AIMS K-12 College Prep Charter District

Regular Board Meeting

Date and Time

Thursday April 30, 2020 at 6:30 PM PDT

Location

Join Zoom Meeting
https://us02web.zoom.us/j/86219034019?pwd=dUFKbjF5dHVDVytYaEs0UEl1VXNZZz09
Meeting ID: 862 1903 4019
Password: 004899

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. **Comments and questions should be entered into the chat feature of the Zoom meeting.**

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**6:30 PM**
	Opening Items			
	A. Call the Meeting to Order			1 m
	- Board President, Mrs.Toni Cook			

		Purpose	Presenter	Time
B.	Record Attendance and Guests	Vote	Toni Cook	2 m

- Roll Call for the Directors of the Board, and opportunity for introduction of any guest presenters

C.	Adoption of Agenda	Vote	Toni Cook	2 m

- Board President, Mrs. Toni Cook

D. Public Comment on Non-Agenda Items — 10 m

Public Comment on Non-Agenda Items is set aside for members of the Public to address the items not on the Board's agenda. The Board of Directors will not respond or take action in response to Public Comment, except that the board may ask clarifying questions or direct staff. **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).**

E. Public Comment on Agenda Items — 10 m

Public Comment on Agenda Items is set aside for members of the Public to address the items on the Board's agenda prior to each agenda item. The Board of Directors will not respond or take action in response to Public Comment, except that the board may ask clarifying questions or direct staff. **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).**

II. Non-Action Items — 6:55 PM

A.	President's Report	FYI	Board President T. Cook	5 m
B.	Superintendent's Report	FYI	Superintendent Woods-Cadiz	5 m

1. Work plan update
2. Distance learning report

		Purpose	Presenter	Time
C.	AIMS K-12 Report	FYI	Heads of Schools and Division Heads	5 m

Heads of School - Mr. Christopher Ahmad, Mr. Maurice Williams, Mr. Peter Holmquist

D.	Operations Report	FYI	Operations	5 m

- Data, Accountability, and Operations Director, Ms. Marisol Magana
- Data, Accountability, and Operations Manager, Ms. Tiffany Tung

E.	HR Report	FYI	Delicia Moghadam	5 m
F.	English Language Dept. Report	FYI	Vanee Chand	5 m
G.	Education Coordinator, College Bound Kids Report	FYI	Matthew Gordan	5 m

III. Action Items — 7:30 PM

A.	Consent Calendar	Vote	Toni Cook	5 m

1. Amendment of check signing policy
2. Fiscal Policy Update
3. Mail Address Request
4. D&O Insurance Renewal
5. Remote banking request
6. Letterman jacket purchase
7. Suspension of all renovations at 12th Street campus
8. Ring Central Contract
9. BACR Amended Contract

B.	Finance Committee Report	Discuss	Chris Edington	5 m

Finance Committee - Report from the Finance Chairman
Today we discussed the application for a loan from East West Bank. It is apparent that our best chance for getting a loan is when we have the ability to repay the loan in comparison to other borrowers.

Our rationale for applying for and accepting the loan was based on the information we had at the time of application. Most of the information was obtained through the posted documentation and direct conversations or presentations from our lender and

		Purpose	Presenter	Time

the loan program office. This is not speculation, instead, we are looking at the results in China and basing our strategy on successful implementation in China adapted for our local regulations and customs.

We believe our submitted documents provided our external back office provider for accounting and payroll services to be accurate and fulfill the request of the bank.

Current economic uncertainty extends through the 8 week time frame and beyond. It includes but is not limited to the following:
Significant reduction in school attendance or some other factor which delays or reduces revenues
Expected decrease in our ability to raise future revenues from our external donors as the trajectory was determined by our Open House on {date}
Expected decrease in economic rents for our lessees, Wells Fargo, AT&T, etc.
Expected decrease in future grant funding which drive our key programs such as ESL, After School program, Saturday school, Summer Program, Food Program.
Additionally, we expect the following expenses to increase:
Employee reimbursements for communication devices and online access
Loss on International cruise
Additional hardware needed to access online coursework
Additional expenses tracked in a separate GL account

While we do not have many alternative funding sources, we depend on the contributions of generosity and goodwill on the part of our vendors, authorizer, and members of the community for the continued success of AIMS.

C.	Loan from East West Bank	Vote	Chris Edington	5 m

IV. Closed Session — 7:45 PM

A.	Public Comment on Closed Session Items	FYI		10 m

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

B.	Recess to Closed Session	Discuss		10 m

		Purpose	Presenter	Time

Closed Session Items:

1. Conference with Real Property Negotiations
   (Gov. Code Section 54956.9)
2. Conference with Legal Counsel - Anticipated Litigation
   (Gov. Code Section 54956.9)
3. Employee Matters

C.	Reconvene from Closed Session	Vote		2 m

Roll Call

D.	Report from Closed Session	FYI		3 m

- Board President, Mrs. Toni Cook

V. Closing Items — 8:10 PM

A.	Adjourn Meeting	FYI
B.	NOTICES	FYI

The next regular meeting of the Board of Directors is scheduled to be held on May 19, 2020, at 6:30 pm. AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Marisol Magana has been designated to receive requests for disability-related modifications or accommodations in order to enable individuals with disabilities to participate in open and public meetings at AIMS. Please notify Marisol Magana at (510)220-9985 at least 24 hours in advance of any disability accommodations being needed in order to participate in the meeting.

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

Coversheet

President's Report

Section: II. Non-Action Items
Item: A. President's Report
Purpose: FYI
Submitted by:
Related Material: April.Bd.Meeting.Pres.Report.1.pdf

President's Report for the April 21, 2020 Board Meeting

During the past month, I engaged in the following:

(1) At the request of Director Edington, engaged in a rather lengthy conversation with the superintendent as it pertained to the impact of the closing of school, and Gov. Newsom's "stay at home" mandate on exiting personnel resources. The coaching personnel and staff needed to assist in serving the lunches were released as these tasks were 100% dependent on both AIMS sites being open. All other personnel were carrying out their duties and responsibilities in a technology-based manner. When asked if there was a monitoring system in place, the Superintendent assured me that there was a reporting rubric. Moreover, any and all administrative, instructional and/or classified staff that failed to follow the monitoring rubric in a timely manner could be terminated and/or be subject to receiving a written reprimand which would be placed in their personnel file.

(2) In an attempt to gain the kind of operational information (as opposed to programmatic information), that the board would need to carry out its policy and fiscal oversight responsibilities, I developed a template that was reviewed and discussed at the April Governance Committee. The secondary purpose of the draft template was to secure uniformity of the time period of each report being presented as well as the information being presented. The superintendent understood what I was trying to accomplish. She advised that the document was sent to the in-house marketing staff to refine further and that it would be ready for review at the April meeting of the board.

(3) I was advised by Director Edington, Superintendent Woods-Cadiz and CBO Ballentine that AIMS would be applying for the Paycheck Protection Program that was in the Stimulus Package passed by the Federal House of Representatives and Senate and signed by the President. The details of the application would be presented at the Finance Committee meeting and subsequent approval would be forthcoming.

(4) Spoke with Director Lang who is chairing a special committee designed to increase the number of African Americans admitted to the University of California, Berkeley. At the March Board meeting, she asked Mr. Gordan to send her the names of the AIMS students who had been accepted, as well as applied, to UC Berkeley, as Oaklanders were the first be considered for admission as well as a scholarship. Therefore, I was asking if she received the information that she requested, to which she replied in the affirmative.

(5) On-Going Reauthorization Activity – The superintendent sent me a set of archived board documents. As such, I am currently reviewing them to make sure that all of the necessary documents by year and my month are available.

(6) In preparation of the next Board retreat, reviewed the goals that were developed at the 2018 Board Retreat.

Coversheet

Superintendent's Report

Section: II. Non-Action Items
Item: B. Superintendent's Report
Purpose: FYI
Submitted by:
Related Material: Superintendent Board Report April 2020.pdf
AIMS K12 Educational Continuity Plan - Spring 2020 (1).pdf
AIMS Quarantine Tech Distribution (1).pptx

Superintendent Board Report

August 2019-April 2020

Superintendent
Woods-Cadiz

Strategic Plan Criteria

1. Provides report of recommendations to the Board of long-term strategies and budgets for growth and replication
2. Effective and efficient implementation of the Charter and/or Charter Modifications
3. Continuous achievement of financial and academic performance Indicators
4. Develops programmatic plans for continuous academic success

Strategic Plan Progress

- Met with OCS regarding expansion.
- Met with partners regarding growth strategy
- Site virtual meetings to monitor implementation.
- On-going virtual meetings with heads and dept. leads.
- Monthly meetings with Back Office Providers
- Held virtual planning sessions for site leaders
- Innovate School academic Recognition
- Honor Roll Schools Recognition
- Positive reserves and growth on fiscal reports
- HS transition and renovation
- Suspension of Phase two renovation plan during Covid-19 shutdown
- Education Continuity Plan
- Expenditure Plan
- Employee position plan
- 2020-2021 Planning
- Communication Plan

Superintendent & Board Partnership Criteria

Ensures accurate and relevant monthly board reports

Consistent attendance at committee and board meetings

Consistent attendance at Monthly meetings with Board President

Superintendent & Board Partnership Progress

- January report given
- February report given
- March report given
- April report given
- Governance Committee
- Finance Committee
- Facilities Committee
- Attendance at Board Meetings
- Monthly scheduled meeting with Board President
- Board Reports Review

Superintendent & Board Partnership Progress

- Communication about closure
- Informed regarding new legal requirements (Covid 19)

Professional Development Criteria

Attendance at national and local virtual conferences and trainings

Completion or near completion of leadership succession plan document

Completion of Executive Leadership Training

Professional Development Progress

Attendance at national and local conferences and trainings

- Hosted Oakland Charter Leader Convening
- CAAASA Board Meeting
- Research for Succession Plan Draft
- Planning Teacher and Leader Succession Pipeline
- YMC Charter Law Training

Professional Development Progress

- Participated Oakland Charter Leader Convening
- Attended YM&C Covid 19 Updates
- Attended CCSA Covid 19 Updates
- Attended OUSD Covid 19 Updates
- Attended Alameda County Covid 19 Updates
- Attended GO Schools engagement
- Addition to succession plan to include Covid 19 relevant information
- Attended extended learning training
- Attended Adobe training on virtual communication
- Participated Oakland Charter Leader Convening
- Attended YM&C Covid 19 Updates
- Attended CCSA Covid 19 Updates
- Attended OUSD Covid 19 Updates
- Attended Alameda County Covid 19 Updates
- Participated in CCSA calls and conveenings

Leadership Criteria

Effective communication of vision, goals and values to stakeholders
Completion of Heads of Schools' evaluation

Monthly communications to stakeholders

Regularly engages in public advocacy on behalf of AIMS

Leadership Progress

- Lead Parent communications meetings
- Monthly newsletter distributed to community, partners, and supporters
- Participated in the OUSD ACOE Renewal Policy Working Group
- Ongoing Hosting for Oakland Charter Leaders Renewal Policy Working Group
- Lead Parent communications meetings (Covid 19)
- Lead Parent staff meetings (Covid 19)
- Attended virtual site meetings (Covid 19)
- Monthly newsletter distributed to community, partners, and supporters
- Connected with CCSA regarding various topics
- Participated in the OUSD ACOE Renewal Policy Working Group
- Participated in the OUSD CCSA Renewal Policy Working Group
- Attended Oakland Rotary
- On going social media communication
- Published in POST
- Finalized and submitted LOI
- Leading AIMS through online learning transition

Leadership Progress Cont.

- Participated in the OUSD ACOE Renewal Policy Working Group
- Parent and Community Meetings Regarding Events and Transitions
- Wrote Charter/OUSD Resource Repository
- Attended PD for all three Schools
- Leading AIMS through online learning transition

AIMS K-12 COLLEGE PREP CHARTER DISTRICT

AIMS K-12 Charter Prep District

Educational Continuity Preparedness Plan

Spring 2020

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Welcome



On rare occasions, it may be necessary to close a school(s) due to weather or other emergencies. If this occurs, AIMS will make every effort to ensure that our students' educational opportunities continue while at home. AIMS has compiled a comprehensive collection of online content and digital resources. AIMS also provides mobile devices for students to check out for home use to ensure that our students can continue their learning without interruption.

Our Educational Continuity Preparedness Plan (ECPP) has multiple components and phases. AIMS school sites and central offices work to ensure that learning continues for our students regardless of their circumstances.

Maya Woods-Cadiz

Superintendent

AIMS K-12 COLLEGE PREP CHARTER DISTRICT

About AIMS K-12

School District Name: AIMS K-12 College Prep Charter School

Year Founded: 1996 (Oakland, CA)

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

AIMS College Prep Elementary School

Address: 171 12th Street, Oakland CA 94607

Head of School: Christopher Ahmad

AIMS College Prep Elementary School now serves 440 inner-city students from grades K-5. The focus of AIMS Elementary has been excellent student attendance (99.5%), which helps ensure the academic needs of our students. AIMS Elementary received the Blue Ribbon Award, which is given to the top 200 schools in the nation. Our students have also exceeded the standards set forth by the No Child Left Behind Act each year. Demographically, 72% of AIMS Elementary students qualify for free and reduced lunch, 99% are minorities, and 75% speak English as a second language.

AIMS College Prep Middle School

Address: 171 12th Street, Oakland CA 94607

Head of School: Peter Holmquist

AIMS College Prep Middle School serves 440 inner-city students from grades 6-8. The focus of AIMS Middle School has been excellent student attendance (99.5%), which helps ensure the academic needs of our students. AIMS Middle School received the Blue Ribbon Award, which is given to the top 200 schools in the nation. Our students have also exceeded the standards set forth by the No Child Left Behind Act each year. Demographically, approximately 75% of AIMS Middle School students qualify for free and reduced lunch, 99% are minorities, and 75% speak English as a second language.

AIMS College Prep High School

Address: 746 Grand Ave, Oakland CA 94610

Head of School: Maurice Willians Jr.

AIMS College Prep High School serves 410 inner-city 9th – 12th grade students. The focus of AIMS High School is excellent student attendance (97%). This has been the foundation to ensure academic success in English Literature and mathematics. The curriculum has been designed to enhance the academic skills of socio-economically disadvantaged students. AIMS High School also provides instruction that develops the students' academic skills in writing, science, social science, business, and the humanities in order to be productive members in a capitalist society. This will be a collaborative effort between school, family, and community members. Every year, 100% of AIMS High School's students are accepted into 4-year colleges, including UC Berkeley, MIT, Cornell, Columbia, UC Davis, Dartmouth, Wesleyan, Princeton, University of British Columbia, and NYU.

Educational Continuity Preparedness Plan

AIMS K-12 COLLEGE PREP CHARTER DISTRICT

AIMS mission is one of academic excellence for all students. This plan outlines the way in which we bring this mission to life and demonstrates our commitment to excellence.

In response to the shift in educational modality given the COVID-19 Quarantine, we have created the Educational Continuity Preparedness Plan. This plan will also be used in the event of any other disruption to traditional classrooms learning District-wide. The plan provides guidance to ensure we can involve students in relevant and engaging learning that fosters creativity and imagination, and that helps students gain and retain skills that are grade-level appropriate.

