AIMS K-12 College Prep Charter District

AIMS Finance Committee Meeting

Date and Time

Thursday May 13, 2021 at 7:00 AM PDT

Location

Join Zoom Meeting
https://zoom.us/j/96868909690?pwd=aDF0dmZOclhZYTJPUEVmdWE1MHk3QT09

Meeting ID: 968 6890 9690
Passcode: 664268
One tap mobile
+16699009128,,96868909690# US (San Jose)
+12532158782,,96868909690# 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)
- +1 646 558 8656 US (New York)
- +1 301 715 8592 US (Washington DC)
- +1 312 626 6799 US (Chicago)

Meeting ID: 968 6890 9690
Find your local number: https://zoom.us/u/a2UcMj25u

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

Join Zoom Meeting: https://zoom.us/j/95164754122?pwd=ZmIrZzFRdjBaWkJGS2dZUDNTWEJ4dz09
Meeting ID: 951 6475 4122
Password: 320158

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**7:00 AM**
	Opening Items			
	A. Call the Meeting to Order			
	B. Record Attendance and Guests			1 m
	C. Adoption of the Agenda	Vote	Chris Edington	2 m
	The Finance Committee will consider adopting the May 13, 2021 Finance Committee Agenda.			
	D. Approval of the Minutes	Approve Minutes	Chris Edington	1 m
	The Finance Committee will consider approving the March 15, 2021 Special Finance Committee Monthly Meeting minutes.			
	Approve minutes for AIMS Special Finance Committee Meeting on April 15, 2021			
	E. Public Comment on Non-Agenda Items			4 m
	Public Comment on Non-Action Items is set aside for members of the Public to address the items on the Committee's agenda prior to each agenda item. 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**			

		Purpose	Presenter	Time
	two (2) minutes per person, and a total time allotted for all public comment will not exceed twenty (20) minutes (10 minutes per section).			
F.	Public Comment on Agenda Items			4 m
	Public Comment on Action Items is set aside for members of the Public to address the items on the Committee's agenda prior to each agenda item. 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).**			
II.	**Non-Action Items**			
III.	**Action Items**			**7:12 AM**
A.	2021 - 2022 Directors and Officers Insurance Renewal	Vote	Katema Ballentine	3 m
	The Finance Committee will consider the approval of the 2021 - 2022 Directors and Officers Insurance Renewal.			
B.	AIMS K-12 2019 - 2020 Taxes	Vote	Katema Ballentine	3 m
	The Finance Committee will consider the approval of the AIMS K-12 2019 - 2020 Taxes.			
C.	Expanded Learning Opportunities Grant Plan for American Indian Public Charter School II	Vote	Marisol Magana	3 m
D.	Expanded Learning Opportunities Grant Plan for AIMS College Prep Middle School	Vote	Marisol Magana	3 m
E.	Expanded Learning Opportunity Grant Plan for AIMS College Prep High School (AIPHS)	Vote	Maurice Williams	3 m
	The Finance Committee will consider approval of the Expanded Learning Opportunity Grant Plan for AIPHS.			
F.	Update School Plan for Student Achievement (SPSA) - American Indian Public Charter School II (AIPCS II)	Vote	Marisol Magana	3 m
	The Finance Committee will consider approving the update of the SPSA for AIPCS II.			

		Purpose	Presenter	Time
G.	School Plan for Student Achievement (SPSA) - AIMS College Prep Middle School (AIMS MS)	Vote	Marisol Magana	3 m
	The Finance Committee will consider approving the SPSA for AIMS MS.			
H.	3rd Floor Bathroom Renovations Update	Vote	Marisol Magana	3 m
	Finance Committee will consider approving the 3rd Floor Bathroom Renovation Updates.			
I.	Ring Central Contract	Vote	Marisol Magana	3 m
J.	AT&T Fiber Contract	Vote	Marisol Magana	3 m
K.	Lunch Masters Addendum Contract 2021-2022	Vote	Tiffany Tung	3 m
L.	3 Day Blinds Solar Shades Quote	Vote	Tiffany Tung	3 m

