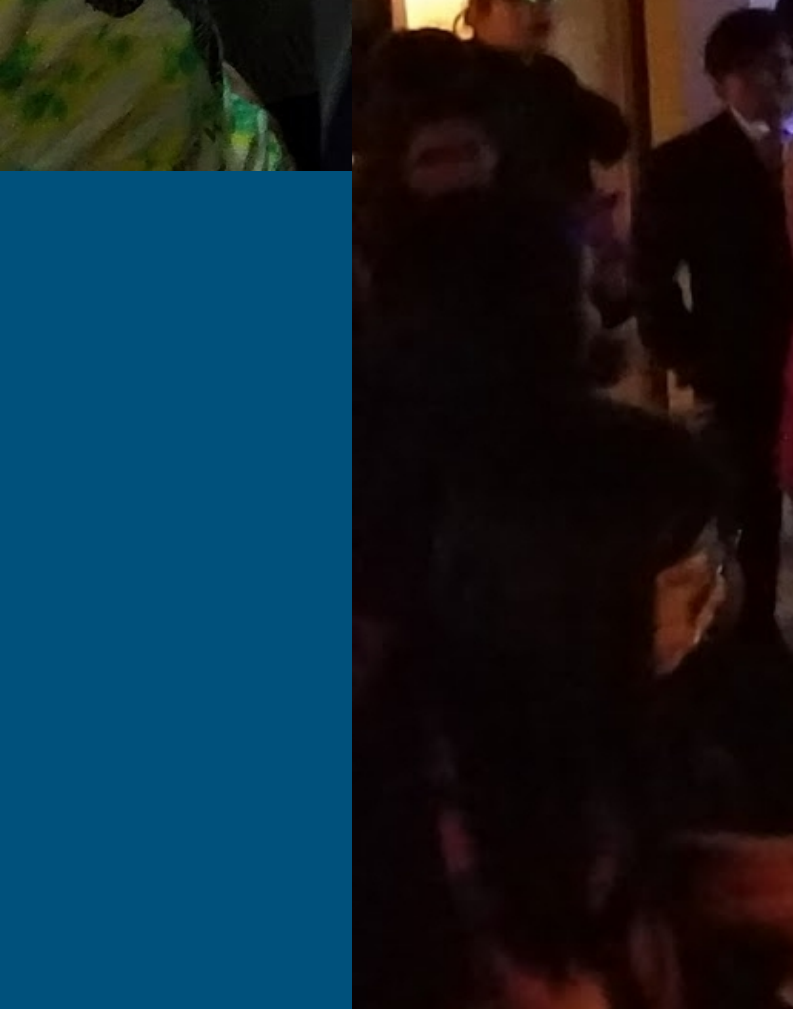
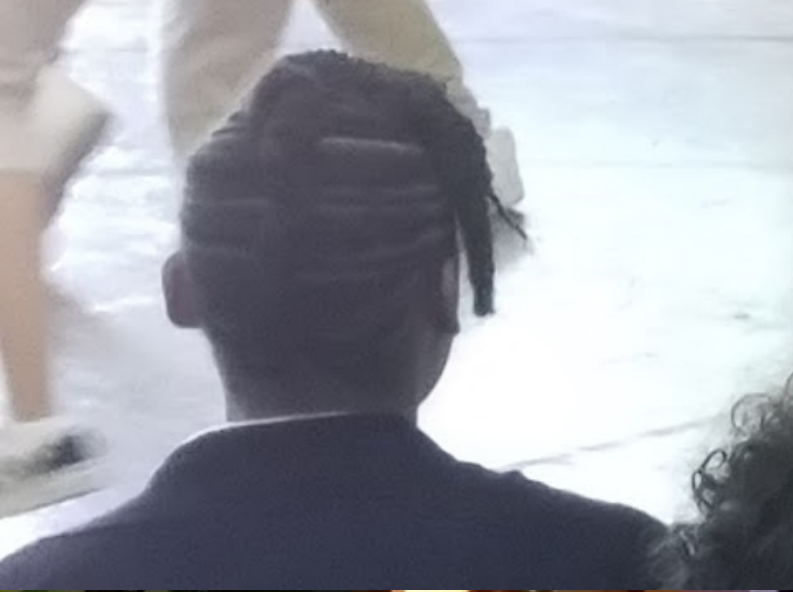
Recruitment, screening, scheduling,
and interviewing teacher candidates

Indeed, EDJoin candidates have been
followed up on.

Appropriate candidates have been
invited for interviews.

Math candidates are difficult to find.

- AVID forms and data submitted and accepted for h.s.
- We do not have a place where the demographic information of our students is broken out in the way AVID asks, that is why it is difficult to accomplish.
- Middle School reports will be submitted in consultation with the AVID central office ,since we do not have all the information.
- 2019-2020 has also been identified as year one for Middle School implementation.





18-19 AIPHS TITLE IX REPORT



AIPHS Athletics Updates

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

Coversheet

HR Report

Section: II. Non-Action Items
Item: H. HR Report
Purpose: FYI
Submitted by:
Related Material: 2019-2020 HR Contract list Board.xlsx

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](#):

2019-2020 HR Contract list Board.xlsx

Coversheet

Consent Calendar

Section: III. Action Items
Item: A. Consent Calendar
Purpose: Vote
Submitted by:
Related Material: Prop 39 - Energy Savings Grant (1) (2).pdf
2_-_RESUME_UPDATE__Dana_Lang__5-22-19__1_.pdf
Carrier - West Zones (1).pdf
AIMS Teachers Exception Salary Schedule.pdf
Classified Salary Schedule-converted.pdf
AIMS K-5 19.20 Finance Budget.pdf
AIMS Lunch Masters Contract 2019-2020.docx
6.12.19 AIMS-BACR (1).pdf
AIMS Middle School 19.20 Finance Budget (1).pdf
K-8th Snack Program Final .pptx
Aims Adoption Budget.pptx



Prop 39 - Energy Savings Grant

Up to date expenditures

American Indian Model School Prop. 39

Project Summary To Date

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

Proposed expenditure

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

Summary



Remaining Balance

AIPCS - \$37,592.40

AIPCS II - \$29,294.62

Total - \$66,887.02

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

DANA LANG**SUMMARY:**

Experienced business advisor and grants manager with excellent writing, analytical, and presentation skills. Has secured tens of millions in grant funds for local government agencies and has assisted numerous small businesses to gain contract awards.

WORK EXPERIENCE:

Dana Lang & Associates – Consultant (June 2018 – Present). Work with small businesses to position them to become successful bidders/proposers for government or private agency contract opportunities. Provide grant writing services to government and nonprofit organizations.

San Francisco International Airport – Small Business Affairs Officer (June 2015 – June 2018). Assisted small businesses to obtain SFO contracts through outreach and education. Conducted monthly workshops at SFO on various topics (i.e., Certification, Access to Capital, Pathways to Concessions), and coordinated with local chambers and advocacy groups. Assisted in the certification of businesses as Airport Concession Disadvantaged Business Enterprises (ACDBEs) utilizing California Unified Certification Program (CUCP) standards.

San Francisco Police Department – Grants Unit Manager (2009 – 2015). Supervised all work of the SFPD Grants Unit to procure and manage approximately 20 federal and state grants annually. Coordinated interdepartmental agreements, MOUs, work orders, and vendor contracts. Supervised staff (a grants analyst and a grants accountant) to prepare progress reports, invoice funders, and purchase grant funded equipment and services. Coordinated funder site visits, and external/internal audits.

San Francisco Municipal Transportation Agency – Senior Administrative Analyst (2007 – 2009). Prepared homeland security grant applications and assisted with project management, budget preparation and procurement of safety and security equipment.

Metropolitan Transportation Commission (MTC) – Federal Grants Liaison (2000 – 2007). Served as primary contact to the Federal Transit Administration on behalf of 22 Bay Area transit agencies to expedite access to funding and resolve issues. Program Manager for Non-urbanized formula funds and Elderly and Disabled Transportation Program. Provided monthly status and legislative reports to MTC's Transit Finance Working Group.

City of Oakland, Oakland Base Reuse Authority – Management Analyst (1998 – 2000). Prepared project budgets, progress reports and federal and state grant applications. Managed grants, including procurement, reporting, invoicing, and coordination of audits and site visits.

City of Oakland, Mayor's Office – Policy Analyst (1996 – 1998). Attended meetings on behalf of Mayor Elihu Harris, analyzed issues to discuss with Mayor, and advised internal and external groups of mayor's positions on workforce development and military base reuse issues.

EDUCATION:

U.C. Berkeley Haas School of Business – Master’s Degree in Business Administration (MBA)
Wellesley College, Wellesley, MA – Bachelor’s Degree (Economics and English)

INTERESTS:

Conference of Minority Transportation Officials (COMTO) Norcal Chapter – Local chapter Board member since 2002, served as President, 2012 – 2016. Initiated scholarship program in 2003 and have served as scholarship Chair (5 years), then scholarship board member, awarding over \$250,000 to local minority college students. Continue to mentor several awardees as they initiate their careers.

Cal Berkeley African American Initiative Scholarship Program – Assist with spring scholarship interviews and welcome African American student awardees to campus (fall).

Wellesley College Class Alumnae Board, Treasurer (2018 –)

Tae Kwon Do – Pitts Martial Arts Academy – 2nd degree Black Belt, Nov. 2017; Current TKD Instructor



Carrier Commercial Service
May 17, 2019

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

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

Dear Marisol,

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

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

Scope of Work

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

Notes:

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

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

Exclusions:

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

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

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

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

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

Sincerely,

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

Accepted by: _____

Purchase Order #: _____

Date: _____

American Indian Model Schools Exception Scale (grandfathered salary prior 2014)

	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8	STEP 9
EXC A	\$ 59,264.00	\$ 63,942.74	\$ 64,901.88	\$ 65,875.41	\$ 66,863.54	\$ 67,866.49	\$ 68,884.49	\$ 69,917.75	\$ 70,966.52
EXC B	\$ 58,054.00	\$ 62,637.21	\$ 63,576.77	\$ 64,530.42	\$ 65,498.38	\$ 66,480.85	\$ 67,478.06	\$ 68,490.24	\$ 69,517.59
EXC C	\$ 57,538.00	\$ 62,080.47	\$ 63,011.68	\$ 63,956.86	\$ 64,916.21	\$ 65,889.95	\$ 66,878.30	\$ 67,881.48	\$ 68,899.70
EXC D	\$ 60,279.00	\$ 65,037.87	\$ 66,013.44	\$ 67,003.64	\$ 68,008.69	\$ 69,028.82	\$ 70,064.26	\$ 71,115.22	\$ 72,181.95

American Indian Model Schools Classified and Other Certificated Salary Schedules

FTE: FULL TIME EQUIVALENT
DAYS PER YEAR/HOURS PER DAY

12 MONTH POSITION	241	8
11 MONTH POSITION	205	8

**incremental increase of 1.5%*

	PCN	STEP I	STEP II	STEP III	STEP IV	STEP V	STEP VI
CERTIFICATED MANAGEMENT							
Head of School	1300	\$ 113,275.00	\$ 115,000.00	\$ 116,725.00	\$ 118,475.88	\$ 120,253.01	\$ 122,056.81
	Monthly	\$ 9,439.58	\$ 9,583.33	\$ 9,727.08	\$ 9,872.99	\$ 10,021.08	\$ 10,171.40
	Daily	\$ 470.02	\$ 477.18	\$ 484.34	\$ 491.60	\$ 498.98	\$ 506.46
	Hourly	\$ 58.75	\$ 59.65	\$ 60.54	\$ 61.45	\$ 62.37	\$ 63.31
Head of Division	1300	\$ 93,575.00	\$ 95,000.00	\$ 96,425.00	\$ 97,871.38	\$ 99,339.45	\$ 100,829.54
	Monthly	\$ 7,797.92	\$ 7,916.67	\$ 8,035.42	\$ 8,155.95	\$ 8,278.29	\$ 8,402.46
	Daily	\$ 388.28	\$ 394.19	\$ 400.10	\$ 406.11	\$ 412.20	\$ 418.38
	Hourly	\$ 48.53	\$ 49.27	\$ 50.01	\$ 50.76	\$ 51.52	\$ 52.30
Dean of Schools	1300	\$ 68,950.00	\$ 70,000.00	\$ 71,050.00	\$ 72,115.75	\$ 73,197.49	\$ 74,295.45
	Monthly	\$ 5,745.83	\$ 5,833.33	\$ 5,920.83	\$ 6,009.65	\$ 6,099.79	\$ 6,191.29
	Daily	\$ 286.10	\$ 290.46	\$ 294.81	\$ 299.24	\$ 303.72	\$ 308.28
	Hourly	\$ 35.76	\$ 36.31	\$ 36.85	\$ 37.40	\$ 37.97	\$ 38.53

CLASSIFIED MANAGEMENT

Chief Business Officer	2300	\$ 118,200.00	\$ 120,000.00	\$ 121,800.00	\$ 123,627.00	\$ 125,481.41	\$ 127,363.63
<i>12 MONTH POSITION</i>	Monthly	\$ 9,850.00	\$ 10,000.00	\$ 10,150.00	\$ 10,302.25	\$ 10,456.78	\$ 10,613.64
	Daily	\$ 490.46	\$ 497.93	\$ 505.39	\$ 512.98	\$ 520.67	\$ 528.48
	Hourly	\$ 61.31	\$ 62.24	\$ 63.17	\$ 64.12	\$ 65.08	\$ 66.06
Classified Director	2300	\$ 83,725.00	\$ 85,000.00	\$ 86,275.00	\$ 87,569.13	\$ 88,882.66	\$ 90,215.90
<i>12 MONTH POSITION</i>	Monthly	\$ 6,977.08	\$ 7,083.33	\$ 7,189.58	\$ 7,297.43	\$ 7,406.89	\$ 7,517.99
	Daily	\$ 347.41	\$ 352.70	\$ 357.99	\$ 363.36	\$ 368.81	\$ 374.34
	Hourly	\$ 43.43	\$ 44.09	\$ 44.75	\$ 45.42	\$ 46.10	\$ 46.79
Classified Manager	2300	\$ 80,770.00	\$ 82,000.00	\$ 83,230.00	\$ 84,478.45	\$ 85,745.63	\$ 87,031.81

12 MONTH POSITION	Monthly	\$ 6,730.83	\$ 6,833.33	\$ 6,935.83	\$ 7,039.87	\$ 7,145.47	\$ 7,252.65
	Daily	\$ 335.15	\$ 340.25	\$ 345.35	\$ 350.53	\$ 355.79	\$ 361.13
	Hourly	\$ 41.89	\$ 42.53	\$ 43.17	\$ 43.82	\$ 44.47	\$ 45.14

CLASSIFIED

Coordinator of Human Resources	2400	\$ 67,915.75	\$ 68,934.49	\$ 69,968.50	\$ 71,018.03	\$ 72,083.30	\$ 73,164.55
<i>12 MONTH POSITION</i>	Monthly	\$ 5,659.65	\$ 5,744.54	\$ 5,830.71	\$ 5,918.17	\$ 6,006.94	\$ 6,097.05
	Daily	\$ 281.81	\$ 286.04	\$ 290.33	\$ 294.68	\$ 299.10	\$ 303.59
	Hourly	\$ 35.23	\$ 35.75	\$ 36.29	\$ 36.84	\$ 37.39	\$ 37.95

Coordinator of Business Services	2400	\$ 67,915.75	\$ 68,934.49	\$ 69,968.50	\$ 71,018.03	\$ 72,083.30	\$ 73,164.55
<i>12 MONTH POSITION</i>	Monthly	\$ 5,659.65	\$ 5,744.54	\$ 5,830.71	\$ 5,918.17	\$ 6,006.94	\$ 6,097.05
	Daily	\$ 281.81	\$ 286.04	\$ 290.33	\$ 294.68	\$ 299.10	\$ 303.59
	Hourly	\$ 35.23	\$ 35.75	\$ 36.29	\$ 36.84	\$ 37.39	\$ 37.95

Fiscal Technician	2400	\$ 54,817.71	\$ 55,639.98	\$ 56,474.58	\$ 57,321.69	\$ 58,181.52	\$ 59,054.24
<i>12 MONTH POSITION</i>	Monthly	\$ 4,568.14	\$ 4,636.66	\$ 4,706.21	\$ 4,776.81	\$ 4,848.46	\$ 4,921.19
	Daily	\$ 227.46	\$ 230.87	\$ 234.33	\$ 237.85	\$ 241.42	\$ 245.04
	Hourly	\$ 28.43	\$ 28.86	\$ 29.29	\$ 29.73	\$ 30.18	\$ 30.63

AfterSchool Program Coordinator	2400	\$ 44,427.60	\$ 45,094.01	\$ 45,770.42	\$ 46,456.98	\$ 47,153.84	\$ 47,861.14
<i>11 MONTH POSITION</i>	Monthly	\$ 4,038.87	\$ 4,099.46	\$ 4,160.95	\$ 4,223.36	\$ 4,286.71	\$ 4,351.01
	Daily	\$ 216.72	\$ 219.97	\$ 223.27	\$ 226.62	\$ 230.02	\$ 233.47
	Hourly	\$ 27.09	\$ 27.50	\$ 27.91	\$ 28.33	\$ 28.75	\$ 29.18