Designing systems that provide meaningful engagement in the learning process through both virtual and non-virtual resources enables AIMS to ensure student learning is continuous and ongoing outside of the four walls of a classroom.

AIMS is prepared for a number of closure scenarios. This plan outlines the way in which we bring this mission to life and demonstrates our commitment to excellence.

PLAN	DESCRIPTION
LEVEL I **Foundational Preparedness**	Initial assessments of preparedness in the event of short-term classroom cancellations.
LEVEL II **Short Term Preparedness**	In the event of a two to three-week district closure, the plan of continued learning for students to access learning activities both digitally amid non-digitally. These activities will reinforce the current grade-level skills.
LEVEL III **Long Term Preparedness**	In the event of a one-month or longer district closure, the plan of continued learning for students to access learning activities both digitally and non-digitally. These activities will shift from the maintenance of concepts (review) to continued and expanded learning.

LEVEL I - Foundational Preparedness

Central Office and Responsibilities

Tasks	Responders	Description
Employee Contact Information	HR	• Verify that employee contact information is accurate • Create process to verify if not in place
Communication	Superintendent / Heads of Schools / Communications and Marketing	• Outline communication structure for information and updates
Technology Availability	Operations / Technology	• Perform audit on the number of devices that can be deployed at a central location in the event a family needs access and a device can be checked out • Create a check out procedure, if not in place • Perform audit to ensure that all teacher devices are equipped with a camera in the event that virtual teaching/learning is an option
WiFi Capabilities	Operations / Technology	• Identify WiFi access options for families who do not have service • Deploy access points for families with no service • Deduce whether there is a need to provide teachers remote WiFi access points to ensure the potential for virtual teaching/learning without infringing on personal WiFi accounts for access

LEVEL I - Foundational Preparedness

Central Office and Responsibilities (Cont.)

Tasks	Responders	Description
Attendance Process	Operations / Registrar	• Identify a process by which attendance can be taken on a daily • Determine amount of time that is deemed "attended" for the day

Curriculum	Superintendent /
	Heads of Schools /
	Heads of Academics /
	Spec. Ed. /English Language Development /Communications and Marketing
		• Create "how-to's" for:
		  • Zoom - teachers can conduct live, virtual classroom instruction
		  • Accessing curriculum online - teacher and student access
		  • Assigning curriculum to students Virtually- teacher access
		• Create guidance for teachers on lesson plan resources

IEP and 504 Support	Special Education	• Conduct an audit on student needs and what can be done to continue to provide access and support (devices, materials) • Design plan to utilize Service Tracker to capture specialized academic instruction • Create a Prior Written Notice (PWN) for families of students with IEP's to notify them of any modification of service delivery due to emergency (as advised by district attorney)

LEVEL I - Foundational Preparedness

Central Office and Responsibilities (Cont.)

Tasks	Responders	Description

Independent Study	Superintendent / Heads of Schools / Heads of Academics / Registrar / Operations	• Conduct audit of Independent Study process
		• Design clear communication and resource for Independent Study requests
		• Create a virtual support team in the event all departments are closed
		  ◦ Identify departments leads
		  ◦ Create a schedule of "on call" support
		  ◦ Create an online page for all stakeholders to use as the "updates and access" page
		• Centralized Resource Center
		  ◦ Consider an out of district location to deploy technology and materials, as needed

Foster Youth / Homeless	Operations / Heads of Schools / Deans/Head of Academics Parent Coordinator	• Conduct an audit on student needs and what can be done to continue to provide access and support (devices, materials)

LEVEL I - Foundational Preparedness

Site Responsibilities

Tasks	Responders	Description
Family contact information	School Office Staff / Operations/ Parent Coordinator	• Ensure that the site has accurate contact information (email and phone number) for families in Student Information System (SIS)
Family Wifi and Technology Availability	Classroom Teacher/ Operations	• Verify whether each student has access to WiFi and technology outside of school
Teacher Curriculum Accounts	Classroom Teacher	• Teachers check all curriculum accounts/Google Single Sign-On capabilities to ensure access is in working order.
Student Curriculum Accounts	Classroom Teacher	• Verify that each student can access their online Google/curriculum accounts • Push out notification to families with the student username and password information
Lesson Plans	Classroom Teachers / Site Administrators	• Create 2 weeks worth of non-digital lesson plans that can be used sans a teacher • Create 2 weeks worth of lessons plans that include scheduled, digital access to a teacher • Create a space for lesson plans to live until needed

LEVEL II - Short Term Preparedness

Central Office and Responsibilities

Tasks	Responders	Description

Communication	Communications and Marketing / Technology / Operations / Heads of Schools/Heads of Academics/Superintendent	• Deploy attendance documentation protocol
		• Open access to local public education station
		• Resources for Digital Teaching/Learning - Curriculum/SpEd/Language Development
		  • Provide teachers with a resource for planning for digital learning
		  • Daily lesson plan support for teachers
		  • K-8 - Lesson Planning templates
		  • 9-12 - Lesson Planning templates
		  • Provide a Login guide for students
		  • Provide a Login guide for teachers
		  • Provide a best practices guide

LEVEL II - Short Term Preparedness

Site Responsibilities

Tasks	Responders	Description
Lesson Plans	Classroom Teachers / Heads of Schools / Heads of Academics	• Create 3 weeks worth of lessons plans that include scheduled, digital access to a teacher • Create 3 weeks worth of non-digital lesson plans that can be used sans a teacher • Create a space for lesson plans to live until needed

AIMS COLLEGE PREP ELEMENTARY SCHOOL
AIMS COLLEGE PREP MIDDLE SCHOOL
AIMS COLLEGE PREP HIGH SCHOOL

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LEVEL III - Long Term Preparedness

Central Office and Responsibilities

Tasks	Responders	Description

Communication	Communications and Marketing / Technology / Operations /Superintendent	• Deploy plan for centralized resources center
		  • Technology
		  • Materials
		• Deploy online page for all stakeholders to use as the “updates and access” page
		• Deploy attendance documentation protocol
		• Deploy Independent Study Protocols
		• Resources for Digital Teaching/Learning - Curriculum/SpEd/Language Development
		  • Provide teachers with a resource for planning for digital learning
		  • Daily lesson plan support for teachers
		  • K-8 - Lesson Planning templates
		  • 9-12 - Lesson Planning templates
		  • Provide a Login guide for students
		  • Provide a Login guide for teachers
		  • Provide a best practices guide

LEVEL III - Long Term Preparedness

Site Responsibilities

Tasks	Responders	Description
Lesson Plans	Teachers	• Plan lessons to deliver virtually • Post assignments and resources such as recordings needed for assignments • Administer content-based assessments • CFU, Formative, Summative • Consider project-based or performance-based • Ongoing and timely grading and feedback to students • Be available to communicate with families about students' progress
	Heads of Schools/Head of Academics	• Daily check-ins with teachers from assigned sites to provide support in planning, prepping, etc. • Support classrooms with new teachers and temporary teachers (long term substitutes)

AIMS COLLEGE PREP ELEMENTARY SCHOOL
AIMS COLLEGE PREP MIDDLE SCHOOL
AIMS COLLEGE PREP HIGH SCHOOL

District Attendance Policies

We understand that the state has suspended Average Daily Attendance (ADA) reporting, however at AIMS we believe that excellent student attendance and class participation help to ensure the academic success of students. At AIMS we are committed to continue with high rates of attendance in class.

Attendance will be taken everyday at the beginning of class. A students is marked: Present, Tardy or Absent. If the student attends online learning with the intention of participating and following instructions they will be counted as present.

If a student is marked absent staff reaches out to students and their families to offer assistance and encouragement and to troubleshoot any issues they may be having with online learning.

AIMS K-12 COLLEGE PREP CHARTER DISTRICT

District Online Grading Procedures

In the event of a school closure, AIMS will exhaust all efforts in continuing to provide a quality education to all students. For these reasons, AIMS will continue to provide the resources necessary to all students to ensure that our students are properly learning, assessed, and receiving an official grade of record that demonstrates their level of mastery.

During online learning, all K-1 students will continue to receive standards based grades to determine mastery. In addition, all 2-12 students will continue to receive grades based upon the previously established 4.0 grading scale.

Except for unforeseen circumstances that may compromise the integrity of the academic instruction, the issuing of Pass / Fail grades will not be issued to students during online learning.

AIMS K-12 College Prep Charter District

How AIMS Supports ELD & ELL Students

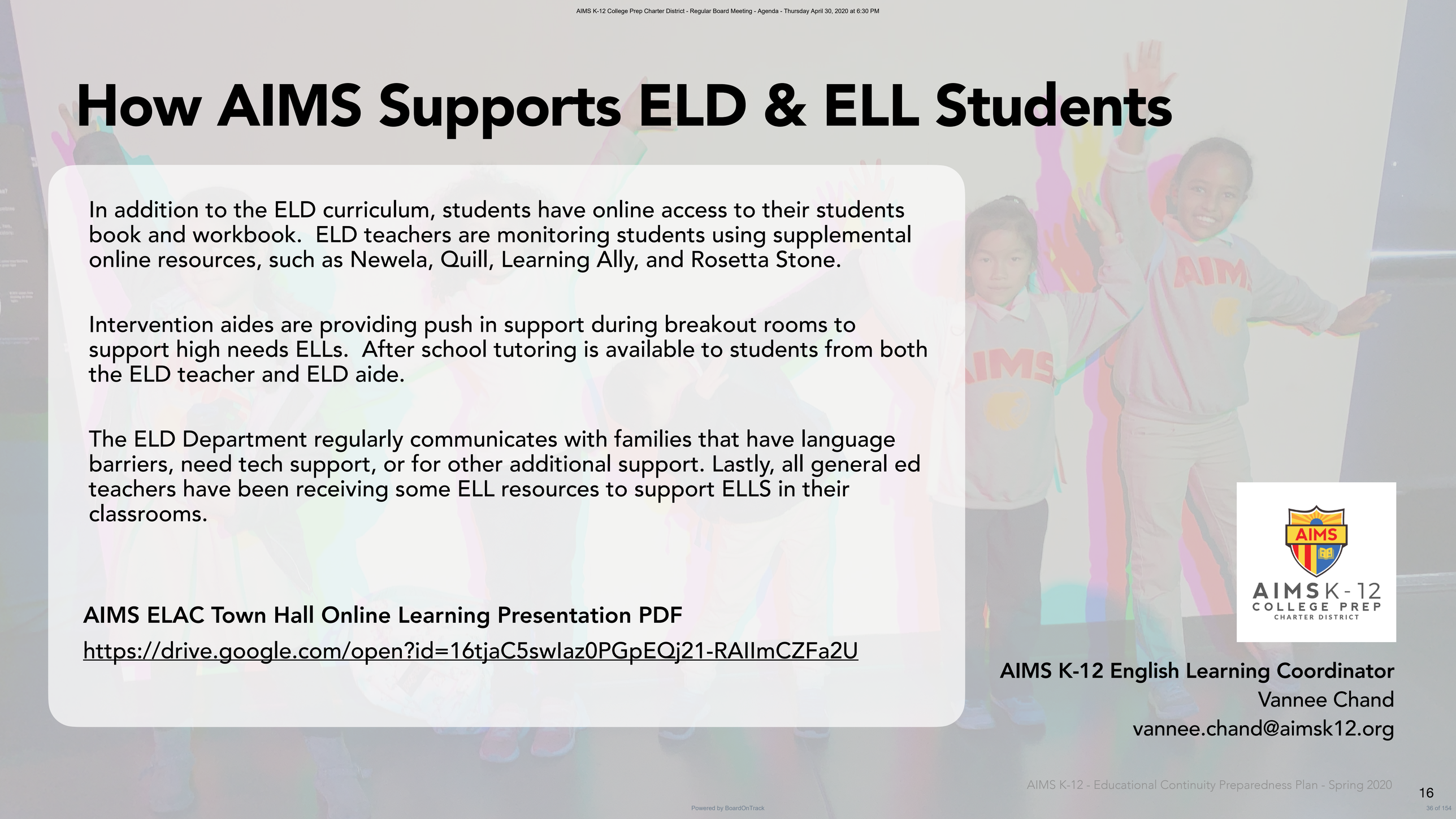
In addition to the ELD curriculum, students have online access to their students book and workbook. ELD teachers are monitoring students using supplemental online resources, such as Newela, Quill, Learning Ally, and Rosetta Stone.

Intervention aides are providing push in support during breakout rooms to support high needs ELLs. After school tutoring is available to students from both the ELD teacher and ELD aide.

The ELD Department regularly communicates with families that have language barriers, need tech support, or for other additional support. Lastly, all general ed teachers have been receiving some ELL resources to support ELLS in their classrooms.

AIMS ELAC Town Hall Online Learning Presentation PDF

https://drive.google.com/open?id=16tjaC5swIaz0PGpEQj21-RAIImCZFa2U



AIMS K-12 COLLEGE PREP CHARTER DISTRICT

AIMS K-12 English Learning Coordinator
Vannee Chand
vannee.chand@aimsk12.org

Curriculum Support Links for Educations

AIMS K-12 COLLEGE PREP CHARTER DISTRICT

English Language Development Support

K to 12 Grade - English Language Development

Benchmark Advance Inspired	**Benchmark Advance** ELD lesson in the Benchmark program. This companion piece is meant to be collaborative and completed with teacher support. In each lesson, your students will have a chance to practice speaking in a small group while they complete their seatwork.
BrainPOP ELL	**BrainPOP ELL** BrainPOP ELL is a web-based English language learning program comprised of short, animated movies as well as games, quizzes, and interactive features. It encompasses the four main language skills: listening, speaking, reading, and writing.
VOA Learning English	**Learning English** Learning English is VOA's multimedia source of news and information for millions of English learners worldwide.
Rosetta Stone	**Rosetta Stone** Rosetta Stone is proprietary computer-assisted language learning (CALL) software
Quill	**Quill** Quill provides free writing and grammar activities for middle and high school students.

K to 12 Grade - English Language Development (cont.)

newsela	**Newsela** Newsela takes authentic content from the world's most trusted providers and turns it into learning materials that are classroom-ready.
Learning Ally	**Learning Ally** Learning Ally solutions help struggling readers through audio books & support services for educators, parents, and students dealing with dyslexia.
BookNook	**BookNook** BookNook is an adaptive digital reading and language platform that helps students make real progress
Headsprout	**Headsprout** The program uses effective, interactive online episodes to teach K-5 students the reading fundamentals and comprehension skills they need to become successful readers

(Description from vendors)

How AIMS Supports IEP, 504, & Students With Disabilities

IEP services are being provided by Resource Specialists and our Speech-Language Pathologist for all campuses. All services are being provided remotely through a video conferencing platform on the same schedule as before to allow for continuity. RSP's are providing ongoing consultations with general education teachers on resources for modifying and individualizing online assignments.

At the high school level, an Instructional Aide continues to "push-in" to virtual general ed class sessions and guides students through break-out sessions.

Additional resources available to students with disabilities include accessibility support through Google Read & Write, Kami, Study.com, and Learning Ally, as well as extended office hours with Resource Specialists.

