AIMS K-12 College Prep Charter District

AIMS Monthly Board Meeting

Date and Time

Tuesday October 20, 2020 at 6:30 PM PDT

Location

Zoom - https://zoom.us/j/94945584895

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

I.   **Opening Items**

Opening Items

A.   Call the Meeting to Order

-   Board President, Mrs.Toni Cook

B.   Record Attendance and Guests

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

C. Adoption of Agenda

- Board President, Mrs. Toni Cook

D. Public Comment on Non-Agenda Items

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

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

A. President's Report

B. Superintendent's Report

C. AIMS K-12 Report

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

D. Education Coordinator, College Bound Kids Report

E. Operations Report

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

F. Finance Report - CSMC

III.   Action Items

A. Finance Committee

1. Nutrition Program Update
2. SPSA - AIPCS II

B. Governance Committee

1. AIMS Unpaid Meal Policy
2. USDA Nondiscrimination Statement Policy

IV. Closed Session

A. Public Comment on Closed Session Items

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

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

Roll Call

D. Report from Closed Session

- Board President, Mrs. Toni Cook

V. Closing Items

A. Adjourn Meeting

B. NOTICES

The next regular meeting of the Board of Directors is scheduled to be held on November 30, 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, Kellie Minor, hereby certify that I posted this agenda on the AIMS website at www.aimsk12.org, on October 16, 2020, at 6:20 PM.
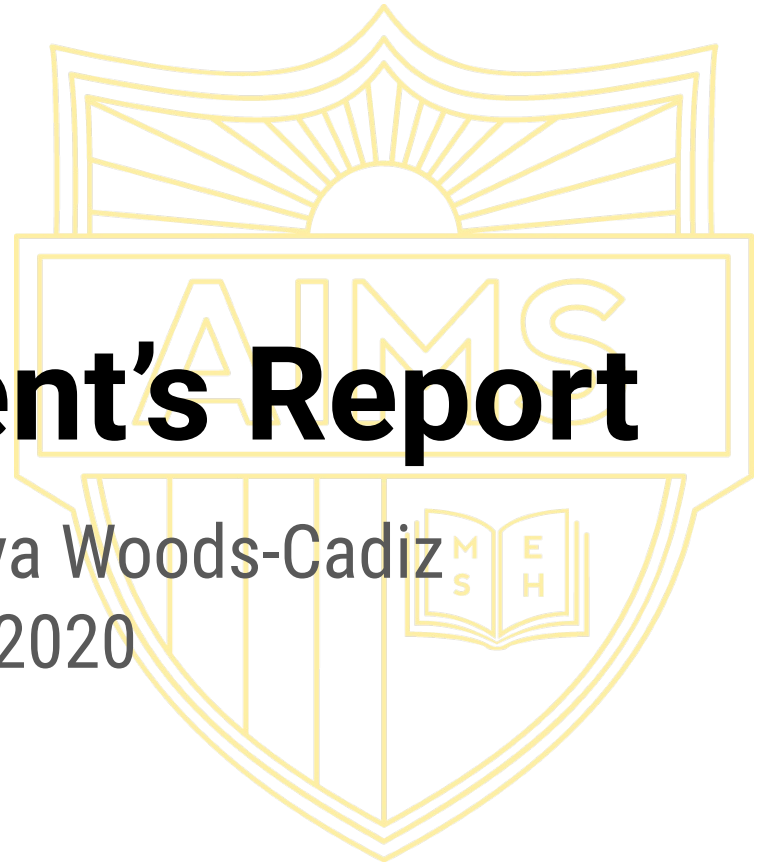**Certification of Posting**

Coversheet

Superintendent's Report

Section: II. Non-Action Items
Item: B. Superintendent's Report
Purpose: FYI
Submitted by:
Related Material: Superintendent October, 2020 Board Report (2).pdf

Superintendent's Report

Superintendent Maya Woods-Cadiz
October, 2020

AIMS Charter Renewal

AIMS College Prep Middle School

- Successful Submission on October 1, 2020
- 7 Year Request
- Over 1000 Pages
- November 4, 2020- OUSD Hearing
- Potentially December 2, 2020 -OUSD Decision

Letters of Support

AIMS Parents

Honorable Elihu Harris

Honorable Linda Handy-Peralta College

Chinatown Chamber of Commerce

Pat Williams-Oakland Rotary

Hillary Harmsen-CCSA

Ron Rice-National Alliance For Public Schools

Walter Allen-Acumen Building Enterprise

AIMS College Prep High School

- Successful Submission on October 1, 2020
- 5 Year Request
- Over 1000 Pages
- November 4, 2020- OUSD Hearing
- Potentially December 2, 2020 -OUSD Decision

Letters of Support

AIMS Parents

Senator Don Perata

Honorable Elihu Harris

Honorable Linda Handy-Peralta College

Chinatown Chamber of Commerce

Pat Williams-Oakland Rotary

Hillary Harmsen-CCSA

Ron Rice-National Alliance For Public Schools

Walter Allen-Acumen Building Enterprise

#RENEWAIMSTRONG!

School Reopening

- Alameda County has authorized elementary schools to open.
- Based on parent and staff feedback, AIMS will keep our reopening date to January 2021
- Small learning cohorts of no more than 12 students per pod (currently 1 pod per campus) are present at 12th Street and Lakeview
- Summer feeding programs extended until June of 2021
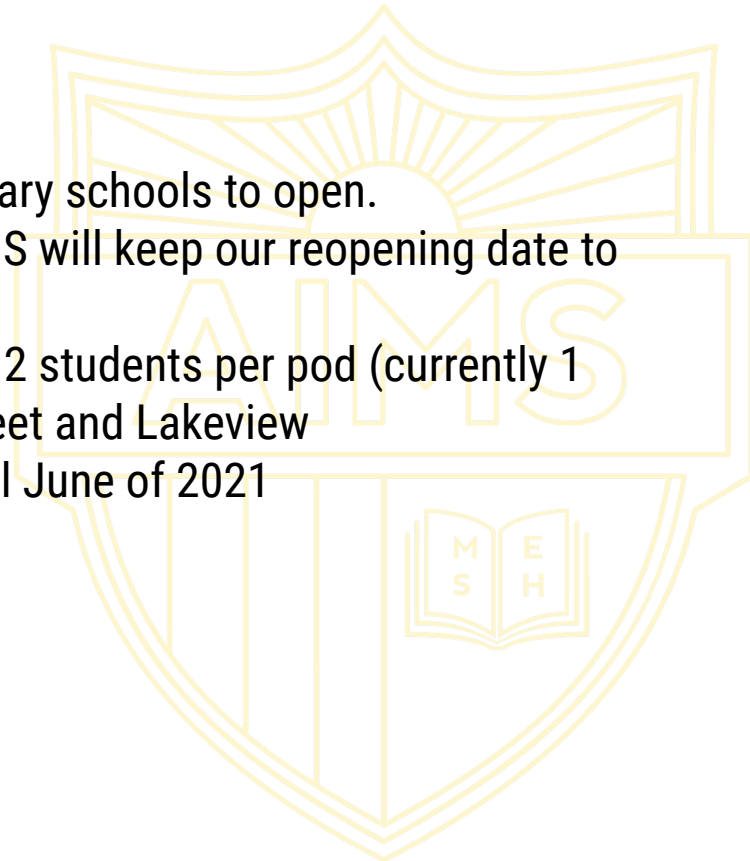
Parents from all three school responded.
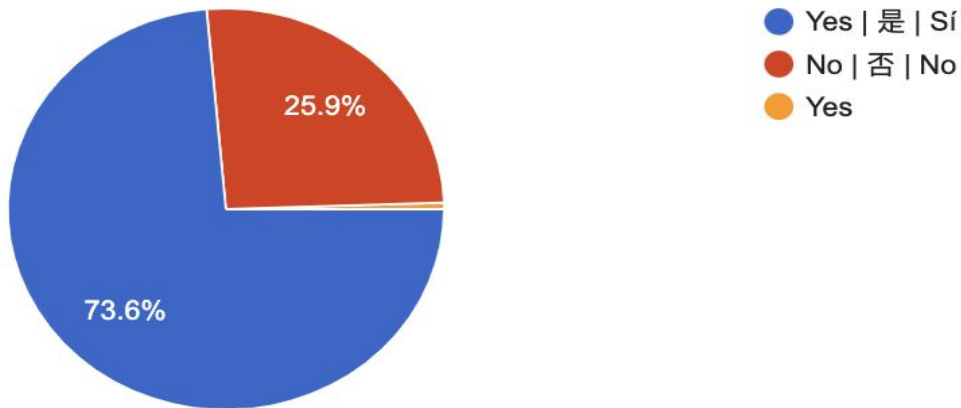
I have child(ren) in the following schools.

193 responses

Approximately 75% of the 193 reponses want us to wait until January to reopen.

I would like my child's school to keep to the original plan and open for in-person learning in January 2021.

193 responses
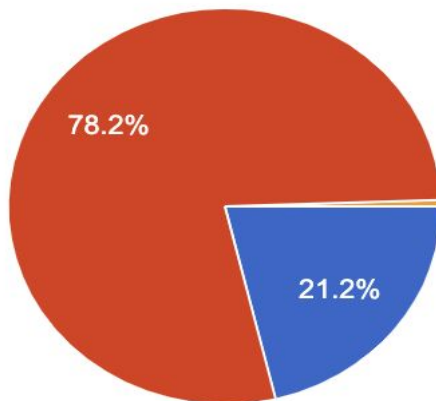

Yes | 是 | Sí
No | 否 | No
Yes

25.9%

73.6%

Approximately 78% of the 193 reponses want us to not reopen before January.