Grant Writer	2400	\$ 54,175.00	\$ 55,000.00	\$ 55,825.00	\$ 56,662.38	\$ 57,512.31	\$ 58,375.00
<i>11 MONTH POSITION</i>	Monthly	\$ 4,925.00	\$ 5,000.00	\$ 5,075.00	\$ 5,151.13	\$ 5,228.39	\$ 5,306.82
	Daily	\$ 224.79	\$ 228.22	\$ 231.64	\$ 235.11	\$ 238.64	\$ 242.22
	Hourly	\$ 28.10	\$ 28.53	\$ 28.95	\$ 29.39	\$ 29.83	\$ 30.28

Executive Assistant	2400	\$ 64,025.00	\$ 65,000.00	\$ 65,975.00	\$ 66,964.63	\$ 67,969.09	\$ 68,988.63
<i>12 MONTH POSITION</i>	Monthly	\$ 5,335.42	\$ 5,416.67	\$ 5,497.92	\$ 5,580.39	\$ 5,664.09	\$ 5,749.05
	Daily	\$ 265.66	\$ 269.71	\$ 273.76	\$ 277.86	\$ 282.03	\$ 286.26
	Hourly	\$ 33.21	\$ 33.71	\$ 34.22	\$ 34.73	\$ 35.25	\$ 35.78

Administrative Assistant I	2400	\$ 49,995.00	\$ 50,744.93	\$ 51,506.10	\$ 52,278.69	\$ 53,062.87	\$ 53,858.81
<i>11 MONTH POSITION: Site Based</i>	Monthly	\$ 4,545.00	\$ 4,613.18	\$ 4,682.37	\$ 4,752.61	\$ 4,823.90	\$ 4,896.26

Daily	\$ 243.88	\$ 247.54	\$ 251.25	\$ 255.02	\$ 258.84	\$ 262.73
Hourly	\$ 30.48	\$ 30.94	\$ 31.41	\$ 31.88	\$ 32.36	\$ 32.84

Administrative Assistant II	2400	\$ 54,818.00	\$ 55,640.27	\$ 56,474.87	\$ 57,322.00	\$ 58,181.83	\$ 59,054.55
11 MONTH POSITION: Site Based	Monthly	\$ 4,983.45	\$ 5,058.21	\$ 5,134.08	\$ 5,211.09	\$ 5,289.26	\$ 5,368.60
	Daily	\$ 267.40	\$ 271.42	\$ 275.49	\$ 279.62	\$ 283.81	\$ 288.07
	Hourly	\$ 33.43	\$ 33.93	\$ 34.44	\$ 34.95	\$ 35.48	\$ 36.01

Administrative Assistant III	2400	\$ 57,347.50	\$ 58,207.71	\$ 59,080.83	\$ 59,967.04	\$ 60,866.55	\$ 61,779.54
12 MONTH POSITION: CENTRAL	Monthly	\$ 5,213.41	\$ 5,291.61	\$ 5,370.98	\$ 5,451.55	\$ 5,533.32	\$ 5,616.32
	Daily	\$ 237.96	\$ 241.53	\$ 245.15	\$ 248.83	\$ 252.56	\$ 256.35
	Hourly	\$ 29.74	\$ 30.19	\$ 30.64	\$ 31.10	\$ 31.57	\$ 32.04

Board Secretary	2400	\$ 56,500.00	\$ 57,347.50	\$ 58,207.71	\$ 59,080.83	\$ 59,967.04	\$ 60,866.55
12 MONTH POSITION	Monthly	\$ 4,708.33	\$ 4,778.96	\$ 4,850.64	\$ 4,923.40	\$ 4,997.25	\$ 5,072.21
	Daily	\$ 234.44	\$ 237.96	\$ 241.53	\$ 245.15	\$ 248.83	\$ 252.56
	Hourly	\$ 29.30	\$ 29.74	\$ 30.19	\$ 30.64	\$ 31.10	\$ 31.57

Clerk I: 11 Month	2400	\$ 24,600.00	\$ 24,969.00	\$ 25,343.54	\$ 25,723.69	\$ 26,109.54	\$ 26,501.19
11 MONTH POSITION: Site Based	Monthly	\$ 2,236.36	\$ 2,269.91	\$ 2,303.96	\$ 2,338.52	\$ 2,373.59	\$ 2,409.20
	Daily	\$ 120.00	\$ 121.80	\$ 123.63	\$ 125.48	\$ 127.36	\$ 129.27
	Hourly	\$ 15.00	\$ 15.23	\$ 15.45	\$ 15.69	\$ 15.92	\$ 16.16

Clerk II: 11 Month	2400	\$ 28,700.00	\$ 29,130.50	\$ 29,567.46	\$ 30,010.97	\$ 30,461.13	\$ 30,918.05
11 MONTH POSITION: Site Based	Monthly	\$ 2,609.09	\$ 2,648.23	\$ 2,687.95	\$ 2,728.27	\$ 2,769.19	\$ 2,810.73
	Daily	\$ 140.00	\$ 142.10	\$ 144.23	\$ 146.39	\$ 148.59	\$ 150.82
	Hourly	\$ 17.50	\$ 17.76	\$ 18.03	\$ 18.30	\$ 18.57	\$ 18.85

Clerk III : 11 Month	2400	\$ 32,800.00	\$ 33,292.00	\$ 33,791.38	\$ 34,298.25	\$ 34,812.72	\$ 35,334.92
11 MONTH POSITION: Site Based	Monthly	\$ 2,981.82	\$ 3,026.55	\$ 3,071.94	\$ 3,118.02	\$ 3,164.79	\$ 3,212.27
	Daily	\$ 160.00	\$ 162.40	\$ 164.84	\$ 167.31	\$ 169.82	\$ 172.37
	Hourly	\$ 20.00	\$ 20.30	\$ 20.60	\$ 20.91	\$ 21.23	\$ 21.55

Instructional Aide I	2100	\$ 28,700.00	\$ 29,130.50	\$ 29,567.46	\$ 30,010.97	\$ 30,461.13	\$ 30,918.05
11 MONTH POSITION: Site Based	Monthly	\$ 2,609.09	\$ 2,648.23	\$ 2,687.95	\$ 2,728.27	\$ 2,769.19	\$ 2,810.73
	Daily	\$ 140.00	\$ 142.10	\$ 144.23	\$ 146.39	\$ 148.59	\$ 150.82
	Hourly	\$ 17.50	\$ 17.76	\$ 18.03	\$ 18.30	\$ 18.57	\$ 18.85

Instructional Aide II	2100	\$ 43,615.00	\$ 44,269.23	\$ 44,933.26	\$ 45,607.26	\$ 46,291.37	\$ 46,985.74
11 MONTH POSITION: Site Based	Monthly	\$ 3,965.00	\$ 4,024.48	\$ 4,084.84	\$ 4,146.11	\$ 4,208.31	\$ 4,271.43
	Daily	\$ 212.76	\$ 215.95	\$ 219.19	\$ 222.47	\$ 225.81	\$ 229.20
	Hourly	\$ 26.59	\$ 26.99	\$ 27.40	\$ 27.81	\$ 28.23	\$ 28.65

Instructional Aide III	2100	\$ 49,342.00	\$ 50,082.13	\$ 50,833.36	\$ 51,595.86	\$ 52,369.80	\$ 53,155.35
11 MONTH POSITION: Site Based	Monthly	\$ 4,485.64	\$ 4,552.92	\$ 4,621.21	\$ 4,690.53	\$ 4,760.89	\$ 4,832.30
	Daily	\$ 240.69	\$ 244.30	\$ 247.97	\$ 251.69	\$ 255.46	\$ 259.29
	Hourly	\$ 30.09	\$ 30.54	\$ 31.00	\$ 31.46	\$ 31.93	\$ 32.41

OTHER CERTIFICATED

Counselor	1200	\$ 73,875.00	\$ 75,000.00	\$ 76,125.00	\$ 77,266.88	\$ 78,425.88	\$ 79,602.27
	Monthly	\$ 6,715.91	\$ 6,818.18	\$ 6,920.45	\$ 7,024.26	\$ 7,129.63	\$ 7,236.57
	Daily	\$ 360.37	\$ 365.85	\$ 371.34	\$ 376.91	\$ 382.57	\$ 388.30
	Hourly	\$ 45.05	\$ 45.73	\$ 46.42	\$ 47.11	\$ 47.82	\$ 48.54

Educational Coordinator	13	\$ 64,025.00	\$ 65,000.00	\$ 65,975.00	\$ 66,964.63	\$ 67,969.09	\$ 68,988.63
11 MONTH POSITION	Monthly	\$ 5,820.45	\$ 5,909.09	\$ 5,997.73	\$ 6,087.69	\$ 6,179.01	\$ 6,271.69
	Daily	\$ 312.32	\$ 317.07	\$ 321.83	\$ 326.66	\$ 331.56	\$ 336.53
	Hourly	\$ 39.04	\$ 39.63	\$ 40.23	\$ 40.83	\$ 41.44	\$ 42.07

Parent Coordinator	1300	\$ 64,025.00	\$ 65,000.00	\$ 65,975.00	\$ 66,964.63	\$ 67,969.09	\$ 68,988.63
	Monthly	\$ 5,820.45	\$ 5,909.09	\$ 5,997.73	\$ 6,087.69	\$ 6,179.01	\$ 6,271.69
		\$ 312.32	\$ 317.07	\$ 321.83	\$ 326.66	\$ 331.56	\$ 336.53
	Hourly	\$ 39.04	\$ 39.63	\$ 40.23	\$ 40.83	\$ 41.44	\$ 42.07

July

Step VII

STEP VIII

\$ 123,887.66	\$ 125,745.98
\$ 10,323.97	\$ 10,478.83
\$ 514.06	\$ 521.77
\$ 64.26	\$ 65.22

\$ 102,341.98	\$ 103,877.11
\$ 8,528.50	\$ 8,656.43
\$ 424.66	\$ 431.03
\$ 53.08	\$ 53.88

\$ 75,409.88	\$ 76,541.03
\$ 6,284.16	\$ 6,378.42
\$ 312.90	\$ 317.60
\$ 39.11	\$ 39.70

\$ 129,274.08	\$ 131,213.19
\$ 10,772.84	\$ 10,934.43
\$ 536.41	\$ 544.45
\$ 67.05	\$ 68.06

\$ 91,569.14	\$ 92,942.68
\$ 7,630.76	\$ 7,745.22
\$ 379.95	\$ 385.65
\$ 47.49	\$ 48.21

\$ 88,337.29	\$ 89,662.35
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\$ 7,361.44	\$ 7,471.86
\$ 366.54	\$ 372.04
\$ 45.82	\$ 46.51

\$ 74,262.02	\$ 75,375.95
\$ 6,188.50	\$ 6,281.33
\$ 308.14	\$ 312.76
\$ 38.52	\$ 39.10

\$ 74,262.02	\$ 75,375.95
\$ 6,188.50	\$ 6,281.33
\$ 308.14	\$ 312.76
\$ 38.52	\$ 39.10

\$ 59,940.06	\$ 60,839.16
\$ 4,995.00	\$ 5,069.93
\$ 248.71	\$ 252.44
\$ 31.09	\$ 31.56

\$ 48,579.06	\$ 49,307.75
\$ 4,416.28	\$ 4,482.52
\$ 236.97	\$ 240.53
\$ 29.62	\$ 30.07

\$ 59,250.62	\$ 60,139.38
\$ 5,386.42	\$ 5,467.22
\$ 245.85	\$ 249.54
\$ 30.73	\$ 31.19

\$ 70,023.46	\$ 71,073.81
\$ 5,835.29	\$ 5,922.82
\$ 290.55	\$ 294.91
\$ 36.32	\$ 36.86

\$ 54,666.70	\$ 55,486.70
\$ 4,969.70	\$ 5,044.25

\$ 266.67	\$ 270.67
\$ 33.33	\$ 33.83

\$ 59,940.37	\$ 60,839.48
\$ 5,449.12	\$ 5,530.86
\$ 292.39	\$ 296.78
\$ 36.55	\$ 37.10

\$ 62,706.24	\$ 63,646.83
\$ 5,700.57	\$ 5,786.08
\$ 260.19	\$ 264.09
\$ 32.52	\$ 33.01

\$ 61,779.54	\$ 62,706.24
\$ 5,148.30	\$ 5,225.52
\$ 256.35	\$ 260.19
\$ 32.04	\$ 32.52

\$ 26,898.70	\$ 27,302.18
\$ 2,445.34	\$ 2,482.02
\$ 131.21	\$ 133.18
\$ 16.40	\$ 16.65

\$ 31,381.82	\$ 31,852.55
\$ 2,852.89	\$ 2,895.69
\$ 153.08	\$ 155.38
\$ 19.14	\$ 19.42

\$ 35,864.94	\$ 36,402.91
\$ 3,260.45	\$ 3,309.36
\$ 174.95	\$ 177.58
\$ 21.87	\$ 22.20

\$ 31,381.82	\$ 31,852.55
\$ 2,852.89	\$ 2,895.69
\$ 153.08	\$ 155.38
\$ 19.14	\$ 19.42

\$ 47,690.53	\$ 48,405.89
\$ 4,335.50	\$ 4,400.54
\$ 232.64	\$ 236.13
\$ 29.08	\$ 29.52

\$ 53,952.68	\$ 54,761.97
\$ 4,904.79	\$ 4,978.36
\$ 263.18	\$ 267.13
\$ 32.90	\$ 33.39

\$ 80,796.30	\$ 82,008.24
\$ 7,345.12	\$ 7,455.29
\$ 394.13	\$ 400.04
\$ 49.27	\$ 50.01

\$ 70,023.46	\$ 71,073.81
\$ 6,365.77	\$ 6,461.26
\$ 341.58	\$ 346.70
\$ 42.70	\$ 43.34

\$ 70,023.46	\$ 71,073.81
\$ 6,365.77	\$ 6,461.26
\$ 341.58	\$ 346.70
\$ 42.70	\$ 43.34

AFTER SCHOOL BUDGET PLANNING SPREADSHEET

ELEMENTARY & MIDDLE SCHOOLS 01.2015

Site Name: AIMS	School funds	Program Fees
Site #:		
Average # of students to be served daily (ADA): 130		Lead Agency
TOTAL GRANT AWARD	\$45,000	\$80,000

CENTRAL COSTS: INDIRECT, ADMIN, EVAL, PD, CUSTODIAL, SUPPLIES

Facilities	\$0	\$0
District Coordinators, evaluation, and training/technical assistance costs	\$0	\$0
Custodial Staffing and Supplies	\$0	\$0
Total	\$0	\$0

PERSONNEL

2205 Site Coordinator	\$15,000	\$0
Grade X Instructor - \$16.75hr x 21hrs/wk x 38.5 wks	\$0	\$13,630
Grade X Instructor - \$16.75hr x 21hrs/wk x 38.5 wks	\$0	\$13,630
Grade X Instructor - \$16.75hr x 20hrs/wk x 38.5 wks	\$12,981	\$0
BACR Program Manager	\$0	\$5,000
After school support staff	\$1,100	\$0
Total personnel	\$29,081	\$32,261

BENEFITS

3000's Lead Agency benefits (rate: 25%)	\$7,270	\$8,065
Total benefits	\$7,270	\$8,065

BOOKS AND SUPPLIES

4310 Cell Phone	\$0	\$0
Parking	\$900	\$0
Supplies	\$998	\$2,000
Total books and supplies	\$1,898	\$2,000

CONTRACTED SERVICES

5825 Contractors TBD	\$0	\$0
Cushion for less Fees	\$0	\$25,674
Total services	\$0	\$25,674

IN-KIND DIRECT SERVICES

BACR East Bay Director		
BACR Administrative Assistant		
Trainings (Summer Institute, CPS, Classroom Management, Lesson Planning, etc.)		
After School Program Support Staff (2.9% FTE per site - \$840)		
Volunteer Time		
In-kind Subcontractor Providers		
Other In-kind Providers		
Total services	\$0	

LEAD AGENCY ADMINISTRATIVE COSTS

Lead Agency admin 15%	\$6,750	\$12,000
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Subtotals	\$45,000	\$80,000
Total	\$45,000	\$80,000
	\$0	\$0

SCHOOL LUNCH SERVICE CONTRACT (STANDARD)

This agreement is made on June 13th, 2019 between **NOB HILL CATERING, INC.**, a California corporation DBA **The LunchMaster**, with its principal place of business at **601 Taylor Way, San Carlos, California 94070** (hereinafter "Nob Hill") and **American Indian Model Schools (AIMS)**, located at **171 12th Street, Oakland CA 94607** (hereinafter "Client").

RECITALS

Nob Hill is in the business of providing school lunch services to students and their families. Client is desirous of engaging the services of Nob Hill to provide a school lunch program for the benefit of Client on the terms and conditions set forth herein.

Therefore, in consideration of the mutual promises set forth below, the parties agree as follows:

AGREEMENT

1. **Term.** The term of this Agreement shall commence on **August 13, 2019**, and shall continue in full force and effect for until **June 19, 2020** unless otherwise terminated pursuant to the termination provisions of this Agreement. Notice of intent to terminate shall be given by a party desiring to terminate this contract a minimum of sixty days (without cause) or thirty days (with cause) prior to the initial termination date or the termination date of any renewed term of this contract. Notice of intent to terminate shall be given in the manner set forth in Paragraph 15 below. Any such automatic renewal shall be subject to adjustments in pricing as agreed upon by the parties. The Pricing Grid, Exhibit B hereto, shall be modified and attached hereto as a modification of this contract from time to time.

2. **Services Provided.** Nob Hill agrees to institute a school lunch program at the facility operated by Client and in connection therewith agrees to provide the following services:

A. Prepare and deliver to students and their parents a nutritious and diversified school lunch menu.

B. Perform such other tasks as may be reasonable and necessary as agreed upon in connection with the institution and performance of a school lunch program during the current school year. Service for summer requires a separate contract.