AIMS K-12 COLLEGE PREP CHARTER DISTRICT

AIMS K-12 Special Education Coordinator
Andrea Pittman
andrea.pittman@aimsk12.org

Curriculum Support Links for Educations

AIMS K-12 COLLEGE PREP CHARTER DISTRICT

Special Education Support

K to 12th Grade - Special Education Support	
texthelp®	**Texthelp** Texthelp Read&Write is a popular piece of literacy support software that helps with writing and reading for those with dyslexia or other special educational needs (SEN). It has been designed to address difficulties such as problems with reading, writing, spelling and general literacy support.
Learning Ally	**Learning Ally** Learning Ally solutions help struggling readers through audio books & support services for educators, parents, and students dealing with dyslexia
Study.com	**study.com** study.com is an online learning platform. Our video-based online courses are the fastest and most affordable way to earn college credit and consist of over 10,000 fun and engaging lessons.
Khan Academy	**Khan Academy** Khan Academy offers practice exercises, instructional videos, and a personalized learning dashboard that empower learners to study at their own pace in and outside of the classroom.
rw read&write	**Google Read and Write** Khan Academy offers practice exercises, instructional videos, and a personalized learning dashboard that empower learners to study at their own pace in and outside of the classroom.
Kami	**Kami** Kami allows for quick embedding of documents and realtime annotation for students

(Description from vendors)

How AIMS Supports Parents

Comprehensive family engagement support services are being provided by the Parent Coordinator for all campuses across the district. Support is given to individual parents and families through email, phone, and virtual meetings. Translation and bilingual support is being provided to families in student success meetings between families and teachers to discuss and navigate transitions to online learning and best practices. Additionally, these meetings have been used to provide integral interventions for specific students who have multi-faceted needs for differentiation. The Parent Coordinator has been serving as a liaison between administrative staff across the district and families, fielding parent concerns, directing parents to appropriate resources needed, assisting with technology concerns, and communicating with families and administrative staff on an ongoing basis.

The Parent Coordinator has been instrumental in assisting in providing supplemental comprehensive resources for families, and interfacing with community partnerships to bring programming to families. This department is also working in partnership with Alameda county to provide a virtual census informational meeting. In addition, through family engagement services AIMS is providing multiple resources for family engagement, parent education, virtual parent classes, support, and virtual family events.

AIMS COVID-19 & Distance Learning Updates and Resources
https://www.aimsk12.org/covid19-update

AIMS K-12 COLLEGE PREP CHARTER DISTRICT

AIMS K-12 Parent Coordinator
Vanessa Oden
vanessa.oden@aimsk12.org



AIMS College Prep

Elementary School

AIMS ES Curriculum Access & Availability

- Access to primary and supplementary student curriculum was provided prior and during the extended break on an ongoing basis. This includes the access and training of online learning platforms for students and teachers.
- To ensure that all students have access to a Chromebook, laptop, or other electronic device for online virtual learning, distribution days and office hours were established to provide Chromebooks to families in need, including replacement of damaged or non-functioning computers. AIMS Staff will personally deliver Chromebooks to students as needed.
- Free internet access was given to parents by referral to companies that provide free internet access. AIMS may provide jetpacks for students and families without or compromised internet on a case-by-case basis
- During school hours, AIMS Staff are on hand to provide tech and password support to all teachers and staff in need. In person tech support is also provided via Zoom.

Click the link below for a list of the AIMS Elementary School Curriculum and Curriculum Supports:
https://docs.google.com/spreadsheets/d/1M1oezIkd-3fmdwKLDSUg_BIRvbKoQbZtsIkESARMviM/edit?usp=sharing

AIMS Elementary Town Hall Online Learning Presentation PDF
https://drive.google.com/open?id=1BmX-V2g3cgA76s7eIgZ7au8EJh59pgHO

Modified Distance Learning Bell Schedule
https://tinyurl.com/AIMSES-Spring2020-BellSchedule

COLLEGE PREP
ELEMENTARY SCHOOL

Curriculum Support Links for Educations

AIMS COLLEGE PREP ELEMENTARY SCHOOL

English Language Arts

K to 5th Grade - English Language Arts	
Headsprout	**Headsprout** The program uses effective, interactive online episodes to teach K-5 students the reading fundamentals and comprehension skills they need to become successful readers
Raz-Kids	**Raz-Kids** Raz-Kids delivers hundreds of interactive, leveled eBooks spanning 29 levels
TypingClub	**Typing Club** Typing Club is a free online platform that teaches students how to type.
Seesaw	**Seesaw** Students explore a variety of powerful and intuitive tools (like draw+record, collage, video) to show what they know in the way that works best for them
newsela	**Newsela** Newsela takes authentic content from the world's most trusted providers and turns it into learning materials that are classroom-ready.
Khan Academy	**Khan Academy** ELA practice exercises (beta) for 2nd to 9th grade, covering reading comprehension and vocabulary. Aligned to Common Core State Standards for Reading.

(Description from vendors)

Curriculum Support Links for Educations

AIMS COLLEGE PREP ELEMENTARY SCHOOL

Math

K to 5th Grade - Math	
Education.com	**Education.com** education.com is the provider of engaging, standards-aligned math, reading, and science resources, including online games, worksheets, and guided lessons.
Khan Academy	**Khan Academy** Khan Academy offers practice exercises, instructional videos, and a personalized learning dashboard that empower learners to study at their own pace in and outside of the classroom.
ALEKS	**ALEKS** The Assessment in Learning in Knowledge Spaces (ALEKS) is a Web-based artificial intelligent intelligence learning system that is widely used.
Seesaw	**Seesaw** Students explore a variety of powerful and intuitive tools (like draw+record, collage, video) to show what they know in the way that works best for them

(Description from vendors)

Curriculum Support Links for Educations

Social Studies

K to 5th Grade - Social Studies	
TCM Teachers Created by Teachers for Teachers and Students	**Teacher Created Materials** Teacher Created Materials develops innovative and imaginative educational materials and services for students, worldwide.
newsela	**Newsela** Newsela takes authentic content from the world's most trusted providers and turns it into learning materials that are classroom-ready.

(Description from vendors)

Curriculum Support Links for Educations

AIMS COLLEGE PREP ELEMENTARY SCHOOL

Science

K to 5th Grade - Science	
Education.com	**Education.com** education.com is the provider of engaging, standards-aligned math, reading, and science resources, including online games, worksheets, and guided lessons.
newsela	**Newsela** Newsela takes authentic content from the world's most trusted providers and turns it into learning materials that are classroom-ready.
BrainPOP	**BrainPOP** BrainPOP - Animated Educational Site for Kids - Science, Social Studies, English, Math, Arts & Music, Health, and Technology.

(Description from vendors)

Curriculum Support Links for Educations

World Language

K to 5th Grade - World Language	
	Mandarin Self-created curriculum from teacher

Curriculum Support Links for Educations

Visual & Performing Arts

K to 5th Grade - Visual & Performing Arts	
	Visual & Performing Arts Embedded in live zoom class for Science and Mandarin

Curriculum Support Links for Educations

AIMS COLLEGE PREP ELEMENTARY SCHOOL

Physical Education

K to 5th Grade - Physical Education	
GoNoodle	**GoNoodle** GoNoodle engages 14 million kids every month with movement and mindfulness videos created by child development experts.
BrainPOP	**BrainPOP** BrainPOP - Animated Educational Site for Kids - Science, Social Studies, English, Math, Arts & Music, Health, and Technology.

(Description from vendors)



AIMS College Prep
Middle School

AIMS MS Curriculum Access & Availability

- Student accounts which have been in use since September 2019, for all online learning platforms and programs were practiced before the closure
- Access to primary and supplementary student curriculum was provided prior and during the extended break on an ongoing basis. This includes the access and training of online learning platforms for students and teachers.
- To ensure that all students have access to a Chromebook, laptop, or other electronic device for online virtual learning, distribution days and office hours were established to provide Chromebooks to families in need, including replacement of damaged or non-functioning computers. AIMS Staff will personally deliver Chromebooks to students as needed.
- Free internet access was given to parents by referral to companies that provide free internet access. AIMS may provide jetpacks for students and families without or compromised internet on a case-by-case basis
- During school hours, AIMS Staff are on hand to provide tech and password support to all teachers and staff in need. In person tech support is also provided via Zoom.
- Virtual Parent meetings and communications go out each week to support in situations where there is a need for troubleshooting or login problems

Click the link below for a list of the AIMS Middle School Curriculum and Curriculum Supports
https://docs.google.com/spreadsheets/d/1M1oezIkd-3fmdwKLDSUg_BIRvbKoQbZtsIkESARMviM/edit?usp=sharing

AIMS Middle School Town Hall Online Learning Presentation PDF
https://drive.google.com/file/d/1OhrJiOCSkTw5SxxpV-c0Q37P3rCUS5Gr/view

Modified Distance Learning Bell Schedule PDF
https://tinyurl.com/AIMSMS-Spring2020-BellSchedule

AIMS
COLLEGE PREP
MIDDLE SCHOOL

Curriculum Support Links for Educations

AIMS COLLEGE PREP MIDDLE SCHOOL

English Language Arts

6th to 8th Grade - English Language Arts	
Standards Plus DIGITAL	**Standards Plus Digital** Our ready-to-teach Language Arts materials include step-by-step lesson plans, content at every DOK level, rubrics, answer keys, and high-level academic vocabulary embedded in every lesson.
Quill	**Quill** Quill provides free writing and grammar activities for middle and high school students.
COMMONLIT	**Commonlit** CommonLit is a free digital tool that helps students in grades 5-12 make measurable gains in reading and writing.
schoology	**Schoology** Schoology is an online learning management system (LMS) that allows educators to organize curriculum, create lesson plans, and provide student assessment. The LMS platform allows for peer collaboration and engagement through public or private discussion forums and cross-application.
illuminate education	**Illuminate** Illuminate offers a student performance solution that helps you go beyond academic achievement.

(Description from vendors)

Curriculum Support Links for Educations

AIMS COLLEGE PREP MIDDLE SCHOOL

Math

6th - 8th Grade - Math	
ALEKS	**ALEKS** The Assessment in Learning in Knowledge Spaces (ALEKS) is a Web-based artificial intelligent intelligence learning system that is widely used.
Houghton Mifflin Harcourt	**Houghton Mifflin Harcourt** HMH is a global leader in Pre K-12 educational content and services, combining digital innovation and research to make learning more engaging and effective.
schoology	**Schoology** Schoology is an online learning management system (LMS) that allows educators to organize curriculum, create lesson plans, and provide student assessment. The LMS platform allows for peer collaboration and engagement through public or private discussion forums and cross-application.
illuminate education	**Illuminate** Illuminate offers a student performance solution that helps you go beyond academic achievement.

(Description from vendors)

Curriculum Support Links for Educations

AIMS COLLEGE PREP MIDDLE SCHOOL

History / Social Studies

6th - 8th Grade - History / Social Studies	
TCI	**Teach TCI** Our textbook publishing company creates curriculum for teachers & provides interactive textbooks for K-12.
schoology	**Schoology** Schoology is an online learning management system (LMS) that allows educators to organize curriculum, create lesson plans, and provide student assessment. The LMS platform allows for peer collaboration and engagement through public or private discussion forums and cross-application.

(Description from vendors)

Curriculum Support Links for Educations

AIMS COLLEGE PREP MIDDLE SCHOOL

Science

6th - 8th Grade - Science	
Mc Graw Hill	**McGraw-Hill** McGraw-Hill is a learning science company and one of the "big three" educational publishers that provides customized educational content, software, and services for pre-K through postgraduate education.
schoology	**Schoology** Schoology is an online learning management system (LMS) that allows educators to organize curriculum, create lesson plans, and provide student assessment. The LMS platform allows for peer collaboration and engagement through public or private discussion forums and cross-application.

(Description from vendors)

Curriculum Support Links for Educations

AIMS COLLEGE PREP MIDDLE SCHOOL

World Language

6th - 8th Grade - World Language	
Rosetta Stone	**Rosetta Stone** Rosetta Stone is proprietary computer-assisted language learning (CALL) software
schoology	**Schoology** Schoology is an online learning management system (LMS) that allows educators to organize curriculum, create lesson plans, and provide student assessment. The LMS platform allows for peer collaboration and engagement through public or private discussion forums and cross-application.

(Description from vendors)

Curriculum Support Links for Educations

AIMS COLLEGE PREP MIDDLE SCHOOL

Visual & Performing Arts

6th - 8th Grade - Visual & Performing Arts	
Adobe Creative Cloud	**Adobe Creative Cloud** Adobe Creative Cloud All Apps gives you access to the company's full suite of creative software for desktop and mobile.
Flipgrid	**Flipgrid** Flipgrid empowers social learning in PreK to PhD classrooms around the world. Use video the way your students do.
Canva	**Canva** Create beautiful designs with your team. Use Canva's drag-and-drop feature and layouts to design, share and print business cards, logos, presentations and
	Music Self-created curriculum from teacher
schoology	**Schoology** Schoology is an online learning management system (LMS) that allows educators to organize curriculum, create lesson plans, and provide student assessment. The LMS platform allows for peer collaboration and engagement through public or private discussion forums and cross-application.

(Description from vendors)

Curriculum Support Links for Educations

AIMS COLLEGE PREP MIDDLE SCHOOL

Physical Education

6th - 8th Grade - Physical Education	
	Physical Education Self-created curriculum from teacher
schoology	**Schoology** Schoology is an online learning management system (LMS) that allows educators to organize curriculum, create lesson plans, and provide student assessment. The LMS platform allows for peer collaboration and engagement through public or private discussion forums and cross-application.

(Description from vendors)



AIMS College Prep
High School

AIMS HS Curriculum Access & Availability

- Access to primary and supplementary student curriculum was provided prior and during the extended break on an ongoing basis. This includes the access and training of online learning platforms for students and teachers.
- To ensure that all students have access to a Chromebook, laptop, or other electronic device for online virtual learning, distribution days and office hours were established to provide Chromebooks to families in need, including replacement of damaged or non-functioning computers. AIMS Staff will personally deliver Chromebooks to students as needed.
- Free internet access was given to parents by referral to companies that provide free internet access. AIMS may provide jetpacks for students and families without or compromised internet on a case-by-case basis
- During school hours, AIMS Staff are on hand to provide tech and password support to all teachers and staff in need. In person tech support is also provided via Zoom.

Click the link below for a list of the AIMS High School Curriculum and Curriculum Supports
https://docs.google.com/spreadsheets/d/1M1oezIkd-3fmdwKLDSUg_BIRvbKoQbZtsIkESARMviM/edit?usp=sharing

AIMS High School Town Hall Online Learning Presentation PDF
https://drive.google.com/open?id=1mgMlLOSNfqsJBaVr1oPjlhK8pyo5W1jC

Distance Learning Bell Schedule PDF
https://tinyurl.com/AIMSHS-Spring2020-BellSchedule

AIMS COLLEGE PREP HIGH SCHOOL

AP Curriculum Instruction

- As part of our AIMS Model, all AIMS students take AP courses. Additionally, AIMS pays for 100% of the costs our students to take their AP exams.
- In light of the ongoing COVID-19 School closures, statewide or national assessments have been modified, rescheduled, or cancelled altogether.
- Based upon the Collegeboard's determination to offer 45 minute AP subject matter exams that are high-secure and can be taken at home, AP instruction will continue as normal. Teachers have created modified pacing guides to review AP units that are eligible for the exam.
- On Fridays, all AP teachers will assess test their students using AP rubrics and and the corresponding unit that was covered that week.
- To allow for additional time to study and to better prepare our students for their AP exams, AIMS HS has spaced out its AP test dates.