IV. Closed Session — 7:48 AM

A.	Public Comment on Closed Session Items	FYI		2 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.	Recess to Closed Session	FYI		15 m

Closed Session Items:

1. Conference with Real Property Negotiators
   (Gov. Code Section 54956.9)
2. Conference with Legal Counsel - Anticipated Litigation

   (Gov. Code Section 54956.9)
   1. East-West Bank Account Change.
3. Employee matters

		Purpose	Presenter	Time
C.	Reconvene from Closed Session Roll Call	Vote		1 m
D.	Report from Closed Session	FYI		1 m
V.	**Closing Items**			**8:07 AM**
A.	Items For Next Agenda - - - -	FYI		
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 May 18, 2021, @ 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 on the AIMS website @ aimsk12.org, on, May 11, 2021, at 06:55 AM.
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 AIMS Special Finance Committee Meeting on April 15, 2021

APPROVED

AIMS K-12 College Prep Charter District

Minutes

AIMS Special Finance Committee Meeting

Date and Time
Thursday April 15, 2021 at 7:00 AM

Location
Teleconference Zoom Meeting

Meeting ID: 951 6475 4122
Passcode: 320158
One tap mobile
+16699009128,,95164754122# US (San Jose)
+12532158782,,95164754122# 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)
+1 646 558 8656 US (New York)
+1 301 715 8592 US (Washington DC)
+1 312 626 6799 US (Chicago)
Meeting ID: 951 6475 4122
Find your local number: https://zoom.us/u/acQu5Kou6G

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Magana at (510) 220-9985 at least 24 hours in advance of any disability accommodations being needed in order to participate in the meeting. **All comments and questions should be entered into the chat feature of the Zoom meeting.**

Join Zoom Meeting: https://zoom.us/j/95164754122?pwd=ZmlrZzFRdjBaWkJGS2dZUDNTWEJ4dz09
Meeting ID: 951 6475 4122
Password: 320158

Committee Members Present
A. Abuyen (remote), C. Edington (remote), K. Ballentine (remote), M. Woods-Cadiz (remote)

Committee Members Absent
None

Guests Present
Aliza Gallo (remote), C. Hollis (remote), M. Magana (remote), T. Tung (remote), Z. Lopez (remote)

I. Opening Items

A. Call the Meeting to Order

C. Edington called a meeting of the Finance Committee of AIMS K-12 College Prep Charter District to order on Thursday Apr 15, 2021 at 7:11 AM.

B. Record Attendance and Guests

C. Adoption of the Agenda

A. Abuyen made a motion to Adopt the agenda as is.
C. Edington seconded the motion.
The committee **VOTED** unanimously to approve the motion.

D. Approval of the Minutes

C. Edington made a motion to approve the minutes from Special Finance Committee Monthly Meeting on 03-15-21.
M. Woods-Cadiz seconded the motion.
The committee **VOTED** unanimously to approve the motion.

E. Approval of the Minutes

C. Edington made a motion to approve the minutes from Finance Committee Monthly Meeting on 02-25-21.
M. Woods-Cadiz seconded the motion.
The committee **VOTED** unanimously to approve the motion.

F. Public Comment on Non-Action Items

No public comment on Non-Action Items.

G. Public Comment on Action Items

No public comment on Action items.

II. Non-Action Items

A. AIMS Final Audit

Chief Finance Officer (CBO) Ballentine presented the AIMS Final Audit.

- Click to view **AIMS Finance Committee Cover Letter.**
- Click to view **AIMS Final Report.**
- Click to view **AIMS Final Communications Letter.**
- Final report of submitted barring two amendments.
    - Names of the directors that were present on the board during 2019 - 2020 Fiscal year.
    - Request information to outline the findings of the report.

III. Action Items

A. Oakland Chinatown Community Benefit District - Request to the AIMS Board of Directors

Aliza Gallo and Marco Mangery presented the Oakland Chinatown Community Benefit District - Request to the AIMS Board of Directors.

- Click link to view **Oakland Chinatown Community Benefits District (CBD) Cover letter**
- Click link to view **Oakland Chinatown CBD Overview**
- Click link to view **Oakland Chinatown CBD Petition Package.**
- Click to view **AIMS Petition for the Oakland Chinatown CBD.**
- Visiting all major partner owners and partners to vote yes on the petition.
- The purpose is to provide services over and above what the city of Oakland has provided.
    - Daily ambassador services.
    - Financial support to local businesses.