I would like my child's school to open for in-person learning before January 2021 (Clicking yes does not mean that the school will open before January)

193 responses

Yes | 是 | Sí
No | 否| No
No

Thank you!
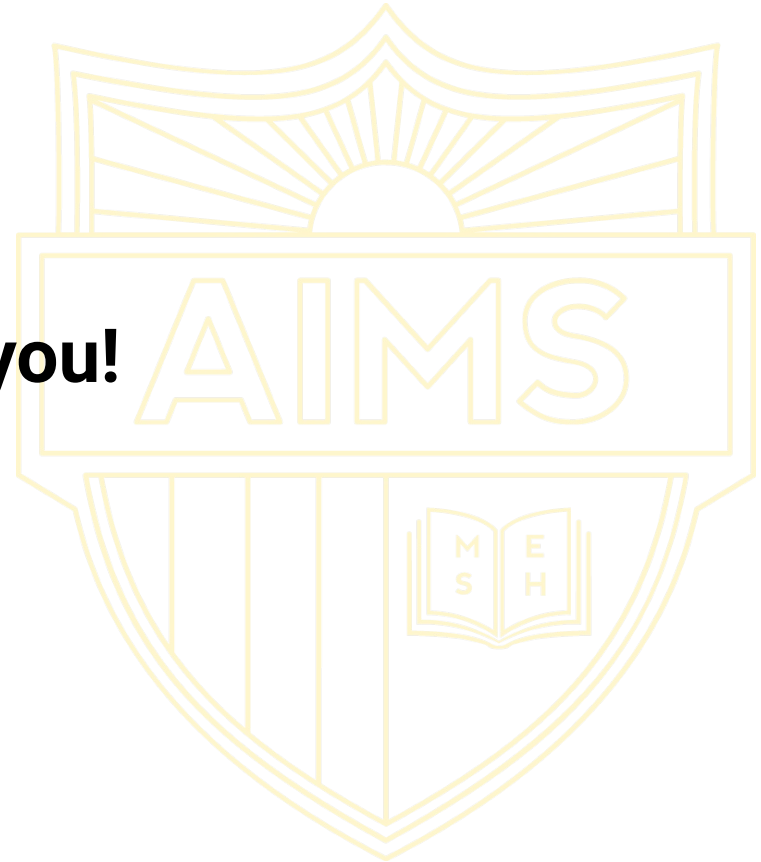
Coversheet

AIMS K-12 Report

Section: II. Non-Action Items
Item: C. AIMS K-12 Report
Purpose: FYI
Submitted by:
Related Material: AIMS HS High School Board Report (October).pdf
                              MS-Board ReportTmplt-2020Oct.pptx
                              Copy of Elementary School Board Report Template.pptx

AIMS HS Board Report
Reporting Period - October 13, 2020

Maurice Williams Jr.
Head of School
AIMS College Prep High School

Introduction

This slide deck contains information about AIMS College Prep High School. It will not be read to the board. In the interest of time, the board will receive this presentation in advance, and will have questions ready for the coordinator. The Head may take a short time (5 minutes Max) to highlight any Items that may be of specific interest to the board.

Highlights I Want The Board To Know

- **AIMS HS Successfully Submitted its Charter for Charter Renewal to OUSD, A Performance Improvement Plan, and it's WASC Mid-Cycle Report during the last week of September.**

- **AIMS HS will hold its WASC Mid-Cycle Visit from October 28-29**

- **AIMS HS will hold its second LCAP Advisory Council Meeting on Tuesday, October 27**

- **Second round of on-campus SAT exams will take place on Tuesday, October 27**

- **AIMS HS is in the process of hiring a Head of Division for Academics to help support at the High School.**

- **AIMS HS began on-campus instruction for 12 high school students (15 total)**

THE AIMS U COLLEGE PATHWAYS PROGRAM

AIMS HS is currently in it's first phase of it's AIMS U College Pathways program, which allows AIMS Students the opportunity to take Pre-Business, Pre-Engineering / Design Media, Pre-Law, and Pre-Med Peralta Community College classes (Laney and Berkeley CC) while on campus at AIMS. As part of the pathways program, AIMS HS students are enrolled in pathway programs, have the opportunity to earn between 18-24 UC and CSU transferable college credits, and potentially begin their college career with sophomore standing. AIMS HS has currently 55% of its students (245) enrolled in college pathway courses.
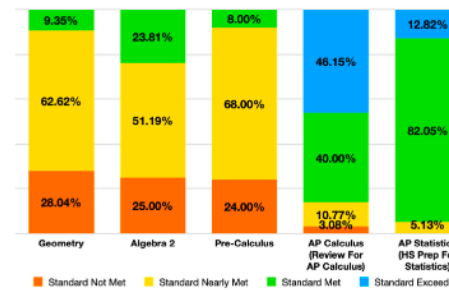
	Pre-Business*	Pre-Engineering / Design*	Pre-Law *	Pre-Med *
Sophomore	Intro to Business (1)	Intro to Web Design (1)	Law and Democracy	Human Nutrition (1)
Sophomore	Financial Accounting	Fundamentals of Graphic Visualization	Persuasion and Critical Thinking	Medical Terminology
Junior	Computerized Accounting Principles	Online Games & Interactivity	US and CA Constitution	Basic Human Anatomy and Physiology (2)
Junior	Intro to Advertising	UX & UI Design (1)	Social and Political Philosophy	Fundamentals of Biotechnology
Senior	Intro to Business Law (2)	Mobile & Cross Platform Design	The U.S. Constitution and Criminal Due Process (1)	Human Anatomy and Physiology
Senior	Intro to Marketing	Social and Emergent Media	Service Learning: Law, Democracy, and Public Administration	Microbiology
Indicates current courses on campus				

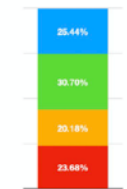| Course	Textbooks
BUS 2 (Introduction to Business Law)	Melvin, Sean P. The Legal Environment of Business, 4th Edition
BUS 10 (Introduction to Business)	Nickels. Understanding Business 12e
BIO 24 (Human Anatomy)	Elaine Marieb 0321927028. Pearson Essentials of Human Anatomy and Physiology 12e
BIO 28 (Human Nutrition)	Visualizing Nutrition: Everyday Choices, 4th Edition by Mary Grosvenor and Lori Smolin
POSC 6 (US Constitution and Criminal Due Process)	

Highlights Of The Month

- **AIMS HS has created virtual data walls to be displayed on Schoology and posted inside of teacher classrooms.** Math students were given end of year tests at the start of the year and are well on their way at meeting and exceeding standards at each grade level. ELA students were given Scholastic Reading Inventory (SRI) benchmarks that measure a child's lexile reading scores.

- **AIMS HS Yearbook students voted on the name of the Permanent Yearbook, *The Golden Talon.*** The theme for Volume 1 of this year's book is "*Living Our History,*" which will cover highlights from the 2019-20 academic school year, as well as the 2020-21 academic school year.

- **The AIMSTRONG! Student of the month will recognize student of the month winners based on the letter that corresponds to the AIMSTRONG Acronym.** For September's theme, *ACADEMICS*, 20 students were student of the Month, and freshman Ream Hussien was selected amongst the 20 students of the Month to win a free letterman jacket. At least Nine students will win a student of the month letterman jacket over the course of the academic school year as a means to help boost student morale and retention. October's theme is *INTEGRITY.*

- **AIMS HS ELD teacher Ligia Gonzales was named the Teacher of the Quarter and will win a free letterman jacket as well.** At least four teachers can earn letterman jackets over the course of the academic school year as a means to help boost teacher morale and retention.
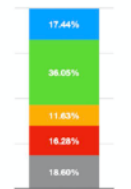
High School Instructional Schedule

2020 / 21 AIMS HS DISTANCE LEARNING MASTER BELL SCHEDULE
(15 minute reduction per class period)

Periods	Monday / Wednesday (Periods 1-4)	Periods	Tuesday / Thursday (Periods 5-8)	Periods	Friday A (Periods 1-4)	Periods	Friday B (Periods 5-8)
1	8:30 - 9:45	5	8:30 - 9:45	1	8:30 - 9:15	5	8:30 - 9:15
Transition A	10:00 - 10:10	Transition A	10:00 - 10:10	Transition A	9:30 - 9:40	Transition A	9:30 - 9:40
2	10:10 - 11:25	6	10:10 - 11:25	2	9:40 - 10:25	6	9:40 - 10:25
Lunch	11:40 - 12:40	Lunch	11:40 - 12:40	Transition B	10:40 -10:50	Transition B	10:40 -10:50
3	12:40 - 1:55	7	12:40 - 1:55	3	10:50 - 11:35	7	10:50 - 11:35
Transition B	2:10 - 2:20	Transition B	2:10 - 2:20	Lunch	11:50 - 12:30	Lunch	11:50 - 12:30
4	2:20 - 3:35	8	2:20 - 3:35	4	12:30 - 1:15	8	12:30 - 1:15
Prep / Office Hours	3:50 - 4:30	Prep / Office Hours	3:50 - 4:30	Prep / Office Hours	1:30 - 2:00	Prep / Office Hours	1:30 - 2:00
B Period	4:00 - 5:15	B Period	4:00 - 5:15	B Period	1:40 - 2:25	B Period	1:40 - 2:25

2020-21 AIMS HS Friday A / B Schedule
Previous Monday school closures resulted in an inequity of minutes for classes with Monday block schedules. For these reasons, 6 minimum days have been converted to full school days, which will allow our dual-pathway college courses and Periods 1-4 to receive regular instruction, without significant disruption to our existing bell schedule.

Date	Schedule Type	Day Type
August 21, 2020	Friday A (1-4)	Minimum Day
August 28, 2020	Friday B (5-8)	Minimum Day
September 4, 2020	Friday A (1-4)	Minimum Day
September 11, 2020	Friday A (1-4)	Full Day
September 18, 2020	No School	Staff Development
September 25, 2020	Friday B (5-8)	Minimum Day
October 2, 2020	Friday A (1-4)	Minimum Day
October 9, 2020	Friday B (5-8)	Minimum Day
October 16, 2020	No School	Staff Development
October 23, 2020	Friday A (1-4)	Minimum Day
October 30, 2020	Friday B (5-8)	Minimum Day
November 6, 2020	No School	Parent Conferences
November 13, 2020	Friday A (1-4)	Full Day
November 20, 2020	Friday A (1-4)	Minimum Day
November 27, 2020	No School	Thanksgiving Break
December 4, 2020	Friday B (5-8)	Minimum Day
December 11, 2020	Friday A (1-4)	Minimum Day
December 18, 2020	Friday B (5-8)	Minimum Day
December 25, 2020	No School	Winter Break
January 1, 2021	No School	Winter Break
January 8, 2021	Friday A (1-4)	Minimum Day
January 15, 2021	Friday B (5-8)	Minimum Day
January 22, 2021	Friday A (1-4)	Full Day
January 29, 2021	Friday A (1-4)	Minimum Day

High School Strategy for Staff Communication

- **Department Chairs:** To facilitate communication within each department, and to establish the collaboration needed to provide for consistency for students, this year at AIMS High School, Department Chairs were named. These Department Chairs are responsible for conducting monthly meetings with their department members and providing feedback to the Head of School and Academic Deans regarding decisions made and/or questions or concerns to be addressed. Department Chairs are paid an extra stipend for their additional responsibilities.