AIMS COLLEGE PREP HIGH SCHOOL

2020 AIMS College Prep High School AP Exam Test Dates			
Classes	**AP Units Eligible for Exam**	**Date**	**Time**
AP Calculus	Units 1-7	Tues, May 12	11:00 AM
AP Computer Science	Units 1-7	Friday, May 15	1:00 PM
AP Mandarin	Units 1-4	Monday, May 18	9:00 AM
AP Biology	Units 1-6	Monday, May 18	11:00 AM
AP Environmental Science	Units 1-7	Monday, May 18	1:00 PM
AP Macroeconomics	Units 1-5	Thurs, May 21	1:00 PM
AP Statistics	Units 1-7	Friday, May 22	11:00 AM
AP Studio Art	* * *	Tue, May 26	Due by 11:59 PM
AP US Government and Politics	Units 1-3	Monday, June 1	9:00 AM
AP Human Geography	Units 1-5	Monday, June 1	11:00 AM
AP English Literature	Units 1-7	Tues, June 2	9:00 AM
AP Physics	Units 1-7	Tues, June 2	11:00 AM
AP Chemistry	Units 1-7	Tues, June 2	1:00 PM
AP US History	Units 3-7 (Students may choose to, but do not need to, provide content knowledge from units 1 and/or 2 for context)	Wednesday, June 3	9:00 AM
AP English Language and Composition	Units 1-7	Thurs, June 4	9:00 AM

Curriculum Support Links for Educations

AIMS COLLEGE PREP HIGH SCHOOL

English Language Arts

9th - 12th Grade - English Language Arts	
Standards Plus DIGITAL	**Standards Plus Digital** Our ready-to-teach Language Arts materials include step-by-step lesson plans, content at every DOK level, rubrics, answer keys, and high-level academic vocabulary embedded in every lesson.
Quill	**Quill** Quill provides free writing and grammar activities for middle and high school students.
COMMONLIT	**Commonlit** CommonLit is a free digital tool that helps students in grades 5-12 make measurable gains in reading and writing.
schoology	**Schoology** Schoology is an online learning management system (LMS) that allows educators to organize curriculum, create lesson plans, and provide student assessment. The LMS platform allows for peer collaboration and engagement through public or private discussion forums and cross-application.
illuminate education	**Illuminate** Illuminate offers a student performance solution that helps you go beyond academic achievement.

(Description from vendors)

Curriculum Support Links for Educations

Math

9th - 12th Grade	
ALEKS	**ALEKS** The Assessment in Learning in Knowledge Spaces (ALEKS) is a Web-based artificial intelligent intelligence learning system that is widely used.
AP CollegeBoard Advanced Placement Program	**AP Test Prep Book** AP Course and exam description
Khan Academy	**Khan Academy** Khan Academy offers practice exercises, instructional videos, and a personalized learning dashboard that empower learners to study at their own pace in and outside of the classroom.
Acellus	**Acellus** Acellus Academy provides instruction online through distance education via the Acellus Learning System.

(Description from vendors)

Curriculum Support Links for Educations

AIMS COLLEGE PREP HIGH SCHOOL

History

9th - 12th Grade - History	
AP CollegeBoard Advanced Placement Program	**AP Test Prep Book** AP Course and exam description
Khan Academy	**Khan Academy** Khan Academy offers practice exercises, instructional videos, and a personalized learning dashboard that empower learners to study at their own pace in and outside of the classroom.
Acellus	**Acellus** Acellus Academy provides instruction online through distance education via the Acellus Learning System.

(Description from vendors)

Curriculum Support Links for Educations

Social Studies

9th - 12th Grade - Social Studies	
AP CollegeBoard Advanced Placement Program	**AP Test Prep Book** AP Course and exam description
Acellus	**Acellus** Acellus Academy provides instruction online through distance education via the Acellus Learning System.

(Description from vendors)

Curriculum Support Links for Educations

Science

9th - 12th Grade - Science	
AP CollegeBoard Advanced Placement Program	**AP Test Prep Book** AP Course and exam description
Khan Academy	**Khan Academy** Khan Academy offers practice exercises, instructional videos, and a personalized learning dashboard that empower learners to study at their own pace in and outside of the classroom.
Acellus	**Acellus** Acellus Academy provides instruction online through distance education via the Acellus Learning System.

(Description from vendors)

Curriculum Support Links for Educations

AIMS COLLEGE PREP HIGH SCHOOL

World Language

9th - 12th Grade - World Language	
AP CollegeBoard Advanced Placement Program	**AP Test Prep Book** AP Course and exam description
Rosetta Stone	**Rosetta Stone** Rosetta Stone is proprietary computer-assisted language learning (CALL) software
Acellus	**Acellus** Acellus Academy provides instruction online through distance education via the Acellus Learning System.

(Description from vendors)

Curriculum Support Links for Educations

AIMS COLLEGE PREP HIGH SCHOOL

Visual & Performing Arts

9th - 12th Grade - Visual & Performing Arts	
Adobe Creative Cloud	**Adobe Creative Cloud** Adobe Creative Cloud All Apps gives you access to the company's full suite of creative software for desktop and mobile.

(Description from vendors)

Curriculum Support Links for Educations

Physical Education

9th - 12th Grade - Physical Education	
	Physical Education Self-created curriculum from teacher

Contacts

AIMS K-12 College Prep Charter District
Superintendent - Maya Woods-Cadiz
maya.woods-cadiz@aimsk12.org

AIMS College Prep Elementary School
Head of School - Christopher Ahmad
christopher.ahmad@aimsk12.org

AIMS College Prep Middle School
Head of School - Peter Holmquist
peter.holmquist@aimsk12.org

AIMS College Prep High School
Head of School - Maurice Willians Jr.
maurice.williams@aimsk12.org

WWW.AIMSK12.ORG

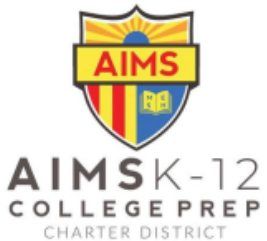


April 6th 2020 - First day of virtual classes for all AIMS K-12 students.

Powered by BoardOnTrack

AIMS K-12 Quarantine Tech Distribution

Reporting Period April 2020



Number of Devices Given Out

297 Chromebooks
2 Hot Spots

Number of Students and Staff Without Internet Access or Computer Devices

0

Coversheet

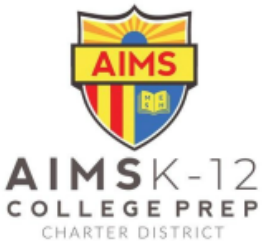
AIMS K-12 Report

Section: II. Non-Action Items
Item: C. AIMS K-12 Report
Purpose: FYI
Submitted by:
Related Material: Heads Revised April Board Report (1) (1).pptx

AIMS K-12 Board Report

Reporting Period April 2020

Head of School Maurice Williams Jr., AIMS College Prep High School
Head of Schools Peter Holmquist, AIMS College Prep Middle School
Head of School Christopher Ahmad, AIMS College Prep Elementary School



Elementary School Instructional Schedule

K-1: 8:45-3:00
2-5: 8:30-3:30

Sample Schedule

8:30-9:00: Review homework LIVE on Zoom with students
9:00-9:30: Teach an ELA standard from the BLUE BENCHMARK sheet to the students. You are actually getting on LIVE and teaching them by going over the concept, reviewing, showing them examples
9:30-10:00: This is still live - you are giving them sample problems while you work with them on these problems
10:00-10:30: Students are working on independent work of the standards you JUST taught. They do this by themselves or with their parents. You do not have to be there.
10:30-11:00: Teach a MATH standard from the BLUE BENCHMARK sheet to the students. You are actually getting on LIVE and teaching them by going over the concept, reviewing, and showing them examples
11:00-11:30: Mandarin on Tuesday and Thursday. Monday and Wednesday - (do KHAN ACADEMY)
11:30-12:00: You are going to do guided practice. This means going over the math standard you just taught with your kids.
12:00-1:00: Lunch Time Break/ Recess - you do not have to be there.
1:00-1:30: Independent Math Practice - students are working on problems you gave them based on the math standards you just taught
1:30-2:00: NEWSELA
2:00-2:45: PE
2:45-3:15: Science Tuesday/Thursday Khan Academy Monday/Wednesday
3:15-3:30: Pass out homework

Elementary School Strategy for Staff Communication

- Daily Emails
- Weekly Staff Meetings
- Weekly PD's
- Daily Classroom Check-ins
- Daily Feedback

Elementary School Online Tools and Portals

- Zoom
- Google Classroom
- Google Hangouts
- ParentSquare
- GMAIL
- Benchmark Universe

Elementary School Method for Monitoring Instruction

- Daily Classroom Check-ins
- Daily Lesson Agendas Uploaded
- Daily Feedback Given
- Student and Parent Feedback

Elementary School Strategy for Communicating With Students and Parents

- Email Chains with Parents
- Email Chains with Students
- Direct Admin Communication with Parents and Students
- Parentsquare
- Online Memos
- Check Ins During Work Hours in Google Classroom

Elementary School Strategy for Addressing Concerns From Parents and Students

- Parentsquare
- Posted my direct email address and phone number for all Parent Concerns
- Very quick replies to all parent concerns
- Staff members call parents of students who haven't attended class
- Tech support to help parents navigate through Zoom

The Wellness Practices That Elementary Students Are Encouraged to Employ To Promote Overall Mental and Physical Healthy Well-Being

- Brain Breaks during the school day
- Class meetings for students to chit chat and hangout with each other
- Daily Physical Education classes
- 1 hour of lunch and recess
- Students eat lunch with each other live on Zoom and can communicate
- Staff counselor maintaining case load

Elementary School Challenges/Concerns and Method for Resolution

- Trouble signing into Zoom and Google Classroom

  Solution: Constant tech support from Admin + Tech person

- Lack of computers at home

  Solution: Setting up days where parents can pick up a laptop

- Students ditching class

  Solution: Emailing and calling parents directly to let them know

Middle School Instructional Schedule

Example 7th grade schedule

		Monday	Tuesday	Wednesday	Thursday	Friday
Block 1	**9:00 - 10:30**	P.E.	VAPA Class	P.E.	World Language	ELA & Hist Assessment & Evaluation
	10:30 - 11:00	**Break**	**Break**	**Break**	**Break**	**Break**
Block 2	**11:00 - 12:30**	ELA	Math	ELA	Math	Math & Sci Assessment & Evaluation
	12:30- 1:30	**Lunch**		**Lunch**		
Block A	**1:30 - 2:30**	Math	ELA	Math	ELA	
Block B	**2:30 - 3:30**	Science	History	Science	History	

Middle School Strategy for Staff Communication

- Weekly Professional Learning Community meetings (since August 2019)
- Weekly Memo - collection of information and announcements
- Group Emails as required beyond weekly memo
- Individual emails as need arises
- Responses to staff emails usually within 2 hours (often imn





Middle School Online Tools and Portals

- Gmail

www.gmail.com

- Schoology

aims.schoology.com

- Illuminate

aimschools.illuminatehc.com/

- Powerschool

https://americanindian.powerschool.com/public/

- ALEKS

aleks.com

- McGrawHill (Science)

my.mheducation.com/login

- Standards Plus

https://digital.standardsplus.org/student-login

- SRI

https://h100006768.education.scholastic.com

- Quill

https://www.Quill.org

- Rosetta Stone

https://Aimsk12.rosettastoneclassroom.com

Middle School Method for Monitoring Instruction

- Weekly PLC interactions - grade level meetings
- Lesson Plan review
- Visitation of online classroom
- Request for and review of Zoom class recordings



Middle School Strategy for Communicating With Students and Parents

- Main conduit for communicating with students is Teaching staff
- Student emails are responded to the day they are received
- Weekly ParentSquare messages from Head of School to families (minimum)
- Social Media postings - Instagram, Blog

Middle School Strategy for Addressing Concerns From Parents and Students

- Email responses within 24 hours (usually within 2 hours)
- Phone calls responded to within the day (usually within 2 hours)
- Teachers are immediately included usually, having immediate and relevant information about the situation
- Administration triages content/topics to involve the appropriate administrator to ensure consistency
- Head of School is informed to ensure responsibility

The Wellness Practices That Middle School Students Are Encouraged to Employ To Promote Overall Mental and Physical Healthy Well-Being

- Teachers are encouraged to check in with every student every two weeks
- Teachers are encouraged to ask an emotional check-in question to begin the classroom interaction
- Teachers include “icebreaker” activities to build community, trust, and care in the classroom
- Administrators begin their meetings with a brief emotional check-in with faculty.
- Phone calls, zoom meetings, among staff interactions, often include this emotional check-in.
- SEL Counseling for individuals and groups

Middle School Challenges /Concerns and Method for Resolution

- Ongoing pressures of **“new” platform skills** in tension with **teaching skill** development
  - Weekly PLC meetings to test teacher self-awareness and experience
  - Student and parent feedback (offer surveys for further documentation)
- Accuracy and fairness of grading through this online learning platform
  - Utilize software helps - TurnItIn
  - Continue to strategize with teachers to reduce the impact of potential cheating
  - Increase teacher skills in use of rubrics & assessment options

High School Instructional Schedule

Master Bell Schedule		
MONDAY / WEDNESDAY	**TUESDAY / THURSDAY**	**FRIDAY**
Homeroom	**Homeroom**	**Homeroom**
8:00-8:05	8:00-8:05	8:00-8:05
Period 1	**Period 4**	**Period 1**
8:05-10:10	8:05-10:10	8:05-8:50
Break A	**Break A**	**Period 2**
10:10-10:20	10:10-10:20	8:55-9:40
Period 2	**Period 5**	**Break**
10:20-12:25	10:20-12:25	9:40-9:50
Lunch	**Lunch**	**Period 3**
12:25-1:25	12:25-1:25	9:50-10:35
Period 3	**Period 6**	**Period 4**
1:25-3:30	1:25-3:30	10:40-11:25
Study Hall / Tutoring / Clubs / Detention	**Study Hall / Tutoring / Clubs / Detention**	**Lunch**
3:30-4:30	3:30-4:30	11:25-11:55
		Period 5
		11:55-12:40
		Period 6
		12:45-1:30

High School Strategy for Staff Communication

1. Slack On Campus Communication System
2. Schoology Group Communications
3. Email
4. Text / Phone Messages
5. Zoom Conferences
6. Weekly PDs and Staff Meetings
7. One on One Meetings As Needed
8. Daily Announcements from Head of School / Interim Academic Deans

High School Online Tools and Portals

1. Schoology Conferences
2. Zoom Conferences
3. Google Classroom
4. One Note
5. Adobe Creative Suite: Photoshop, Indesign, etc.
6. ALEKS
7. Rosetta Stone
8. Learning Ally
9. Acellus
10. Khan Academy

High School Method for Monitoring Instruction

1. Teacher / Student Breakout Rooms
2. Weekly Assessments
3. Daily Observations by Academic Deans and Head of School
4. Weekly Submission of Lesson Plans
5. Quarter 4 Pacing Guides Based off AP Testing Review and Course Standards