- Assessment is primarily based on square footage.

C. Edington made a motion to approve item III.A Oakland Chinatown CBD - Request to the AIMS Board of Directors as an action item for the April 20, 2021 AIMS Monthly Board Meeting.
A. Abuyen seconded the motion.
The committee **VOTED** to approve the motion.

Roll Call	
A. Abuyen	Aye
C. Edington	Aye
M. Woods-Cadiz	Abstain
K. Ballentine	Aye

B. Staffing Agency Contract (School Nurses)

Zeke Lopez presented item III.B Staffing Agency Contract (Nurses)

- Click link to view **Staffing Agency Contract Cover letter**
- Click link to view **Staffing Agency Contract.**
- 3 year contract will provide two full time nurses one for each site.
- Will provide COVID 19 testing.
- Total cost is $43,920.00 for this academic year.
- Prior to COVID pandemic there were no nurses on AIMS staff.
- AIMS will have COVID funding until 2022.

C. Edington made a motion to Approve item III.B Staffing Agency Contract (School Nurses) as an action item for the AIMS Monthly Board meeting.
K. Ballentine seconded the motion.
The committee **VOTED** to approve the motion.

Roll Call	
A. Abuyen	Aye
M. Woods-Cadiz	Aye
K. Ballentine	Aye
C. Edington	Aye

C. American Indian Model School (AIMS) Xerox Fleet Upgrades

Tiffany Tung presented item III.C. AIMS Xerox Fleet Upgrades.

- Click link to view **AIMS Cover letter Re-printer Upgrade.**
- Click link to view **AIMS_Xerox Fleet Upgrades.**
- Click link to view **AIMS 171 12th st_Xerox B9100 Agreement.**
- Click link to view **AIMS 746 Grand Ave._Xerox B8155 Agreement.**
- Click link to view **AIMS 746 Grand Ave._Xerox B8170 Agreement.**
- Click link to view **AIMS 746 Grand Ave._Xerox B9100 Agreement.**

- 5 year least.
- May - June expense is $1,579.72.

C. Edington made a motion to Approve item III.C. AIMS Xerox Fleet Upgrades to add to the consent calendar for the April 20, 2021 AIMS Monthly Board meeting.
A. Abuyen seconded the motion.
The committee **VOTED** to approve the motion.

Roll Call	
M. Woods-Cadiz	Aye
C. Edington	Aye
K. Ballentine	Aye
A. Abuyen	Aye

D. Facilities Use Agreement for Lakeview Campus

Ms. Marisol Magaña presented item III.D. Facilities Use Agreement for Lakeview Campus.

- Click link to view **Cover letter Facilities Use Agreement (FUA).**
- Click link to view **AIPHS Lakeview 2021 - 23 FUA Draft.**
- Click link to view **Shaded Floorplan for AIMS Lakeview Campus.**
- Click link to view **Shaded Parking lot for Basketball Court.**
- For the 2021 - 2022 Academic school year.
- 26,810 sq. feet will be charged at the prop 39 rate. 1,584 sq. feet charged 2 times the prop 39 rate.
- $200,000.00 is an estimated cost.
- $200,000.00 is allocated in the AIMS budget for facilities cost fiscally.
- Required to go before the Oakland Unified School District Board for approval.

C. Edington made a motion to Approve item III.D. Facilities Use Agreement for Lakeview Campus to add to the consent calendar for the April 20, 2021 AIMS Monthly Board meeting.
A. Abuyen seconded the motion.
The committee **VOTED** to approve the motion.

Roll Call	
A. Abuyen	Aye
M. Woods-Cadiz	Aye
K. Ballentine	Aye
C. Edington	Aye

E. Power Student Information System (SIS) Renewal

Ms. Marisol Magaña presented item III.E. Power SIS Renewal

- Click link to view **Cover letter Power SIS Renewal.**

• Click link to view **Power SIS Renewal Quote.**

C. Edington made a motion to Approve item III.E. Power SIS Renewal to add to the consent calendar for the April 20, 2021 AIMS Monthly Board meeting.
A. Abuyen seconded the motion.
The committee **VOTED** to approve the motion.