- **Department Meetings**: Led by the Department Chair, each department meets monthly to coordinate efforts to align instruction with agreed upon guidelines, discuss current issues or concerns, raise questions, and offer possible recommendations. Minutes of department meetings are provided to the Head of School and Academic Deans.

- **Additional professional development opportunities**: Teachers have been given choices for AP professional development courses, as well as yearlong AP Mentoring for courses selected by AP College Board. Non-AP teachers can enroll in the AP workshops as well in order to get a better sense of what the AP courses entail. All staff can also seek out professional development workshops of their choice.

- **Increased Teacher Preparation Time:** Teachers need adequate preparation time for their planning and researching materials. More prep time has been included with the new eight-block scheduling this year and teachers are now receiving an additional 8-10 hours of preparation time than was provided in past years.

- **Lesson Plan Review / Feedback:** Teachers prepare and submit lesson plans for each of their courses at the beginning of each week. They receive written feedback on those plans, with guidance given and particular attention made to the utilization of the adaptive learning technologies

- **Development of Pacing Guides / Syllabi:**Teachers have developed a syllabus and pacing guide for each of their courses. The syllabus for AP classes is aligned with the AP College Board course expectations. The syllabus for non-AP courses reflects the Common Core State Standards for the subject matter taught. The Pacing Guide allows for allocating adequate time to cover the required content.

- **GoGuardian**

- **Classroom Observations**

High School Online Tools and Portals

- **Schoology**
- **Zoom (As Backup Option)**
- **ALEKS (Math, AP Chemistry)**
- **Scholastic Reading Inventory (SRI)**
- **Quill Writing**
- **AP Classroom**
- **Study.com**
- **Edhesive**
- **Rosetta Stone**

High School Method for Monitoring Instruction

- **Staff Meetings (Twice a Month)**
- **Weekly Email Announcements**
- **Weekly / Daily Slack Communications**
- **Parentsquare / Schoology**

High School Strategy for Communicating With Students and Parents

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- **GoGuardian**

- **Classroom Observations**

High School Strategy for Addressing Concerns From Parents and Students

- Daily calls to all AIMS HS and incoming AIMS HS students to confirm Fall Enrollment
- Multiple Summer Parentsquare and Email Communications from AIMS Staff Regarding Upcoming School Year / '19-'20 School Year Highlights
- Required Summer Novel Readings for all AIMS HS students (students stopped by campus to pick up summer reading materials over the summer)
- Required Math ALEKS for all incoming AIMS students
- Held 8 parent engagement meetings and 4 student orientations (one per grade level) Parent meetings were held in Mandarin only and Spanish breakout rooms
- Held Junior / Senior and Freshman / Sophomore drive-in pickups of school supplies, textbooks, and class shirts
- Multiple student engagements to complete Dual-Enrollment forms for AIMS U College Pathways Program in the Fall
- Make-Up pickup dates will be ongoing throughout the school week

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

- *Ghosted (*Kaiser Permanente) presentation / workshops on Mental Health.

Developed by Kaiser Permanente in collaboration with the Seattle Children's Theatre, "Ghosted" is an interactive play and workshop to address mental health needs, break down stigma, and provide resources to teens and teachers. "Ghosted" is a one-hour assembly presented to high school audiences and follows the journey of 4 young people who are dealing with their own mental health challenges. One character, Syd, is clinically diagnosed with anxiety while Kayla finds herself dealing with secondary stress because she is worried about her friends.

Before and after the presentation, students can interact and have the opportunity to submit feedback to the cast using an anonymous survey.

All AIMS HS Classes will participate in Ghosted, a two part 60 minute presentation. Mr. Castellano attends to also help support students with even more chronic issues. Students will also learn ways to help deal or combat with their stress.

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

- **Holistic Health Weekends (Beginning Quarter 2)**

- All weekend homework will be due by Sunday, at 11:59PM.

  - Homework limited to 30 - 45 minutes per subject for the weekend.

  - (Tentative) Go-Guardian settings to limit or restrict Chromebook use from Friday at 4PM - Saturday at 8AM, which would allow students to be entirely prevented from using their school issued Chromebook. This would also help promote student's ability to be engaged in other activities that do not require use of a computer (e.g. outdoor exercise / activity)

High School Challenges/Concerns and Method for Resolution

1. Student Balance

- **Concern:** Several students are experiencing difficulty with distance learning. Screen time use, connectivity issues, lack of socialization, and lack of outdoor activity are among the most correlative issues that are contributing to increased stressors during school.

- **Resolution: On Campus Learning, per county COVID-19 safety guidelines, has begun on campus.** Students wear uniforms, required PPEs, are properly social distanced, receive snacks, hot lunches, monitored outdoor interaction with friends, and increased staff/guidance. More than 20 families have signed up and AIMS HS will only accommodate no more than 16 students, each day on a rotational basis as needed.

AIMS 6-8 Board Report
Reporting Period October 2020

Head of School Peter Holmquist, AIMS College Prep Middle School

Introduction

This slide deck contains information about AIMS College Prep Middle School. It will not be read to the board. In the interest of time, the board will receive this presentation in advance, and will have questions ready for the coordinator. The Head may take a short time (5 minutes Max) to highlight any Items that may be of specific interest to the board.

Highlights I Want The Board To Know

- **Continuing to develop teachers**

- **Completed the renewal visitation by OUSD**

- **Delivering uniforms, books, art and music supplies to students**

  - **October 20th, 21st, and 22nd**

- **Elected SGA, who are here tonight to be sworn in before the AIMS Board**

- **All Tied Up events**

Highlights Of The Month

- **Had a first couple events with All Tied Up/**

- **Elected SGA, who are here tonight to be sworn in before the AIMS Board**

- **Completed the renewal visitation by OUSD**

- **Delivering uniforms, books, art and music supplies to students**
    - **October 20th, 21st, and 22nd**

Middle School Instructional Schedule

			USC & Stanford (Ms.Jone & Ms. Bakheit)								
			Monday		**Tuesday**		**Wednesday**		**Thursday**		**Friday**
	Block 1 (90 min)	9:00 - 10:30	USC (ELA)	Stanford (Math)	USC (Math)	Stanford (ELA)	USC (ELA)	Stanford (Math)	USC (Math)	Stanford (ELA)	USC (ELA & Hist Assessment & Evaluation)	Stanford (Math & Sci Assessment & Evaluation)
		10:30 - 11:00	Break									
Week 1	**Block 2 (90 min) USC/Stanford**	11:00 - 12:30	P.E. (Mike)	P.E. (Tina)	USC Art (Frost)	Stanford Music (Hammer)	USC World Language (Spanish)	Stanford World Language (Mandarin)	P.E. (Mike)	P.E. (Tina)		
Week 2	**Block 2 (90 min) USC/Stanford**	11:00 - 12:30	P.E. (Mike)	P.E. (Tina)	USC Art (Frost)	Stanford Music (Hammer)	USC World Language (Spanish)	Stanford World Language (Mandarin)	USC Art (Frost)	Stanford Music (Hammer)	USC (Math & Sci Assessment & Evaluation)	Stanford (ELA & Hist Assessment & Evaluation)
Week 3	**Block 2 (90 min) USC/Stanford**	11:00 - 12:30	P.E. (Mike)	P.E. (Tina)	USC Art (Frost)	Stanford Music (Hammer)	USC World Language (Spanish)	Stanford World Language (Mandarin)	USC World Language (Spanish)	Stanford World Language (Mandarin)		
		12:30 - 1:00	Lunch									
	Block 3 (90 min)	1:00 - 2:30	USC (Math)	Stanford (ELA)	USC (ELA)	Stanford (Math)	USC (Math)	Stanford (ELA)	USC (ELA)	Stanford (Math)		
	Block A (60 min)	2:30 - 3:30	USC Science	Stanford History	USC History	Stanford Science	USC Science	Stanford History	USC History	Stanford Science		

Middle School Strategy for Staff Communication

- For Teachers: email, weekly memos, PLC meetings, and professional development Fridays

- For Clerical Staff: emails, in person and zoom meetings, also weekly memos

- For Administrators: (occasional) in-person or zoom meetings, phone calls, and emails

Middle School Online Tools and Portals

This is the main list of resources for

everyday use by the Middle School

Resource	URL
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**
  - **subject matter meetings**
- **Syllabus oversight and Lesson Plan review**
- **Visitation of online classrooms**
  - **using district evaluation program**
  - **focused on California Standards for the Teaching Profession (CSTP)**
- **Review of Zoom & Schoology class recordings**
- **Grade checks and oversight through Powerschool and Schoology**

Middle School Strategy for Communicating With Students and Parents

- ParentSquare messages from Head of School to families
- Parent Information meetings and tutorials around technology
- Middleschool@aimsk12.org and Teaching staff are the main conduit for communicating with students
- Phone calls and emails from staff for attendance (clerical, faculty, & administrators)
- Progress Reports and Report Cards
- Phone calls and emails from teachers for attendance, behavior, and grades
- Parent Square and Zoom meetings for resource pickup & scheduling
- Continuing technical help including hardware exchange

Middle School Strategy for Addressing Concerns From Parents and Students

1. At any of these stages, if there is a resolution the process stops.

2. Parent addresses concern, usually through email, although sometimes in person at front desk

3. Staff (usually clerical or faculty) respond as best they can in the moment

4. If there is no resolution in first contact, then the student's teachers are invited to weigh in with their information, or intervene for their student.

5. If there is still no resolution, a MS administrator or other staff (ELD, SpEd) may become involved. If this is the first contact, step 4 will be enacted.

6. If there is not resolution and no clear policy, there may be a meeting between stakeholders.

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

- Teachers ask an emotional check-in question to begin the class.
- Teachers include "icebreaker" activities to build community, trust, and care in the classroom.
- Administrators begin their meetings with faculty with a brief emotional check-in.
- Phone calls, zoom meetings, among staff interactions, often include this emotional check-in.
- SEL Counseling for individuals and groups
- (These socio-emotional practices are modeled in ongoing meetings.)

Middle School Challenges/Concerns and Method for Resolution

- **Engagement of students in online learning**

    - **skills, practices, relationships**

    - **develop teacher investment in curriculum**

All Day Professional Development addressed

- **faculty evaluation plan (including data tracking for improvement)**
- **unit/lesson planning for Quarter Two and beyond**

AIMS K-5 Board Report
Reporting Period October, 2020

Head of School Christopher Ahmad , AIMS College Prep ElementarySchool

Introduction

This slide deck contains information about AIMS College Prep Elementary School. It will not be read to the board. In the interest of time, the board will receive this presentation in advance, and will have questions ready for the coordinator. The Head may take a short time (5 minutes Max) to highlight any Items that may be of specific interest to the board.