3. **Delivery, Charges and Billing.**

A. The basic price per meal served shall be established pursuant to the Pricing Grid attached hereto and marked as Exhibit B. The prices set forth on the Pricing Grid shall be valid and shall remain in force without change for the entire term of this Agreement as set forth in Paragraph 1 above. Any deviation from the Price Grid set forth on Exhibit A hereto shall be agreed upon in writing signed by both parties. Price increase for future years shall not exceed Consumer Price Index (CPI) for that given year.

B. All meal service ordered by Client for free of charge or reduced charge meals shall be billed monthly unless otherwise agreed upon by the parties. All invoices received by Client from Nob Hill shall be due and payable within 30 days of receipt of the invoice. **Client must notify Nob Hill within 72 hours of receipt of any discrepancy in the invoice.** If all sums due is not received by Nob Hill within 30 days of the invoice date the parties agree that a service charge calculated from the date of billing at the rate of (5%) per month shall be paid on all unpaid sums in addition to the amount originally invoiced. Client agrees to pay said service charge upon presentation. This paragraph shall apply to all sums owed by Client to Nob Hill, whether for free of charge or reduced charged meals or for any other product or service provided by Nob Hill to Client.

C. The Parties shall agree upon the specifics regarding the meals to be served. Attached hereto and marked as Exhibit A is a completed Meal Service Detail form. The Meal Service Detail set forth therein shall be effective during the term of this contract unless replaced upon agreement of the parties. Any deviation from the Meal Service Detail set forth on Exhibit A shall be set forth in a written agreement signed by both parties.

D. The prices set forth on Exhibit B shall include those items as agreed upon and set forth on Exhibit B. Only those specifically described items shall be offered at the price set forth. Any additional items requested shall be subject to separate charges and billing.

E. Client shall advise the Nob Hill account representatives identified as, Michael Giouzelis of any change in Client's scheduling which may impact meal delivery, including but not limited to dates of service, time of delivery and the like, a minimum of 14 calendar days in advance of any such scheduling change. If Client is not aware of scheduling changes within sufficient time to give the notice required in this paragraph, Client shall give notice of the change immediately, upon said information becoming available to Client, no later than 4 p.m. on the date that the client becomes aware of the change. Nob Hill shall use its best efforts to accommodate client with respect to schedule changes. If notice of a schedule change is given in an untimely manner, and Nob Hill is unable to cancel, Client shall pay all fees associated with any such order. Notice shall be given by email and pursuant to the provisions of Paragraph 15 below.

F. Each meal delivery shall be accompanied by an assortment of milk items in such a manner that there shall be one beverage available for everyone for whom a meal is provided. However, the beverage items shall be in the form of an assortment (1% and Fat-Free) of the items available on each delivery date. Therefore, there can be no guarantee that everyone will receive his or her preferred beverage item on any delivery date. With respect to free of charge or reduced charge meals, it is understood that due to applicable regulations milk shall be supplied as the sole available beverage.

G. Nob Hill shall provide appropriate utensils and condiments for use with menu items as is appropriate. A maximum of two condiment packages per meal item ordered shall be provided. Client agrees to assist Nob Hill to ensure that only individuals ordering meals shall use utensils and condiments provided on each delivery date.

H. If there shall be food items remaining on site after all meals ordered are served, said food items shall be returned to Nob Hill and shall be re-inventoried or disposed of as is appropriate. It shall be the responsibility of Client to advise school personnel and volunteers that “extras” are available for consumption only upon payment therefore.

I. If Client or any school associated with Client shall fail to confirm the quantity of items presented for distribution, Nob Hill shall not be responsible for shortages, it being the understanding of the parties that the final responsibility for check in and confirmation of quantity of items delivered lies with client or schools associated with client. Client shall report any shortages immediately to The LunchMaster corporate office prior to delivery driver leaving the delivery location so that missing items can be delivered before meal service. If missing component was not delivered before meal service, American Indian Model School (AIMS) will only be invoiced for all complete meals served to students not incomplete meals.

J. Client agrees that all Nob Hill owned equipment necessary to provide the school lunch service shall be stored at a reasonably safe location on the school premises. Client shall undertake reasonable precautions to ensure that Nob Hill owned equipment shall be safe from theft, damage or other loss. Client staff and volunteers shall undertake reasonable steps to protect the Nob Hill owned equipment used in drop off deliveries, including placing switches in the “off” position upon termination of usage. Any damage to Nob Hill equipment occasioned by lack of reasonable care in the use of said equipment shall be reimbursed to Nob Hill by Client on presentation of documentation reasonably establishing the cost of repair.

K. Nob Hill recognizes that school lunch programs at schools operate in different and unique ways. If Client is operating a school lunch program staffed by volunteers at which Nob Hill provides only a “drop off” service, Nob Hill shall provide Client with training materials appropriate for use by volunteers with respect to appropriate and healthy food distribution methods. ~~If Client has elected to contract for Nob Hill to provide a server in connection with the food distribution service as set forth~~

~~in the Meal Service Detail (Exhibit A), it is understood that the assistance of volunteers with respect to meal distribution shall not be necessary. If Nob Hill undertakes the task of meal distribution pursuant to the terms of the contract with Client, Nob Hill shall be solely responsible for the distribution of meals to those for whom a meal has been delivered.~~

4. **Party Representatives.**

A. Client shall designate a site contact person who shall be the primary point of contact between Nob Hill and Client with respect to all issues related to this contract. The initial site contact person designated by Client is **Tiffany Tung**, whose job title is **Data, Accountability and Operations Coordinator**. The contact information for the initial site contact person is: tiffany.tung@aimsschools.org. Client may change the identity of the contact person pursuant to notice given as set forth in Paragraph 15 below.

B. Nob Hill shall designate account representatives responsible for administration of the school account. The initial Nob Hill account representatives shall be **Michael Giouzelis** and/or **The LunchMaster Office Staff**. The contact information for the School Representatives is: mike@nobhillcatering.com and/or lmadmin@thelunchmaster.com. Nob Hill may change the identity of the contact person pursuant to notice given as set forth in Paragraph 15 below.

C. To facilitate operation of the lunch service program and prompt and satisfactory resolution of problems, all issues of concern regarding the subject matter of this contract, including but not limited to the meal service provided, shall be reported by the Client primary contact person to the Nob Hill account representatives as soon as is reasonably practical under the circumstances to facilitate prompt and satisfactory resolution of issues that may arise. The primary method of communication shall be email. If telephone contact is made, email contact shall follow. All issues shall be resolved, to the extent reasonably possible, using email.

5. **Termination by Client or Nob Hill.**

A. If Client desires to terminate this Agreement for the convenience of client, Client shall give a minimum of sixty days' notice (without cause) and thirty days' notice (with cause) of termination. Notice shall be given in the manner described in Paragraph 15 below.

B. If this contract is terminated by Client pursuant to the provisions of Paragraph 6.A above, Client agrees that timely notification to parents or other users of the service shall be given. Any such notification shall notify those individuals required to be notified of the termination of the service and the effective date of termination, along with such other information regarding any new service as shall be required. Any such notification shall refrain from discussing motivational reasons for termination of the

service and shall advise the parents or other users that service by Nob Hill will continue through the date of termination unless the parties have agreed, in writing, to the contrary. In the event of termination, the parties shall cooperate, to the extent reasonably possible, with respect to transition to such other provider as may be selected by Client.

C. For the period between the receipt of notification of termination pursuant to Paragraph 6.A above, and the termination date, Client agrees that orders placed with Nob Hill shall continue for the duration of this contract. A minimum number of meals for delivery on each delivery date shall be established as set forth in this paragraph. The minimum number of meals shall be calculated by a determination of the average number of meals delivered by Nob Hill to Client on each delivery date for the sixty days preceding notice of termination. Upon calculation of said average number of meals delivered, the minimum number of meals to be delivered after notice of termination and before the date of termination shall be 90% of said average number of meals delivered. If meals ordered for delivery to Client shall fall below the minimum established pursuant to this paragraph for three dates, Nob Hill may, at its option, terminate service to Client on ten days' notice of termination given pursuant to Paragraph 15 below or Nob Hill may elect to continue service until the termination date.

D. If client has not otherwise terminated this agreement pursuant to Paragraph 6. A. above, Nob Hill reserves the right to terminate this agreement for its convenience. Good cause shall not be required for termination under this paragraph. If service is terminated pursuant to the terms of this paragraph, Nob Hill shall give a minimum of thirty (30) days written notice to termination in the manner described in Paragraph 15 below. Any such notice shall specify the last date of service under the terms of this contract.

E. If Nob Hill has not received payment of any charges invoiced pursuant to paragraph 3. B. within 30 days of the date of the original invoice, including payment of any applicable service charge, Nob Hill reserves the right, at its option, to terminate service under this contract. Nob Hill shall give a minimum of 10 days of notice of its election to terminate service under this paragraph. Notice shall be given pursuant to Paragraph 15 below. Any such notice shall specify the last date of service under the terms of this contract.

6. **Food Quality Standards.**

A. In performing the services required under this agreement, Nob Hill shall comply with all applicable federal, state, county and city statutes, ordinances and regulations. In addition, Nob Hill shall comply with all applicable health, safety and food handling codes and regulations.

B. Client and Nob Hill agree that stockpiling or storage of food made available for service on any given day is inappropriate. All food should be consumed on the date of delivery (except for breakfast items which are delivered on the day prior to the date of consumption) or returned to Nob Hill for restocking, storage or disposal. Client agrees not to serve any student with an item of food not provided on the date of delivery and Client agrees that Nob Hill shall not be liable for any complaints, injuries or damages arising out of serving of stockpiled or previously delivered food items.

C. Attached hereto and marked as Exhibit A is a list of all items which shall be provided with each meal. Exhibit A includes a list of items which shall be included with standard meals and a list of items provided with each free or reduced-price meal.

7. **Field Trip Requirements.**

A. Each customer, whether the customer be an individual student or client, shall be responsible for cancelling meal orders resulting from absence of students from the school location due to field trips. Notification for field trip lunches shall be given no later than seven business days via email. Client is responsible for notifying and clarifying Nob Hill of any adjustments from regular meals ordered that day. Any cancellation is to occur no less than three business days in advance.

8. **Client Responsibilities.**

A. In consideration of the services provided by Nob Hill, Client agrees to retain Nob Hill as its exclusive meal service provider during each service date agreed to herein. This covenant shall not require Client to use the services of Nob Hill with respect to special events scheduled from time to time by Client and shall be effective only with respect to meal services for the days upon which Nob Hill is contracted to provide meal service. School holidays and teacher conference days are excluded from this exclusivity covenant.

B. Client shall distribute all communications regarding services from Nob Hill in accordance with Client's standard process of distributing communications to the families of students.

C. Client acknowledges and agrees that all trademarks, copyrights, patents and other intellectual property owned by Nob Hill and its subsidiaries or affiliated companies, inclusive of the name and representative logos, may not be used without the written consent of Nob Hill for any purpose, including school printed publications, signage, online content or in any other manner.

Nob Hill Catering, Inc. Agrees to:

1. Ensure each meal provided to the agency under this agreement meets minimum requirements as to the nutritional content as specified by NSLP Meal Pattern, which is excerpted from regulations 7 CFR Part 210.10 and 220.8 or an approved National School Lunch Program option.
2. Maintain full and accurate records that document: (1) the menus were provided to the agency during the term of this agreement, (2) a listing of all components of each meal, and (3) an itemization of the quantities of each component used to prepare said meal. The vendor agrees to provide meal preparation documentation by using field factors for each food item as listed in the United States Department of Agriculture Food Buying Guide when calculating and recording the quantity of food prepared for each meal.
3. Maintain cost records such as invoices, receipts, and/or other documentation that exhibit the purchase of otherwise availability to the vendor of the meal components and quantities itemized in the meal preparation records.
4. Maintain daily, an accurate count of the number of meals, by meal type, prepared for and delivered to the agency. Meal count documentation must include the number of meals requested by the agency.
5. Retain all required records for a period of three (3) years after the end of the fiscal year to which they pertain (or for 3 years after the end of the audit). Upon request, make all accounts and records pertaining to the agreement available to the certified public accountant hired by the agency, representatives of the California Department of Education, USDA, and the office of the Inspector General (OIG) for audits or administrative reviews at a reasonable time and place.
6. The vendor shall surrender to the SFA upon termination of the agreement all records pertaining to the operation of the food service, to include all production records, product invoices, claim documentation, financial reports, and procurement documentation. The records shall be in appropriate order and complete.

7. Nob Hill Catering, Inc. will indemnify, defend, and hold harmless **AIMS, American Indian Model Schools** and its directors, officers and employees from and against any material liabilities, losses, expenses (including reasonable attorney’s fees), cost and damages (collectively “Damages”) arising out of or relating to breach of any material representation, warranty or covenant of Nob Hill Catering, Inc. under this Agreement. The indemnification obligations of Nob Hill Catering, Inc. shall not apply to the extent that the applicable damages are directly caused by **American Indian Model Schools** or any of its agents, contractors or employees.

8. Nob Hill Catering, Inc. will keep and maintain Commercial general liability insurance, including extended coverage for product in an amount no less than one million dollars (1,000,000.00) for each occurrence for any liability resulting from incidents of improper product preparation, contamination or transport or breach of any representation, warranty or covenant of Nob Hill Catering, Inc. under this agreement. Nob Hill Catering, Inc. will provide **American Indian Model Schools** with a certificate evidencing insurance in the amount required above naming **American Indian Model Schools** as an additional Insured and specifying that the coverage will not be canceled or modified without 30 days of prior written notice to **American Indian Model Schools**.

9. If Delivery / Production records are not delivered upon delivery, Nob Hill must be notified by phone and email upon school noticing that paperwork is missing. Nob Hill will deliver paperwork before lunch service. If Nob Hill fails to deliver Delivery / Production paperwork for that day service, Nob Hill will issue credit ONLY.

Certifications:

If this agreement is more than \$100,000.00, the agency and the vendor shall comply with all applicable standards, orders, or regulations issued:

- a) Section 306 of the Clean Air Act (42 USC 185h), Section 508 of the Clean Water Act (33 USC 1368), Executive Order 11738 and Environmental Protection Agency regulations.

- b) Certification regarding Lobbying Pursuant to 31 USC 1352 (appendix A: 7 CFR Part 3018)

- c) Disclosure of Lobbying activities pursuant to 31 USC 1352 (appendix A: 7 CFR Part 3018)

Nob Hill certifies that they are in compliance with:

- a) Energy Policy and Conservation Act (OMB Circular A-102, Attachments o, paragraph 14.j)

- b) Provisions of the Contract Work Hours and Safety Standards Act involving food service workers whose duties are manual and physical in nature (OMB Circular No. A-102, Attachment O, paragraph 14.f)

- c) Executive Order 11246, entitled “Equal Employment Opportunity”, as amended by Executive Order 11375 and Department of Labor Relations.

10. **Force Majeure.** Neither party shall be liable for any delay or failure in its performance under this contract caused by events beyond the control of the parties, including but not limited to terrorism, war, riots, labor strikes, interruption of utility services, fires, floods, earthquakes and other natural disasters.

11. **Entire Agreement.** This contract contains all the covenants between the parties with respect to the subject of this contract, and each party acknowledges that no representations, inducements, promises or agreements have been made by or on behalf of any party except the covenants and agreements embodied in this contract. Any agreement, statement or promise not contained in this contract shall not be valid or binding between the parties with respect to the subject of this contract, except for a subsequent written modification signed by the party to be charged.

12. **Amendment.** This contract may be amended or modified at any time with respect to any provisions by a written instrument executed by Nob Hill and Client.

13. **Non-Assignment.** Neither party may assign or transfer this agreement, in whole or in part, without the prior written consent of the other party.

14. **Attorney Fees.** If any legal action is brought to enforce or interpret the provisions of this contract, the prevailing party shall be entitled to recover reasonable attorney’s fees from the other party. These fees, which may be set by the court in the same action or in a separate action brought for that purpose, are in addition to any other relief to which the prevailing party may be entitled.

15. **Dispute Resolution.**

A. Mediation. The parties hereby agree that any dispute between the parties hereto arising out of or related to the subject matter of this Agreement or services to be provided pursuant to this Agreement shall be subject to non-binding mediation prior to implementation of any other dispute resolution process. The mediator shall be a retired judge or practicing attorney to be agreed upon by the parties. Mediation shall be held in San Mateo County, California. The cost mediation shall be borne by the parties equally. The parties agree that all individuals or entities necessary for resolution of any such dispute shall participate in the mediation process, including but not limited to party principals, insurers, consultants, agents, contractors and subcontractors as is necessary. If the dispute is not resolved by mediation, each party shall thereafter be free to commence litigation or other dispute resolution process at the party's discretion. If a court of competent jurisdiction shall determine that any party hereto shall have failed to adequately and meaningfully participate in the mediation process prior to commencement of litigation or other dispute resolution, said finder of fact shall be empowered to deny

attorney's fee to that party that the non-participating party would otherwise have been entitled to an award of attorney's fees.