Roll Call	
K. Ballentine	Aye
C. Edington	Aye
A. Abuyen	Aye
M. Woods-Cadiz	Aye

F. American Indian Public Charter School (AIPCS), and American Indian Public Charter School II (AIPCS II) Middle School Chromebook Purchase

Ms. Marisol Magaña presented item III.F. AIPCS, AIPCS II Middle School Chromebook Purchase.

• Click link to view **Cover letter AIPCS, AIPCS II Middle School Chromebook Purchase.**
• Click link to view **AIPCS, AIPCS II Middle School Chromebook Quote.**
• Request an additional 180 chromebooks for AIMS students made by AIPCS and AIPCS II.
• AIMS will be at 1.5 chromebooks per student after additional chromebooks.

A. Abuyen made a motion to Approve item III.F. AIPCS, and AIPCS II Middle School Chromebook Purchase to add to the consent calendar for the April 20, 2021 AIMS Monthly Board meeting.
K. Ballentine seconded the motion.
The committee **VOTED** to approve the motion.

Roll Call	
M. Woods-Cadiz	Aye
A. Abuyen	Aye
C. Edington	Aye
K. Ballentine	Aye

IV. Closed Session

A. Public Comment on Closed Session Items

No public comment on closed session items.

B. Recess to Closed Session

C. Reconvene from Closed Session

D.

Report 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 8:00 AM.

Respectfully Submitted,
C. Edington

C. NOTICES

Coversheet

2021 - 2022 Directors and Officers Insurance Renewal

Section:	III. Action Items
Item:	A. 2021 - 2022 Directors and Officers Insurance Renewal
Purpose:	Vote
Submitted by:	
Related Material:	AIMS Board Cover Letter Directors and Officer Insurance 2021.pdf Insurance Memo Directors and Officers May board meeting.docx PGU Indian Harbor D&O '21 (1).pdf

AIMS Board Meeting Item Cover Letter

Item: Directors and Officers Insurance Renewal

Presented By: Katema Ballentine

Staff Recommendation:

The attached renewal proposed a flat plan and rate in the new year. Various vendors were reviewed and the current vendor was the best option. Staff requests the approval of the Directors and Officers Insurance renewal of the beginning March 31, 2020 through March 31, 2021.

Committee Approval: Finance Committee

Total Associated Cost: 51,034.99

Included in Budget?

Over or Under Budget?

Amount Over/Under Budget?

Included in LCAP? N/A

Which LCAP?

MEMORANDUM

TO: Finance Committee
FROM: Katema Ballentine, Business Office
DATE: May 13,2021
SUBJECT: Insurance information Finance Committee and Board of Directors

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

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

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

INSRUANCE POLICIES:

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

Premium Amount: $51,034.99 (no increase from previous year)

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

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

All-Cal INSURANCE AGENCY

AMERICAN INDIAN MODEL SCHOOLS
DIRECTORS & OFFICERS RENEWAL SUMMARY
3/31/2021

COMPANY: Professional Governmental Underwriters Insurance Company (On Indian Harbor Paper) is a Non Admitted company in the state of California. Ironshore is headquartered in Stamford, CT with a financial rating of **'A'(Excellent)** by A.M. Best, insurance rating source.

LIABILITY: (CLAIMS-MADE) ***prior and pending date 3/31/2016***

$ 1,000,000	Part A: **Educators Legal Liability -** The Organization, Shall mean a past, present or future duly elected or appointed director, officer, trustee, trustee emeritus, executive director, department head, committee member (of duly constituted committee of the Nonprofit), staff or faculty member (salaried or non-salaried), Employee or volunteer of the Nonprofit. Coverage will automatically apply to all new persons who become Insured Persons after the inception date of this policy.
	Wrongful Acts – any actual or alleged act, omission, error, misstatement, misleading statement, neglect or breach of duty, or Employment Practices Wrongful Act, by any Insured Person in their capacity as such with the Nonprofit.
$ 1,000,000	Part B: **Employment Practices Liability**- Shall mean any Claim brought by or on behalf of any past, present, or future Employee of the Nonprofit Entity or Outside Entity, or any applicant for employment with the Nonprofit organization alleging an employment practices Wrongful Act.
Included	Harassment/Bullying Coverage
	Cost of Defense is outside of the limits of liability (unlimited)
$ 50,000	Retention (deductible)