High School Strategy for Communicating With Students and Parents

1. Front Desk Attendance Clerk and All Staff make phone calls for absent, tardy, and students that are inactive from the computer for 10 mins or more.
2. Parentsquare communications as needed
3. Schoology Group Communication
4. Zoom Conference Parent Meetings
5. Weekly Grade Level Meetings Via Conferences

High School Strategy for Addressing Concerns From Parents and Students

1. Email highschool@aimsk12.org
2. Send Parentsquare Replies to postings
3. Email teachers and support staff as it pertains to concern type (Absence, Chromebook / Technology Request, Academics)
4. Staff Member Has Access to AIMS Cell Phone

The Wellness Practices That High School Students Are Encouraged to Employ To Promote Overall Mental and Physical Healthy Well-Being

1. AIMS HS SGA to plan virtual spirit week and other virtual engagements to increase social connections with students and friends
2. 1 Hour Lunch
3. Physical Education Classes
4. Socioemotional Counseling Is Available As Needed

High School Challenges / Concerns and Method for Resolution

1. 60-80 students attend online classes using cell phones, despite most having computer access.
    a. Alert teachers to remove students from class with cell phones
    b. Notify parents to monitor the classroom instruction / work areas of their children
    c. Remind students to use their computer devices
    d. Stop by the school to pick up chromebooks if needed
    e. Intermittent showing of faces while in school

1. Student disruption of classes
    a. Alert teachers to remove students from class with cell phones
    b. Students that are removed from class due to harassment will be prevented from attending online classes for a 24 hour period.
    c. Repeated violations may result in complete removal from attending online classes.
    d. Assign restorative practices to students prior to rejoining class
    e. Students should not share their passwords with other students
    f. Assigning classroom participation grades

Coversheet

Operations Report

Section: II. Non-Action Items
Item: D. Operations Report
Purpose: FYI
Submitted by:
Related Material: OPS April Board Report (1) (1).pptx

AIMS K-12 Operations

Reporting Period April 2020

Marisol Magana, Operations Director
Tiffany Tung, Operations Manager

The established Technological Plan for Determining Daily Attendance K-12

- Attendance spreadsheet were created for each division AIPCS II (K-5), AIPCS II (6th-8th), AIPCS (6th-8th), AIPHS (9th-12th). The attendance sheet has student's last name and first name. The spreadsheet includes dates from April 6, 2020 to June 19, 2020.
- The attendance sheet has pre-filled codes of A (Absent), T (Tardy), P (Present).
- The attendance sheet has formulas to calculate how many students were present/tardy and absent.
- Attendance spreadsheet was shared with teachers.
- Attendance is taken by homeroom teacher or by the 1st or 4th period teacher for high school.
- We are using google spreadsheets which allows for multiple collaborators to view the spreadsheet.

ADA Attendance Results for Elementary, Middle, and High for March-April

	March (March 1- March 13)	April (April 6 - April 16)
Elementary (AIPCS II - K-5 - 443)	ADA% = 93.68% ADA = 414.88	ADA% = 93.60% ADA = 414.67
Middle (AIPCS 232 + AIPCS II 208 = 440)	ADA% = 95.13% ADA = 421.44	ADA% = 80.45% ADA = 353.99
High School (AIPHS - 411)	ADA% = 94.40% ADA = 387.56	ADA% = 92.43% ADA = 379.88

The Documentation Employed to Determine the Qualitative and Quantitative Effectiveness of The Plan Employed to Determine Daily Attendance K-12

- **Setting the Direction:** We are using a spreadsheet that has embedded formulas that automatically calculates absences and the number that are present or tardy. By having embedded formulas we are eliminating staff calculation errors which allows 100% accuracy.
- **Effectiveness and Daily Accountability:** Admin staff checks that teachers are submitting attendance on time if they do not they email the teachers in the morning to ensure that they complete their attendance in a timely matter.
- **Self Assess and Analyze Data:** If a student is marked absent - parents are called to determine why that student is absent - we have had instances that students have joined classes after their parents are called in the morning. The student that joins late is marked as tardy. This allows administrative staff determine which students are chronically absent, absent and or truant.
- **Outcome & Goal:** to reduce chronic absent students during this time of virtual learning, educate students/families on the importance of attendance and supporting families w/ potential barriers to daily school attendance.

Describe the Issues/Concerns and Resolution That Emanated From The Documentation and Online Communication

Issues/ Concerns

1. Teachers not submitting attendance on time
2. Students having issues with login into their virtual class
3. Families having barriers around internet connectivity

Resolution/Action Plan Addressing Concerns:

1. Administrative assistance will send daily emails reminding teachers to take attendance and importance of having this record.
2. Staff is supporting with issues regarding students not being able to login.
3. Providing resources to families around free internet access and other resources that may be needed.

Coversheet

HR Report

Section: II. Non-Action Items
Item: E. HR Report
Purpose: FYI
Submitted by:
Related Material: Covid 19 2020-Temporary Amendment of Job Positions (3).docx
HR April Board Report (1) (1).pptx

AIMS K-12 College Prep Charter District
Temporary Amendment of Job Positions

April 2020

Position	Job Duties	Amended Duties (Y/N)	New Duties
Superintendent	Lead and direct all activities, schools, and departments of the district	Y	Virtual Work (Leadership)
Head of Schools	Lead and direct the activities of the schools	Y	Virtual Work (Leadership)
Head of Academic	Lead and support the academic activities of the schools **and Staff**	Y	Virtual Work (Academic Leadership Support)
Deans	Lead and support student engagement, attendance, and school culture	Y	Virtual Work (Student Leadership Support)
CBO	Lead and direct the fiscal activities of the district	Y	Virtual Work (Leadership)
Director	Lead and direct the activities of the Operations Department	Y	Virtual Work (Leadership)
Manager	Lead and direct the activities of the	Y	Virtual Work (Leadership)

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	department they oversee		
Coordinator	Lead and direct the activities of initiatives they oversee	Y	Virtual Work (Leadership)
Fiscal Technician	Support the CBO	Y	Virtual Work (Support Financial Work)
Teacher	Instruction of students	Y	Virtual Work (Regularly Scheduled Instruction)
Admin Assistant	Support the Executive or leader they are assigned to	Y	Virtual Work (Leadership Support)
Secretary	Support the board and Superintendent	Y	Virtual Work (Governance and Leadership Support)
Clerk	Community engagement and School or department support	Y	Virtual Work Monitoring: Phone Lines, Camera Support: Teachers, Leaders, Parents
Aide	Support instruction of students.	Y	Virtual Work (Instructional Support)
Social-Emotional Counselor	Social-emotional counseling of students	Y	Virtual Work (Student/Family Support and Engagement)

Reduction, Monitoring, and Assessment

Employee Position Reduction 2019-2020: Cafeteria Staff, Sports Coaches, Interns
Contracted Position Reduction 2019-2020: Custodial and Maintenance, Security Guard. Food Delivery,
Monitoring of Hourly Employees: All hourly employees are completing work logs and timesheets for payment. As usual, supervisors approve or deny the timesheets prior to payment taking place. Payroll will not submit payment without proper approval and verification.

Monitoring of Salaried Employees: As usual, monitoring and evaluations of work are taking place. Salaried employees who are not performing their duties within approved guidelines will be subject to be written up, placed on Program Improvement Plans, and possible dismissal of duties.

2020-2021 Planning The Superintendent will be working with the Heads and Department Leads to determine essential positions for the 2020-2021 school year. April to June will be used to determine what is essential to operation for the new program year. A position report will be submitted to the board in the May meeting.

AIMS K-12 Human Resources

Reporting Period April 2020

Delicia Moghadam, HR Manager

AIMS K-12 COLLEGE PREP CHARTER DISTRICT

The Wellness Practices That Administrators, Teachers, and Support Staff Are Encouraged To Employ To Promote Overall Mental and Physical Healthy Well-Being

- Teachers, Parents and Students are highly encouraged to consistently maintain normalcy, structure and routine with school and home.

- Support for Staff and Students from Social Emotional Counselor

  Teachers were provided with:

  - 10 ways to take care of yourself during coronavirus and practice Wellness.
  - Staying connected with students during COVID-19: practical guidance for teachers.
  - Counseling appointments through Email, Cell phone and Zoom.

- Heads of Schools

  - Check in with Teachers on regular basis with Zoom and phone.
  - Check in with students every week to 2 weeks.
  - Brain Breaks during the middle of the school day.
  - Virtual Spirit week for High School

The documentation that is employed to assess the effectiveness of the practices employed

- Coronavirus Prevention and Preparation Memo
  Official communication to confirm that each Employee has confirmed and will adhere to the requirements for the Coronavirus. All Staff were required to sign the Memo and return to HR.
- AIMS COVID-19 Human Resources Q&A and FAQ's
- UMUM Employee Assistance Program information emailed to Staff
- UNUM Health Advocate COVID-19 Support
- Kaiser Center of Disease Control How to protect yourself and others

The Issues/Concerns and Resolutions That Emanated From The Documentation and On-Line Communication.

- **Issues** – Most issues were Technical involving work. Setting up to work from home and not having the office essentials and access to their classrooms. Swipe Clock was a problem; Staff were having issues trying to access Swipe clock.
- **Concerns** – Benefits and Pay, the staff were concerned about how and if they would continue receiving wages and their benefits. There are concerns about how they were going to juggle with virtual teaching for students as well as their own school aged children if applicable.
- **Resolutions** - Communication and information. A AIMS COVID-19 Human Resources Q&A and FAQ's Information was sent out to all AIMS. The Q & A portion gave information about pay, work, swipe clock, and communication.
- On-line communications – Email, Zoom meetings and phone

All Full-Time, Part Time, Hourly Positions That Have Been Either Temporarily and/or Permanently Eliminated

- Refer to the AIMS K12 Temporary Amendment of Job Positions. Leadership, Certificated, Classified job positions, new duties for Virtual work.

- Reduction, the below positons and Contracted positons have been furloughed until further notice
  - Cafeteria Staff, Sports Coaches and Interns
  - Contracted Position Reduction: Custodial and Maintenance, Security Guards and Food delivery

Full Time and/or Instructional and Classified Vacancies

- Vacancies: Current 2019-2020
  - AIPHS: AP Government, Conceptual Physics and Pre-Calculus,
  - AIPCS II: No
  - AIPCS: No

- 2020-2021 School year vacancies for Elementary, Middle School and High School are currently being determined.

Part Time/Hourly instructional and Classified Vacancies

- Board of Secretary: Part time.
- 2020-2021 School year vacancies for Elementary, Middle School and High School are currently being determined

On-Line Recruitment Strategies

- Post Teacher Positions on the following Online sites
  - Indeed
  - EdJoin
- Email Information, vacancies, Flyers, and Brochure to Head of Education and Deans
  - Community Colleges
  - Department of Education Universities/Colleges
  - Handshake: Virtual Recruitment Fairs (New)
- Recruiting Services
  - SWING
  - Local Wise
  - Get Selected (New)

Recruitment Results

- Due to the CORVID-19 Stay in place order, 2020-2021 job fairs AIMS registered for were canceled. The Universities and Colleges we reached out to, have yet to respond. We are working on finding Virtual Fairs that are Northern California based.

- The majority of the Teachers/Staff that AIMS have hired for the 2019-2020 school year were from Swing, Local wise and EdJoin.

Qualitative and Quantitative Documentation Rubric That Is Employed To Assess the Effectiveness of The Practices/Strategies Employed

The current quantitative documentation for collecting data for employee used at this time is

PayBridge's reports tool. Information obtained for percentage employee turnovers, new hires,

and retention.

Human Resources Challenges /Concerns and Method for Resolution

- Recruiting qualified teachers to fill the open vacancies for 2020-21
- Processes for Hiring and on boarding
- Hiring a potential candidate and their FTE is split between Classified and Certificated

Recruitment for Teachers: Should start early January and Job fairs at Universities and Colleges, scheduled by the end of January. It is important to put AIMS out there as much as possible throughout the school year. As it is we are behind with recruiting given the situation with the Coronavirus.

The hiring process protocol needs to be followed through from the request to hire, to on boarding the candidate

Coversheet

English Language Dept. Report

Section: II. Non-Action Items
Item: F. English Language Dept. Report
Purpose: FYI
Submitted by:
Related Material: ELD April Board Report.pptx

AIMS K-12 English Language Development

Reporting Period April 2020

Vannee Chand, ELD Coordinator

The Technology-Based and On-line Tools Administrators, Faculty and Support Staff Employed to Support the Transition To Remote ELD Teaching and Learning.

- Educeri- Middle School Curriculum
- Edge on MyNGConnect-High School Curriculum
- Blended Learning: Newela, Quill, Raz-Kids, Headsprouts, Rosetta Stone, Learning Ally
- Intervention: Book Nook, Education.com
- Platform: Schoology
- Video Conferencing: Big Blue Dot (Schoology), Zoom, Google Hangout/Meet
- Google Docs, Google Translate, Talking Points

The Qualitative and Quantitative Strategies Employed to Ensure Transition To Remote ELD Teaching and Learning Is Effective

•Qualitative is a much harder measure, but consistency is the biggest contributing factor to ensure participants are considered a "control" as they do in empirical studies.

- How we can read results is to measure individual progress and success.
- With this consistency, taking in information, creating, and recreating student-centered learning, are students making changes/improvements? If so, what areas? Attendance? Effort? Response rate?

- **Ask for feedback**

Give students space to give feedback, and ask them what was helpful and what wasn't.
Take their anecdotes as data and validation as well and continue what is helpful. Consider lessening what they don't find helpful. Take numbers/percentages seriously.

- **1:1 personal check-ins**

A 1:1 interaction throughout the week is crucial as a strategy to make sure any learning is effective in distant learning in general, not just for ELD. Similar to an exit ticket in the classroom, with this data, we can analyze what topics to review and cover in future lessons. For ELD, we also have an "in-person" check-in at least once a week, to communicate or clarify areas of confusion.
This is their time and space to be able to express it orally, as opposed to written, giving them another opportunity to relearn throughout the week and for teachers to take their information into consideration when planning for future lessons.

- **End of the week assessment with free response questions, content related and student centered.**

The key is to include free or short answer responses when measuring qualitative.
Though for ELs, it may be difficult to communicate due to a language barrier, this is an area used for them to freely express what they have learned or recollected from the week.
This includes allowing them the time and space to see if they are using keywords from the lessons.
This is also an area that is graded more-so with grace and flexibility.

The Quantitative and Qualitative Issues/Concerns and Resolutions That Emanated from The Documentation and On-Line Communication With Staff

Quantitative:

•Similarity to students, some teachers might not have reliable internet access. However, with some companies providing free internet services, that should not be an issue anymore.
•The amount of students that are absent during the 3rd/4th week of instruction are not ideal. There needs to be more of a proactive communication amongst teachers and students.

Qualitative:

•There are numerous on-line communications that our staff are using to communicate, but to reach out to teachers, emails have been sent. Many teachers have been remote teaching for the past two weeks.
•Some teachers are not being responsive or checking in with ELD staff even with emails being sent out. Continuation of sending emails, some have started to respond.
•Communication amongst teachers, staff, intervention aides has not been consistent. Compiling a communication log or organized communication would be more effective.
•Some teachers are not tech savvy and take longer to adjust to remote teaching. With training and guidance some teachers are able to get used to the platform that they are using.