B. The parties hereby irrevocably and unconditionally agree that all disputes arising out of or related to the subject matter of this Agreement or related to the services to be provided pursuant to this Agreement shall be resolved pursuant to binding arbitration proceedings. Arbitration proceedings shall be conducted by a single neutral arbitrator to be agreed upon by the parties. If the parties are unable to agree upon the identity of a single neutral arbitrator within thirty days of a demand for arbitration by any party hereto, said arbitrator shall be appointed by the presiding judge of the San Mateo County, California Superior Court or his designee. Arbitration proceedings shall be conducted pursuant to the provisions of the California Arbitration Act, Code of Civil Procedure Section 1280 and following. Discover shall be allowed as described in the California Arbitration Act. The award of an arbitrator shall be final and binding and subject only to such collateral attack as shall be allowed pursuant to the terms of the California Arbitration Act. The award of an arbitrator may be entered as a judgment in any court of competent jurisdiction.

C. Exclusive jurisdiction and venue with respect to all dispute resolution matters arising out of or related to this contract or related to the services to be provided pursuant to the terms of this Agreement shall lie in the courts of the State of California in and for the County of San Mateo. The parties agree that the courts in and for the County of San Mateo are convenient to the parties. Arbitration proceedings commenced pursuant to this Agreement shall be held in San Mateo County, California.

D. This contract shall be governed by and construed in accordance with the laws of California.

16. **Notices.** Any notice required or permitted to be given under this contract shall be written, and may be given by personal delivery or by registered or certified mail, first class postage prepaid, return receipt requested. Notice shall be deemed given upon actual receipt in the case of personal deliver or upon delivery to the United States Post Office for mailing. Mailed notices shall be addressed as follows. Each party may change address by written notice in accordance with this paragraph.

Nob Hill Catering Inc.

601 Taylor Way
San Carlos, CA 94070
lunchmaster@nobhillcatering.com

American Indian Model Schools:

171 12th Street
Oakland, CA 94607
tiffany.tung@aimschools.org

Dated: _____

NOB HILL CATERING, INC.

By: Michael Giouzelis

Dated: _____

**AMERICAN INDIAN MODEL
SCHOOLS**

Print Name: Maya Woods-Cadiz

**EXHIBIT A
MEAL SERVICE DETAIL**

1. Ingredients that may not be used (within reasonable capability of Nob Hill):

2. Beverage service (Unless otherwise noted, beverage service shall be an assortment of 1% milk, non-fat white and non-fat chocolate milk & Water):

3. Service shall be provided Monday through Friday unless noted below:

4. The time upon which the first meal service shall begin and the time at which meal service shall be completed:

5. Field trip:

See Paragraph 8.

6. Cancellation and refund policy:

Cancellation policy is detailed in Paragraph 11 of the attached Addendum.

**EXHIBIT B
PRICING GRID
Daily Cost Breakdown**

LINE ITEM	RATE
Lunch	\$2.95

**ADDENDUM TO SCHOOL LUNCH SERVICE CONTRACT
(NATIONAL SCHOOL LUNCH PROGRAM)**

This Agreement shall supplement the School Lunch Service Contract Agreement dated June 13th, 2019 between **NOB HILL CATERING, INC.**, a California corporation DBA **The LunchMaster** (hereinafter "Nob Hill") and **American Indian Model Schools (AIMS)**, located at **171 12th Street, Oakland CA 94607**. (hereinafter "Client"). The purpose of this Addendum is to provide additional detail to the agreement between the parties to comply with the requirements of the National School Lunch Program. This Addendum shall be effective on the date of the underlying vending agreement and shall terminate upon termination of the underlying Agreement.

1. In addition to the term of the Agreement as set forth in Paragraph 1 of the underlying Agreement, the parties understand that despite the duration of the contract as set forth in Paragraph 1, pursuant to the requirements of the National School Lunch Program, pricing as set forth on Exhibit B (Pricing Grid) must be reviewed and agreed upon annually in a manner consistent with the requirements of the National School Lunch Program. A new Pricing Grid shall be agreed upon and attached to the underlying Agreement annually.

2. In addition to the matters set forth in Paragraph 2 of the underlying agreement, the following shall apply:

a. Nob Hill shall prepare and institute a program in compliance with the School Nutrition Programs, Child and Adult Care Food Program, and the Summer Food Service Program, including after school snack and supper programs. Upon request, Nob Hill shall undertake such steps as shall be necessary to provide a Seamless Summer Program pursuant to the provisions of the National School Lunch Program. To the extent reasonably possible, Nob Hill meals meet the National School Lunch and School Breakfast Program requirements using offer versus serve and utilizing the HHFKA food based menu planning type, and the requirements of the Child and Adult Care Food Program, After School Snack and Supper Program. Although Nob Hill attempts to ensure compliance with all program requirements, Nob Hill cannot be responsible for the failure of third party vendors or others to inform Nob Hill of changes to products which may not comply with government program requirements.

b. Individuals responsible for ordering meals shall be required to estimate the number of students desiring milk service and each of the fruit and vegetable choices upon entering orders. It is understood that milk orders shall be used solely for service with meals as ordered. The responsible parties shall not over order for purposes of "stockpiling" or storing milk products for alternate uses. Nob Hill reserves the right to charge separately, cancel service or take such other steps as shall be necessary if "stockpiling" shall occur. It is understood that milk and milk products shall be stored and refrigerated properly upon delivery. Milk for breakfast service and field trips will be

delivered the day prior to service. Milk for lunch, supper, and snack will be delivered for same day consumption.

3. Lactaid and/or soymilk products as dairy substitute shall be provided upon the program participant providing written evidence signed by a licensed physician stating that the program participant is required to use those products. Such physicians order shall be set forth on the California Department of Education Medical Statement to Request Special Meals and/or Accommodations form. Said form may be obtained by program participants from the California Department of Education. Lactaid shall be provided at the same price as is milk. Soymilk is subject to additional charge to be agreed upon.

4. Vegan/gluten free meals shall be provided upon the program participant providing written evidence signed by a licensed physician stating that the program participant is required to receive vegan/gluten free meals. Such physicians order shall be set forth on the California Department of Education Medical Statement to Request Special Meals and/or Accommodations form. Said form may be obtained by program participants from the California Department of Education. If a student desires to receive vegan/gluten free meals without written evidence from a licensed physician that the participant requires such meals, vegan/gluten free meals will be provided at an additional charge to be agreed upon.

5. All orders shall be completed and received by 5:00 p.m. on the Tuesday prior to the week during which the order is to be delivered. Nob Hill reserves the right to decline any orders received after that deadline. Any orders received and accepted by Nob Hill after the deadline set forth in this paragraph shall be subject to a late fee in the sum of \$50.00 per order (regardless of the number of meals ordered). Upon delivery of meals, Nob Hill shall provide such documentation as is necessary to comply with the requirements of the National School Lunch Program.

6. The parties understand that milk and other dairy products are volatile and subject to spoilage if not refrigerated or otherwise cared for properly. If dairy products shall, in the opinion of Client, not be consumable due to spoilage, upon providing evidence of such spoilage to Nob Hill, Client shall be credited for those specific items which are spoiled. Entire shipments shall not be credited, only those specific items which were spoiled. Any items as to which a claim of spoilage is being made shall be returned by Client to Nob Hill for inspection if reasonably possible. If return is not possible, Client shall undertake such steps as shall be reasonably available to document spoilage, including but not limited to photographs of all items alleged to be spoiled. All items as to which there is a claim of spoilage, which are not returned to Nob Hill or as to which evidence of spoilage is not provided, shall not be subject to credit.

7. If Client desires, for any reason, to partially cancel service under the terms of this contract and addendum thereto, Client shall give ten (10) days written notice of its partial cancellation of service. For purposes of example only, if Client has contracted for breakfast, lunch and snack service and desires to cancel one of the three services

contracted for, the provisions of this paragraph requiring a ten (10) day notice of cancellation shall apply. If, however, Client desires to cancel all services provided pursuant to the underlying contract and this addendum, the standard cancellation procedures set forth in the underlying contract shall apply.

8. All requirements of the School Lunch Service Contract set forth in Paragraph 8 regarding field trips shall be applicable to the National School Lunch Program service. All orders must be completed and received by 5:00 p.m. on the Tuesday prior to the week during which the order is to be delivered. In the event of timely notification, bag lunches shall be delivered on the day prior to the field trip. Client must be able to refrigerate all items requiring refrigeration overnight for use the next day. Nob Hill shall not be required to deliver bag lunches for use by program participants on field trips other than at the time of regular delivery or the day preceding pursuant to the terms of this paragraph.

9. With respect to the School Nutrition Programs, cancellation and refund timing shall be as set forth below. To cancel service or change service, the following grid shall apply:

	Monday	Tuesday	Wednesday	Thursday	Friday
To make a change or cancel for:	Previous TH by 4 PM	Previous Fri by 4 PM	Monday 4 PM/same week	Tuesday 4 PM/same week	Wed 4 PM/same week

10. This paragraph is intended to supplement Paragraph 2 of the School Lunch Service Contract. Client agrees that a staff member shall be available at the time of delivery to count all items delivered and check the items for spoilage. The Nob Hill driver shall remain onsite in order for the Client to complete the count for a period of no more than 10 minutes following the arrival of the driver. The driver shall have available appropriate receipts or other documentation for the school representative to sign regarding the sufficiency of the delivery. Any delivery shortage discovered following the departure of the driver shall not be credited.

11. With respect to Paragraph 3 of the School Lunch Service Contract, it is understood that billing for free and reduced-price meals shall be on a weekly basis consistent with Paragraph 3.B of the underlying Agreement. Payment shall be consistent with said Paragraph 3.B.

12. Client is hereby granted an option to extend the School Lunch Service Contract to which this Addendum is attached for three (3) additional periods of one (1) year, the renewal to commence upon the anniversary date of the commencement of this Contract and each anniversary date thereafter for a maximum of three (3) years. In order to renew this option, Client shall notify Nob Hill of its election to renew pursuant to the procedures set forth in Paragraph 15 of the School Lunch Service Contract. Upon notification of Client electing to renew, the contract shall be renewed upon all terms and conditions, subject only to adjustment of pricing as set forth on Exhibit B to the School

Lunch Service Contract. Client shall exercise its option to renew prior to termination of the previous contract term. Nob Hill shall notify Client of any modification of pricing terms within thirty (30) days of receipt of notification of exercise of the option to renew. Upon notification of pricing adjustments, Client shall have a period of fifteen (15) days within which to either accept the adjustments or terminate this contract and any extension thereof in its entirety. Except as specifically provided herein, all terms and conditions of the School Lunch Service Contract entered between the parties shall remain in effect, unmodified.

Dated: _____

NOB HILL CATERING, INC.

By: Michael Giouzelis

Dated: _____

**AMERICAN INDIAN
MODEL SCHOOLS**

Print Name: Maya Woods-Cadiz

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 2019-20 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.

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 snacks provided by School that conforms to the nutrition standards in the California Education Code, Part 27, Chapter 9, Article 2.5, commencing with Section 49430
5. 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.
6. The program will operate daily, Monday through Friday, from August 13, 2019 to June 19, 2020. 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 6:00pm 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 or contractors.

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 minimize disruption.

BACR Initials _____
 School Initials _____

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 Head of School prior approval. Communications should include the Head of School 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.

BACR Initials _____
 School Initials _____

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 2019-2020 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 (\$25) ¹
1	\$50	\$25
2	\$75	\$50
3	\$100	\$75

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

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 3 family, the monthly fee for student 1 is \$100, and the monthly fee is \$75 for any additional students from that same family.

BACR Initials _____
 School Initials _____

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 2019-20 year is \$163,636 ASES. AIMS will contribute between \$65,000-50,000 and \$164,250 will be attained through parent's fees.

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 \$84,250, 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 (I)(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-

BACR Initials _____
 School Initials _____

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.

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, 2019 through June 30, 2020.

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.

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.

BACR Initials _____
 School Initials _____

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 insured 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

BACR Initials _____
 School Initials _____

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 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

BACR Initials _____
 School Initials _____

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

APPENDIX C: ASSURANCES

BACR Initials _____
School Initials _____

AFTER SCHOOL BUDGET PLANNING SPREADSHEET

ELEMENTARY & MIDDLE SCHOOLS 01.2015

Site Name: AIMS	ASES	Distirct Match (In-Kind)	Program Fees	Other School Site Funds	Other Lead Agency Funds (In Kind)
Site #:	Resource 6010, Program 1553				
Average # of students to be served daily (ADA): 130	ASES	School Site	Lead Agency	School Site	Lead Agency
TOTAL GRANT AWARD	\$163,636	\$45,490	\$84,250	\$20,000	\$6,217

CENTRAL COSTS: INDIRECT, ADMIN, EVAL, PD, CUSTODIAL, SUPPLIES

Facilities	\$0	\$13,499	\$0	\$0	\$0
District Coordinators, evaluation, and training/technical assistance costs	\$0	\$13,000	\$0	\$0	\$0
Custodial Staffing and Supplies	\$0	\$4,000	\$0	\$0	\$0
Total	\$0	\$30,499	\$0	\$0	\$0

PERSONNEL

2205 Site Coordinator	\$41,000	\$0	\$0	\$0	\$0
Assistant Coordinator- \$18.25hr x 24hrs/wk x 42weeks	\$0	\$0	\$18,396	\$0	\$0
Grade X Instructor - \$16.75hr x 21.5hrs/wk x 38.5 wks	\$13,955	\$0	\$0	\$0	\$0
Grade X Instructor - \$16.75hr x 21.5hrs/wk x 38.5 wks	\$13,955	\$0	\$0	\$0	\$0
Grade X Instructor - \$16.75hr x 21.5hrs/wk x 38.5 wks	\$13,955	\$0	\$0	\$0	\$0
Grade X Instructor - \$16.75hr x 15hrs/wk x 38.5 wks	\$9,673	\$0	0	\$0	\$0
Grade X Instructor - \$16.75hr x 17hrs/wk x 38.5 wks	\$11,034	\$0	\$0	\$0	\$0
BACR Program Manager	\$5,000	\$0	\$6,290	\$0	\$0
Professional Development			\$1,005		
Total personnel	\$108,572	\$0	\$24,686	\$0	\$0

BENEFITS

3000's Lead Agency benefits (rate: 25%)	\$27,143	\$0	\$6,172	\$0	\$0
Total benefits	\$27,143	\$0	\$6,172	\$0	\$0

BOOKS AND SUPPLIES

4310 Cell Phone	\$0	\$0	\$1,200	\$0	\$0
Supplies	\$3,376	\$0	\$1,000	\$0	\$0
Snack	\$0	\$14,391	\$0	\$0	\$0
4310 CitySpan Support System	\$0	\$600	\$0	\$0	\$0
Total books and supplies	\$3,376	\$14,991	\$2,200	\$0	\$0

CONTRACTED SERVICES

5825 Contractors TBD	\$0	\$0	\$30,000	\$0	\$0
Cushion for less Fees			\$8,555	\$20,000	
Total services	\$0	\$0	\$38,555	\$20,000	\$0

IN-KIND DIRECT SERVICES

BACR East Bay Director				\$0	\$2,160
BACR Administrative Assistant				\$0	\$2,000
Trainings (Summer Institute, CPS, Classroom Management, Lesson Planning, etc.)					\$1,217
After School Program Support Staff (2.9% FTE per site - \$840)					\$840
Volunteer Time					\$0
In-kind Subcontractor Providers					\$0
Other In-kind Providers					\$0
Total services	\$0	\$0			\$6,217

LEAD AGENCY ADMINISTRATIVE COSTS

Lead Agency admin 15%	\$24,545		\$12,638		\$0
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Subtotals	\$163,636	\$45,490	\$84,250	\$20,000	\$6,217
Total	\$163,636	\$45,490	\$84,250	\$20,000	\$6,217
	\$0		\$0		

AIMS K-8th Snack Program



Snack Program Benefits

- The benefit of a K-8th snack program would be supporting our students with a snack for students that stay till 6:00pm. Our students will have access to another healthy meal.
- The snack program is an opportunity for students to improve their nutrition and selection choices given that they are provided a snack. Students that have food insecurity needs and ensuring all students have access to a healthy snack right around the time they would be starting homework.
- The NSLP after school Snack program is a federally assisted program that provides encourages schools to provide snacks to fulfill the hunger gap for students participating in after school programming.
- We are partnering with BACR (Bay Area Community Resources) for afterschool program. BACR will support with distribution of snacks.

Snack Program Threat/Weaknesses

Potential weaknesses

- This will be another program to administer, there are regulations, compliance, costs and labor requirements to serve the snacks, to our benefit we are partnering with BACR for the 2019-2020 school year, however every year after that logistics and programming could look different.
- Ordering would be another administrative task that would need to be added on.
- Mindful of ordering since only reimbursed what is served and checked out. This could put sites at a deficit if orders are not placed correctly.

Participation

Snack Program

AIPCS & AIPCS II: 350

AIPHS: N/A

Cost Projections

Snack Program: Reimbursable Rates (Area Eligible, all students receive free snack regardless of eligibility)

Free: \$.91

Reduced: \$.91

Paid \$.91

Snack Program: cost neutral program, AIMS will be reimbursed for 100% of all students that participate within the snack program at the rate of \$.91 for all students regardless of FRL status.

RFP: one time fee of \$3500.00 since we are implementing a new program, a rebid process will need to occur.

Cost Assumptions

AIMS Snack Budget

Participation: 350

Days of School: 190

7% Waste (Over Ordering)

Revenue:

Federal Reimbursement at \$.91 cents for every snack served: \$ 60,515.00

Expenses:

Snack Cost \$.88 cents (vendor charge): \$59,690.40

Program Cost(Waste):\$ 2101.40



2019-2020

AMERICAN INDIAN MODEL SCHOOLS ADOPTION BUDGET

Presented June 13, 2019
Finance Committee Meeting
Presenter: Katema Ballentine, CBO

2019-20 ADOPTION BUDGET

This presentation is brought to you in partnership with our superintendent Maya Woods-Cadiz, our back office provider CSMC Adrienne Barnes, our Chief Business Officer, Katema Ballentine and Human Resources department along side our incredible Leadership Staff.