Highlights I Want The Board To Know

Kaiser Permanente's Educational Theatre has created a virtual program called "Peace Signs: Increase the Peace". This is a free 35 minute live stream workshop for students in grades 3-6. Through this program students learn the following:

·   €The *Peace Signs* Stoplight Solution conflict resolution model and dance

·   €Skills to regulate emotions and build resiliency

·   €Understanding empathy and respect for others

·   €The importance of seeking help from trusted adults when faced with bullying and violence

K-5 students will be taking their first ELA and math Benchmarks on October 21st and 22nd

Highlights Of The Month

K-5 students will be taking their first ELA and math Benchmarks on October 21st and 22nd

Q1 Report Cards were completed on 10/19

A new laptop was purchased for each teacher so that they can efficiently run virtual learning programs without any hiccups

Teachers were able to teach 3-4 standards per day to get ready for the Orange Benchmarks

Over 106+ students attend Academic Saturday School each week for grades 3-5

Elementary School Instructional Schedule

K-1: 8:45-3:00

2-5: 8:30-3:30

Elementary School Strategy for Staff Communication

Email
Direct Phone Call/Text
Zoom Meetings

Elementary School Online Tools and Portals

Zoom
SeeSaw
Google Classroom

Elementary School Method for Monitoring Instruction

Observations
Benchmarks
Lesson Plans
Report Cards

Elementary School Strategy for Communicating With Students and Parents

ParentSquare
Text/Phone
Zoom

Elementary School Strategy for Addressing Concerns From Parents and Students

Zoom Meetings with Parents, Teacher, and Admin

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

PBIS POINTS
Lunch with the Teacher on Friday
Movie Fridays
Prizes
Brain Breaks

Elementary School Challenges/Concerns and Method for Resolution

-Students not returning from lunch
-Students being off-task and going on Youtube and/or games
We have GOGUARDIAN, but students have found a way to use another device or a different non-school email

Solution – K-5 Detention on Saturday

Coversheet

Education Coordinator, College Bound Kids Report

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

AIMS K-12
College Bound Kids
Reporting Period October 2020

Matthew Gordan, College Bound Kids Coordinator

Introduction

This slide deck contains information about the College Bound Kids initiative. It will not be read to the board. In the interest of time, the board will receive this presentation in advance, and will have questions ready for the coordinator. The Coordinator may take a short time (5 minutes Max) to highlight any Items that may be of specific interest to the board.

Highlights I Want The Board To Know

- So far almost 90% of the Seniors have successfully hit their individualized deadlines for UC personal essay drafts.

- So far our Seniors have had virtual information meetings with UC Santa Cruz, UC Riverside, UC Santa Barbara, UC San Diego, UC Davis, San Diego State, Brown University, and Yale. Coming up is Monterey Bay State, Cal Poly SLO, UC Merced and Irvine, USC, and more.

- So far we have ordered 1,222 AP exams (that's a lot!) and counting

Established College Bound Priorities

Current Priorities:

*Guide Seniors through college application process:
   -Investigate schools and majors
   -"Meet" college admissions officers via lunchtime meetings
   -Instruct on how to create personal essays
  -Read and provide feedback on all Senior essays
  -Continuous 1-on-1 meetings with Seniors throughout semester

*Provide awareness and help with current scholarship opportunities

*Oversee AP ordering for the high school

*Keep track of and nag Seniors in regards to completing credit recovery in order to graduate this year

Established Daily/Weekly Schedule for Communicating With Seniors, Juniors

*In terms of Juniors, I communicate when there is news or opportunities to share. They receive a group email from me once a week, sometimes more.

*In terms of Seniors, I have 3 class periods with all of them. Our communication is all day everyday, with communication occurring in a variety of ways: group emails to the entire grade, group emails to specific class periods, emails and messages to individual students, updates posted to the Schoology class wall, lecture time during class, 1-on-1 virtual meetings that take place throughout the day, and in a couple instances, over the phone.

Established Daily/Weekly Schedule for Working With Elementary and Middle School

For the first semester there is minimal contact between myself and the other schools because all my time and focus needs to be with the Seniors. I have however communicated with Mr. Ahmad and Mr. Holmquist and formulated plans to work with their schools during the 2nd semester:

Elementary School: Will provide elementary-friendly worksheets and activities to do with the students so they can familiarize themselves with the idea of college (think word searches and such) while also taking them on virtual tours of colleges so they can view images and try to anchor themselves in what's an abstract idea for them.

Middle School: Kind of like "Choose Your Own Adventure," the students will be presented a few different narratives centered around a fictional student and the different roads they can take to reach their goals in terms of colleges and careers. Example: The narrative will follow what John Doe needs to do-- and the different ways to accomplish it all-- in order to become an engineer. Virtual tours of colleges will also be used.

Scholarship Searches and Results

This is an ongoing process...

So far we have at least 6 students on track to apply for the QuestBridge scholarship, 7 students for the Bill Gates scholarship, and 5 for the Coca-Cola scholarship. More students have expressed interest, but these are the number of students who have actually submitted work for review.

More scholarships have slowly opened up, like Asian Pacific Islander Association scholarships (they host a few throughout the year).

Keep in mind the main scholarship season comes alive in January and runs through June. Scholarships are part of the curriculum of the college planning class for the 2nd Semester and are mandatory assignments.

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

*When necessary, 9th-11th graders individually receive communication from me in regards to credit recovery (10th-11th) and AP registration (9th-11th).

*The entire Junior class receives information from me once a week on opportunities they should look into (examples: internships, college tours) and/or updates that affect them (like SAT requirements).

*The 100 Seniors hear and read my words everyday via our classes together (lecture time), group emails to the entire grade, group emails to specific class periods, emails and/or messages to individual students, updates posted to the Schoology class wall, 1-on-1 virtual meetings that take place throughout the day, and in a couple instances, over the phone.

Qualitative and Quantitative Results for Response to Student and Parent Inquiry

Main Inquiry Topics:

Credit recovery

Graduation requirements

Any and every matter relating to the college application process

I have communicated on a personal basis with every Senior. In terms of how often, I'm connecting with at least 45 Seniors a day between class time, 1-on-1 meetings, and personal email/messaging correspondence.

Coversheet

Operations Report

Section: II. Non-Action Items
Item: E. Operations Report
Purpose: FYI
Submitted by:
Related Material: Operations Board Report Template.pptx

AIMS K-12 Operations
Reporting Period October 2020

Marisol Magana, Operations Director

Tiffany Tung, Operations Manager

Introduction

This slide deck contains information about the Operations department. It will not be read to the board. In the interest of time,the board will receive this presentation in advance, and will have questions ready for the coordinator. The Director or designee may take a short time to highlight any Items that may be of specific interest to the board.

Highlights I Want The Board To Know

Reporting
- Woking on CALPADS Fall 1 Updates
- Federal Program Monitoring (FPM) - AIPCS II (CE, EL, EXPL)
- Developed SPSA for AIPCS II
- Started working on 20-21 Fall Enrollment Student Data for Office of Charters Due October 23
- Started working on California Basic Educational Data System (CBEDS) for AIPCS/AIPCS II/AIPHS
- Started working on Prop 39 forms for AIPCS/AIPCS II/AIPHS
- Supported HS with WASC report

Food Service Program
- Implementation of new online application for lunch applications (allows families to be able to easily access and complete lunch applications and provides immediate Title 1 information for school district. All information completed sync with SIS data management platform)
- Applied for SSO (Seamless Summer Option) CDE approved SSO for nutrition program. SSO program will reduce paperwork and alleviate administrative burdens and makes it easier for AIMS to feed children in low income areas during traditional summer vacation periods and during school vacation periods of longer than ten days for year-round schools.

The established Technological Plan for Determining Daily Attendance K-12

Attendance will be completed online through our Student Information System (SIS) PowerSchools.

PowerSchool is a student information system, used to record and track student records, including grades and attendance. This system allows educators and administrators to effectively and conveniently manage student records.
PowerSchool stores our attendance, grades, student demographics, contact information, which syncs federal and state information to CALPADS.

- Attendance codes have been created to differentiate online and in person instruction.

- PowerSchool Logins have been provided to all teachers and staff that will be responsible for attendance.

- Attendance is taken by homeroom teacher (Elementary & Middle School), or by the 1st or 5th period teacher for high school.

- Laptops were distributed to all teachers.

- Weekly and monthly attendance audits are being reviewed and signed electronically by teachers taking attendance.

ADA Attendance Results for Elementary, Middle, and High for September/October

	School Days 9/21/20 to 9/30/2020	School Days 10/1/2020 to 10/15/2020
Elementary	98.61%	99.01%
Middle	94.72%	93.81%
High School	95.64%	97.21%

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

- We are using our student information system (SIS)- PowerSchool to ensure that attendance is taken correctly and on a timely matter.
- **Effectiveness and Daily Accountability:** Admin staff checks that teachers are submitting attendance on time if they do not they email/notify the teachers 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.
- **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:

➢ Due to distance learning, attendance may not be completed in a timely manner.
➢ Internet connectivity may be problematic for teachers and students

Resolution/Action Plan Addressing Concerns:

1. Attendance checklist for teachers and staff has been created and shared
2. Attendance audits are reviewed by administrative staff to ensure attendance is accurate.
3. Teachers will inform administrative staff if students join late virtually to ensure that attendance is accurate for the day.
4. Families with internet connectivity issues are provided information about free/low discount internet and ways to obtain jet packs.