Features/Enhancements:

Punitive Damages	Included
Personal Injury	Included
Third Party Wrongful Acts	Included
Non-Monetary Relief	Included
Loss of Earnings	Included

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COST SUMMARY:	$ 48,893.00	Premium
	$ 1,474.14	Surplus Lines Tax
	$ 122.85	Stamping Tax
	$ 245.00	Policy Fee
	$ 300.00	Broker fee
	$ 51,034.99	**Total**

To bind coverage, payment in full or the down payment of $17,109 is due by 3/30/2021. Payment can be made here:

PAY NOW
CLICK HERE

This is a summary. See policy for insuring agreement, definitions and exclusions.

Optional coverages:

- Lower deductible ($25,000) = and additional premium of +$8,353
- Deadly Weapon Coverage = Estimated pricing is $5,500

505 VERNON STREET ♦ ROSEVILLE, CA 95678 ♦ (800) 841-1776 TOLL FREE ♦ (916) 784-0158 FAX
LICENSE #0B71044 ♦ www.all-calinsurance.com ♦ **Proudly specializing in Nonprofit organizations since 1989!**

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- Proactive regulatory updates based on each user's selected preferences
- Dedicated relationship managers that can help you take full advantage of these benefits

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Coversheet

AIMS K-12 2019 - 2020 Taxes

Section: III. Action Items
Item: B. AIMS K-12 2019 - 2020 Taxes
Purpose: Vote
Submitted by:
Related Material: AIMS Board Cover 2019 Tax Return.pdf
Draft 2019 Tax Returns American Indian Model Schools.pdf

AIMS Board Meeting Item Cover Letter

Item: AIMS 2019 Tax Return

Presented By: Katema Ballentine, CBO

Staff Recommendation:

Charter schools must file Form 990, Return of Organization Exempt From Income Tax, or Form 990EX, Short Form Return of Organization Exempt From Income Tax. AIMS annual gross receipts are $15,364,983. Total assets are $16,360,425, total Liabilities are $11,935,386. The remaining fund balance

Committee Approval: Yes Finance Committee

Total Associated Cost: N/A

Included in Budget?

Over or Under Budget?

Amount Over/Under Budget?

Included in LCAP? N/A

Which LCAP?

EIDE BAILLY LLP
10681 FOOTHILL BLVD., STE. 300
RANCHO CUCAMONGA, CA 91730-3831

DRAFT

AMERICAN INDIAN MODEL SCHOOLS
171 12TH STREET
OAKLAND, CA 94607

926340
04-01-19

Caution: Forms printed from within Adobe Acrobat products may not meet IRS or state taxing agency specifications. When using Acrobat, select the "Actual Size" in the Adobe "Print" dialog.

CLIENT'S COPY

DRAFT

EideBailly®

CPAs & BUSINESS ADVISORS

April 11, 2021

AMERICAN INDIAN MODEL SCHOOLS
171 12TH STREET
OAKLAND, CA 94607

AMERICAN INDIAN MODEL SCHOOLS:

Enclosed are the 2019 Exempt Organization returns, as follows...

2019 Form 990

2019 California Form 199

2019 IRS E-File Signature Authorization For An Exempt Organization (Form 8879-EO)

In addition, we have included a separate public disclosure copy of the Form 990 and Form 990-T (if applicable) on our secure portal site. All exempt organizations are required to have a copy of their current year Form 990 and two prior year returns available for public inspection. If the Form 990 includes a Schedule of Contributors (Schedule B), we have removed the names and addresses of contributors from this return, as this information is not open to public inspection. Only organizations exempt under 501(c)(3) must make the current year Form 990-T and two prior year returns available. Please print and sign the public disclosure copy(ies) and keep them available at your primary office location.