We present the first read of American Indian Model Schools proposed 2019-2020 Adopted Budget.

2019-20 ADOPTION BUDGET INTRODUCTION

Per California Education Code 42127, the Governing Board shall hold a public hearing, adopt a Local Control Accountability Plan (LCAP) and a budget and file it with the Oakland Unified School District and the County Superintendent of Schools on or before July 1.

AIMS budget development process ensures that the adopted budget submitted complies with state standards and the criteria adopted by the State Board of Education.

AIMS 2019-2020 Budget Review

The proposed budget is based on the latest known revenue and expenditure data available prior to the official LCAP and budget adoption. The Adopted Budget will be an evolving document that will change, with Governing Board approval, over the course of the projected fiscal year based on the approved State budget, and revised revenues and expenditures. The 2019-2020 budget assumptions are based on the following

AIMS Budget Assumptions

- Enrollment
- District-Wide Program Assumptions
- Operational Assumptions



AIMS 2019-2020 BUDGET ASSUMPTIONS

2019-2020 Budget Assumptions

	<u>AIPCS I</u>	<u>AIPCS II</u>	<u>AIPHS</u>	<u>Total</u>
<u>Enrollment</u>	250	675	446	1371
Average Daily Attendance Percentage	97%	97%	96%	
Average Daily Attendance	242.5	654.75	428.16	1325.41

<u>AIMS Program Assumptions</u>	<u>AIPCS I</u>	<u>AIPCS II</u>	<u>AIPHS</u>	<u>Total Cost</u>
CMO	\$ 414,000.00	\$ 1,127,000.00	\$ 759,000.00	\$ 2,300,000.00
	\$			
Uniforms (\$14.50 p/ADA)	3,516.25	\$ 9,493.88	\$ 6,208.32	\$ 19,218.45
Student Travel (\$500 p/ADA)	\$ -	\$ -	\$ 45,000.00	\$ 45,000.00
AP Books (new/updated)			\$ 150,000.00	\$ 150,000.00
	\$			
Vehicle Lease (transportation)	8,232.88	\$ 8,232.88	\$ 8,232.88	\$ 24,698.64
	\$			
AIMS Staff Boot Camp	3,400.00	\$ 6,600.00	\$ 10,000.00	\$ 20,000.00

Title and Content Layout with SmartArt

General Administration Assumptions	<u>AIPCS I</u>	<u>AIPCS II</u>	<u>AIPHS</u>	<u>Total Cost</u>
12th Street Utilities				
Disposal: Watse Management	\$ 13,417.20	\$ 36,524.60	\$ 24,598.20	\$ 74,540.00
Gas/ Electric	\$ 14,997.34	\$ 40,826.09	\$ 27,495.12	\$ 83,318.55
Water/Sewer	\$ 1,094.51	\$ 2,979.49	\$ 2,006.60	\$ 6,080.60
Telephone	\$ 12,514.85	\$ 34,068.21	\$ 22,943.90	\$ 69,526.96
Internet	\$ 880.94	\$ 2,398.10	\$ 1,615.05	\$ 4,894.09
Custodial	\$ 19,224.00	\$ 52,332.00	\$ 35,244.00	\$ 106,800.00
OUSD Agreements	<u>AIPCS I</u>	<u>AIPCS II</u>	<u>AIPHS</u>	<u>Total Cost</u>
Special Education SELPA (\$900 Per Eligible Student ADA)	\$ 218,250.00	\$ 589,275.00	\$ 423,878.00	\$ 1,231,403.00
1% OUSD District Administration Fee	\$ 22,290.00	\$ 68,028.00	\$ 44,160.00	\$ 134,478.00
Prop 39 Facilities (Rental from OUSD)	\$ -	\$ -	\$ 220,000.00	\$ 220,000.00
Insurance Policies & Operation Contracts	<u>AIPCS I</u>	<u>AIPCS II</u>	<u>AIPHS</u>	<u>Total Cost</u>
Workers Compensation		Paid thru payroll		\$ 121,453.00
D & O Insurance	\$ 9,507	\$ 25,669	\$ 16,960	\$ 52,136.33
Student Accident Insurance	\$ 1,328	\$ 3,616	\$ 2,435	\$ 7,379.13
Auto Insurance	\$ 900	\$ 2,450	\$ 1,650	\$ 5,000.00
Audit Services	\$ 4,320.00	\$ 11,760.00	\$ 7,920.00	\$ 24,000.00
Back Office Support	\$ 39,600.00	\$ 107,800.00	\$ 72,600.00	\$ 220,000.00



2019-2020 SITE BUDGETS

American Indian Public Charter School		
Budget Summary		
2019-20 Budget Projections: 2017-18 to 2019-20		
SAC	Code Description	2019-20
Revenue		
	State	2,650,949
	Federal	220,473
	Local	51,829
	Total Revenue	\$ 2,923,250
Expenses		
1000	Certificated Salaries	1,035,738
2000	Classified Salaries	191,567
3000	Benefits	229,264
4000	Books and Supplies	258,009
5000	Services and Other Operating Expenses	743,608
6000	Capital Outlay	38,839
7000	Other Outgoing	364,250
	Total Expenses	\$ 2,861,275
Surplus / (Deficit)		\$ 61,976
	As a % of LCFF revenue	3%
Beginning Fund Balance		\$ 1,165,440
Ending Fund Balance		\$ 1,227,416
	As a % of Expenditures	43%

Revenues

- LCFF Projected Revenues increased due to reassignment of students from AIPCS II to AIPCS I to comply to the attendance provision in the approved Charter
- NEW GRANT: AIPCS I has been approved to received the Afterschool Grant ASES (\$163,636). This is a three year grant expiring in 2021-2022. This grant is specifically for the students enrolled in AIPCS I's afterschool program
- Federal Revenues are projected flat as the alignment of these revenues are re-aligned by the government later in the year

Expenses

- AIPCS I staffing increased due to movement of students from AIPCS II to AIPCSI
- Projections include step and column increases 1.5% and the new 403B projections for Teaching staff

Surplus & Ending Fund Balance

- AIPCS I projects \$61,976 in surplus of revenue vs expenses to be added to the ending fund balance
- The Ending Fund Balance for AIPCS I is projected at \$1,227,416 which leaves a 43% reserve

American Indian Public Charter School II		
Budget Summary		
Seven Year Budget Projections, 2017-18 to 2023-24		
SAC#	Code Description	2019-20
Revenue		
	State	6,962,230
	Federal	364,520
	Local	136,555
	Total Revenue	\$ 7,463,305
Expenses		
1000	Certificated Salaries	2,662,577
2000	Classified Salaries	604,960
3000	Benefits	826,482
4000	Books and Supplies	689,039
5000	Services and Other Operating Expenses	1,534,966
6000	Capital Outlay	240,459
7000	Other Outgoing	837,187
	Total Expenses	\$ 7,395,670
	Surplus / (Deficit)	\$ 67,635
	As a % of LCFF revenue	1%
	Beginning Fund Balance	\$ 4,616,601
	Ending Fund Balance	\$ 4,684,237
	As a % of Expenditures	63%

Revenues

- LCFF Projected Revenues decreased due to reassignment of students from AIPCS II to AIPCS I to comply to the attendance provision in the approved Charter
- Federal revenue was reduced by \$16,293 of prior year revenue that was expensed in 2018-19
- Local revenues increased due to the increased allocation of the Middle School Measure G1 Parcel tax allocation

Expenses

- AIPCS II staffing decreased due to movement of students from AIPCS II to AIPCS I
- Projections include step and column increases 1.5% and the new 403B projections for Teaching staff

Surplus & Ending Fund Balance

- AIPCS II projects \$67,635 in surplus of revenue vs expenses to be added to the ending fund balance
- The Ending Fund Balance for AIPCS II is projected at \$4,684,237 which leaves a 63% reserve

American Indian Public Charter High School			
Budget Summary			
<i>New Year Budget Projections 2017-18 to 2023-24</i>			
	SAC Code Description		2019-20
Revenue			
	State		5,152,879
	Federal		161,270
	Local		1,468
	Total Revenue	\$	5,315,617
Expenses			
	1000	Certificated Salaries	1,887,761
	2000	Classified Salaries	347,493
	3000	Benefits	584,140
	4000	Books and Supplies	415,743
	5000	Services and Other Operating Expenses	1,402,179
	6000	Capital Outlay	
	7000	Other Outgoing	423,878
	Total Expenses	\$	5,061,196
	Surplus / (Deficit)	\$	254,421
	As a % of LCFF revenue		5%
	Beginning Fund Balance	\$	955,275
	Ending Fund Balance	\$	1,209,697
	As a % of Expenditures		24%

Revenue

- LCFF Projected Revenues increased due to enrollment increase to maximum approved Charter levels
- Federal revenue was reduced by \$2,025 of prior year revenue that was expensed in 2018-19
- Most Local revenue for the High School is fundraising. That revenue is not projected. It is recorded as received. However the local revenue reflected here represents the student revenue for food services

Expenses

- Projections include step and column increases 1.5% and the new 403B projections for Teaching staff
- Projections include 3% salary increases for classified and administrative salaries

Surplus & Ending Fund Balance

- AIPHS projects \$254,421 in surplus of revenue vs expenses to be added to the ending fund balance
- The Ending Fund Balance for AIPHS is projected at \$1,209,697 which leaves a 24% reserve



MULTI-YEAR REVEIW

American Indian Public Charter School

Budget Summary



View New Budget Projections: 2017-18 to 2023-24

SAC/ Code Description		2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Revenue							
	State	1,575,497	2,650,949	2,740,470	2,758,137	2,698,167	2,700,324
	Federal	226,115	220,473	220,473	110,973	110,973	110,973
	Local	34,209	51,829	51,829	51,829	51,829	51,829
	Total Revenue	\$ 1,835,821	\$ 2,923,250	\$ 3,012,772	\$ 2,920,938	\$ 2,860,968	\$ 2,863,126
Expenses							
1000	Certificated Salaries	580,173	1,035,738	1,061,117	1,087,130	1,113,793	1,141,123
2000	Classified Salaries	61,190	191,567	195,484	199,499	203,614	207,832
3000	Benefits	146,013	229,264	242,226	251,042	259,390	267,225
4000	Books and Supplies	151,050	258,009	264,535	180,164	184,191	188,344
5000	Services and Other Operating Expenses	418,695	743,608	689,206	704,463	557,525	573,652
6000	Capital Outlay	39,018	38,839	38,839	38,839	38,839	38,839
7000	Other Outgoing	246,300	364,250	364,250	359,885	368,615	368,615
	Total Expenses	\$ 1,642,438	\$ 2,861,275	\$ 2,855,657	\$ 2,821,021	\$ 2,725,966	\$ 2,785,629
	Surplus / (Deficit)	\$ 193,383	\$ 61,976	\$ 157,115	\$ 99,917	\$ 135,002	\$ 77,497
	As a % of LCFF revenue	13%	3%	6%	4%	5%	3%
	Beginning Fund Balance	\$ 972,057	\$ 1,165,440	\$ 1,227,416	\$ 1,384,530	\$ 1,484,447	\$ 1,619,449
	Ending Fund Balance	\$ 1,165,440	\$ 1,227,416	\$ 1,384,530	\$ 1,484,447	\$ 1,619,449	\$ 1,696,946
	As a % of Expenditures	71%	43%	48%	53%	59%	61%

AIPCS I Multi-Year Projections

The Multi year projections for American Indian Public Charter School I reflects:

- Stable enrollment for the projected years. Until the Charter renewal the enrollment continues to reflect the enrollment approved by the current charter.
- Reduction of ASES funding in 2022-23 awaiting new grant
- Reduction of CMO in out years (after 2019-2020)
- Consistent Ending Fund Balance and Reserve growth outgoing years projected years.

American Indian Public Charter School II

Budget Summary



SAC	Code Description	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Revenue							
	State	7,921,635	6,962,230	7,131,903	7,312,399	7,296,961	7,302,578
	Federal	503,870	364,520	364,520	364,520	364,520	364,520
	Local	66,490	136,555	136,555	136,555	136,555	136,555
	Total Revenue	\$ 8,491,995	\$ 7,463,305	\$ 7,632,978	\$ 7,813,474	\$ 7,798,036	\$ 7,803,653
Expenses							
1000	Certificated Salaries	2,596,373	2,662,577	2,729,142	2,800,875	2,871,260	2,943,415
2000	Classified Salaries	431,556	604,960	620,083	614,111	629,464	645,200
3000	Benefits	816,680	826,482	919,073	988,003	1,062,103	1,141,761
4000	Books and Supplies	743,463	689,039	696,067	645,987	653,388	530,041
5000	Services and Other Operating Expenses	2,240,009	1,534,966	1,581,691	1,629,101	1,445,151	1,462,190
6000	Capital Outlay	240,459	240,459	240,459	240,459	240,459	240,459
7000	Other Outgoing	942,103	837,187	837,187	837,187	837,187	837,187
	Total Expenses	\$ 8,010,643	\$ 7,395,670	\$ 7,623,702	\$ 7,755,723	\$ 7,739,012	\$ 7,800,254
Surplus / (Deficit)		\$ 481,352	\$ 67,635	\$ 9,276	\$ 57,751	\$ 59,024	\$ 3,399
As a % of LCFF revenue		6%	1%	0%	1%	1%	0%
Beginning Fund Balance		\$ 4,135,249	\$ 4,616,601	\$ 4,684,237	\$ 4,693,513	\$ 4,751,264	\$ 4,810,288
Ending Fund Balance		\$ 4,616,601	\$ 4,684,237	\$ 4,693,513	\$ 4,751,264	\$ 4,810,288	\$ 4,813,686
As a % of Expenditures		58%	63%	62%	61%	62%	62%

AIPCS II Multi-Year Projections

The Multi year projections for American Indian Public Charter School II reflects:

- Stable enrollment for the projected years. Until the Charter renewal the enrollment continues to reflect the enrollment approved by the current charter.
- Steady staffing projections
- Reduction in CMO in out years
- Consistent Ending Fund Balance and Reserve growth outgoing years projected years.

American Indian Public Charter High School

Budget Summary



SAC	Code Description	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Revenue							
	State	4,564,439	5,152,879	5,313,117	5,986,197	5,913,731	6,391,549
	Federal	117,096	161,270	161,270	161,270	161,270	161,270
	Local	116,872	1,468	1,468	1,468	1,468	1,468
	Total Revenue	\$ 4,798,407	\$ 5,315,617	\$ 5,475,855	\$ 6,148,935	\$ 6,076,469	\$ 6,554,287
Expenses							
1000	Certificated Salaries	1,255,358	1,887,761	1,934,955	1,984,886	2,036,112	2,088,666
2000	Classified Salaries	372,916	347,493	356,181	365,085	374,212	383,568
3000	Benefits	466,175	584,140	626,589	673,583	724,101	778,409
4000	Books and Supplies	662,073	415,743	427,415	438,331	449,564	461,123
5000	Services and Other Operating Expenses	1,322,098	1,402,179	1,332,680	1,376,859	1,427,778	1,472,689
6000	Capital Outlay						
7000	Other Outgoing	612,880	423,878	423,878	465,696	459,043	497,059
	Total Expenses	\$ 4,691,501	\$ 5,061,196	\$ 5,101,699	\$ 5,304,441	\$ 5,470,811	\$ 5,681,514
Surplus / (Deficit)		\$ 106,906	\$ 254,421	\$ 374,156	\$ 844,494	\$ 605,658	\$ 872,773
As a % of LCFF revenue		2%	5%	7%	14%	10%	14%
Beginning Fund Balance		\$ 848,369	\$ 955,275	\$ 1,209,697	\$ 1,583,853	\$ 2,428,347	\$ 3,034,005
Ending Fund Balance		\$ 955,275	\$ 1,209,697	\$ 1,583,853	\$ 2,428,347	\$ 3,034,005	\$ 3,906,778
As a % of Expenditures		20%	24%	31%	46%	55%	69%

AIPHS Multi-Year Projections

The Multi year projections for American Indian Public High School reflects:

- Stable enrollment for the ongoing projected years. Until the Charter renewal the enrollment continues to reflect the enrollment approved by the current charter.
- Consistent staffing (F.T.E: Full Time Equivalent) projections
- Reduction in CMO in out years
- Consistent Ending Fund Balance and Reserve growth outgoing years projected years.