Coversheet

Finance Report - CSMC

Section: II. Non-Action Items
Item: F. Finance Report - CSMC
Purpose: FYI
Submitted by:
Related Material: 2020-21 State Budget Act.pptx
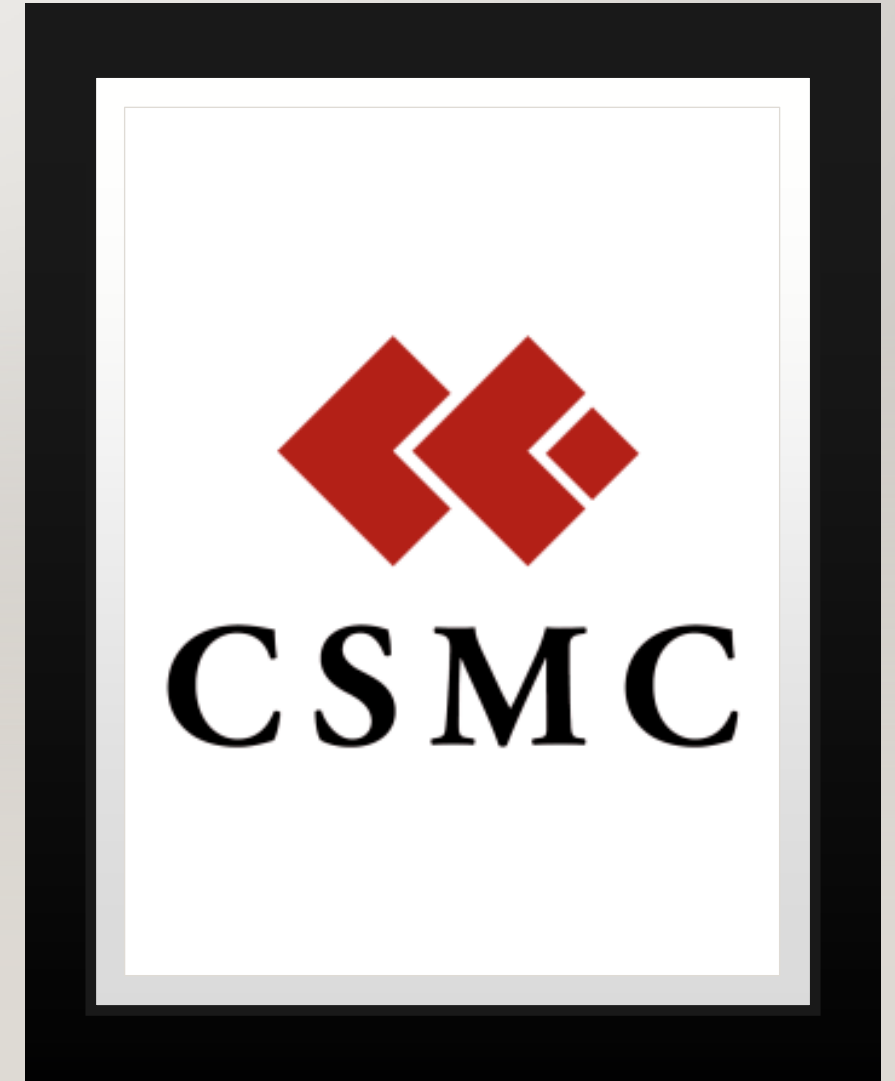
POLITICAL LANDSCAPE

- It's an election year

- The legislature asserted authority to respond to COVID 19 crisis and make significant changes to the Governor's May Revision

- Legislature protected K-12 schools and other programs with large deferrals rather than direct cuts

- One-time federal funds and PERS/STRS relief ease pressure, but big fiscal and operating challenges remain

PRINCIPAL APPORTIONMENT DEFERRALS

- We are faced with two sets of K-12 Principal Apportionment Deferrals for a total of $11.1 billion pushed into next fiscal year. A deferral creates a one-time loss of funds in the year implemented and may cause significant cash flow and budget impacts.

  - $1.9 billion in June 2020 payments deferred to July 2020, and then repeated for June 2021 to July 2021.

  - Additional $9.2 billion deferred in 2020-21 from:

    - June 2021 to July 2021

    - May 2021 to August 2021

    - April 2021 to September 2021

    - March 2021 to October 2021

    - February 2021 to November 2021

ADA & INSTRUCTIONAL MINUTES

- The budget sets 20-21 ADA for funding purposes at 2019-20 P-2 levels
  - 2019-20 P2 ADA calculated on July 1, 2019 – February 29, 2020 attendance
  - Holds LEAS harmless from declining enrollment, but provides no increase to funds for ADA growth
  - The Governor urged the legislature to pursue targeted solutions which resulted in the passage of SB820 and the "Growth Funding Application". This will allow school that planned for growth to apply for additional funding. - The application is available and due 11/6/2020
  - Suspends Annual Instructional Minutes requirement but maintains Minimum School day minutes requirement(s). Suspends PE Minimum requirement

INSTRUCTION IN THE 2021 SCHOOL YEAR

- SB98 provides three options for providing instruction in 20-21:

  - **In person instruction**

    - **Distance Learning**

      - **Hybrid instruction model through in person and Distance Learning**

- Legislature clarified the intent was to provide LEAs flexibility in developing instructional models, but that LEAs should provide in-person instruction "to the greatest extent possible"

- Distance Learning is modeled after Independent Study but is a distinct instructional model and attendance accounting methodology with separate requirements.

ONE TIME FUNDING

- $5.3 billion in one-time federal CARES Act and State funding for LEAS to mitigate learning loss related to COVID-19 school closures. Funds are allocated in three ways:

  - $2.9 billion (CRF) to LEAS based on supplemental and concentration grant allocation
  - 1.5 billion (CRF & GEER) to LEAs based on special education enrollment
  - $979.8 million (CRF & state GF) to LEAs based on total LCFF allocation

  - **American Indian Public Schools funding totals:**
    - **AIPCS1 = $196,156   AIPCSII $548,369   AIPHS $342,107**

ELEMENTARY & SECONDARY SCHOOL EMERGENCY RELIEF (ESSER) FUND

- The State received $1.6 billion in federal ESSER funding under the CARES Act.
  - $1.5 billion of funding required to go out based on LEA Title 1, Part A Allocations
  - The remaining$164.7 million will be allocated for COVID 19 related meal reimbursement, grants to coordinate or expand community schools and $6 million for UC Subject matter projects.

  - **American Indian Public Schools funding totals:**
    - **AIPCS1 = $40,384   AIPCSII $182,661   AIPHS $81,798**

ACCOUNTABILITY

- No Standard LCAP for 2020-21

- LEAS must adopt a Learning Continuity and Attendance Plan – This was due 9/30/2020

- LCFF Budget overview for parents adopted by December 15, 2020, with the first interim budget report

- Federal one-time funds CAN be spent before the adoption of the plan

- CSMC is working with you to track your LCP Goals and Actions and your Learning Loss Mitigation and ESSER funds. We are reporting on these quarterly.

Coversheet

Finance Committee

Section: III. Action Items
Item: A. Finance Committee
Purpose: Vote
Submitted by:
Related Material: Nutrition_Program_Update_2020-2021__2_.pdf
                             School Plan for Student Achievement (4).pdf
                             SPSA - AIPCS II.docx
                             SPSA Presentation 2020-2021 (1).pdf

AIMS Nutrition Program Update

Finance Committee Meeting
October 8, 2020

SSO (Seamless Summer Option)

AIMS applied for SSO and was approved by CDE Department of Nutrition Services effective September 14, 2020 till the end of 12/2020. The SSO will allow all families and individuals in the community to age 19 and below to receive meals for for free.

What is SSO?

SSO Seamless Summer Option, an extension of the NSLP (National School Lunch Program) program, the idea behind this program is that we can seamlessly move out of the program at any point and time. Additionally, all families and individuals in the community will now be free, we will not need to consider eligibility or income. This will also mean our staff will not need to scan out lunches individually, they will complete a meal count form once a week during lunch distribution and we will send that back to the state to receive our reimbursement. All meals distributed will be 100% reimbursed by the state and federal government at the *free* rate of $3.41.

SSO distribution began as of Monday, September 21, 2020 at the AIMS high school campus.

Lunch Distribution Site

Finance Committee site recommendation for district lunch distribution: 746 Grand Ave, Oakland CA 94610

AIMS has now been officially approved for the SSO (Seamless Summer Option) and is proposing to begin lunch service at 171 12th St. Oakland, CA 94607 one day a week on Mondays 12:30pm-2:30pm.

Benefits:

Serving lunches at both school campuses would allow the AIMS Nutrition Program to target more families in low-income areas were food is needed the most. The 94607 zip code is where the predominant amount of our low-income families live. This would allow for families that live in the area to have access to meals, and access families that do not have transportation.

Additionally, now that we are feeding the community and not just AIMS families we will be able to support more families and reach more families at the 171 12th St. campus.

Survey Data

Parents were survey in September the following questions:

Do you have the ability to commute to 746 Grand Ave. Oakland, CA 94610 to pick up your child's lunch from 11:00am-12:45pm on Monday's?

● Yes
● No
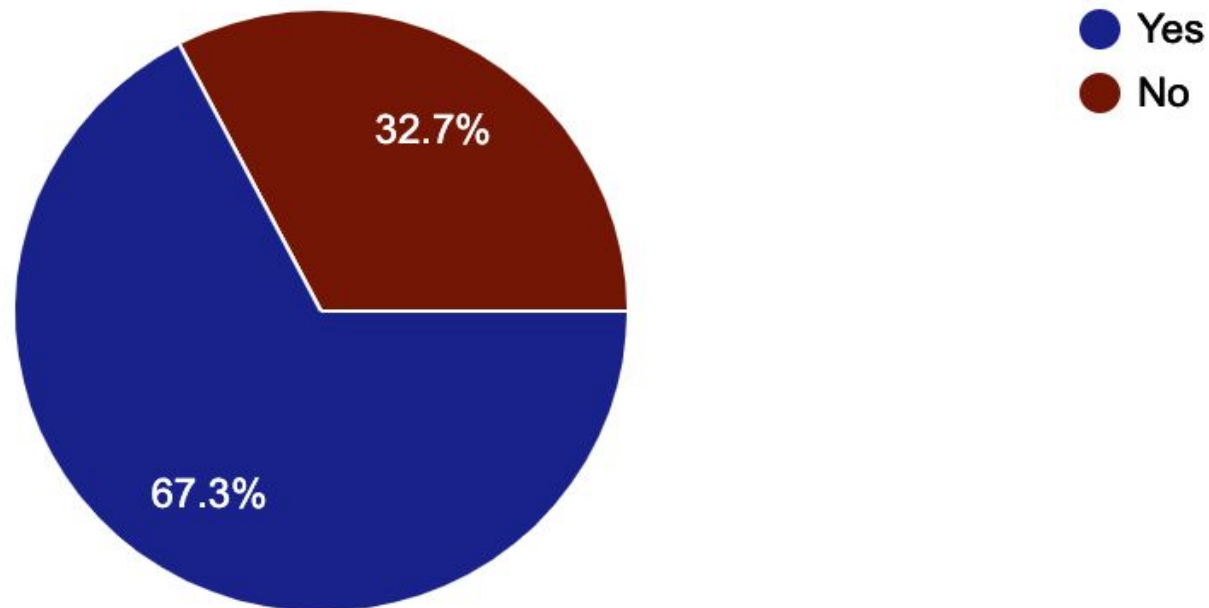
Survey Data

Parents were survey in September the following questions:

What campus is more convenient for your family to pick up lunches on Monday's of every week?

