AIMS K-12 College Prep Charter District

AIMS Special Governance Committee Meeting

Date and Time

Tuesday April 13, 2021 at 6:00 PM PDT

Location

Teleconference Zoom Meeting

Meeting ID: 957 6182 3282
Passcode: 555239
One tap mobile
+16699009128,,95761823282# US (San Jose)
+12532158782,,95761823282# US (Tacoma)

Dial by your location

- +1 669 900 9128 US (San Jose)
- +1 253 215 8782 US (Tacoma)
- +1 346 248 7799 US (Houston)
- +1 312 626 6799 US (Chicago)
- +1 646 558 8656 US (New York)
- +1 301 715 8592 US (Washington DC)

Meeting ID: 957 6182 3282
Find your local number: https://zoom.us/u/ac6RsvOSKL

AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Marisol Magana has been designated to receive requests for disability-related modifications or accommodations in order to enable individuals with disabilities to participate in open and public

meetings at AIMS. Please notify Marisol Magana at (510) 220-9985 at least 24 hours in advance of any disability accommodations being needed in order to participate in the meeting.

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**6:00 PM**
	Opening Items			
A.	Call the Meeting to Order			1 m
B.	Record Attendance and Guests	Vote		2 m
C.	Adoption of the Agenda	Vote	Toni Cook	2 m
	AIMS Governance Committee will approve the April 13, 2021 Special Governance Committee Agenda			
D.	Approval of the Minutes	Approve Minutes	Adrien J. Abuyen	2 m
	AIMS Governance Committee will approve the January 19, 2021 Governance Committee Minutes.			
	Approve minutes for Governance Committee Monthly Meeting on January 19, 2021			
E.	Public Comments on Non-Action Items	Discuss		5 m
	Public Comment on Non-Action 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). Please enter all questions via Zoom chat feature.**			
F.	Public Comments on Action Items			5 m
	Public Comment on Action 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)**			

		Purpose	Presenter	Time
	minutes (10 minutes per section). Please enter all questions via Zoom chat feature.			

II. Non-Action Items

III. Action Items — 6:17 PM

Governance

A. Implementation of AB-2016 Pupil Instruction: Ethnic Studies in the AIMS Classroom — Vote — Toni Cook — 10 m

On March 16, 2021, at the AIMS Monthly Board Meeting, the AIMS Directors anonymously approved the resolution, The AIMS Classroom - Rooted in Courageous Community and Engaged with the World. Upon passage, President Edington asked that the superintendent utilize her monthly report to advise the AIMS Board on the steps/strategies AIMS will take to address the resolution's intent. Given the passage of AB-2016 and the relevant documents listed, I ask for the AIMS plan and timeline to implement AB-2016 for the 2021-2022 academic year; especially since the legislation, as well as the guidance and curriculum guidelines, can be viewed as a starting point to implement the intention laid forth in the March 16, 2021 resolution.

IV. Closed Session — 6:27 PM

A. Public Comment on Closed Session Items — FYI — 10 m

Public Comment on Closed Session Items is set aside for members of the Public to address the items in this section prior to closed session. The Committee will not respond or take action in response to **Public Comment, except that the Committee 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 twenty (20) minutes (10 minutes per section).**

B. Closed Session Items — Vote — Toni Cook — 30 m

Anticipated Litigation

C. Reconvene from Closed Session — Vote — 2 m

V. Closing Items — 7:09 PM

A. Items for Next Agenda — FYI

		Purpose	Presenter	Time
	-			
	-			
	-			
	-			
	-			
B.	Adjourn Meeting	Vote		
C.	NOTICES	FYI	Corey Hollis	1 m

The next regular meeting of the Board of Directors is scheduled to be held on April 16, 2021, 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, Corey Hollis, hereby certify that I posted this agenda at the AIMS Campus 171 12th street, Oakland, CA 94607 on, April 12, 2021, at 5:45 PM.
Certification of Posting

Coversheet

Approval of the Minutes

Section:	I. Opening Items
Item:	D. Approval of the Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Governance Committee Monthly Meeting on January 19, 2021

APPROVED

AIMS K-12 College Prep Charter District

Minutes

Governance Committee Monthly Meeting

Date and Time
Tuesday January 19, 2021 at 6:00 PM

Location
Teleconference Zoom Meeting

Meeting ID: 957 6182 3282
Passcode: 555239
One tap mobile
+16699009128,,95761823282# US (San Jose)
+12532158782,,95761823282# US (Tacoma)

Dial by your location
- +1 669 900 9128 US (San Jose)
- +1 253 215 8782 US (Tacoma)
- +1 346 248 7799 US (Houston)
- +1 312 626 6799 US (Chicago)
- +1 646 558 8656 US (New York)
- +1 301 715 8592 US (Washington DC)

Meeting ID: 957 6182 3282
Find your local number: https://zoom.us/u/ac6RsvOSKL

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.