2019-2020 Budget Conclusion

- Staff is presenting the Finance Committee with a balanced budget for fiscal year 2019-2020
- The State required reserve of 2% has been met and surpassed for the 2019-2020 Proposed Adopted Budget and out years
- The multi-year projection for the subsequent two years are balanced with significant reserve balances

QUESTIONS





THANK YOU

June 13, 2019 Finance Committee Meeting

Coversheet

2019 -2020 Employee Contracts

Section: III. Action Items
Item: B. 2019 -2020 Employee Contracts
Purpose: Vote
Submitted by:
Related Material: 2019-2020 HR Contract list Board.xlsx

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](#):

2019-2020 HR Contract list Board.xlsx

Coversheet

2019-2020 LCAPS

Section: III. Action Items
Item: D. 2019-2020 LCAPS
Purpose: Vote
Submitted by:
Related Material: 2019-2020 AIPCS_AIPCS II - LCAP Friendly Version.docx
AIPHS 2019-2020 LCAP [Working].pdf

**2019 - 2020 AIPCS/AIPCS LCAP
Friendly Version Summary
Draft #1 (June 10, 2019)**

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 Priority: 4, 8

<p>1.1</p>	<ol style="list-style-type: none"> 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 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. K-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. <p>K-5 New Expenditures for 2019-2020</p> <ol style="list-style-type: none"> a.) Reading Assessments, Fluency Assessments, Comprehension Assessments, Teacher Reading A-Z accounts. b.) Student data boards will be displayed in the classrooms so students can track their success with the standards in both ELA and Math. c.) Lead Teachers will be designated and help deliver professional development along with administrators <p>6-8 New Expenditures for 2019-2020</p> <ol style="list-style-type: none"> a.) Student data boards will be displayed in the classrooms so students can track their success with the standards in both ELA and Math. <p>Budget</p> <table border="0"> <tr> <td>AIPCS</td> <td>AIPCS II</td> </tr> <tr> <td>\$70,000</td> <td>\$130,000</td> </tr> </table>	AIPCS	AIPCS II	\$70,000	\$130,000
AIPCS	AIPCS II				
\$70,000	\$130,000				
<p>1.2</p>	<ol style="list-style-type: none"> 1. Head of Schools, Division Heads, ELD coordinator, English Learner Support Teachers, classroom teachers will continue to analyze and discuss student progress to: <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 DELAC 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>3. ELD department will be integrated with broader RTI plan</p> <p>K-5 New Expenditures for 2019-2020 Rosetta Stone accounts will be purchased for all English Language Learners ELD teachers will be doing professional development for teachers ELD instructors will have guided reading blocks during the day</p> <p>6-8 New Expenditures Rosetta Stone accounts will be purchased for all English Language Learners and Middle School Students</p> <p>Budget</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">AIPCS 1</td> <td style="width: 50%;">AIPCS II</td> </tr> <tr> <td>\$72,000</td> <td>\$150,000</td> </tr> </table>	AIPCS 1	AIPCS II	\$72,000	\$150,000
AIPCS 1	AIPCS II				
\$72,000	\$150,000				
<p>1.3</p>	<p>Action:</p> <ol style="list-style-type: none"> 1. 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. 2. 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. 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. 4. Hire up to 8 student tutors to help provide academic support to middle school students. <p>K-5 New Expenditures for 2019-2020 Weekly Academic Saturday Schools will take place for grades 3-5 and bi-weekly for grades K-2. Each grade level will get their own intervention aide Intervention aides will receive professional development by administrators</p> <p>6-8 New Expenditures</p> <ul style="list-style-type: none"> • Increased student tutoring support for Middle School Students <p>Budget:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">AIPCS</td> <td style="width: 50%;">AIPCS II</td> </tr> <tr> <td>\$175,000</td> <td>\$170,000</td> </tr> </table>	AIPCS	AIPCS II	\$175,000	\$170,000
AIPCS	AIPCS II				
\$175,000	\$170,000				

<p>1.4</p>	<p>All students will receive academic advising and assistance with college readiness.</p> <p>Budget:</p> <table data-bbox="332 367 755 441"> <tr> <td>AIPCS</td> <td>AIPCS II</td> </tr> <tr> <td>\$20,000</td> <td>\$72,000</td> </tr> </table>	AIPCS	AIPCS II	\$20,000	\$72,000
AIPCS	AIPCS II				
\$20,000	\$72,000				
<p>1.5</p>	<p>Maintain Special Education Coordinator staffing levels.</p> <p>Special Education Teacher and Special Education aide to support students that receive special education.</p> <table data-bbox="332 661 755 735"> <tr> <td>AIPCS</td> <td>AIPCS II</td> </tr> <tr> <td>\$30,000</td> <td>\$120,000</td> </tr> </table>	AIPCS	AIPCS II	\$30,000	\$120,000
AIPCS	AIPCS II				
\$30,000	\$120,000				

Goal 2 - Positive School Environment, Climate, and Culture with Equity at the Core and Support for the Whole Child School - 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 Priority: 1, 5, 6

<p>2.1</p>	<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 1 Restorative Justice Coordinator 4. Facilitate professional development for teachers 5. Continuation of Restorative Justice Saturday School geared towards students with chronic disciplinary concerns. 6. Recruit PBIS Coordinator and implement PBIS Program 7. AIPCS I and AIPCS II will hire 1 FTE Dean of Students per site <p>K-5 New Expenditures</p> <p>K-5 will hire a Dean of Students</p> <p>2-5 will have weekly Restorative Justice Saturday Schools</p> <p>K-5 teachers will be trained on how to do community circles in the classroom</p> <p>K-5 will have a Bully Box as an anonymous way to report bullying in school</p>
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	<p>6-8 New Expenditures</p> <p>6-8 will have weekly Restorative Justice Saturday Schools 6-8 will fully implement its PBIS program 6-8 will hire a Dean of Students</p> <p>Budget:</p> <table data-bbox="305 457 722 520"> <tr> <td>AIPCS</td> <td>AIPCS II</td> </tr> <tr> <td>\$80,000</td> <td>\$170000</td> </tr> </table>	AIPCS	AIPCS II	\$80,000	\$170000
AIPCS	AIPCS II				
\$80,000	\$170000				
2.2	<p>1. The school will provide counseling, services that address student social and emotional needs.</p> <p>Budget:</p> <table data-bbox="305 699 722 762"> <tr> <td>AIPCS</td> <td>AIPCS II</td> </tr> <tr> <td>\$25,000</td> <td>\$63,240</td> </tr> </table>	AIPCS	AIPCS II	\$25,000	\$63,240
AIPCS	AIPCS II				
\$25,000	\$63,240				
2.3	<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>Budget:</p> <table data-bbox="305 982 722 1045"> <tr> <td>AIPCS</td> <td>AIPCS II</td> </tr> <tr> <td>\$7500</td> <td>\$5,330</td> </tr> </table>	AIPCS	AIPCS II	\$7500	\$5,330
AIPCS	AIPCS II				
\$7500	\$5,330				
2.4	<p>1. School will hire a full-time aide that will escort classes to physical education sites and escort them back to the school</p> <p>2. Security cameras and systems will be put up to help secure the building during and after school hours.</p> <p>Budget:</p> <table data-bbox="305 1329 722 1392"> <tr> <td>AIPCS</td> <td>AIPCS II</td> </tr> <tr> <td>\$75000</td> <td>\$44,280</td> </tr> </table>	AIPCS	AIPCS II	\$75000	\$44,280
AIPCS	AIPCS II				
\$75000	\$44,280				
2.5	<p>School Support Staff and Resources - All Students</p> <p>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.</p> <p>2. The school will continue to provide staff with general supplies and operating expenses.</p> <p>Budget:</p> <table data-bbox="305 1686 722 1749"> <tr> <td>AIPCS</td> <td>AIPCS II</td> </tr> <tr> <td>\$80,000</td> <td>\$410,000</td> </tr> </table>	AIPCS	AIPCS II	\$80,000	\$410,000
AIPCS	AIPCS II				
\$80,000	\$410,000				
2.6	<p>Healthy and Nutritious Meals - All Students</p> <p>1. The school will continue to provide resources for nutrition education and materials to</p>				

	<p>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.</p> <p>2. The school will continue its existing programs to ensure students are well-nourished and prepared to learn.</p> <p>Budget:</p> <table data-bbox="305 472 730 546"> <tr> <td>AIPCS</td> <td>AIPCS II</td> </tr> <tr> <td>\$55,000</td> <td>\$185,000</td> </tr> </table>	AIPCS	AIPCS II	\$55,000	\$185,000				
AIPCS	AIPCS II								
\$55,000	\$185,000								
2.7	<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>Budget:</p> <table data-bbox="305 930 730 1003"> <tr> <td>AIPCS</td> <td>AIPCS II</td> </tr> <tr> <td>\$55,000</td> <td>\$185,800</td> </tr> </table>	AIPCS	AIPCS II	\$55,000	\$185,800				
AIPCS	AIPCS II								
\$55,000	\$185,800								
2.8	<ol style="list-style-type: none"> 1. School will hire 13 athletic coaches, one Athletic Director, an Assistant AD, and District Athletic Director. 2. School will offer competitive/comprehensive athletic programming and cheerleading (9 teams) 3. School will purchase uniforms and sports equipment (make another goal for lead pe teachers.) <p>Budget:</p> <table data-bbox="305 1318 730 1392"> <tr> <td>AIPCS</td> <td>AIPCS II</td> </tr> <tr> <td>\$32,000</td> <td>\$25,000</td> </tr> </table>	AIPCS	AIPCS II	\$32,000	\$25,000				
AIPCS	AIPCS II								
\$32,000	\$25,000								
2.9	<ol style="list-style-type: none"> 1. AIMS 6-8 will hire 1.0 FTE Art Teacher to teach art instruction to AIMS 6-8 students. 2. AIMS 6-8 will hire 1.0 FTE Music Teacher to teach art instruction to AIMS 6-8 students. 3. AIMS 6-8 will hire .2 FTE Graphic Design teacher to teach graphic design to AIMS 6-8 students. 4. AIMS 6-8 will purchase instruments and music related equipment for music class. 5. AIMS 6-8 will purchase art supplies and related equipment for art class. 6. AIMS 6-8 will create two Visual Performing Arts performances per academic school year 7. AIMS 6-8 will purchase iMacs to add to existing Graphic Design Computer Lab <table data-bbox="305 1707 1218 1780"> <tr> <td>AIPCS</td> <td>AIPCS II</td> <td>AIMS K-5</td> <td>AIMS 6-8</td> </tr> <tr> <td>\$130,500</td> <td>\$70,000</td> <td></td> <td></td> </tr> </table>	AIPCS	AIPCS II	AIMS K-5	AIMS 6-8	\$130,500	\$70,000		
AIPCS	AIPCS II	AIMS K-5	AIMS 6-8						
\$130,500	\$70,000								
2.10	<p>Students will be provided with Physical Education Uniforms and will dress out for PE.</p>								

	AIPCS \$11000	AIPCS II \$9000
2.11	<p>1. Hire one lead PE teacher per division (2)</p> <p>2. Middle School PE will become the PE / Health Department and teachers will receive training and integrate subjects such as Health / Fitness; and Sex Ed. into its curriculum.</p>	
	AIPCS \$18000	AIPCS II \$14000

Goal 3 - Increase rate of students who are on track for college readiness by strengthening proficiency in core subjects. .

State Priority: 2, 4, 7

3.1	<p>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.</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>4. AIMS 6-8 will adopt ALEKS and Standards Plus to supplement existing academic content.</p> <p>5. AIMS 6-8 will adopt new Science Curriculum to meet NGSS Standards</p> <p>6. Using its approved classical novel reading list, AIMS 6-8 will develop ELA curriculum that meets Common Core State Standards.</p> <p>7. AIMS 6-8 will purchase class sets of approved novels for each homeroom class</p> <p>K-5 New Expenditures for 2019-2020 Being a Writer K-5 Curriculum from Center of the Collaborative Classroom Purchasing of Test Prep Curriculum for SBAC 3-5</p> <p>Budget: AIPCS \$65,000</p> <p>AIPCS II \$265,000</p>	
3.2	<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>	

State Priority: 1, 2

<p>4.1</p>	<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. Recruitment events hosted by colleges and universities with large percentages of minority students. 3. Regularly monitoring potential barriers to initial and continued employment of diverse candidates. 4. 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. <p>Budget: AIPCS - \$1,013,000 AIPCS II \$3,131,000</p>
<p>4.2</p>	<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 teachers. 2. The school will continue to provide an Induction Program for beginning teachers and interns <p>Budget: AIPCS \$30,000 AIPCS II \$50,000</p>
	<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>Budget: AIPCS \$80,000 AIPCS II \$60,000</p>

Goal 5 - Parent and Community Engagement - Parents and community members are engaged and work with the school to support student learning

State Priority: 3

<p>5.1</p>	<ol style="list-style-type: none"> 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
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	<p>goals and federal and state requirements.</p> <ol style="list-style-type: none"> 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. <p>Budget: AIPCS - \$1500 AIPCS II - \$7000</p>
<p>5.2</p>	<p>Translation and interpretation services will continue to be provided to facilitate effective communication, engagement, and participation for all stakeholders.</p> <p>Budget: AIPCS AIPCS II \$5000 \$17,000</p>
<p>5.3</p>	<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. 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. <p>Budget: AIPCS AIPCS II \$6000 \$3100</p>
<p>5.4</p>	<ol style="list-style-type: none"> 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. 2. Attendance personnel will meet with Senior Administrators monthly to review students that have chronic absenteeism and truancy. <p>Budget: AIPCS - \$40,000 AIPCS II - \$175,000</p>
<p>5.5</p>	<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.

	<p>3. DELAC (ELAC - AIPCS)– District English Learner Advisory Committee meets in effort to provide support for English Language Learners and their families.</p> <p>4. Wellness committee</p> <p>Budget: AIPCS - \$5000 AIPCS II - \$11,500</p>
<p><u>5.6</u></p>	<p>1. AIMS will contract with BACR to provide after school programming to its students</p> <p>2. Parents will pay a monthly fee of \$50-\$150 per child depending on FRL eligibility</p> <p>Budget:</p> <p>AIPCS - AIPCS II - \$165,000 \$80,000 ASES Grant</p>

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		Email and Phone
American Indian Public High School	Tareyton Russ Peter Holmquist	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 that will challenge our students academically. Our approach to college readiness ensures all students have a pathway towards learning content and knowledge, improving cognitive skills and development.

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

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 Goals

- 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.
- 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.
- 3) Increase rate of students who are on track for college readiness by strengthening proficiency in mathematics and English language arts/literacy.
- 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.

5) Parent and Community Engagement - Parents and community members are engaged and work with the school to support student learning.

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

The majority of this LCAP builds on the exact same goals and actions of the previous year (2017-2018). The main change in student demographic, only means that many of the same goals need to address the same needs of different English Language Learners who have joined this school. An increasing number - a declining ratio of technology devices - means that the goals are closer to being achieved, of a one-to-one device ratio for all classes. Availability of resources for all students only helps us to address more broadly the specific needs of all students with equity. With new families comes the need to find ways to reach out that work for that student population. We continue to recruit and hire, not only teachers to help with this community building, but instructional aides and clerks.

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 continues to demonstrate strong performance in graduating students on time while implementing more rigorous graduation requirements. Coupled with strong graduation performance, the district also has achieved a very low dropout rate of just over two percent. Aligned with this are improvements for all students in meeting the UC/CSU 'a-g' requirements (grades of C or higher).

AIPHS was recognized as one of the top performing High Schools in California. Performance was based on reading and math results for all students on each state's high school proficiency tests, with the percentages of economically disadvantaged students enrolled at the schools factored in to identify schools performing much better than statistical expectations. Our school earned the U.S. News highest marks for California and received a perfect College Readiness score of 100 percent and an Academic Performance Index score of 927 in 2015.

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 our 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) and SPED population.
- 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.

In addition, increased or improved services are addressed throughout the document, specifically in the Demonstration of Increased or Improved Services for Unduplicated Pupils section.