Coversheet

Education Coordinator, College Bound Kids Report

Section: II. Non-Action Items
Item: G. Education Coordinator, College Bound Kids Report
Purpose: FYI
Submitted by:
Related Material: CBK April Board Report.pdf

AIMS K-12 College Bound Kids

Reporting Period April 2020

Matthew Gordan, College Bound Kids Coordinator

AIMS K-12 COLLEGE PREP CHARTER DISTRICT

Established College Bound Priorities

Current Priorities

1. Seniors receive and understand their financial aid award letters
2. Help students make a decision
3. Help those who prefer Community College understand that process and register
4. Begin personalizing college process with Juniors

Overall Priorities

1. Aid Seniors in writing essays, writing letters of rec, figuring out a pool of schools to apply to, ensuring they receive all waivers they are entitled to (college apps, entrance exams, sending scores), completing FAFSA and finding outside scholarships, establishing connection between schools and our students, completing data entry and paperwork on students for schools, ensure they are taking correct credit recovery courses, nagging students to do all the above.

2. 9th-11th: Organizing and ordering all AP exams, make sure they understand what is required from them at AIMS academically, push the importance of extracurriculars while making them aware of opportunities, making sure Juniors (and Seniors if necessary) sign up for college entrance exams, completing data entry and paperwork on students for academic programs, writing letters of rec.

Established Daily/Weekly Schedule for Communicating With Seniors, Juniors

Daily: Established a log to coordinate individual check-ins via email/Schoology- followed up with phone calls to those who don't respond within 48 hours; operating open office hours during lunch, after-school, or essentially anytime for students to meet privately via a Schoology conference call or phone to provide more one-on-one assistance.
Weekly: Established weekly Town Hall meetings on Schoology with varying topics; following up with Peer Leaders about recent survey and upcoming interviews.

Seniors

Thursday Town Hall on Schoology Topics:
4/9/2020: admission related updates due to COVID-19, end of year expectations
4/16/2020: financial aid workshop
4/23/2020: community college workshop/general Q & A
+Daily Check-Ins with Seniors on rotating basis via email/Schoology messaging
+Phone calls home to those who don't respond via email within 48 hrs

Juniors

Wednesday Town Hall on Schoology Topics:
4/8/2020: college admissions updates due to COVID-19
4/15/2020: Introduction to the college application process (postponed due to internet outage in my area)
4/22/2020: accomplishing extracurricular activities during lockdown/general Q & A
+Using Peer Leaders Seniors to interview each Junior one-on-one with set questionnaire about the college process before I follow up with each one using notes from PL interview while clarifying questions. Peer Leaders are doing this via Zoom between 4:30-6:30 PM.

++++Have also conducted Schoology information sessions with 9th and 10th graders.

Number of Juniors and Seniors Contacted During The Reporting Period; and The Means of Communication

+Weekly Town Halls with each class with varying topics (see previous slide)

Seniors:

Email/schoology: All 75 senior have been contacted via email at least weekly with an average number of email correspondence 6 times per week

Phone/text: Have called 7 students total via phone who did not reply to electronic communication in a timely manner, and spoke to another 3 students via phone who preferred to seek advising this way.

Private one on one Schoology conference: 2 students have requested this

Juniors:
All Juniors have been contacted directly by me on behalf of senior Peer Leaders to fill out a questionnaire. In the following weeks I will follow up with each student individually following their Peer Leader interview.
Peer Leader Survey include: Questions to get them thinking about type of campus location they want, size of school, majors/career they're interested in, introducing the concept of loans, grants, scholarships, making them aware of private schools, etc.

Group emails: Seniors x 9, Juniors x 7, Freshmen/Sophomore x 6. Topics include college admissions, scholarships, AP/SAT updates, Virtual Tours, Community College information, and other updates.

Qualitative and Quantitative Results for Admissions

Berkeley: 6/47	Irvine: 18/55	Merced: 12/13	Riverside: 21/25	UCSD: 16/43	UCSC: 24/44	UCSB: 12/41	UCLA: 7/54
Davis: 24/53	SFSU: 33/35	East Bay: 16/18	SJSU: 36/46	SDSU: 19/27	CSULB: 19/28	SLO: 11/23	CSULA: 8/8
Bakersfield: 4/4	Fullerton: 3/3	CSU Pomona: 6/6	San Marcos: 2/2	Sacramento: 5/8	Fresno: 3/4	Chico: 5/5	CSUMB: 3/4
Northridge: 1/1	Stanislaus: 2/2	Dillard: 10	Charles Drew: 3	Tuskegee: 4	Benedict: 10	Morgan State: 3	Wiley: 4
Harris-Stowe: 3	AL A&M: 4	Morehouse: 1	Clark: 1	Howard: 1	Paul Quinn: 4	Grambling: 2	USF: 7
USC: 3/15 Wesleyan: 2 Puget Sound: 2	Rochester Inst. Otis School Art Drexel Whittier	Michigan State Oregon Purdue Ohio State	Seattle U Denver U Lehigh Colby	Middlebury Boston College Boston U Claremont McKenna	U of Portland U of Arizona Pepperdine NYU Gonzaga	Case Western Villanova U of Oklahoma St. Mary's	Dominican Arizona State Concordia Irvine

Chart Key: School: acceptances/applicants

Waitlists include, but not limited to: 5 at UC Davis, 3 at Berkeley, 2 at Irvine, UCLA, Emory, and CSU SJ, and 1 at: Wesleyan, NYU, Brandeis, Johns Hopkins, Northeastern, Stanford, Princeton, Pomona College, UPenn, Middlebury, UCSD, CSUMB, CSULB, Williams, Claremont, Case Western, Amherst, Denison, Davidson, Grinnell, Bowdoin, Carleton, Fordham, and Harvard.

*While Merced remained the same, all other UCs saw increases in acceptances, including all-time high from UCLA (previous high was 3)
*Almost all CSUs increased as well with the exceptions being Pomona, Sacramento, and Fullerton
*USC and USF increased by 2, Wesleyan and Puget Sound by 1
*Overall HBCU acceptances are slightly down, but I attribute that to inconsistent reporting by students

Qualitative and Quantitative Results for FAFSA Completion

*69 students completed FAFSA
*6 did not

*Held two FAFSA workshops in order to complete this task, supplied copious amount of aides and instructions— in written form, list form, and video form— to complete this task, phoned home to remind about this, emailed the students directly several times to finish this, spoke face-to-face with students several times about this…

*Before this year I believe only one student since I've been counselor has failed to complete FAFSA.

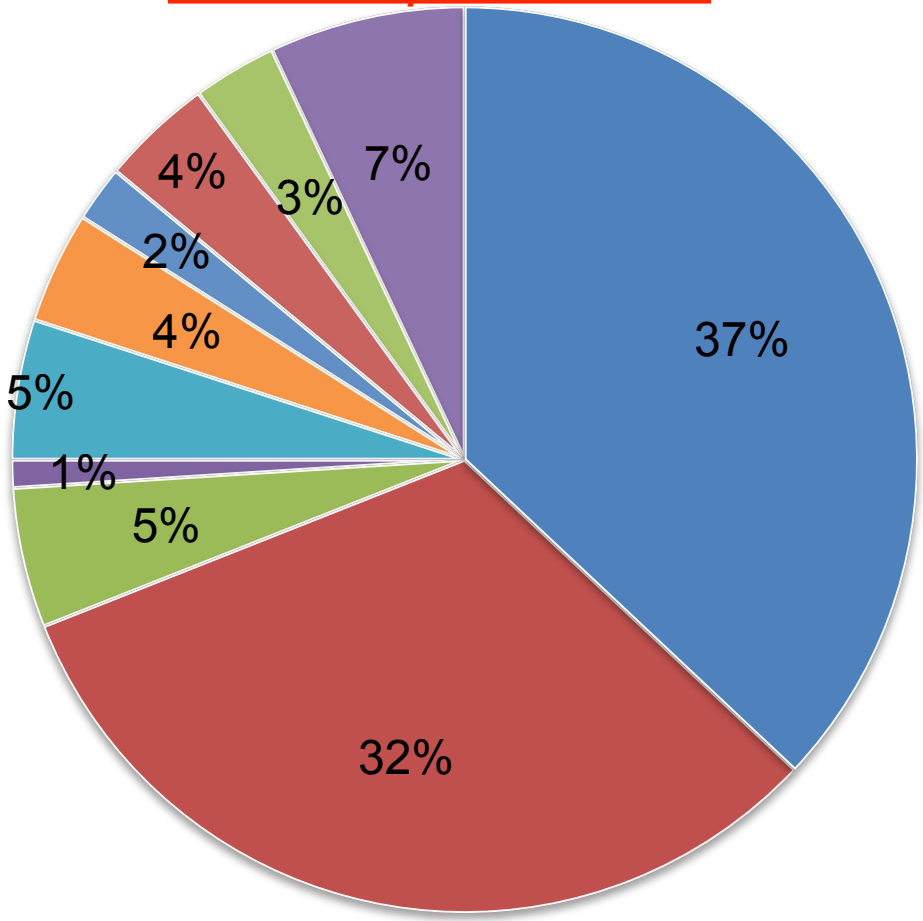
*I'm now working with students interested in appealing their financial aid award letters by drafting letters and contacting financial aid offices.

Qualitative and Quantitative Results for Response to Student Inquiry

+Most recent period has been focused on Seniors- ***shift from in-person to online***

Recent Reporting period:

- over 500 individual email/ Schoology messages to students since break
- Average of ~40 individual students contacted per day via online correspondence since break
- On average I exchange 6 messages per Senior in most recent reporting period
- I've reached out to each Senior at least 3
  times since break



Qualitative inquiry topics+

College admissions: 37%
Award letter understanding: 32%
Waitlist/appeal letter help: 5%
FAFSA: 1%
Acellus help/credit recovery: 5%
Scholarship help: 4%
Letter of Rec help: 2%
Transcript requests/help: 4%
AP testing: 3%
Misc questions: 7%

+ Using this data to structure the weekly town hall topics to include any areas I feel that the students need more thorough explanations.

Coversheet

Consent Calendar

Section: III. Action Items
Item: A. Consent Calendar
Purpose: Vote
Submitted by:
Related Material:
Amendment_AIMS-BACR__2_.docx
Letterman Jackets purchase.pdf
Please_DocuSign__COVID_19__Evaluation_Form-___1_.pdf
Finance_Committee_Memo_Remote_Banking_Process__April_2020_board_meeting.docx
Insurance_Memo_Directors_and_Officers__April_2020_board_meeting.docx
Finance_Committee_Memo_Mail_Address_Request__April_2020_board_meeting.docx
FISCAL_POLICY_UPDATE_Policy_203_Signature_Authority.docx

AMENDMENT OF SECTION IV.

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 American Indian Public Charter and American Indian Public Charter School II 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").

IV. PROGRAM BUDGET AND MANAGEMENT FEE

The budget for the Program at AIMS for the 2019-20 year is $354,764 After School Education & Safety Program (ASES). AIMS will contribute School Day funds of $40,000.

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 (II)(C)(6). BACR will invoice AIMS for the shortfall, if any, and payment by the School will be made within thirty (30) days of issuance of BACR's invoice.

For the sake of clarity, the Parties expressly agree that the School (not BACR), shall solely fund any shortfall in collections of Program Fees, whether such shortfall is caused by lower than expected enrollment, non-payment by Program participants, or any other reason. But for this express agreement and commitment by AIMS, BACR would not enter into this Agreement on these terms.

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.

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:_____

BACR Initials _____
School Initials _____

AIMS HS Letterman Jacket Request for Seniors

Item	Price Ea.	# Items	Item Total
Base Jacket	$110.00	65	$7,150.00
Leather Sleeves	$70.00	65	$4,550.00
Chest Embroidery	$5.00	65	$325.00
Grad Year Embroi	$9.00	65	$585.00
Embroidery Back	$8.00	65	$520.00
Eagle Embroidery	$26.00	65	$1,690.00
Shipping	$3.95	65	$256.75
Sub Total			$15,076.75
Tax	9.25%		$1,394.60
Contengency	$54.29	65	$3,528.65
Preliminary Cost		$16,471.35	
Preliminary Cost + (Contengency Request)		$20,000	

RingCentral®

RINGCENTRAL COVID-19 ASSISTANCE PROGRAM

Objective: The RingCentral COVID-19 Assistance Program is intended to support schools facing closure and healthcare providers and non-profits supporting the fight against COVID-19 to support mission-critical business communication and collaboration.

Description: Unless otherwise agreed by RingCentral in writing, the COVID-19 Assistance Program will include the following:

1. **Eligible Participants:**
   - K-12 schools facing closure due to COVID-19 virus
   - Non-Profit organizations (Health and Welfare Services) fighting COVID-19
   - Healthcare providers fighting COVID-19

2. **What is included:**

   - **Existing Customers:**
     - Users of RingCentral Essential and Standard: RingCentral will increase meeting capacity to 100 participants per meeting for eligible participants (as defined)

   - **New Customers:**
     - Free Digital Lines (Premium edition) to enable employees not currently covered by a RingCentral subscription. Includes telephone numbers in eligible countries. Number Porting is not included.

3. **Covered Countries**
   - Eligible Participants must be entities established in one of the following countries:
     - United States
     - Canada
     - United Kingdom
     - France
     - Ireland
     - Netherlands
     - Australia
   - Global Office:
     - Eligible Participants enrolling in this program from one of the Covered Countries could request Global Office Digital Lines in the countries in which RingCentral currently offers those services.
     - A list of the Global Office countries could be found here link
4. **Term:**
   - The services will be provided free of charge for 3 months from the Start Date.

5. **Remote Implementation Support for New Customers:**

In Process

- Up to 2 hours of remote support services to assist New Customer to set up the system and access to on-line training to administer the system
- .

6. **Expiration Date**:
   - Offer valid untill June 15, 2020

7. **Commitment**:
   - No commitment to purchase the services is required.

Limitations:

I. Excludes toll free numbers and minutes, international numbers, international long-distance, and any other usage related charges.
II. Excludes porting of existing telephone numbers.
III. Excludes telephones and any other equipment.
IV. RingCentral reserves the right to stop offering this program at any time at its sole discretion without prior notice, and reserves the right to accept or reject participation at its sole discretion.
V. Participation in the plan is subject to execution of the Enrollment Form.
VI. RingCentral reserves the right to request evidence of residency or other proof of eligibility.
VII. For existing customers, this Assistance Program shall not be interpreted in any way in which will reduce the Customer obligations under existing Contracts with RingCentral or its subsidiaries and affiliates.
VIII. Other restrictions may apply.