Committee Members Present
A. Abuyen (remote), M. Woods-Cadiz (remote), T. Cook (remote)

Committee Members Absent
None

Guests Present
C. Hollis, K. Ballentine (remote), M. Magana (remote)

I. Opening Items

A. Call the Meeting to Order

T. Cook called a meeting of the Governance Committee of AIMS K-12 College Prep Charter District to order on Tuesday Jan 19, 2021 at 6:03 PM.

B. Record Attendance and Guests

C. Public Comments on Non-Action Items

No public comment on Non-Action Items.

D. Public Comments on Action Items

No public comment on Action Items.

II. Non-Action Items

A. Addition of an Education Achievement Committee

Item II.A. Addition of an Education Achievement Committee was tabled until further information is provided.

III. Action Items

A. Fiscal Policies

Chief Business Officer (CBO) Katema Ballentine presented item III.A. Fiscal Policies.

- Click link to view policy **316: Expenditures and Purchases.**
- Click link to view policy **317: Management of Assets.**
- Click link to view policy **318: Bids.**
- Click link to view policy **319: Contracts.**

- Click link to view policy **319.1: Attorney Contracts.**
- Click link to view policy **320: Inventory.**
- Contracts over $50,000; contracts for construction; award to lowest responsible bidder is in accordance with public code.
- All equipment items purchased with state and/or federal categorical funds that have a useful life of more than one year with an acquisition cost of $500 or more per unit the Superintendent or designee shall maintain an inventory of said equipment.
- In policy 316: Expenditures and Purchases the line the reads: District funds shall not be expended for the purchase of alcoholic beverages. Replace "District funds" with "Public funds."

T. Cook made a motion to Approve item III.A. Fiscal Polices pending amendment to policy 316: Expenditures and Purchases to replace "District funds" with "Public funds" in the line that reads, "District funds shall not be expended for the purchase of alcoholic beverages," and pending approval from Finance Committee.
A. Abuyen seconded the motion.
The committee **VOTED** unanimously to approve the motion.

B. School Accountability Report Card

Marisol Magaña presented the School Accountability Report Card (SARC).

- Click to view **American Indian Public Charter School (AIPCS) 2019 - 2020 SARC.**
- Click to view **American Indian Public Charter School II (AIPCS II) 2019 - 2020 SARC.**
- Click to view **American Indian Public High School (AIPHS) 2019 - 2020 SARC.**
-

A. Abuyen made a motion to Approve AIPCS, AIPCS II, and AIPHS SARC.
M. Woods-Cadiz seconded the motion.
The committee **VOTED** unanimously to approve the motion.

IV. Closed Session

A. Public Comment on Closed Session Items

No public comment on closed session items.

B. Closed Session Items

C. Reconvene from Closed Session

V. Closing Items

A.

Items for Next Agenda

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:00 PM.

Respectfully Submitted,
T. Cook

C. NOTICES

Coversheet

Implementation of AB-2016 Pupil Instruction: Ethnic Studies in the AIMS Classroom

Section: III. Action Items
Item: A. Implementation of AB-2016 Pupil Instruction: Ethnic Studies in the AIMS Classroom
Purpose: Vote
Submitted by:
Related Material:
Ethnic Studies Model Curriculum Guidelines - Curriculum Frameworks & Instructional Materials (CA Dept of Education).pdf
Bill Text - AB-2016 Pupil instruction_ ethnic studies_.pdf
SBE Approves Historic Ethnic Studies Guidance - Year 2021 (CA Dept of Education).pdf

Ethnic Studies Model Curriculum Guidelines

Guidelines for the 2020 Ethnic Studies Model Curriculum.

The following guidelines are based on requirements in the authorizing statute (Assembly Bill 2016, Chapter 327 of the Statutes of 2016), feedback collected from the public at the Webinar held on January 9, 2018, and other public comment.