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	\$ 4,541,987
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 3,233,567

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	\$3,544,958

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 15%	22%
ELs making at least one year’s Progress in learning English 50%	45%
ELs achieving Proficiency in English <5 yrs cohort: 26%; 5+ yrs cohort: 45%	<5 years cohort: 31%; 5+ yrs cohort: 45%
California Assessment of Student Performance and Progress ELA: 64.29%, Math 63.89%	California Assessment of Student Performance and Progress ELA: 53.85%, Math 67.43%
Graduation Rate	96.92%

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 help teachers develop goals for students, monitor progress, and adjust instructional plans throughout the year. Benchmarks will be administered with greater frequency (Illuminate, ESGI, ELPAC, etc.).</p> <p>2. Central office staff will support the Head of School and school staff to revise site-based assessments systems that promote a 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>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.).</p> <p>2. Central office staff will support the Head of School and school staff to revise site-based assessments systems that promote a 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>	\$10,000	\$10,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Head of School, Division Heads, ELD coordinator, English Learner Support Teachers, classroom teachers will continue to analyze and discuss student progress to:</p>	<p>ELD Dept. provided teachers ELPAC results in the beginning of the school year. The ELD coordinator helped teachers use ELPAC scores to developed goals for students,</p>	\$150,000	\$150,000

<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. ● 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) ● ELD Curriculum and learning centers 	<p>monitor progress, and adjust instructional plans.</p> <p>Intervention services were provided to English Learners who were at the Emerging and Expanding Levels. Students were serviced using the push-in and pull out model.</p> <p>The ELD dept. worked with teachers to determine the students who needed more support and are placed in Tier II and III.</p> <p>Students who are new to the country or with a status of less than 3 year were enrolled in 2 blocks of newcomers class, in addition to an ELA course.. Rosetta Stone accounts were given to all students with a newcomers status.</p> <p>ELAC and DELAC were held 4x each this school year. Some of the topics included ELPAC, ELD program, attendance, and parental involvement.</p> <p>Parents were introduced to the EL master plan. They will have an input on specific actions that will be placed in the master plan.</p> <p>Discussed and determined the needs of ELs in short and long term.</p> <p>Specific action plans were given to students with Emerging and Expanding levels to support support to accelerate English language acquisition.</p> <p>The Edge curriculum provides differentiated lessons. Newcomers class worked with Fundamentals and Level A, while LTELs work with Level B and C.</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 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. Students who have achieved only as high as C- or below, have an opportunity to do credit recovery to make up parts or the whole of the class either online or through summer teacher session(s).</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 and during lunchtime to students that are struggling to pass with grades C- and below in ELA and/or Math. Students who have achieved only as high as C- or below, have an opportunity to do make up work at bi-monthly Saturday schools. In addition, students may participate in credit recovery to make up parts or the whole of the class either online or through summer teacher session(s).</p>	<p>\$150,000</p>	<p>\$150,000</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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>All students 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>\$220,494.5</p>	<p>\$220,495</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
AVID, will support students with college readiness and develop the skills they need to be successful in college.	Seven persons, teachers and administrators attended AVID trainings. All of the high school faculty were involved in implementation of AVID year one and participated in on-campus trainings during more than four professional development presentations. Faculty coaching/evaluation included these AVID instructional strategies. Students were introduced to and practiced various college prep. study skills and strategies across the school.	\$35,000	\$21,575

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Recruit a Special Education Coordinator to support students that receive special education.	Hired a Special Education Coordinator to provide Resource service to the High School and supervise the Resource Teacher who provided service at AIPCS 1 & AIPCS 2	\$65,000	\$65,000

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: 95.41%
School Climate Survey- Safety Student Survey: 75.29% Family Survey: 89.74%	School Climate Survey- Safety Student Survey: 82% Family Survey: 91%
School Climate Survey- High Expectations Family Survey: 84.61%	School Climate Survey- High Expectations Family Survey- 88%
School Climate Survey- Caring Relationship Student Survey: 72.94%	School Climate Survey- Caring Relationship Student Survey: 81.42%

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 of attendance coordination 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. In addition ongoing professional development. 	<ol style="list-style-type: none"> Implementation of attendance coordination 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. In addition ongoing professional development. 	\$20,000	\$20,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

The school will provide health and wellness services to students.	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 continue to implement its comprehensive wellness policy and action plan.	\$60,000	\$60,000
The school will provide female hygiene products.	The school will provide female hygiene products.		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The school will provide health and wellness services to students.	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 continue to implement its comprehensive wellness policy and action plan.	\$15,000	\$15,000
The school will provide female hygiene products.	The school will provide female hygiene products.		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> School will install additional cameras and continue to operate the security monitoring system te the security monitoring system 	<ol style="list-style-type: none"> School will install additional cameras and continue to operate the security monitoring system te the security monitoring system 	\$5,000	\$5,000

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"> 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. 	<p>School Support Staff and Resources - All Students</p> <ol style="list-style-type: none"> 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. 	<p>\$60,000</p>	<p>\$60,000</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. School will hire athletic coaches and athletic directors 2. School will offer competitive/comprehensive athletic programming 3. School will purchase uniforms and sports equipment 4. School will purchase two Automated External Defibrillators for cardiac arrest related emergencies 	<ol style="list-style-type: none"> 1. School will hire athletic coaches and athletic directors 2. School will offer competitive/comprehensive athletic programming 3. School will purchase uniforms and sports equipment 4. School will purchase two Automated External Defibrillators for cardiac arrest related emergencies 	<p>\$115,000</p>	<p>\$115,000</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>School will have an active and robust Student Government.</p>	<p>School will have an active and robust Student Government.</p>	<p>\$15,000</p>	<p>\$15,000</p>

Action 8

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 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 start a lunch program 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 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 start a lunch program to ensure students are well-nourished and prepared to learn. 	\$131,000	\$131,000

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
AIPHS will purchase 70 new classroom desks.	AIPHS will purchase 70 new classroom desks.	\$9,000	\$5,000

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> School will provide safe transportation to students for sports, field trips and other school related activities. 	<ol style="list-style-type: none"> School will provide safe transportation to students for sports, field trips and other school related activities. 	\$50,000	\$50,000

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

Expected	Actual
Hours of computer usage	10 Hours/week
Retention Rates	
California Assessment of Student Performance and Progress ELA: 52%, Math 72%	California Assessment of Student Performance and Progress ELA: 53.85%, Math 67.33%
17% of students getting a 3 or above score in AP exams	21.98% of students getting a 3 or above score in AP exams
60% of students scoring above state average in PSAT	31.85% of students scoring above state average in PSAT 9 65.38% of students scoring above state average in PSAT 10 61% of students scoring above state average in PSAT/NMSQT
60% of students scoring above state average in SAT	69.19% 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"> 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. 	<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 across the school to ensure effective implementation of curriculum. Including two visits from STEM4real for all staff to enable phenomenon based instruction. 	<p>\$120,000</p>	<p>\$120,000</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> 1. School will offer AP testing for all students enrolled in an AP class. 2. School will pay SAT fees for all enrolled students in the 11th grade 3. School will pay for PSAT fees for all enrolled students in the 9th and 10th graders 	<ol style="list-style-type: none"> 1. School will offer AP testing for all students enrolled in an AP class. 2. School will pay SAT fees for all enrolled students in the 11th grade 3. School will pay for PSAT fees for all enrolled students in the 9th and 10th graders 	<p>\$55,000</p>	<p>\$55,000</p>

4. School will pay for up to three college/university applications for our 12th graders.

4. School will pay for up to three college/university applications for our 12th graders.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The school will continue to identify and provide standards-aligned instructional materials and resources. Students will attend academic field trips that are aligned with curriculum.	The school will continue to identify and provide standards-aligned instructional materials and resources. Students will attend academic field trips that are aligned with curriculum.		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Purchase 120 additional Chromebooks to add to and maintain the pre-existing inventory. 2. Continue barcode system	1. Purchase 120 additional Chromebooks to add to and maintain the pre-existing inventory. 2. Continue barcode system	\$4,4000	\$4,400

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%	Actual percentage of fully credentialed teachers: 100.0%
Rate of teacher mis assignments 0.01%	Rate of teacher mis-assignments: 0%
Monthly collaboration meetings 70% of teachers will meet monthly	70% of teachers met for collaboration meetings at least monthly: 12+ mtgs.
Classroom observation rated based on TCRP framework 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	0% of teachers showed improvement from 1st observation to the 2nd formal observation. 90% 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 	<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 	\$1,556,972	

education as a premier profession.

education as a premier profession.

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. Recruit, develop and retain highly qualified teachers. 2. The school will continue to collaborate with local colleges and universities to ensure effective preparation of interns and student teachers. 3. The school will continue to provide an Induction Program for beginning teachers and interns. 	<p>Develop Capacity of Beginning Teachers and Teachers in Need of Support - All Students</p> <ol style="list-style-type: none"> 1. Recruit, develop and retain highly qualified teachers. 2. The school will continue to collaborate with local colleges and universities to ensure effective preparation of interns and student teachers. 3. The school will continue to provide an Induction Program for beginning teachers and interns. 	See Goal 3 - Action 1	

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	See Goal 3 - Action 1	

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: 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- Meaningful Participation Student Survey: 62.35% Family Survey: 65.38%	School Climate Survey- Meaningful Participation Student Survey: Family Survey:
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 	<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 	\$7,000	\$7,000

<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>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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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 and interpretation services will continue to be provided to facilitate effective communication, engagement, and participation for all stakeholders		

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>3. Current, accurate, and timely communication will continue to be provided to parents/guardians regarding student learning (e.g., PowerSchool, ParentSquare, website, AIMS TV,</p>	<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>3. Current, accurate, and timely communication will continue to be provided to parents/guardians regarding student learning (e.g., PowerSchool, ParentSquare, website,</p>	\$15,000	

<p>automated calls, school and teacher communications).</p> <p>4. Mandatory parent meetings at the beginning of each 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>AIMS TV, automated calls, school and teacher communications).</p> <p>4. Mandatory parent meetings at the beginning of each 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>		
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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>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>		

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. ELAC – English Learner Advisory Committee meets in an effort to provide support for English Language Learners and their families. 4. Wellness committee 	<p>ELAC met 4 times this year. Meetings that took place focused on the effort to provide support for English Language Learners and their families</p> <p>Wellness committee met virtually and in person quarterly..</p>	<p>\$3,000</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.

Many of these goals are modifications, aimed at improving our current high expectations, school environment, college readiness, teaching/learning effectiveness, and parent/community engagement.

All actions and services were implemented with fidelity and served as additional building blocks for AIPHS work over the years to cultivate cultures of collective care and high academic achievement. AIPHS will focus its efforts in all LCAP Goals, specific in Positive School Environment, Climate, and Culture with strategies toward building student Agency, including social-emotional learning, positive school culture, youth advocacy and empowerment, programming sustainability, and community partnerships.

The goal continues to ensure that every student receives the supports they need to access educational content as effectively as possible. To ensure SPED services are provided to students along with services outlined within IEP/504 plans. The integration and ongoing collaboration of departments within integrated youth services will be critical to collectively promote cultures of collective care and continuing to building agency by knowing student strengths, interests and

values, getting to know who they are, how they learn and connect best to content as they achieve college, career readiness while maintaining high academic achievement.

Goal 1: In comparing data from 2016-2017 to 2017-2018 school year, our 11th grade student CAASPP results show an increase in growth in MATH by 3.55% but a decline in ELA by 10.44% of our student population. The goal indicated that there would be a projected increase of 50% of students, "Exceeding Standard" would increase one level within their achievement level. AIPHS continue to monitor and track progress of students to ensure actual goals is carried and met for student achievement. Additional intervention will be provided to students that are academically behind or in need of targeted support to ensure academic achievement.

Goal 2: According to school climate parent and family surveys 95% of families and students feel safe, 88% of students feel cared for and supported emotionally within school environment. Overall implementation of actions have successfully supported school climate, culture and support of the whole child. AIPCS II will continue adopt and implement current action plan and addressing student needs as a priority.

Goal 3: Teachers implemented lessons and structures that aligned with and common core standards as outlined within the planned action and services. Teachers received PD on curriculum to ensure planed goals were met in addressing preparation for college readiness specific within Math and ELA. To address teacher effectiveness, three evaluations were conducted (TCRP) and immediate feedback provided to enhance academic instruction.

Goal 4: Offering high quality education to our students but ensuring teachers are hired within a diverse candidate pool specific to Math, Science and SPED background. Track retention of staffing and monitor potential barriers to employment.

Goal 5: AIPCS II will continue to survey and track data and feedback from stakeholders and students to ensure recommendations are considered within school programming and educational instructional effectiveness. Continue to build community partnerships to support students and families with resources.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The goals this year were set for high academic achievement. The actions were performed in a strategically efficient manner to ensure maximum effectiveness. Staff members had set schedules with goals which were reached by constant assessment and evaluation. A major part of our success was the utilization of additional staff members to support with tutoring throughout the day. This took place before, during, and after school. This is why we saw an increase in clerical and support staff in our actual expenditures.

We hired extra support staff to cover clerical duties while these employees tutored. This was also in addition to our 4 intervention aides. This number has been the highest number of aides that we have ever had to provide daily support. Our aides provided push in and pull out services, supported teachers with lesson plan development, and assessing the academic levels of students to increase academic achievement specific in Math and ELA. The effectiveness of the actions/services made a significant impact on student achievement as indicated by AP/CAASPP/PSAT/SAT scores and the district's CA Dashboard.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences come from the fact that we did not adopt any new programs, instead we provided materials to supplement those programs that are currently in place.

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.

Changes were not made to the overall goals, however expected outcomes differed depending on changes to actions and services to meet the needs of our students, program development and district needs to achieve success. As mentioned above, we made progress modifying and focusing these programs, but realize that this work will continue.

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?

By consulting with all stakeholders, we were able to get input on how and where to best allocate our resources to meet our overall goal of efficiency and increased student achievement. For example, new ELA, History, and Foreign Language curriculum was adopted to address potential shortfalls in academic programming.

Additionally, our Visual and Performing Arts program was vastly expanded to include new Music and Art classes for middle school students. Additional emphasis was placed on hiring more intervention instructors, which expanded capacity for supporting students that were not performing at grade level.

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)

Unchanged Goal

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%	15%	ELPAC Baseline + 15%	ELPAC Baseline + 25%
ELs making at least one year's progress in learning English	50%	50%	ELPAC Baseline + 15%	ELPAC Baseline + 25%
ELs achieving proficiency in English	<5 yrs cohort: 26% 5+ yrs cohort: 45%	35%	ELPAC Baseline + 15%	ELPAC Baseline + 25%
California Assessment of Student Performance and Progress	ELA: 50% Math: 70%	ELA: 50% Math: 70%	ELA: 54% Math: 74%	ELA: 56% Math: 76%
Graduation Rate	95.5	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)	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

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 the Head of School 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

2019-20 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 the Head of School and school staff to revise site-based

dashboards	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.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$10,000	\$20,000
Source	LCFF	LCFF	LCFF
Budget Reference	5615, 8011	5615, 8011	5615, 8011

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)
English Learners	LEA-wide	All Schools

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 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)
- ELD Curriculum and learning centers

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)
- ELD Curriculum and learning centers

2019-20 Actions/Services

Head of School, Division Head, 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)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$67,500	\$120,000	[Add amount here]
Source	Title III	Title III, LCFF	[Add source here]
Budget Reference	1100, 1200, 4400	1100, 1200,4400	[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.</p> <p>Service: One hour of tutoring is provided after school to students that are struggling to pass with grades C-</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.</p> <p>Service: One hour of tutoring is provided after school to students that are struggling to pass with grades C-</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.</p> <p>Service: One hour of tutoring is provided after school to</p>

<p>and below in ELA and/or Math.</p> <p>Students who have achieved only as high as C- or below, have an opportunity to do credit recovery to make up parts or the whole of the class either online or through summer teacher session(s).</p>	<p>and below in ELA and/or Math.</p> <p>Students who have achieved only as high as C- or below, have an opportunity to do credit recovery to make up parts or the whole of the class either online or through summer teacher session(s).</p>	<p>students that are struggling to pass with grades C- and below in ELA and/or Math.</p> <p>Students who have achieved only as high as C- or below, have an opportunity to do credit recovery to make up parts or the whole of the class either online or through summer teacher session(s).</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$140,000	\$150,000	\$150,000
Source	Title II, LCFF	Title II, LCFF	Title II, LCFF
Budget Reference	2100, 8292, 8011	2100, 8292, 8011	2100, 8292,8011

Action 4

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>[Add Students to be Served selection here]</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):</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>[Add Students to be Served selection here]</p>	<p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p> <p>[Add Scope of Services selection here]</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>[Add Location(s) selection here]</p>
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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
Modified	Unchanged	Unchanged

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.	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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,000	\$220,494.5	\$200,494.50
Source	State Revenue	State Revenue	State Revenue
Budget Reference	8590	8590, 1300, 2400, 1200	8590, 1300, 2400, 1200

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	AIPHS

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)
--	--	---

All	[Add Scope of Services selection here]	AIPHS
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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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	AVID, will support students with college readiness and develop the skills they need to be successful in college.	AVID, will support students with college readiness and develop the skills they need to be successful in college.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$35,000	\$35,000
Source	[Add source here]	State revenue, Title I	State Revenue, Title I
Budget Reference	[Add budget reference here]	4315	4315

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):
Students with Disabilities	All schools

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

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Recruit a Special Education Coordinator to support students that receive special education.

Recruit a Special Education Coordinator to support students that receive special education.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$65,000	\$65,000
Source	[Add source here]	State revenue	State Revenue
Budget Reference	[Add budget reference here]	1100	1100

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)

Unchanged Goal

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

Priority 6: School Climate

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 Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student Attendance Rate	96.39% ADA	95.41% ADA	ADA	ADA
School Climate Survey - Safety	Student Survey: 75.29% Family Survey: 89.74%	Student Survey: 87.57% Family Survey: 91.18%	Student Survey: Family Survey:	Student Survey: Family Survey
School Climate Survey - High Expectations	Family Survey: 84.61%	Family Survey- 88.23%	Family Survey	Family Survey
School Climate Survey - Caring Relationships	Student Survey: 72.94%	Student Survey: 81.42%	Student Survey:	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):

All

AIPHS

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

Unchanged

2017-18 Actions/Services

Implementation of attendance coordination 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.

2018-19 Actions/Services

Implementation of attendance coordination 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. In addition ongoing professional development.

2019-20 Actions/Services

Implementation of attendance coordination 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. In addition ongoing professional development.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$20,000	\$25,000
Source	LCFF, Title II	LCFF, Title II	LCFF, Title II
Budget Reference	5210, 8011, 8292	5210, 8011, 8292	5210, 8011, 8292

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)

All

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

Unchanged

2017-18 Actions/Services

The school will provide counseling, services that address student social and emotional needs.

2018-19 Actions/Services

The school will provide counseling, services that address student social and emotional needs.

2019-20 Actions/Services

The school will provide counseling, services that address student social and emotional needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$40,000	\$60,000	\$60,000
Source	State revenue	State revenue	State revenue
Budget Reference	2100, 8590	2100, 8590	2100, 8590

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)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

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

Unchanged

2017-18 Actions/Services

The school will provide health and wellness services to students.

The school will continue to implement its

2018-19 Actions/Services

The school will provide health and wellness services to students.