In Process

RingCentral®

RINGCENTRAL
COVID-19 ASSISTANCE PROGRAM
Enrollment Form
New Customers

"Customer", "You":		
Address:		
City, State, Province, Postal Code:		
"Your Country":	[United Sates, United Kingdom, Australia, Canada, France, Netherlands, Germany, or Ireland]	
"Services*":	Description	Quantity (Digital Lines)
	RingCentral Office, Premium Edition	
	Global Office [Country]	
"Assistance Period":	90 days from the Start Date.	
"Start Date"	Day in which RingCentral receives Customer agreement to this Enrolment Form	
"RingCentral"	Means as the case may be i) RingCentral Inc, if the Country is the United States or Canada or any other country not listed below; ii) RingCentral UK limited, if Your Country is the United Kingdom; iii) RingCentral Australia PTY LTD if Your Country is Australia; iv) RingCentral France SAS if Your Country is in Europe.	
* Excludes toll free numbers and minutes, international numbers, international long-distance and any other usage related charges.		

In Process

RingCentral appreciates the opportunity to support you during this difficult time and to be able to help to you get back to business. RingCentral will provide the Services free of charge during the Assistance Period. In addition, if you require help to setup the Services, the RingCentral Professional Services team will provide remote support free of charge for up to 2 hours and access to on-line training to administer the system. Please contact your Account Executive to schedule your support.

We understand that You are not making any commitments to subscribe to the Services at this time. If at the end of the Assistance Period, You decide that you do not want to continue using the Services, You should simply let us know and stop using the Services.

The provision and use of the Services shall be governed by the terms and conditions set forth in the RingCentral Online Terms of Service posted on the RingCentral website applicable to Your Country** except that the subscription fee for the Services will be waived during the Assistance Period.

Customer represents that it complies or will comply with the following conditions: i) is an educational institution affected by COVID – 19, or a non-for-profit organization or healthcare provider involved in helping communities to respond to the COVID-19 virus; ii) the Services will be used for educational purposes or community services related to fighting and responding to the COVID-19 virus, in compliance with the RingCentral Online Terms of Service applicable to Your Country; iii) the Customer main place of business is the US, Canada, United Kingdom, Australia, France, Germany, Netherlands, Ireland . Customer agrees to provide proof of eligibility and satisfaction of these conditions upon RingCentral's request. RingCentral reserves the right to terminate or suspend the Services at any time without prior notice if at RingCentral's discretion the Customer is not eligible for participation.

To start Your free of charge Services, please acknowledge your acceptance of the terms and conditions hereof by no later than _____ . To do so, You could either sign and return this document or, if that is not possible under the circumstances, please simply respond to this email expresing your agreement, full name and title.

We at RingCentral sincerely hope that conditions improve shortly and appreciate the opportunity to assist you during this time.

Customer

_____

By: _____

Name: Marisol Magana

Title: _____

Date: _____

RingCentral

DocuSigned by:

By: Faiza Hughell
FC60EBB8E83A4CC...

Name: Faiza Hughell

Title: VP Direct Sales

Date: 3/16/2020

** UK: https://www.ringcentral.co.uk/legal/tos.html; Europe: https://www.ringcentral.fr/legal/tos.html; Australia: https://www.ringcentral.com.au/legal/tos.html; US, Canada and rest of the world: https://www.ringcentral.com/legal/eulatos.html

MEMORANDUM

TO: Finance Committee
FROM: Katema Ballentine, Business Office
DATE: April 16,2020
SUBJECT: Remote Deposit Process

In order to comply with the State of California's quarantine and the directive provided by the American Indian Model School Governing Board to follow the stay in place order, the processing of incoming revenue checks requires temporary remote processing.

In working with East West Bank and Community Bank of the Bay remote deposit conversion is possible. The process for remote deposit is below

- Checks received via mail
- Deposit records for CSMC are created
- Deposit Records for the Bank are created
- Checks are scanned through a magnetic reading Check Scanner
- Check Scanner prints "Deposited" once accepted by bank system
- Deposited Checks and CSMC deposit records are scanned and sent to CSMC
- Original "Deposited" Checks and documents are locked in safe

Based on the process listed above, the Chief Business Officer requests the approval to process revenue checks through remote processing as long as the stay in place order is in effect.

MEMORANDUM

TO: Finance Committee
FROM: Katema Ballentine, Business Office
DATE: April 16,2020
SUBJECT: Insurance information Finance Committee and Board of Directors

Current Insurance Broker
Mike Esparza
All-Cal Insurance Agency
505 Vernon Street
Roseville, CA 95678
www.all-calinsurance.com
mike@all-calinsurance.com
(916) 784-9070

Policies are listed for Not-For Profit American Indian Model Schools DBA:
American Indian Public Charter School I, American Indian Public Charter School II, and American Indian Public High School

171 12th Street, Oakland, CA 94607
Under one Federal tax ID #94-3309981

INSRUANCE POLICIES:

Directors and Officers – Annual Renewal March 31 2020 – March 31 2021
Professional Governmental Underwriter Insurance Company

Premium Amount: $51,034.99

$ 48,893.00 – Directors & Officers
$ 1,474.14 – Surplus Tax & Fee's
$ 245.00 – Policy Fee
$ 300.00 – Broker Fee
$ 51,034.99 – Total

Type of Coverage: California Workers' Compensation law is a no-fault system for injuries connected with employment, whether they are specific injuries or a disease or disabling condition. American Indian Model Schools' is required to pay for Workers Compensation Insurance to cover all its employees.

Liability
Educators Legal Liability: $1,000,000
Employer Practices Liability: $1,000,000
Included: Harassment/Bullying Coverage
Retention (deductible) $50,000

Here is a list of the insurance carriers that All-Cal Insurance approached:

The Hartford
One Beacon
CorRisk
Ironshore
RSUI
Chubb
Euclid
Hiscox
AIG
Allied World
Great American
Markel
Carolina Casualty
THB
CAN

MEMORANDUM

TO: Finance Committee
FROM: Katema Ballentine, Business Office
DATE: April 16,2020
SUBJECT: Covid-19: Mail Address Request Change

In order to comply with the State of California's quarantine and the directive provided by the American Indian Model School Governing Board to follow the stay in place order, the receipt of business mail has become difficult.

In the first week of the order AIMS Chief Finance Officer established an off-site address at an Oakland UPS store that allowed staff to receive mail closer to their homes to limit exposure. The address of this location is:

4100 Redwood Road
Oakland, CA 94612

This location was used to forward payroll and accounts payable checks between AIMS and our back office. As of March 31, 2020 our back office is now mailing those checks directly to the recipients. Recently, a request to send mail to this address was denied through the Oakland Post Master.

The remaining options for mail delivery and retrieval are as follows:

- Continue Delivery to 171 12th Street, Oakland — Requires Daily pick-up
- Hold mail at Downtown Oakland Post Office — Requires weekly pick up
- Deliver mail to Authorized Staff Member home — Stay in Place followed

A recommendation is needed to proceed.

FISCAL POLICY UPDATE:

The following outlines the process for Signatory Authority and method. The initial policy was approved for the 2019-2020 fiscal year at the August 29, 2019 Board Meeting.

203 Signature Authorities

Board Approved Policy:

To properly segregate duties within the Charter Schools, the Board of directors, Superintendent and Chief Business Officer are the only individuals with signatory authority and are responsible for authorizing all cash transactions. All checks require two signatures and Individual checks greater than $8,000 will require Board Approval and signature prior to check issuance.

COVID-19 Amended Policy:

In response to the recent legislative action, American Indian Model Schools has identified Essential Service in accordance with the guidelines in **Section 10, Item (g)** by California Department of Health.

> ***g.)*** *For the purposes of this Order, "Minimum Basic Operations" include the following, provided that employees comply with Social Distancing Requirements as defined this Section, to the extent possible, while carrying out such operations: i. The minimum necessary activities to maintain the value of the business's inventory, ensure security, process payroll and employee benefits, or for related functions. ii. The minimum necessary activities to facilitate employees of the business being able to continue to work remotely from their residences.*

To properly segregate duties within the Charter Schools, the Board of directors, Superintendent and Chief Business Officer are the only individuals with signatory authority and are responsible for authorizing all cash transactions. All checks require two signatures and Individual checks greater than $8,000 will require Board Approval and signature prior to check issuance.

To comply with the "Stay in Place" ordinance, as of March 31, 2020, AIMS back office will obtain signatures from the individuals with signatory authority, create signature stamps to utilize for check issuance on behalf of AIMS. The initial definition of authority and method will remain in place. Checks will not be issued on behalf of AIMS without AIMS review and approval.

Coversheet

Loan from East West Bank

Section: III. Action Items
Item: C. Loan from East West Bank
Purpose: Vote
Submitted by:
Related Material:
SIGNEDAmerican Indian Paycheck-Protection-Program-Application 4-8-2020 (1).pdf
Signed Final American Indian Model Schools PPP PROMISSORY NOTE Both.pdf
PPA discussion calciulaions.xlsx

Paycheck Protection Program
Borrower Application Form

OMB Control No.: 3245-0407
Expiration Date: 09/30/2020

Check One: ❑ Sole proprietor ❑ Partnership ❑ C-Corp ❑ S-Corp ❑ LLC ❑ Independent contractor ❑ Eligible self-employed individual ■ 501(c)(3) nonprofit ❑ 501(c)(19) veterans organization ❑ Tribal business (sec. 31(b)(2)(C) of Small Business Act) ❑ Other

DBA or Tradename if Applicable

Business Legal Name	Business TIN (EIN, SSN)	Business Phone
American Indian Model Schools	94-3309981	(510) 506-0875
Business Address	**Primary Contact**	**Email Address**
171 12th Street Oakland, CA 94607	Katema Ballentine	katema.ballentine@aimsk12.org

Average Monthly Payroll:	$ 768,976	x 2.5 + EIDL, Net of Advance (if Applicable) Equals Loan Request:	$ 1,922,400	Number of Employees:	162

Purpose of the loan (select more than one): ■ Payroll ■ Lease / Mortgage Interest ■ Utilities ❑ Other (explain):_____

Applicant Ownership

List all owners of 20% or more of the equity of the Applicant. Attach a separate sheet if necessary.

Owner Name	Title	Ownership %	TIN (EIN, SSN)	Address

If questions (1) or (2) below are answered "Yes," the loan will not be approved.

Question	Yes	No
1. Is the Applicant or any owner of the Applicant presently suspended, debarred, proposed for debarment, declared ineligible, voluntarily excluded from participation in this transaction by any Federal department or agency, or presently involved in any bankruptcy?	❑	■
2. Has the Applicant, any owner of the Applicant, or any business owned or controlled by any of them, ever obtained a direct or guaranteed loan from SBA or any other Federal agency that is currently delinquent or has defaulted in the last 7 years and caused a loss to the government?	❑	■
3. Is the Applicant or any owner of the Applicant an owner of any other business, or have common management with, any other business? If yes, list all such businesses and describe the relationship on a separate sheet identified as addendum A.	❑	■
4. Has the Applicant received an SBA Economic Injury Disaster Loan between January 31, 2020 and April 3, 2020? If yes, provide details on a separate sheet identified as addendum B.	❑	■

If questions (5) or (6) are answered "Yes," the loan will not be approved.

Question	Yes	No
5. Is the Applicant (if an individual) or any individual owning 20% or more of the equity of the Applicant subject to an indictment, criminal information, arraignment, or other means by which formal criminal charges are brought in any jurisdiction, or presently incarcerated, or on probation or parole? Initial here to confirm your response to question 5 → MWC	❑	■
6. Within the last 5 years, for any felony, has the Applicant (if an individual) or any owner of the Applicant 1) been convicted; 2) pleaded guilty; 3) pleaded nolo contendere; 4) been placed on pretrial diversion; or 5) been placed on any form of parole or probation (including probation before judgment)? Initial here to confirm your response to question 6 → MWC	❑	■
7. Is the United States the principal place of residence for all employees of the Applicant included in the Applicant's payroll calculation above?	■	❑
8. Is the Applicant a franchise that is listed in the SBA's Franchise Directory?	❑	❑

Paycheck Protection Program
Borrower Application Form

By Signing Below, You Make the Following Representations, Authorizations, and Certifications

CERTIFICATIONS AND AUTHORIZATIONS

I certify that:

- I have read the statements included in this form, including the Statements Required by Law and Executive Orders, and I understand them.
- The Applicant is eligible to receive a loan under the rules in effect at the time this application is submitted that have been issued by the Small Business Administration (SBA) implementing the Paycheck Protection Program under Division A, Title I of the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) (the Paycheck Protection Program Rule).
- The Applicant (1) is an independent contractor, eligible self-employed individual, or sole proprietor or (2) employs no more than the greater of 500 or employees or, if applicable, the size standard in number of employees established by the SBA in 13 C.F.R. 121.201 for the Applicant's industry.
- I will comply, whenever applicable, with the civil rights and other limitations in this form.
- All SBA loan proceeds will be used only for business-related purposes as specified in the loan application and consistent with the Paycheck Protection Program Rule.
- To the extent feasible, I will purchase only American-made equipment and products.
- The Applicant is not engaged in any activity that is illegal under federal, state or local law.
- Any loan received by the Applicant under Section 7(b)(2) of the Small Business Act between January 31, 2020 and April 3, 2020 was for a purpose other than paying payroll costs and other allowable uses loans under the Paycheck Protection Program Rule.

For Applicants who are individuals: I authorize the SBA to request criminal record information about me from criminal justice agencies for the purpose of determining my eligibility for programs authorized by the Small Business Act, as amended.

CERTIFICATIONS

The authorized representative of the Applicant must certify in good faith to all of the below by **initialing** next to each one:

MWC _____ The Applicant was in operation on February 15, 2020 and had employees for whom it paid salaries and payroll taxes or paid independent contractors, as reported on Form(s) 1099-MISC.

MWC _____ Current economic uncertainty makes this loan request necessary to support the ongoing operations of the Applicant.

MWC _____ The funds will be used to retain workers and maintain payroll or make mortgage interest payments, lease payments, and utility payments, as specified under the Paycheck Protection Program Rule; I understand that if the funds are knowingly used for unauthorized purposes, the federal government may hold me legally liable, such as for charges of fraud.

MWC _____ The Applicant will provide to the Lender documentation verifying the number of full-time equivalent employees on the Applicant's payroll as well as the dollar amounts of payroll costs, covered mortgage interest payments, covered rent payments, and covered utilities for the eight-week period following this loan.

MWC _____ I understand that loan forgiveness will be provided for the sum of documented payroll costs, covered mortgage interest payments, covered rent payments, and covered utilities, and not more than 25% of the forgiven amount may be for non-payroll costs.

MWC _____ During the period beginning on February 15, 2020 and ending on December 31, 2020, the Applicant has not and will not receive another loan under the Paycheck Protection Program.

MWC _____ I further certify that the information provided in this application and the information provided in all supporting documents and forms is true and accurate in all material respects. I understand that knowingly making a false statement to obtain a guaranteed loan from SBA is punishable under the law, including under 18 USC 1001 and 3571 by imprisonment of not more than five years and/or a fine of up to $250,000; under 15 USC 645 by imprisonment of not more than two years and/or a fine of not more than $5,000; and, if submitted to a federally insured institution, under 18 USC 1014 by imprisonment of not more than thirty years and/or a fine of not more than $1,000,000.

MWC _____ I acknowledge that the lender will confirm the eligible loan amount using required documents submitted. I understand, acknowledge and agree that the Lender can share any tax information that I have provided with SBA's authorized representatives, including authorized representatives of the SBA Office of Inspector General, for the purpose of compliance with SBA Loan Program Requirements and all SBA reviews.