These guidelines, approved by the State Board of Education (SBE) at its meeting on July 11–12, 2018, will direct the work of the contracted primary writer(s) and the Model Curriculum Advisory Committee when it convenes in February–April 2019 to create a first draft of the curriculum. The model curriculum will undergo a public review and editing by the Instructional Quality Commission prior to being recommended to the SBE.

1. **Statutory Requirements**

   The Ethnic Studies Model Curriculum must reflect the requirements in the authorizing statute as well as other legal requirements for curriculum in California. These include, but are not necessarily limited to, the following topics:

   - The model curriculum shall be written as a guide to allow school districts to adapt their courses to reflect the pupil demographics in their communities.
   - The model curriculum shall include examples of courses offered by local educational agencies that have been approved as meeting the A–G admissions requirements of the University of California and the California State University, including, to the extent possible, course outlines for those courses.
   - The model curriculum must meet federal accessibility requirements pursuant to Section 508 of the United States Workforce Rehabilitation Act. Content that cannot be made accessible may not be included in the document.

2. **General principles. The Ethnic Studies Model Curriculum shall:**

   - Include accurate information based on current and confirmed research;
   - When appropriate, be consistent with the content and instructional shifts in the 2016 History–Social Science Framework, in particular the emphasis upon student-based

inquiry in instruction;

- Promote the values of civic engagement and civic responsibility;
- Align to the Literacy Standards for History–Social Studies within the California Common Core State Standards for English Language Arts and Literacy in History–Social Studies, Science, and Technical Subjects, as appropriate;
- Promote self and collective empowerment;
- Be written in language that is inclusive and supportive of multiple users, including teachers (single and multiple-subject), support staff, administrators, and the community;
- Encourage cultural understanding of how different groups have struggled and worked together, highlighting core ethnic studies concepts such as equality, justice, race, ethnicity, indigeneity, etc.;
- Include information on the ethnic studies movement, specifically the Third World Liberation Front (TWLF), and its significance in the establishment of ethnic studies as a discipline and work in promoting diversity and inclusion within higher education;
- Promote critical thinking and rigorous analysis of history, systems of oppression, and the status quo in an effort to generate discussions on futurity, and imagine new possibilities.

3. **Course Outlines. The Ethnic Studies Model Curriculum shall:**

- Include course outlines that offer a thematic approach to ethnic studies with concepts that provide space for educators to build in examples and case studies from diverse backgrounds;
- Include course outlines that allow for ethnic studies to be taught as a stand-alone elective or integrated into an existing course (e.g., sociology, English language arts, and history);
- Include course outlines that allow for local, state-specific, national, and global inquiry into ethnic studies;
- Have the capability to engage multiple languages and genealogies;
- Engage a range of disciplines beyond traditional history and social sciences, including but not limited to: visual and performing arts, English language arts, economics, biology, gender & sexuality studies, etc.

4. **Audience. The Ethnic Studies Model Curriculum shall:**

   - Be sensitive to the needs of all grade levels and incorporated disciplines, providing balance and guidance to the field;
   - Engage pedagogies that allow for student and community responsiveness, validate students' lived experience, and address socioemotional development;
   - Be inclusive, creating space for all students regardless of race, ethnicity, class, gender, sexuality, or citizenship, to learn different perspectives.

5. **Administrative and Teacher Support. The Ethnic Studies Model Curriculum shall:**

   - Be easy to use both for teachers with educational backgrounds in ethnic studies, and those without such experience;
   - Provide resources on professional development opportunities;
   - Provide information for district and school administrators to support the Ethnic Studies Model Curriculum and instruction;
   - Provide examples of different methods of instruction and pedagogical approaches;
   - Provide support for a collaborative teaching model that encourages teachers to work with colleagues across disciplines, further highlighting the interdisciplinarity of ethnic studies;
   - Provide support for the use of technology and multimedia resources during instruction;
   - Include access to resources for instruction (e.g., lesson plans, curricula, primary source documents, and other resources) that are currently being used by districts.

Questions: Curriculum Frameworks and Instructional Resources Division | CFIRD@cde.ca.gov | 916-319-0881

Last Reviewed: Friday, September 4, 2020

AB-2016 Pupil instruction: ethnic studies. (2015-2016)

SHARE THIS:

Assembly Bill No. 2016

CHAPTER 327

An act to add Section 51226.7 to the Education Code, relating to pupil instruction.