The school will continue to implement its

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.	comprehensive wellness policy and action plan. The school will provide female hygiene products.	comprehensive wellness policy and action plan. The school will provide female hygiene products.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,500	\$15,000	\$25,000
Source	LCFF	LCFF	LCFF
Budget Reference	8011	8011	8011

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	[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	Unchanged

2017-18 Actions/Services 2018-19 Actions/Services 2019-20 Actions/Services

School will install a security monitoring system that has visual monitoring capabilities.	School will install additional cameras and continue to operate the security monitoring system	School will install additional cameras and continue to operate the security monitoring system
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$5000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	4400, 8100	4400, 8100	4400, 8100

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	Unchanged

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	School Support Staff and Resources - All Students 1. The school will recruit, hire, and train	School Support Staff and Resources - All Students

<p>effective clerical and support staff who promote a welcoming school climate, student attendance, and provide effective operations and support for students, parents and staff.</p> <p>2. The school will continue to provide staff with general supplies and operating expenses.</p>	<p>effective clerical and support staff who promote a welcoming school climate, student attendance, and provide effective operations and support for students, parents and staff.</p> <p>2. The school will continue to provide staff with general supplies and operating expenses.</p>	<p>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.</p> <p>2. The school will continue to provide staff with general supplies and operating expenses.</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$47,000	\$60,000	\$60,000
Source	LCFF	LCFF	LCFF
Budget Reference	4315, 8011	4315, 8011	4315, 8011

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):
All	[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	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
School will hire athletic coaches School will offer competitive/comprehensive athletic programming School will purchase uniforms and sports equipment	<ol style="list-style-type: none"> 1. School will hire athletic coaches and athletic directors 2. School will offer competitive/comprehensive athletic programming 3. School will purchase uniforms and sports equipment 4. School will purchase two Automated External Defibrillators for cardiac arrest related emergencies 	<ol style="list-style-type: none"> 1. School will hire athletic coaches and athletic directors 2. School will offer competitive/comprehensive athletic programming 3. School will purchase uniforms and sports equipment 4. School will purchase two Automated External Defibrillators for cardiac arrest related emergencies

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$40,000	\$115,000	\$115,000
Source	LCFF	LCFF	LCFF
Budget Reference	4342, 8011	4342, 8011	4342, 8011

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	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
School will have an active and robust Student Government.	School will have an active and robust Student Government.	School will have an active and robust Student Government.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$9,000	\$15,000	\$15,000
Source	LCFF, Non-public funds	LCFF, Non-public funds	LCFF, Non-public funds
Budget Reference	5894, 8011, 8685	5894, 8011, 8685	5894, 8011, 8685

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	Unchanged

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 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 start a lunch program 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 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 start a lunch program to ensure students are well-nourished and prepared to learn.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	[Add amount here]	\$131,100	\$131,100
Source	[Add source here]	State and Federal Revenue	State and Federal Revenue
Budget Reference	[Add budget reference here]	4700	4700

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)
All	[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 2018-19 selection here]	Unchanged

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.	AIPHS will purchase 70 new classroom desks.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$18,000	\$9000	\$9000
Source	LCFF	LCFF	LCFF
Budget Reference	4430, 8011	4430, 8011	4430, 8011

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):
All	All Schools

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
	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	School will provide safe transportation to students for sports, field trip and other school related activities.	School will provide safe transportation to students for sports, field trip and other school related activities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$50,000	\$50,000
Source	[Add source here]	State Revenue, Non-public funds	State Revenue, Non-public funds
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)

Unchanged

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	15 hrs per week	15 hrs per week	[Add outcome here]
Retention Rates	2%	5%	N/A	[Add outcome here]
California Assessment of Student Performance and Progress	ELA: 55% Math: 70%	ELA: 55% Math: 70%	ELA: 55% Math: 70%	[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	21.98%		
% of students scoring above state average in PSAT 9	40% of students scoring above state average in PSAT 9	31.85% of students scoring above state average in PSAT 9		
% of students scoring above state average in PSAT 10	60% of students scoring above state average in PSAT 10	65.38% of students scoring above state average in PSAT 10		
% of students scoring above state average in PSAT/NMSQT	60% of students scoring above state average in PSAT/NMSQT	61% of students scoring above state average in PSAT/NMSQT		
% of students scoring above state average in SAT	60% of students scoring above state average in SAT	69.19% 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	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<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. Professional development and evaluation cycles will be strengthened across the school to ensure effective implementation of curriculum. 	<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. Professional development and evaluation cycles will be strengthened across the school to ensure effective implementation of curriculum. 	<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. Professional development and evaluation cycles will be strengthened across the school to ensure effective implementation of curriculum.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$259,000	\$120,000	\$120,000
Source	State revenue, LCFF, Title II	State revenue, LCFF, Title II	State revenue, LCFF, Title II
Budget Reference	4100, 5210, 8590, 8011, 8292	4100, 5210, 8590, 8011, 8292	4100, 5210, 8590, 8011, 8292

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

Modified	Unchanged	Unchanged
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2017-18 Actions/Services

1. School will offer AP testing for all students enrolled in an AP class.
2. School will pay SAT fees for all enrolled students in the 11th grade
3. School will pay for PSAT fees for all enrolled students in the 9th and 10th graders
4. School will pay for up to three college/university applications for our 12th graders.

2018-19 Actions/Services

1. School will offer AP testing for all students enrolled in an AP class.
2. School will pay SAT fees for all enrolled students in the 11th grade
3. School will pay for PSAT fees for all enrolled students in the 9th and 10th graders
4. School will pay for up to three college/university applications for our 12th graders.

2019-20 Actions/Services

1. School will offer AP testing for all students enrolled in an AP class.
2. School will pay SAT fees for all enrolled students in the 11th grade
3. School will pay for PSAT fees for all enrolled students in the 9th and 10th graders
4. School will pay for up to three college/university applications for our 12th graders

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$50,000.00	\$75,000	\$75,000

Source	LCFF, Non-public funds	LCFF, Non-public funds	LCFF, Non-public funds
Budget Reference	4316, 8011	4316, 8011	4316, 8011

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
Modified	Unchanged	Unchanged

2017-18 Actions/Services The school will continue to identify and provide standards-aligned instructional materials and resources. Students will attend academic field trips that are aligned with curriculum.	2018-19 Actions/Services The school will continue to identify and provide standards-aligned instructional materials and resources. Students will attend academic field trips that are aligned with curriculum.	2019-20 Actions/Services The school will continue to identify and provide standards-aligned instructional materials and resources. Students will attend academic field trips that are aligned with curriculum.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$50,000.00	\$60,000	\$60,000
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	5811, 4200	5811, 4200

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	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 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,	1. Purchase 120 additional Chromebooks to add to and maintain the pre-existing inventory. 2. Continue barcode system	Purchase 120 additional Chromebooks to add to and maintain the pre-existing inventory. 2. Continue barcode system

novels, and other materials.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$40,000.00	\$50,000.00	\$60,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	4400, 8011	4400, 8011	4400, 8011

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

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

1. School will replace pre-existing textbooks to updated AP aligned ones
2. Update all science classrooms with science

2018-19 Actions/Services

1. School will replace pre-existing textbooks to updated AP aligned ones
2. Maintain science classrooms with science lab

2019-20 Actions/Services

1. School will replace pre-existing textbooks to updated AP aligned ones
2. Maintain science classrooms with science lab

lab technology/equipment	technology/equipment	technology/equipment
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	AP Books included in 3.1 Science Equipment - \$80,000.00	\$50,000	\$60,000
Source	LCFF	LCFF	LCFF
Budget Reference	4400, 8011	4400, 8011	4400, 8011

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
	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
.	1. Teachers will effectively use student assessment data to plan intervention for	1. Teachers will effectively use student assessment data to plan intervention for

	those students that are not meeting the standards.	those students that are not meeting the standards.
	2. Teachers will receive training on how to effectively assess student data.	2. Teachers will receive training on how to effectively assess student data

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	[Add amount here]	\$6,000	\$6,000
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)

Unchanged Goal

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 Priority 1: Basic Services

State Priority 2: Implementation of State Standards

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%	100%	100%	100%
Rate of teacher mis-assignments	0.01%	0.0 %	0%	0%
Monthly collaboration meetings	70% of teachers will meet monthly	75% of teachers met monthly	75% of teachers met monthly	75% of teachers met monthly
Classroom observation rated based on TCRP framework 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.	60% of teachers showed improvement from the 1st observation to the 2nd formal observation. During formal observation use of standards-aligned instructional materials is evident	Majority of teachers rated highly satisfactory on evaluations during the 1st observation. During the 2nd observation found to be highly satisfactory range. Use of standards-aligned instructional materials evident within classroom.	Majority of teachers rated highly satisfactory on evaluations during the 1st observation. During the 2nd observation found to be highly satisfactory range. Use of standards-aligned instructional materials evident within classroom.	Majority of teachers rated highly satisfactory on evaluations during the 1st observation. During the 2nd observation found to be highly satisfactory range. Use of standards-aligned instructional materials evident within classroom.

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)

All

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

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

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.

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.

2019-20 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.

<p>2. Regularly monitoring potential barriers to initial and continued employment of diverse candidates.</p> <p>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.</p>	<p>2. Regularly monitoring potential barriers to initial and continued employment of diverse candidates.</p> <p>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.</p>	<p>2. Regularly monitoring potential barriers to initial and continued employment of diverse candidates.</p> <p>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.</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000	\$1,556,972	
Source	LCFF	LCFF, State Revenue	LCFF, State Revenue
Budget Reference	5815, 8011	1100, 1105, 3000	1100, 1105, 3000

Action 2

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

Modified	Modified	Unchanged
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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. Recruit, develop and retain highly qualified teachers.
 2. The school will continue to collaborate with local colleges and universities to ensure effective preparation of interns and student teachers.
 3. The school will continue to provide an Induction Program for beginning teachers and interns.

2019-20 Actions/Services

Develop Capacity of Beginning Teachers and Teachers in Need of Support - All Students
 1. Recruit, develop and retain highly qualified teachers.
 2. The school will continue to collaborate with local colleges and universities to ensure effective preparation of interns and student teachers.
 3. 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	See 3.1
Source	Title II	Title II	Title II
Budget Reference	5210, 8292	5210, 8292	5210, 8292

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 Modified	Select from New, Modified, or Unchanged for 2018-19 Unchanged	Select from New, Modified, or Unchanged for 2019-20 Unchanged
2017-18 Actions/Services All teachers must attend an off-campus workshop/professional development on targeted subjects.	2018-19 Actions/Services All teachers must attend an off-campus workshop/professional development on targeted subjects.	2019-20 Actions/Services All teachers must attend an off-campus workshop/professional development on targeted subjects.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See 3.1	See 3.1	See 3.1
Source	Title II	Title II	Title II
Budget Reference	5210, 8292	5210, 8292	5210, 8292

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:	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

New

Unchanged

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

All students will have all the supplies needed to be able to thrive in school.

All students will have all of the supplies needed to be able to thrive in school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	[Add amount here]	\$95,000	\$95,000
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	4100, 4200, 4300	4100, 4200, 4300	4100, 4200, 4300

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)

Unchanged Goal

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: 82.11% Family Survey: 91.18%	[Add outcome here]	[Add outcome here]
School Climate Survey - High Expectations	Family Survey: 84.61%	Family Survey: 88.23%	[Add outcome here]	[Add outcome here]
School Climate Survey - Meaningful Participation	Student Survey: 62.35% Family Survey: 65.38%	Student Survey: 79.61% Family Survey: 84.85%	[Add outcome here]	[Add outcome here]
Promoting parent participation	Family Survey: 66.66%	Family Survey: 73.53%		

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)

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

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

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

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

2019-20 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.	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.	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.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3500	\$7000	\$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	8011	8011	8011

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]
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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]	Unchanged

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

Translation and interpretation services will continue to be provided to facilitate effective communication, engagement, and participation for all stakeholders.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,000	\$8000	\$8000
Source	LCFF	LCFF	LCFF
Budget Reference	8011	8011	8011

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

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New	Unchanged	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<ol style="list-style-type: none"> The school will continue to improve communication strategies and structures for timely and easy access to information, support, and resources. Community partnerships to support student and family engagement and learning will continue to be cultivated, sustained, and expanded. 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). 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. Regular correspondence through memo's, PowerSchool, ParentSquare, detention slips, and progress reports to encourage frequent communication between faculty and families. Powerschool Access is provided to families to view student academic progress. 	<ol style="list-style-type: none"> The school will continue to improve communication strategies and structures for timely and easy access to information, support, and resources. Community partnerships to support student and family engagement and learning will continue to be cultivated, sustained, and expanded. 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). 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. Regular correspondence through memo's, PowerSchool, ParentSquare, detention slips, and progress reports to encourage frequent communication between faculty and families. Powerschool Access is provided to families to view student academic progress. 	<ol style="list-style-type: none"> The school will continue to improve communication strategies and structures for timely and easy access to information, support, and resources. Community partnerships to support student and family engagement and learning will continue to be cultivated, sustained, and expanded. 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). 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. Regular correspondence through memo's, PowerSchool, ParentSquare, detention slips, and progress reports to encourage frequent communication between faculty and families. 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	\$15,000	\$15,000

Source	LCFF	LCFF	LCFF
Budget Reference	8011	8011	8011

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)	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	Unchanged

2017-18 Actions/Services

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

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

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$87,500	\$100,000	\$100,000
Source	LCFF	LCFF	LCFF
Budget Reference	2100, 2400, 8100	2100, 2400, 8100	2100, 2400, 8100

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)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

School site

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))

[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

Unchanged

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

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.

input in school's planning, including SSD's. 3. DELAC (ELAC - AIPCS)– District English Learner Advisory Committee meets in an effort to provide support for English Language Learners and their families. 4. Wellness committee	input in school's planning, including SSD's. 3. DELAC (ELAC - AIPCS)– District English Learner Advisory Committee meets in an effort to provide support for English Language Learners and their families. 4. Wellness committee	3. DELAC (ELAC - AIPCS)– District English Learner Advisory Committee meets in an effort to provide support for English Language Learners and their families. 4. Wellness committee
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$10,000	\$10,000
Source	LCFF, Title II	LCFF, Title II	LCFF, Title II
Budget Reference	8011, 8292	8011, 8292	8011, 8292

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

\$ \$67,500.00

15%

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).

The school's percentage for 2018-19 is 15%. Services and supports for unduplicated students (English Learners [EL], Foster Youth [FY] and Low Income [LI]) will be increased and improved by at least 10%, as compared to services and supports provided to all students.

The school will meet this proportionality percentage through allocated supplemental and concentration funds. In addition, improved services will also be provided for focus students to promote equity and excellence for all students as described below.

Goal 1.2 Closing the Achievement Gap with High Expectations for All

1. Deans, ELD coordinator, English Learner Support Teachers will continue to analyze and discuss student progress by monitoring progress of English Learners (ELs) including long term English learners (LTELS) and reclassified students. Determine short and longer term needs by assessments. Determine specific actions designed to accelerate language acquisition. to continuously analyze and evaluate EL progress. The formative assessment cycle includes teachers and students setting goals to make progress toward the standard, and teachers and students using different assessment tools to monitor progress toward the goal. Monitor the progress of English Learners (EL) including Long Term English Learners (LTEL) and reclassified students. Determine the short- and long-term needs of ELs.

Maintain current intervention teachers and academic support staff and implement five hours of professional development per semester. (Goal 1.3)

Parent and Community members are engaged and work with the school to support student learning FAC (Family Advisory Committee) meets once a month to discuss general support and voice to all families. ELAC (English Language Advisory Committee) meets in effort to provide support for English Language Learners and their families.(Goal 5.5)

The school's percentage for 2017-18 is 15%. Services and supports for unduplicated students (English Learners [EL], Foster Youth [FY] and Low Income [LI]) will be increased and improved by at least 10%, as compared to services and supports provided to all students. The school will meet this proportionality percentage through allocated supplemental and concentration funds. In addition, improved services will also be provided for focus students to promote equity and excellence for all students as described below.

Teachers, ELD coordinator, English Learner Support Teachers and Intervention Instructors will continue to analyze and discuss student progress by monitoring progress of English Learners (ELs) including long term English learners (LTELS) and reclassified students, SPED students and lower academically achieving students to determine short and longer term needs by assessments. Determine specific actions designed to accelerate language acquisition. to continuously analyze and evaluate EL/academic progress. The formative assessment cycle includes teachers and students setting goals to make progress toward the standard, and teachers and students using different assessment tools to monitor progress toward the goal. Monitor the progress of English Learners (EL) including Long Term English Learners (LTEL) and reclassified students. Determine the short- and long-term needs of ELs and long term needs of IEP/504 students, and or students that are struggling academically. (Goal 1/Action.Service 1.1)

Implementation of attendance coordination 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. In addition ongoing professional development.(Goal 2.1)

Wellness is principally directed toward the benefit of unduplicated students by providing access to a variety of essential health and wellness services designed and outlined within the Wellness Policy. Hopes are to create an environment of wraparound care for students, especially high-risk and the neediest student populations. Given the pervasive effects of trauma on health, and Wellness embraces the school community in the practice of Trauma Informed Care, Mindfulness, Restorative Practices and the use of evidence based research to achieve safety, health and well-being. (Goal/Action/Service 4.2)

Translation services are principally geared toward the needs of unduplicated students. This targeted service is specifically to support English Learner (EL) students and families through communication and engagement. (Goal 5 Action 2.1)

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

2019-2020 Protected Prayer Board Resolution

Section: III. Action Items
Item: H. 2019-2020 Protected Prayer Board Resolution
Purpose: Vote
Submitted by:
Related Material: Protected_Prayer_Resolution_AIMS.docx



American Indian
Model Schools
A School at Work!

AIMS School Board Resolution

2019-2020 Protected Prayer Resolution for AIPCS, AIPCSII, and AIPHS

IT IS RESOLVED BY THE AIMS BOARD OF DIRECTORS that the AIPCS, AIPCSII, and AIPHS LEAs 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 18th of June, 2019

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