Maya Woods-Cadiz Digitally signed by Maya Woods-Cadiz Date: 2020.04.10 12:34:04 -07'00' — 4/10/2020

Signature of Authorized Representative of Applicant — Date

Maya Woods-Cadiz — CEO/Superintendent

Print Name — Title

Paycheck Protection Program
Borrower Application Form

Purpose of this form:

This form is to be completed by the authorized representative of the Applicant and ***submitted to your SBA Participating Lender***. Submission of the requested information is required to make a determination regarding eligibility for financial assistance. Failure to submit the information would affect thatdetermination.

Instructions for completing this form:

With respect to "purpose of the loan," payroll costs consist of compensation to employees (whose principal place of residence is the United States) in the form of salary, wages, commissions, or similar compensation; cash tips or the equivalent (based on employer records of past tips or, in the absence of such records, a reasonable, good-faith employer estimate of such tips); payment for vacation, parental, family, medical, or sick leave; allowance for separation or dismissal; payment for the provision of employee benefits consisting of group health care coverage, including insurance premiums, and retirement; payment of state and local taxes assessed on compensation of employees; and for an independent contractor or sole proprietor, wage, commissions, income, or net earnings from self-employment or similar compensation.

For purposes of calculating "Average Monthly Payroll," most Applicants will use the average monthly payroll for 2019, excluding costs over $100,000 on an annualized basis for each employee. For seasonal businesses, the Applicant may elect to instead use average monthly payroll for the time period between February 15, 2019 and June 30, 2019, excluding costs over $100,000 on an annualized basis for each employee. For new businesses, average monthly payroll may be calculated using the time period from January 1, 2020 to February 29, 2020, excluding costs over $100,000 on an annualized basis for each employee.

If Applicant is refinancing an Economic Injury Disaster Loan (EIDL): Add the outstanding amount of an EIDL made between January 31, 2020 and April 3, 2020, less the amount of any "advance" under an EIDL COVID-19 loan, to Loan Request as indicated on the form.

All parties listed below are considered owners of the Applicant as defined in 13 CFR § 120.10, as well as "principals":

- For a sole proprietorship, the sole proprietor;
- For a partnership, all general partners, and all limited partners owning 20% or more of the equity of the firm;
- For a corporation, all owners of 20% or more of the corporation;
- For limited liability companies, all members owning 20% or more of the company; and
- Any Trustor (if the Applicant is owned by a trust).

Paperwork Reduction Act – You are not required to respond to this collection of information unless it displays a currently valid OMB Control Number. The estimated time for completing this application, including gathering data needed, is 8 minutes. Comments about this time or the information requested should be sent to : Small Business Administration, Director, Records Management Division, 409 3rd St., SW, Washington DC 20416., and/or SBA Desk Officer, Office of Management and Budget, New Executive Office Building, Washington DC 20503.

Privacy Act (5 U.S.C. 552a) – Under the provisions of the Privacy Act, you are not required to provide your social security number. Failure to provide your social security number may not affect any right, benefit or privilege to which you are entitled. (But see Debt Collection Notice regarding taxpayer identification number below.) Disclosures of name and other personal identifiers are required to provide SBA with sufficient information to make a character determination. When evaluating character, SBA considers the person's integrity, candor, and disposition toward criminal actions. Additionally, SBA is specifically authorized to verify your criminal history, or lack thereof, pursuant to section 7(a)(1)(B), 15 USC Section 636(a)(1)(B) of the Small Business Act (the Act).

Disclosure of Information – Requests for information about another party may be denied unless SBA has the written permission of the individual to release the information to the requestor or unless the information is subject to disclosure under the Freedom of Information Act. The Privacy Act authorizes SBA to make certain "routine uses" of information protected by that Act. One such routine use is the disclosure of information maintained in SBA's system of records when this information indicates a violation or potential violation of law, whether civil, criminal, or administrative in nature. Specifically, SBA may refer the information to the appropriate agency, whether Federal, State, local or foreign, charged with responsibility for, or otherwise involved in investigation, prosecution, enforcement or prevention of such violations. Another routine use is disclosure to other Federal agencies conducting background checks but only to the extent the information is relevant to the requesting agencies' function. See, 74 F.R. 14890 (2009), and as amended from time to time for additional background and other routine uses. In addition, the CARES Act, requires SBA to register every loan made under the Paycheck Protection Act using the Taxpayer Identification Number (TIN) assigned to the borrower.

Debt Collection Act of 1982, Deficit Reduction Act of 1984 (31 U.S.C. 3701 et seq. and other titles) – SBA must obtain your taxpayer identification number when you apply for a loan. If you receive a loan, and do not make payments as they come due, SBA may: (1) report the status of your loan(s) to credit bureaus, (2) hire a collection agency to collect your loan, (3) offset your income tax refund or other amounts due to you from the Federal Government, (4) suspend or debar you or your company from doing business with the Federal Government, (5) refer your loan to the Department of Justice, or (6) foreclose on collateral or take other action permitted in the loan instruments.

Right to Financial Privacy Act of 1978 (12 U.S.C. 3401) – The Right to Financial Privacy Act of 1978, grants SBA access rights to financial records held by financial institutions that are or have been doing business with you or your business including any financial

institutions participating in a loan or loan guaranty. SBA is only required provide a certificate of its compliance with the Act to a financial institution in connection with its first request for access to your financial records. SBA's access rights continue for the term of any approved loan guaranty agreement. SBA is also authorized to transfer to another Government authority any financial records concerning an approved loan or loan guarantee, as necessary to process, service or foreclose on a loan guaranty or collect on a defaulted loan guaranty.

Freedom of Information Act (5 U.S.C. 552) – Subject to certain exceptions, SBA must supply information reflected in agency files and records to a person requesting it. Information about approved loans that will be automatically released includes, among other things, statistics on our loan programs (individual borrowers are not identified in the statistics) and other information such as the names of the borrowers (and their officers, directors, stockholders or partners), the collateral pledged to secure the loan, the amount of the loan, its purpose in general terms and the maturity. Proprietary data on a borrower would not routinely be made available to third parties. All requests under this Act are to be addressed to the nearest SBA office and be identified as a Freedom of Information request.

Occupational Safety and Health Act (15 U.S.C. 651 et seq.) – The Occupational Safety and Health Administration (OSHA) can require businesses to modify facilities and procedures to protect employees. Businesses that do not comply may be fined, forced to cease operations, or prevented from starting operations. Signing this form is certification that the applicant, to the best of its knowledge, is in compliance with the applicable OSHA requirements, and will remain in compliance during the life of the loan.

Civil Rights (13 C.F.R. 112, 113, 117) – All businesses receiving SBA financial assistance must agree not to discriminate in any business practice, including employment practices and services to the public on the basis of categories cited in 13 C.F.R., Parts 112, 113, and 117 of SBA Regulations. All borrowers must display the "Equal Employment Opportunity Poster" prescribed by SBA.

Equal Credit Opportunity Act (15 U.S.C. 1691) – Creditors are prohibited from discriminating against credit applicants on the basis of race, color, religion, national origin, sex, marital status or age (provided the applicant has the capacity to enter into a binding contract); because all or part of the applicant's income derives from any public assistance program; or because the applicant has in good faith exercised any right under the Consumer Credit Protection Act.

Debarment and Suspension Executive Order 12549; (2 CFR Part 180 and Part 2700) – By submitting this loan application, you certify that neither the Applicant or any owner of the Applicant have within the past three years been: (a) debarred, suspended, declared ineligible or voluntarily excluded from participation in a transaction by any Federal Agency; (b) formally proposed for debarment, with a final determination still pending; (c) indicted, convicted, or had a civil judgment rendered against you for any of the offenses listed in the regulations or (d) delinquent on any amounts owed to the U.S. Government or its instrumentalities as of the date of execution of this certification.

EAST WEST BANK

Borrower:

American Indian Model Schools

Lender: East West Bank
Loan Servicing Department
9300 Flair Drive, 6th Floor
El Monte, CA 91731

Principal Amount:
$ 1,922,400.00

Date of Note: April 11, 2020

PROMISSORY NOTE

PROMISE TO PAY. The borrower identified above ("Borrower") promises to pay to East West Bank ("Lender"), or order, in lawful money of the United States of America, the principal amount specified above which will be fully disbursed at loan funding, together with interest on the unpaid principal balance from the date of this Note until paid in full.

INTEREST RATE. The interest rate on this Note is a fixed rate of 1.00% per annum, calculated according to the INTEREST CALCULATION METHOD paragraph below.

PAYMENT. Borrower will pay this loan in one payment of all outstanding principal plus all accrued unpaid interest on that date that is two years after the date of this Note ("Maturity Date"). In addition, Borrower will pay regular monthly payments in an amount equal to one month's accrued interest commencing on that date that is seven months after the date of this Note, with all subsequent interest payments to be due on the same day of each month after that. All interest which accrues during the initial six months of the loan period will be deferred to and payable on the Maturity Date. Unless otherwise agreed or required by applicable law, payments will be applied first to any accrued unpaid interest; then to principal. Borrower will pay Lender at Lender's address shown above or at such other place as Lender may designate in writing.

PAYMENT DUE DATE. If any payment required to be made under this Note becomes due and payable on a day other than a Business Day, the due date shall be extended to the next Business Day. "Business Day" means any day other than a Saturday, Sunday or a day on which commercial Banks in Los Angeles, California are authorized or required to close.

PREPAYMENT. This Note may be prepaid in whole or in part without penalty.

INTEREST CALCULATION METHOD. Interest on this Note is computed on a 365/360 basis; that is, by applying the ratio of the interest rate over a year of 360 days, multiplied by the outstanding principal balance, multiplied by the actual number of days the principal balance is outstanding. All interest payable under this Note is computed using this method.

DEFAULT. Each of the following shall constitute an event of default under this Note:

Payment Default. Borrower fails to make any payment when due under this Note, and fails to cure within fifteen days of notice and demand to cure made by Lender.

False Statements. Any warranty, representation or statement made or furnished to Lender by Borrower or on Borrower's behalf under this Note or the related documents is false or misleading in any material respect, either now or at the time made or furnished or becomes false or misleading at any time thereafter.

Death or Insolvency. The death or dissolution of Borrower, any assignment for the benefit of creditors, or the commencement of any proceeding under any bankruptcy or insolvency laws by or against Borrower.

EAST WEST BANK

Delivery of Original Note. The failure of Borrower to deliver to Lender the original of this Note bearing a wet-ink signature within six months of the date of this Note, as provided in the E-Signature paragraph hereinbelow.

LENDER'S RIGHTS. Upon default Lender may declare the entire unpaid principal balance under this Note and all accrued unpaid interest immediately due, and then Borrower will pay that amount.

WHEN FEDERAL LAW APPLIES. When SBA is the holder, this Note will be interpreted and enforced under federal law, including SBA regulations. Lender or SBA may use state or local procedures for filing papers, recording documents, giving notices, foreclosing liens, and other purposes. By using such procedures, SBA does not waive any federal immunity from state or local control, penalty, tax, or liability. As to this Note, Borrower may not claim or assert against SBA any local or state law to deny any obligation, defeat any claim of SBA, or preempt federal law.

GOVERNING LAW. This Note shall be governed by the law of the State of California.

RIGHT OF SETOFF. To the extent permitted by applicable law, Lender reserves a right of setoff in all Borrower's accounts with Lender (whether checking, savings, or some other account). This includes all accounts Borrower holds jointly with someone else and all accounts Borrower may open in the future. However, this does not include any IRA or Keogh accounts, or any trust accounts for which setoff would be prohibited by law. Borrower authorizes Lender, to the extent permitted by applicable law, to charge or setoff all sums owing on the indebtedness against any and all such accounts, and, at Lender's option, to administratively freeze all such accounts to allow Lender to protect Lender's charge and setoff rights provided in this paragraph.

SUCCESSOR INTERESTS. The terms of this Note shall be binding upon Borrower, and upon Borrower's heirs, personal representatives, successors and assigns, and shall inure to the benefit of Lender and its successors and assigns.

NOTIFY US OF INACCURATE INFORMATION WE REPORT TO CONSUMER REPORTING AGENCIES. Borrower may notify Lender if Lender reports any inaccurate information about Borrower's account(s) to a reporting agency. Borrower's written notice describing the specific inaccuracy(ies) should be sent to Lender at the following address: East West Bank Loan Service Department 9300 Flair Drive, 6th Floor El Monte, CA 91731.

GENERAL PROVISIONS. If any part of this Note cannot be enforced, this fact will not affect the rest of the Note. Lender may delay or forgo enforcing any of its rights or remedies under this Note without losing them. Borrower, to the extent allowed by law, waives any applicable statute of limitations, presentment, demand for payment, and notice of dishonor. Upon any change in the terms of this Note, and unless otherwise expressly stated in writing, no party who signs this Note, shall be released from liability. Lender may renew or extend (repeatedly and for any length of time) this loan without the consent of or notice to anyone.

DISBURSEMENT INSTRUCTIONS. Borrower instructs Lender to disburse all loan proceeds to Borrower's deposit account no. 8602001227 maintained with Lender.

[intentionally blank]

EAST WEST BANK

E-SIGNATURE. Borrower requests Lender to accept Borrower's electronic signature on this Note by scanned method or other electronic method, as if it was the original wet-ink signature of Borrower. Accordingly, Borrower agrees that Borrower's electronic signature is enforceable by Lender as if it was the original wet-ink signature of Borrower. Borrower agrees to deliver this Note with the original wet-ink signature to Lender as soon as practicable, and in no event later than six months after the date hereof.

By signing below, Borrower, on behalf of itself and each person named in the SBA Paycheck Protection Program Application Form ("Application"), represents to Lender that all information, representations and certifications stated in the Application are true and correct, including payroll and other information submitted to Lender. Borrower further certifies that it is adversely affected by the COVID-19 pandemic, and that it will use the fund solely for the purposes prescribed by the SBA for this loan program. Borrower agrees to indemnify and hold Lender harmless if any information, representation or certification stated in the Application or herein is not true and correct, or if Borrower's request or claim for loan forgiveness is declined or otherwise rejected by the SBA.

Borrower

American Indian Model Schools

By: Maya Woods-Cadiz

Name: Maya Woods-Cadiz

Title: CEO/Superintendent

By: _____

Name:

Title:

By: _____

Name:

Title:

LOAN NO. #66811521

EAST WEST BANK

RESOLUTION OF BORROWER

The signer on the Paycheck Protection Program loan application form is authorized, for, on behalf of, and in the name of American Indian Model Schools (the "Company") to execute and deliver in form and content as may be required by East West Bank all notes, applications and other agreements, instruments or documents to carry out the purposes of this resolution.

I/We certify that: (1) If the Company named above is a corporation, at least one of us is its Secretary or Assistant Secretary; if it is a partnership, we constitute all of its general partners or managing partners; or if it is a limited liability company, I am its Secretary or I/we are Member(s) and/or its only manager(s); (2) The foregoing resolution is a true copy of a resolution duly adopted by the Company's governing body and remains valid and effective.

Dated: April 11, 2020

Adrian Thurgen — Board of Directors, Secretary

Signature — Name and Title

Signature — Name and Title

Signature — Name and Title

LOAN NO. #66811521

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:

PPA discussion calciulaions.xlsx