[Approved by Governor September 13, 2016. Filed with Secretary of State September 13, 2016.]

LEGISLATIVE COUNSEL'S DIGEST

AB 2016, Alejo. Pupil instruction: ethnic studies.

Existing law requires the adopted course of study for grades 7 to 12, inclusive, to include, among other subjects, the social sciences. Existing law requires the State Board of Education, with the assistance of the Superintendent of Public Instruction, to establish a list of textbooks and other instructional materials that highlight the contributions of minorities in the development of California and the United States. Existing law establishes the Instructional Quality Commission and requires the commission to, among other things, recommend curriculum frameworks to the state board.

This bill would require the Instructional Quality Commission to develop, and the state board to adopt, modify, or revise, a model curriculum in ethnic studies, and would encourage each school district and charter school that maintains any of grades 9 to 12, inclusive, that does not otherwise offer a standards-based ethnic studies curriculum to offer a course of study in ethnic studies based on the model curriculum.

Vote: majority Appropriation: no Fiscal Committee: yes Local Program: no

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. The Legislature finds and declares all of the following:

(a) The State of California is committed to providing excellent educational opportunities to all of its pupils.

(b) There are 92 languages other than English spoken throughout the state, with the primary languages being Arabic, Armenian, Cantonese, Korean, Russian, Spanish, Tagalog, and Vietnamese.

(c) There is a growing body of academic research that shows the importance of culturally meaningful and relevant curriculum.

(d) Based on the National Education Association (NEA) publication, The Academic and Social Value of Ethnic Studies, the inclusion of ethnic studies in a curriculum has a positive impact on pupils of color.

(e) Ethnic studies benefit pupils in observable ways, such as pupils becoming more academically engaged, increasing their performance on academic tests, improving their graduation rates, and developing a sense of self-efficacy and personal empowerment.

(f) The state's educational standards should be guided by core values of equity, inclusiveness, and universally high expectations.

(g) The state is committed to its efforts to provide all pupils with excellent educational opportunities, without regard to race, gender, ethnicity, nationality, income, sexual orientation, or disability.

(h) The state is committed to its obligation to ensure its youth are college prepared and career ready, while graduating 100 percent of its pupils.

(i) The implementation of various ethnic studies courses within California's curriculum that are A-G approved, with the objective of preparing pupils to be global citizens with an appreciation for the contributions of multiple cultures, will close the achievement gap, reduce pupil truancy, increase pupil enrollment, reduce dropout rates, and increase graduation rates.

(j) The state encourages the participation of pupils and members of the community in the development of an ethnic studies model curriculum.

SEC. 2. Section 51226.7 is added to the Education Code, to read:

51226.7. (a) The Instructional Quality Commission shall develop, and the state board shall adopt, modify, or revise, a model curriculum in ethnic studies to ensure quality courses of study in ethnic studies. The model curriculum shall be developed with participation from faculty of ethnic studies programs at universities and colleges with ethnic studies programs and a group of representatives of local educational agencies, a majority of whom are kindergarten to grade 12, inclusive, teachers who have relevant experience or education background in the study and teaching of ethnic studies.

(b) The model curriculum shall be written as a guide to allow school districts to adapt their courses to reflect the pupil demographics in their communities. The model curriculum shall include examples of courses offered by local educational agencies that have been approved as meeting the A-G admissions requirements of the University of California and the California State University, including, to the extent possible, course outlines for those courses.

(c) On or before December 31, 2019, the Instructional Quality Commission shall submit the model curriculum to the state board for adoption, and the state board shall adopt the model curriculum on or before March 31, 2020.

(d) The Instructional Quality Commission shall provide a minimum of 45 days for public comment before submitting the model curriculum to the state board.

(e) Beginning in the school year following the adoption of the model curriculum pursuant to subdivision (a), each school district or charter school maintaining any of grades 9 to 12, inclusive, that does not otherwise offer a standards-based ethnic studies curriculum is encouraged to offer to all otherwise qualified pupils a course of study in ethnic studies based on the model curriculum. A school district or charter school that elects to offer a course of study in ethnic studies pursuant to this subdivision shall offer the course as an elective in the social sciences or English language arts and shall make the course available in at least one year during a pupil's enrollment in grades 9 to 12, inclusive.

(f) It is the intent of the Legislature that local educational agencies submit course outlines for ethnic studies for approval as A-G courses.