Many states require legal entities to register with them in order to do business in their state. Please remember to keep your registration active and current for each state that you have business activities.

We sincerely appreciate the opportunity to serve you. Please contact us if you have any questions concerning the tax return.

Sincerely,

Catherine L. Gray
of Eide Bailly, LLP

DRAFT

TAX RETURN FILING INSTRUCTIONS

FORM 990

FOR THE YEAR ENDING

June 30, 2020

Prepared For:

AMERICAN INDIAN MODEL SCHOOLS
171 12TH STREET
OAKLAND, CA 94607

Prepared By:

Eide Bailly LLP
10681 Foothill Blvd., Ste. 300
Rancho Cucamonga, CA 91730-3831

Amount Due or Refund:

Not applicable

Make Check Payable To:

Not applicable

Mail Tax Return and Check (if applicable) To:

Not applicable

Return Must be Mailed On or Before:

Not applicable

Special Instructions:

This return has qualified for electronic filing. After you have reviewed the return for completeness and accuracy, please sign, date and return Form 8879-EO to our office. We will transmit the return electronically to the IRS and no further action is required. Return Form 8879-EO to us by May 17, 2021

DRAFT

***** THIS IS NOT A FILEABLE COPY *****

Form **8879-EO**

Department of the Treasury
Internal Revenue Service

IRS e-file Signature Authorization for an Exempt Organization

For calendar year 2019, or fiscal year beginning JUL 1 , 2019, and ending JUN 30 , 20 20

▶ **Do not send to the IRS. Keep for your records.**

▶ **Go to www.irs.gov/Form8879EO for the latest information.**

OMB No. 1545-1878

2019

Name of exempt organization

AMERICAN INDIAN MODEL SCHOOLS

Employer identification number

94-3309981

Name and title of officer

MAYA WOODS-CADIZ
SUPERINTENDENT

Part I Type of Return and Return Information (Whole Dollars Only)

Check the box for the return for which you are using this Form 8879-EO and enter the applicable amount, if any, from the return. If you check the box on line **1a, 2a, 3a, 4a,** or **5a,** below, and the amount on that line for the return being filed with this form was blank, then leave line **1b, 2b, 3b, 4b,** or **5b,** whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not** complete more than one line in Part I.

1a	Form 990 check here ▶ [X]	**b**	**Total revenue,** if any (Form 990, Part VIII, column (A), line 12)	**1b**	15,364,983.
2a	Form 990-EZ check here ▶ [ ]	**b**	**Total revenue,** if any (Form 990-EZ, line 9)	**2b**	
3a	Form 1120-POL check here ▶ [ ]	**b**	**Total tax** (Form 1120-POL, line 22)	**3b**	
4a	Form 990-PF check here ▶ [ ]	**b**	**Tax based on investment income** (Form 990-PF, Part VI, line 5)	**4b**	
5a	Form 8868 check here ▶ [ ]	**b**	**Balance Due** (Form 8868, line 3c)	**5b**	

Part II Declaration and Signature Authorization of Officer

Under penalties of perjury, I declare that I am an officer of the above organization and that I have examined a copy of the organization's 2019 electronic return and accompanying schedules and statements and to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the organization's electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the organization's return to the IRS and to receive from the IRS **(a)** an acknowledgement of receipt or reason for rejection of the transmission, **(b)** the reason for any delay in processing the return or refund, and **(c)** the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the organization's federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the organization's electronic return and, if applicable, the organization's consent to electronic funds withdrawal.

Officer's PIN: check one box only

[X] I authorize EIDE BAILLY LLP to enter my PIN 45679

ERO firm name

Enter five numbers, but do not enter all zeros

as my signature on the organization's tax year 2019 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

[ ] As an officer of the organization, I will enter my PIN as my signature on the organization's tax year 2019 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Officer's signature ▶ ***** THIS IS NOT A FILEABLE COPY *** Date ▶

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN. 81199300050

Do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2019 electronically filed return for the organization indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 4163,** Modernized e-File (MeF) Information for Authorized IRS *e-file* Providers for Business Returns.