● 746 Grand Ave Oakland CA 94610
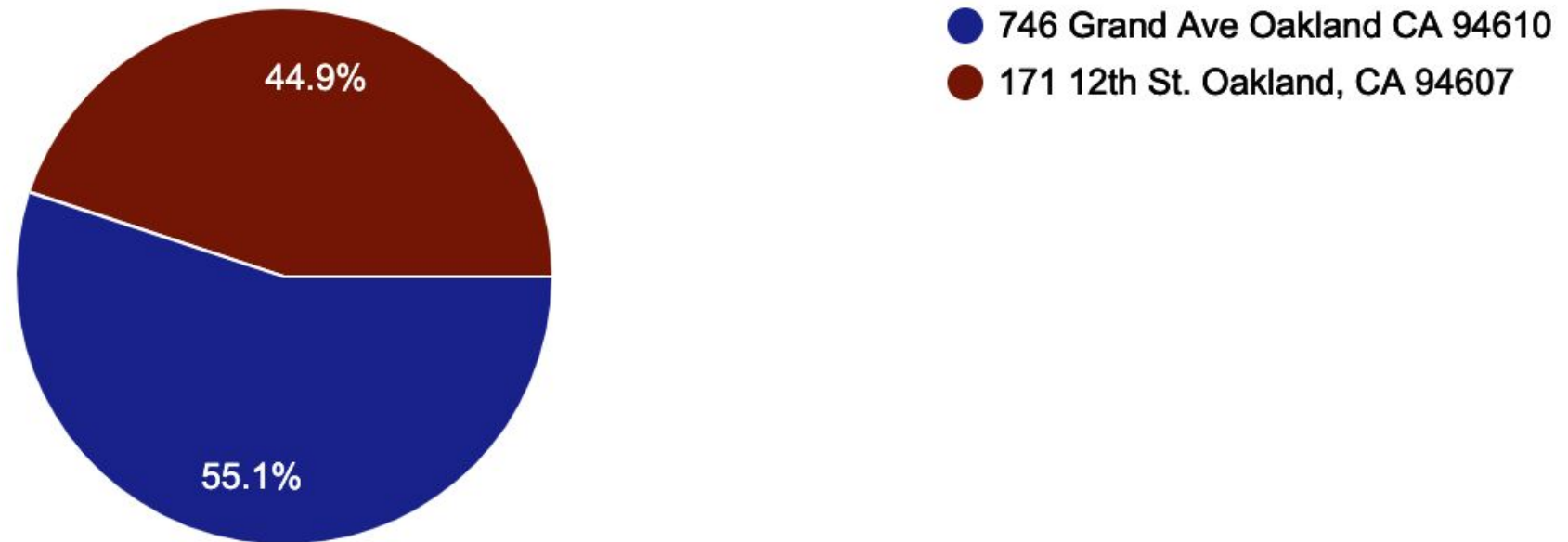● 171 12th St. Oakland, CA 94607

How will lunch orders/finances be impacted?

Orders

The AIMS lunch vendor "Lunch Masters" is aware of this new change in SSO programming, the company is willing to come out to see how many families pick up meals for two feeding days and will take the remaining meals back and charge AIMS for the meals distributed. This flexibility will allow for AIMS to not take a financial loss of total meals ordered during lunch service and have a better idea of how many orders to place for the month.

Eat Less Cost/All meals reimbursable

There will be less potential for waste, whatever is left over at the highschool campus can be brought over to the 12th st. campus to be given out. Lunch times are scattered therefore this is a possibility. Through SSO all meals are 100% reimbursed at the free rate. No longer do we need to determine income eligibility and reimbursements will be given for all meals given out.

Procedures and Logistics

Lunch distribution will still be grab and go style. Lunch distribution will completed on the patio of the 12th St. campus. Families/ students/public will be asked to where masks prior to picking up a lunch.

Lunch Distribution Days: Mondays 12:30 pm-2:30 pm.

Lunch Staff: Two lunch staff supporting will be AIPCS/AIPCS II administrative and clerical staff

Accountability and Reporting for Reimbursement: a CDE reimbursement form will be completed at time of lunch distribution. This document is then scanned to the state for federal and state reimbursement. Reimbursement disbursements fluctuate.

Marketing and Branding SSO

Strategic Plan to Market & Brand:

To reach out to schools in the area, market on AIMS social media pages Instagram, Facebook, Youtube, website and create banner to hang in front of school.

➢ Roses in Concrete
➢ Lincoln Elementary
➢ Amethod
➢ La Escuelita

School Plan for Student Achievement
AIPCS II

Christopher Ahmad and Peter Holmquist
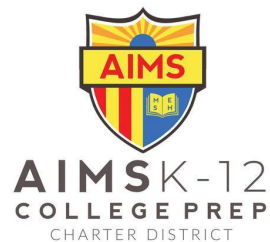
What is the SPSA?

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507,41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

What is the purpose of the SPSA?

With the School Plan for Student Achievement, we want to maximize the resources available to the school with the ultimate goal of increasing student achievement.

Schools use the School Plan for Student Achievement to document their approach to maximizing the impact of federal dollars in support of underserved students.

The implementation of this plan allows schools to innovate with their federally funded programs and align them with AIMS K12 College Prep's priority goals for student achievement.

Do all charter schools have to complete the SPSA?

No. Only charter schools that operate a Title

I, Part A SWP (Schoolwide Program) are required to

complete an SPSA for the 2020–21 school year.

Since AIMS is a Title I school, we must operate using an SPSA for planning

Title I, Part A

Title I, Part A (Title I) of the Elementary and Secondary Education Act, provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Federal funds are currently allocated through four statutory formulas that are based primarily on census poverty estimates and the cost of education in each state. We get Federal funds through:

1. Basic Grants
2. Concentration Grants
3. Targeted Grants
4. Education Finance Incentive Grants

These funds support extra instruction in reading and mathematics, as well as special preschool, after-school, and summer programs to extend and reinforce the regular school curriculum. Schools in which children from low-income families make up at least 40 percent of enrollment are eligible to use Title I funds to operate schoolwide programs that serve all children in the school in order to raise the achievement of the lowest-achieving students.

What are Title Funds?

Title funds are federal dollars that are meant to supplement but not replace the state funding we are getting.

Title I Breakdown

Title I

Brief Summary of Title I

- Title I, Part A of the Elementary and Secondary Education Act, provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.
  http://www2.ed.gov/programs/titleiparta/applicant.html

How the Funds Can be Used

- The school must focus Title I services on children who are failing, or most at risk of failing, to meet state academic standards. Schools in which children from low-income families make up at least 40 percent of enrollment are eligible to use Title I funds for schoolwide programs that serve all children in the school. LEAs also must use Title I funds to provide academic enrichment services to eligible children enrolled in private schools.

Title II Breakdown

Brief Summary of Title II

- Title II, Part A provides funds intended to increase academic achievement by improving teacher and principal quality. This program is carried out by: increasing the number of highly qualified teachers in classrooms; increasing the number of highly qualified principals and assistant principals in schools; and increasing the effectiveness of teachers and principals by holding LEAs and schools accountable for improvements in student academic achievement.
http://www2.ed.gov/programs/teacherqual/index.html

How the Funds Can Be Used

Funds may be used for professional development. In exchange for receiving funds, agencies are held accountable to the public for improvements in academic achievement. Title II, Part A provides these agencies the flexibility to use these funds creatively to address challenges to teacher quality, whether they concern teacher preparation and qualifications of new teachers, recruitment and hiring, induction, professional development, teacher retention, or the need for more capable principals and assistant principals to serve as effective school leaders.

Title III Breakdown

Title III

Brief Summary of Title III, Part A

- Title III, Part A provides funds intended to assist schools with language instruction, specifically for Limited English Proficient students.
  http://www2.ed.gov/policy/elsec/leg/esea02/pg39.html

How the Funds Can Be Used

- Funds may be used for professional development and language instruction programs.
  http://www2.ed.gov/policy/elsec/leg/esea02/pg48.html#sec3231

STAKEHOLDER INVOLVEMENT

This SPSA plan was developed with the input of various stakeholders, including school staff and parents who worked together throughout the year. Parents of English Language Learners also contributed to this plan.

LCAP Advisory Committee - helped give input to how and where we should spend our federal dollars

DELAC (District Language Advisory Committee) - helped give input on how we should improve the academic success of English Language Learners

AIMS K-12 School Board - Meetings held to plan our core curriculum and instruction

GOALS

Goal 1

Closing the Achievement Gap with High Expectations for All - All levels of the organization work to improve student achievement and close the achievement gap for all underperforming student groups.

Identified Need

Our largest performance gap is seen in the scores of our second language learners and students who are new to the AIMS school system. Expenditures have been allocated for increasing our ELD programs. Tutoring and intervention support have been funded to help students new to the AIMS system

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EL Reclassification Rate	40%	45%
ELs making at least one year's progress in learning English	67%	70%
ELs achieving proficiency in English	<5 yrs cohort: 41% 5+ yrs cohort: 50%	<5 yrs cohort: 45% 5+ yrs cohort: 55%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy for Goal 1

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

ELD Coordinator will continue to analyse and discuss students progress to: Monitor the progress of English Learners (ELs) including Long Term English Learner (LTELs) and reclassified students

School Plan for Student Achievement| Page 2 of 4

Create Newcomer program to support students that have been in the country for three years or less. Monitor and track progress with formative assessments.
Monthly ELAC meetings to inform families of supplemental resources that are provided to EL students. Update of outcomes
Determine the short and longer term needs of ELs
Determine specific actions designed to accelerate language acquisition and learning for English Learners (ELs)
Rosetta Stone Accounts will be purchased for newcomers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$37,890	Federal - Title III

Goal 2

Goal 2

Increase rate of students who are on track for college readiness by strengthening proficiency in mathematics and English language arts/literacy and also providing students with a well rounded education.

Identified Need

All Students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Assessment of Student Performance and Progress	ELA: 50% Math: 70%	ELA: 55% Math: 75%
Benchmarks	ELA 45% Math: 55%	ELA 45% Math: 55%
Student Survey		

Strategy for Goal 2

Strategy/Activity 1

Students to be Served by this Strategy/Activity

School Plan for Student Achievement| Page 3 of 4

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students that were struggling to pass with grades C- and below in ELA and/or Math were required to attend Saturday Schools until they were at grade level

K-5 for 2020-2021

Weekly Academic Saturday Schools will take place for grades 3-5.