California Department of Education
News Release

Release: #21-21
March 18, 2021

Contact: Janet Weeks
E-mail: communications@cde.ca.gov
Phone: 916-319-0818

State Board of Education Approves Historic Ethnic Studies Guidance for High Schools

SACRAMENTO—The California State Board of Education today approved guidance to assist local high schools in developing ethnic studies courses, classes that researchers say can improve graduation and college-going rates among all students—and especially teens of color. The vote makes California the first state in the nation to offer a statewide ethnic studies model for educators.

“California’s students have been telling us for years that they need to see themselves and their stories represented in the classroom. Today’s historic action gives schools the opportunity to uplift the histories and voices of marginalized communities in ways that help our state and nation achieve racial justice and create lasting change,” said State Superintendent of Public Instruction Tony Thurmond. “By fostering our understanding of the struggles and achievements of people of color, ethnic studies benefit students of all backgrounds—and that is why today’s work is so important.”

The Ethnic Studies Model Curriculum is aimed at empowering students by illuminating the often-untold struggles and contributions of Native Americans, African Americans, Latino/a/x Americans, and Asian Americans in California. The document includes University of California and California State University a–g-approved ethnic studies course outlines and lessons that expand beyond the four traditional disciplines of ethnic studies to help local districts tailor a course to meet local student needs.

While its use is not mandated, the curriculum is intended to supply local school districts with the background, ideas, and examples to begin local discussions on expanding ethnic studies offerings.

“Today we made an important step toward confronting and ultimately transforming racism in our society and in our state,” said State Board President Dr. Linda Darling-Hammond. “This day has been a long time in coming, and we are reminded daily that the racial injustice it reveals is not only a legacy of the past but a clear and present danger.

“Seventy years ago, in the height of the McCarthy era, W.E.B. DuBois wrote: ‘Of all the civil rights for which the world has struggled and fought for 5,000 years, the right to learn is undoubtedly the most fundamental,’” Dr. Darling-Hammond continued. “‘The freedom to learn…has been bought by

bitter sacrifice. And whatever we may think of the curtailment of other civil rights, we should fight to the last ditch to keep open the right to learn.' That is what this conversation is about: How we ensure the right to learn for all of our children."

The vote today concludes four years of work to develop an ethnic studies guidance document aligned with California's history/social science standards and curriculum frameworks, State Board guidelines, and state law. The model curriculum approved is the fourth draft and reflects revisions responsive to thousands of public comments.

Presenters who spoke in support of the draft today included civil rights activist Dolores Huerta; Secretary of State Dr. Shirley Weber; Karen Korematsu, daughter of civil rights activist Fred Korematsu and founder of the Fred T. Korematsu Institute; Temple University African American Studies Professor Dr. Molefi Asante; and Stanford University Chicano Studies Professor Albert Camarillo, among others.

"Dr. Martin Luther King, Jr. said racism is a sickness, and we have to become the healers," Ms. Huerta said in urging the Board to adopt the curriculum, ending her comments with a spirited "Si se puede!"

Dr. Weber, who voted in favor of the model curriculum in November as a member of the Board's curriculum advisory group, the Instructional Quality Commission, said: "A well-taught ethnic studies curriculum is beneficial to all students regardless of race. It transforms their lives."

Dr. Weber is a San Diego State University Africana Studies professor emeritus who helped establish the discipline at the college in 1972. "My former students are different professionals because they have a different level of respect for others. These benefits are overwhelming for our students."

Monterey County Supervisor Luis Alejo, who wrote the 2016 legislation directing development of the model when he was in the California Assembly, noted that he first introduced an ethnic studies K–12 bill 19 years ago. "Finally, there is movement across our nation. Our students need and deserve an education that more truthfully reflects the contributions of people of color," he told the Board. "Our students must see themselves in what they learn."

Because there are a growing number of schools offering ethnic studies—some of California's largest school districts require it for graduation—$5 million is included in the January budget proposal specifically for high-quality ethnic studies professional development.

"The ethnic studies model curriculum is a starting point," Ms. Korematsu said. "It's not an endpoint. This is a pivotal moment in California's educational history. The fight for justice and human rights begins with education, and begins now."

# # # #

Tony Thurmond — State Superintendent of Public Instruction
Communications Division, Room 5602, 916-319-0818, Fax 916-319-0100

Last Reviewed: Thursday, March 18, 2021