Each grade level will get their own intervention aide Intervention aides will receive professional development by administrators

6-8 for 2020-2021

Increased intervention aide support for middle school classrooms.

Increased student tutoring support for Middle School Students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$153,840	Federal - Title I, Part A - Saturday School, Math Camp, Aleks, Supplies and Materials Federal - Title IV, Part A (Early literature, software)

Goal 3

Goal 3

Increase rate of students participating in AfterSchool Program.

School Plan for Student Achievement| Page 4 of 4

Identified Need

All Students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
At least 100 students will participate in afterschool program		100 Students enroll and participating in the after school program
Enrichment will be provided for afterschool program		All students enrolled in the program will receive enrichment

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy for Goal 3

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1. AIMS will contract with BACR to provide after school programming to its students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$177,382	ASES Grant

Goal 4

Goal 4

Teaching and Learning Effectiveness – effective teaching is evident system-wide with a unifying vision that equips and empowers all stakeholders to provide optimal student learning opportunities and outcomes.

School Plan for Student Achievement| Page 5 of 4

Identified Need

To ensure all students receive quality instruction and equipment and teachers to provide for it. There will continue to be a need to recruit, develop, and retain effective teachers who are prepared and equipped to effectively support our diverse students and families.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly collaboration meetings	80% Attendance rate	85% Attendance Rate
Teachers will show improvement from 1st teachers evaluation raw score to 2nd teacher evaluation raw score.	60%	65%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures,

Strategy for Goal 4

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The faculty will consist of well qualified teachers who are well supported and trained in the AIMS Model.

- HR will ensure during the onboarding process that teachers will hold appropriate teaching certifications. The Teaching Induction program will be monitored by induction coach to ensure certifications are being completed.

- Professional development, teacher planning time, and other opportunities for collaboration will be scheduled on a regular and on-going basis to support teachers throughout their career.

- Will ensure collaborative planning time for teachers to share best practices with their colleagues, cultivate mentoring relationships with new teachers, analyze student data among all students within the grade level they teach, and plan core curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Federal - Title II (All PD)

AIMS K-12 Parent Engagement Policy and Compact

American Indian Public Charter School, American Indian Public Charter School II and American Indian Public High School DBA AIMS K-12 College Prep Charter District or American Indian Model Schools, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during the school year **2020-2021**.

Schools Responsibilities:

AIMS K-12 College Prep Charter District (AIMS K-12) will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

The curriculum at AIMS K-12 will offer a foundation of academic content knowledge in six primary content areas, and prepare students to enter a high achieving college. These subjects include the four core content areas of English, mathematics, science, and social studies, as well as world language; and the arts. The focus of the curriculum will be rigor, requiring the hard work of students to ensure their success.

The students who enroll at AIMS K-12 will be provided a structured learning environment to enhance their academic skills. The school will provide a structured curriculum aligned with state academic standards. Students with special learning needs will be mainstreamed into the classrooms, while also receiving individual attention to ensure the level of support required to help them succeed.

Since many college-bound students enrolling in science or engineering programs will be required to take calculus as a prerequisite for their majors, we want to adequately prepare our students to accomplish this goal by requiring all seventh graders at AIMS K-12 to take accelerated seventh grade math and all eighth graders to take Algebra 1. This sets them on the right academic track for advanced math in high school.

teaming curriculum to help students acquire the critical thinking, problem solving, and reasoning skills that they will need to succeed in advanced placement courses. This curriculum is interdisciplinary in nature, drawing from standards in math, English, history, and science, and visual arts. It may also contain material from current events and politics, and students are expected to draw from their own experiences. The focus is on improving student thinking and writing skills.

AIMS K-12 College Prep Charter District is interested in creating a school with a strong academic emphasis on English Literature and Mathematics for inner-city students from socio-economically disadvantaged families as well as others interested in attending the school. It is our ethos that a strong academic background in English Literature, mathematics, history, and science, coupled with an emphasis on structure and discipline, are the pillars of an effective academic program, which enable students to attain a higher education and become productive members in a capitalist society. AIMS K-12 will provide a rigorous, standards-based curriculum with a focus on language arts, mathematics, science, social studies, foreign language, performing arts, and college planning.

Small class size alone cannot guarantee academic achievement, though research shows that it does often contribute to higher levels of academic success. With fewer students in a classroom, teachers can better meet the needs of those students. Additionally, a calendar year that goes longer than the state's required days provide increased opportunities for targeted intervention to assist low-performing students.

Our classrooms, which are focused on English language arts, math, science and social studies, PE, as well as rigorous engagement, provide an environment that will ensure that students not only continue to meet, but exceed the academic requirements on California standardized tests. AIMS K-12 educational program is founded on the belief that high expectations lead to high-achieving students. AIMS K-12 courses will prepare students to exceed the California Content Standards for the relevant subject at each grade level. AIMS K-12 believes its academic success will be based, in part, on the emphasis placed on language arts and math.

Hold parent-teacher conferences (at least annually) during which this compact will be discussed as it relates to the individual child's achievement.

All new and returning teachers must schedule a 15-minute meeting with each student's family during the fall. During the meeting teachers will introduce themselves to the families. They will also discuss with the families their hopes for their child in the class. The teacher will share their background with the family. The teacher will review the Mission Statement, School Motto and Credo. Families will be informed families about what will occur in the class during the school year.

P~~rovide parents with frequent reports on their children's progress. Specifically, the school~~ will provide reports as follows:

Progress reports are sent home every three weeks for students with a grade of "C-" or lower. Report cards are distributed every nine weeks for all grades. Administrators must sign off on all student progress reports and report cards before they are sent home.

Students are informed of their academic progress and the school's academic progress continuously. Students are expected to set academic goals and work toward them.

We demand hard work and high academic expectations from all employees and students.

Parents are given PowerSchool login to monitor their child's academic and attendance records.

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Parents are allowed to visit the classroom. If you need to schedule an appointment with a teacher/staff, please fill out an appointment request with the front desk.

If you need to have a formal observation, please arrange a mutually agreed upon date and time with the Dean of School and teacher in advance of the requested classroom observation. You may schedule a meeting with the teacher before or after school.

Formal observation does not include times when parents are invited to a classroom for a special event or presentation, serve as a volunteer with a teacher, or to enjoy lunch with their student.

For security reasons, all visitors are required to sign in at the school office/front desk, to receive a visitor's badge, and indicate the name of the teacher and destination before proceeding to the class. All visitors are asked to sign out when leaving the building.

To protect the learning environment, the parent/guardian or outside provider will be the only visitor in the classroom during the observation. Any observer, other than the parent/guardian, must be approved by the Head of Schools or designee and have written consent from the parent/guardian describing the reason for the visit/observation.

Out of respect for the teaching environment, parents/guardians may not bring younger siblings or children while observing in the classroom or to utilize any electronic equipment such as cell phones while in the classroom. Observers should not disrupt the learning environment by engaging students or the teacher in conversation. A follow-up meeting may be scheduled as needed to answer questions or concerns.

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

We encourage parents to volunteer in the classroom and thank you for your involvement. Positive parent participation is critical for success in your child's education. As a public school, we must screen school volunteers. All AIMS K-12 volunteers are required to complete a "School Volunteer Application Packet," and depending on the type of volunteer assignment, may need to have a criminal background check and fingerprinting, and may also be asked to submit the results of tuberculosis screening. Volunteers must sign in/out at the reception desk, even if the volunteer time is pre-arranged. The Volunteer Application Packet is available on the school website and in the front office.

As the school has been established to serve the needs of the students, it is imperative that families are actively involved. A family engagement group has been established to facilitate communication between all members of the organization. The reports directly to the head of school and the superintendent, and whenever possible a member of the family engagement group will also serve as a member of the Governance Board. Members of this team will meet regularly and may meet with the school administration to bring family community questions, concerns, and ideas to the attention of the administration. They will work on such areas as the family-student handbook and other activities to ensure the charter school meets its mission and that students are served appropriately.

Families will have the opportunity to participate in daily class activities, school activities, graduation planning, and the Governance Board meetings at the school site. Families will be involved in AIMS K-12 K-12 meetings and school activities. The aim of AIMS K-12 K-12 will be to ensure that families are actively involved in the child's education.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring the amount of television our children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and respor...

A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

Ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)

AIMS K-12 will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.

3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

5. Provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum,

the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, **AIMS K-12 College Prep Charter District** will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.

2. Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.

3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.

4. Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

Parent Feedback

Please let us know of any questions, comments, concerns, or praises for our School Plan for Student Achievement!

For all other questions, please email:

Elementary -   Christopher.Ahmad@aimsk12.org
Middle School -   Peter.Holmquist@aimsk12.org

School Year: **2020-2021**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
American Indian Public Charter School II	01-61259-0114363	n/a	[Add Local Board Approval date here]

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

This plan was developed using an analysis of data from the California School Dashboard.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

This SPSA plan was developed with the input of various stakeholders. School staff and parents worked together throughout the year. Parents of English Language Learners also contributed to this plan.

Parent informational meetings took place throughout the Spring and Summer. Two meetings were held for Middle School to discuss these issues in July. Both were translated and incorporated the previous meetings.

The culmination of these and other stakeholder, staff, and Board meetings took place to develop this document.
LCAP Advisory Committee
DELAC/ELAC (District English Language Advisory Committee and English Language Advisory Committee)
AIMS K-12 School Board

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Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

[Add text here]

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1

Closing the Achievement Gap with High Expectations for All - All levels of the organization work to improve student achievement and close the achievement gap for all underperforming student groups.

Identified Need

Our largest performance gap is seen in the scores of our second language learners and students who are new to the AIMS school system. Expenditures have been allocated for increasing our ELD programs. Tutoring and intervention support have been funded to help students new to the AIMS system

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EL Reclassification Rate	40%	45%
ELs making at least one year's progress in learning English	67%	70%
ELs achieving proficiency in English	<5 yrs cohort: 41% 5+ yrs cohort: 50%	<5 yrs cohort: 45% 5+ yrs cohort: 55%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

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ELD Coordinator will continue to analyze and discuss students progress to:

Monitor the progress of English Learners (ELs) including Long Term English Learner (LTELs) and reclassified students

Create a Newcomer program to support students that have been in the country for three years or less. Monitor and track progress with formative assessments.

Monthly ELAC meetings to inform families of supplemental resources that are provided to EL students. Update of outcomes

Determine the short and longer term needs of ELs

Determine specific actions designed to accelerate language acquisition and learning for English Learners (ELs)

Rosetta Stone Accounts will be purchased for newcomers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$25,178	Federal - Title III
$119,078	Other state

Goal 2

Increase rate of students who are on track for college readiness by strengthening proficiency in mathematics and English language arts/literacy and also providing students with a well rounded education.

Identified Need

All Students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Assessment of Student Performance and Progress	ELA: 50% Math: 70%	ELA: 55% Math: 75%
Benchmarks	ELA 45% Math: 55%	ELA 48% Math: 58%

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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students that were struggling to pass with grades C- and below in ELA and/or Math were required to attend Saturday Schools until they were at grade level

K-5 for 2020-2021

Weekly Academic Saturday Schools will take place for grades 3-5.

Each grade level will get their own intervention aide Intervention aides will receive professional development by administrators

6-8 for 2020-2021

Targeted instructional aide support for middle school classrooms.

Increased student tutoring support for Middle School Students. This takes place around the scheduled school days, during the business week.

Saturday Academic Schools are offered or required for struggling students in grades 6-8. These are staffed by teachers, administrators, and instructional aides/specialists whom the students already know.

Technological support is also used to identify and target student skills in specific areas, especially for Math (ie, ALEKS).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$245,655	Federal - Title I, Part A
$10,963	Federal - Title IV, Part A

Goal 3

Increase rate of students participating in AfterSchool Program.

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Identified Need

All Students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
At least 100 students will participate in afterschool program		100 will enroll and participate in the after school program
Enrichment will be provided for afterschool program		All students enrolled in the program will receive enrichment

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

AIMS will contract with BACR to provide after school programming to its students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$177,382	ASES Grant

Goal 4

Teaching and Learning Effectiveness – effective teaching is evident system-wide with a unifying vision that equips and empowers all stakeholders to provide optimal student learning opportunities and outcomes.

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Identified Need

To ensure all students receive quality instruction and equipment and teachers to provide for it. There will continue to be a need to recruit, develop, and retain effective teachers who are prepared and equipped to effectively support our diverse students and families.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly Professional Development meetings	80% Attendance rate	85% Attendance Rate
Teachers will show improvement from 1st teachers evaluation raw score to 2nd teacher evaluation raw score.	60%	65% of teachers will show improvement from 1st teachers evaluation raw score to 2nd teacher evaluation raw score.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The faculty will consist of well qualified teachers who are well supported and trained in the AIMS Model.

 - HR will ensure during the onboarding process that teachers will hold appropriate teaching certifications. The Teaching Induction program will be monitored by induction coaches to ensure certifications are being completed.

 - Professional development, teacher planning time, and other opportunities for collaboration will be scheduled on a regular and on-going basis to support teachers throughout their career.

 - Collaborative planning time will be provided for teachers to share best practices with their colleagues, cultivate mentoring relationships with new teachers, analyze student data among all students within the grade level they teach, and plan core curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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Amount(s)	Source(s)
$22,797	Federal - Title II

Annual Review

SPSA Year Reviewed: 2019–20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our strategies are targeted to meet the needs of improved learning for all students and subsets of students who demonstrate the need for additional support in each of the following categories of goal 1- 4. Our strategies are targeted to meet the needs of improved learning for all students and subsets of students who demonstrate the need for additional support.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

COVID - 19 resulted in many differences including the ability to show expected improvement data, since state testing was not allowed (Sp2020). While strategies for blended learning had been used all year, the shift to 100% online still required adaptation to serve all students as well as had been done in person. Some resources shifted to the technological, to support current and future online video conferences. There have also been planning and resourcing in preparation for daily cleaning and sanitizing of the school site for occupation by staff and students when that becomes an option.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Again, the most significant changes have to do with the move to 100% online for semester 1 of 2020-2021. Preparations have been made for hybrid learning, Goal 2, including purchase and upgrade of technology for students and teachers to maintain strong connections to the school community and model.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

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Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$ 304,593
Total Federal Funds Provided to the School from the LEA for CSI	$ [Enter amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$601,053

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]

Subtotal of additional federal funds included for this school: $ [Enter federal funds subtotal here]

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
After School Education and Safety Program	$177,382
General Funds	$119,078
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]

Subtotal of state or local funds included for this school: $177,382

Total of federal, state, and/or local funds for this school: $601,053

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Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

School Plan for Student Achievement Instructions| Page 1 of 6

For questions related to specific sections of the template, please see instructions below:

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI ==may delete the Purpose and Description prompts.==

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and

School Plan for Student Achievement Instructions| Page 2 of 6

tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

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Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the

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expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total

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allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

    i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

    ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

    iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

    iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

    v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

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A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

   1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

      a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

      b. use methods and instructional strategies that:

         i. strengthen the academic program in the school,

         ii. increase the amount and quality of learning time, and

         iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

      c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

         i. strategies to improve students' skills outside the academic subject areas;

         ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

         iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

         iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

         v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

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3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 6400 et. seq.

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Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

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Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

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Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

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Meeting Begins: 4:03PM on October 5, 2020

Mr. Ahmad introduces

Mr. Holmquist participates in introduction

What is the purpose of the SPSA?

Do all charter schools have to complete an SPSA?

  No, only charter schools that qualify for Title I

Mr. Ahmad gives explanation of Title I

  Gives further explanation on how Title I funds are used for schools

What are Title Funds?

  Differentiates how Titles funds are supplemental to regular state funding

Mr. Ahmad gives a breakdown of Title I funds

Mr. Ahmad gives a breakdown of Title II funds

Mr. Ahmad gives a breakdown of Title III funds

  Professional Development and Language specific programs

Mrs. Chand speaking at 4:11PM

  Speaking about SPSA and stakeholders

  How parents and English Language Learners contribute to the plan

  Provides some detail on LCAP and DELAC

Mr. Holmquist begins speaking at 4:13PM

  Begins speaking about goals for the schools

  Goals in advancement with English Language Learners

  Increasing the rate of students who are on track for college readiness (by increasing scores for Math and English)

  Goal 3: Increasing participation in afterschool program (Working with BACR to provide afterschool care to all students)

  Goal 4: Teaching and Learning effectiveness

  Faculty consisting of well qualified teachers and training of those teachers through induction courses and training time for teachers

Mr. Ahmad begins speaking at 4:22PM

School-Parent compact in effect during 2020-2021 school year

AIMS K12 interested in building strong foundations in English and Math for students

Longer school years to assist and improve the academics of lower performing students

AIMS K12 belief: High expectations lead to high performing students

Teachers will review mission statement and credo with parents

Progress reports sent home every three weeks

  Administrators must sign off on all progress reports

Mr. Holmuist begins speaking at 4:30PM

  All volunteers are required to complete screenings in order to become volunteers

  Discusses Parent Responsibilities

Slides finished at 4:39PM

Mr. Ahmad began speaking at 4:39PM
Meeting ended at 4:40PM

Parents in Attendance:
Mehari Tekleab
Vanessa Oden
iPhone User 5127 (No Name)
Galaxy s7 (No Name)

Coversheet

Governance Committee

Section: III. Action Items
Item: B. Governance Committee
Purpose: Vote
Submitted by:
Related Material: AIMS_Unpaid_Meal_Policy_2020-2021_Final_.docx
                      USDA_Nondiscrimination_Statement.docx

American Indian Model Schools Local Meal Charge Policy 2020-2021

Dear Parent or Guardian:

American Indian Model Schools participates in the National School Lunch Program by offering nutritious meals every school day. Students may buy lunch for $3.25. Eligible students may receive meals free of charge or at the reduced-at .40 cents. You or your children do not have to be U.S. citizens to qualify for free or reduced-price meals. You must fill out a new Free/Reduced Lunch Application at the beginning of each school year to see if you qualify. Applications are available at our front desk any time throughout the school year. If you have any questions about applying, please contact Operations Department at 510-893-8701.

Payments

We encourage families to pay at least one month in advance for student meal purchases, although this is not a requirement. This helps lunch lines move quickly, giving students more time to enjoy their meal. There are multiple options to make payments to your student's lunch account:

In-Person Payments

Payments can be made on school days at the American Indian Model Schools front desk between the hours of 9:30 a.m.- 12:30 p.m.

-
  - o   Address: 746 Grand Ave Oakland, CA 94610
  - o   Address: 171 12th St. Oakland, CA 94607
-

- We accept checks, money orders, and cash in exact amounts.
  - o   A receipt will be given at time of payment.

- Students and families can make payments at the front desk register between the hours of 9:30 a.m. to 12:30 p.m.
  - o   A receipt will be given at time of payment.

Electronic Payments through MealTime

- Payments can be made online at www.mymealtime.com

- There is a 4.9% transaction fee for online payments.

    (This is a MealTime charge for online transactions)

Charges/Balances

If a student takes a meal they will be charged for it. We encourage families to have a conversation with students so they know whether they can participate in the school meal program.

American Indian Model Schools will allow students to charge a negative balance to their lunch account. The negative balance limit is $20.00. Outstanding balances must be paid within 2 weeks.

American Indian Model Schools prohibits the charging of à la carte or extra items by any student with a negative balance regardless of the student's eligibility status.

Once a month balance notifications will be sent to families. The balance statement will notify you of the current status of your student's lunch account. The balance statement will also include instructions for making payments (same as above).

Delinquent Meal Charge Debt

Failure to repay meal debt will result in the following consequences:

- Prior to withdrawing from AIMS school district, debt will need to be paid in full.

If your family is experiencing a financial setback, please contact us so we can help. We are willing to work with you to develop a payment plan for your lunch account.

Also, families may submit a free/reduced lunch application at any point during the school year. We can assist you in applying for free or reduced lunch if your income situation has changed mid-year.

Please contact AIMS Nutrition Program at 510-893-8701 or email lunch@aimsk12.org ***for assistance.***

These policies are also outlined Meal Charge Policy can be found on our school website: www.aimschools.org

AIMS is an equal opportunity employer
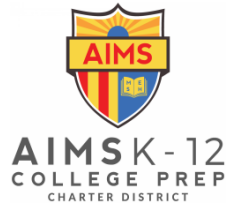
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In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: How to File a Complaint, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1)   mail: U.S. Department of Agriculture
         Office of the Assistant Secretary for Civil Rights
         1400 Independence Avenue, SW
         Washington, D.C. 20250-9410;

(2)   fax: (202) 690-7442; or

(3)   email: program.intake@usda.gov.

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