ERO's signature ▶ Date ▶ 04/11/21

ERO Must Retain This Form - See Instructions
Do Not Submit This Form to the IRS Unless Requested To Do So

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EXTENDED TO MAY 17, 2021

Form **990** (Rev. January 2020)

Department of the Treasury
Internal Revenue Service

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

▶ **Do not enter social security numbers on this form as it may be made public.**

▶ **Go to www.irs.gov/Form990 for instructions and the latest information.**

OMB No. 1545-0047

2019

Open to Public Inspection

A For the 2019 calendar year, or tax year beginning JUL 1, 2019 **and ending** JUN 30, 2020

B Check if applicable:
- ☐ Address change
- ☐ Name change
- ☐ Initial return
- ☐ Final return/ termin-ated
- ☐ Amended return
- ☐ Applica-tion pending

C Name of organization
AMERICAN INDIAN MODEL SCHOOLS

Doing business as

Number and street (or P.O. box if mail is not delivered to street address) | Room/suite
171 12TH STREET

City or town, state or province, country, and ZIP or foreign postal code
OAKLAND, CA 94607

F Name and address of principal officer: MAYA WOODS-CADIZ
SAME AS C ABOVE

D Employer identification number
94-3309981

E Telephone number
510-893-8701

G Gross receipts $ 15,364,983.

H(a) Is this a group return for subordinates? ☐ Yes ☒ No

H(b) Are all subordinates included? ☐ Yes ☐ No
If "No," attach a list. (see instructions)

H(c) Group exemption number ▶

I Tax-exempt status: ☒ 501(c)(3) ☐ 501(c) ( ) ◀ (insert no.) ☐ 4947(a)(1) or ☐ 527

J Website: ▶ WWW.AIPCH.ORG

K Form of organization: ☒ Corporation ☐ Trust ☐ Association ☐ Other ▶

L Year of formation: 1996 **M** State of legal domicile: CA

Part I Summary

Activities & Governance

1 Briefly describe the organization's mission or most significant activities: TO MEET THE ACADEMIC,SOCIAL,CULTURAL AND DEVELOPMENTAL NEED OF STUDENTS IN AN

2 Check this box ▶ ☐ if the organization discontinued its operations or disposed of more than 25% of its net assets.

3	Number of voting members of the governing body (Part VI, line 1a)	3	5
4	Number of independent voting members of the governing body (Part VI, line 1b)	4	5
5	Total number of individuals employed in calendar year 2019 (Part V, line 2a)	5	181
6	Total number of volunteers (estimate if necessary)	6	0
7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
b	Net unrelated business taxable income from Form 990-T, line 39	7b	0.

Revenue

		Prior Year	Current Year
8	Contributions and grants (Part VIII, line 1h)	16,304,987.	15,363,504.
9	Program service revenue (Part VIII, line 2g)	0.	0.
10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)	0.	1,479.
11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	43,185.	0.
12	Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	16,348,172.	15,364,983.

Expenses

13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)	0.	0.
14	Benefits paid to or for members (Part IX, column (A), line 4)	0.	0.
15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	7,912,911.	7,982,213.
16a	Professional fundraising fees (Part IX, column (A), line 11e)	0.	0.
b	Total fundraising expenses (Part IX, column (D), line 25) ▶ 19,514.		
17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	7,550,894.	9,797,773.
18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	15,463,805.	17,779,986.
19	Revenue less expenses. Subtract line 18 from line 12	884,367.	-2,415,003.

Net Assets or Fund Balances

		Beginning of Current Year	End of Year
20	Total assets (Part X, line 16)	13,494,158.	16,360,425.
21	Total liabilities (Part X, line 26)	6,654,116.	11,935,386.
22	Net assets or fund balances. Subtract line 21 from line 20	6,840,042.	4,425,039.

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Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here

▶ Signature of officer — Date

▶ MAYA WOODS-CADIZ, SUPERINTENDENT
Type or print name and title

Paid Preparer Use Only

Print/Type preparer's name	Preparer's signature	Date	Check if self-employed	PTIN
CATHERINE L. GRAY	CATHERINE L. GRAY	04/11/21	☐	P01294460

Firm's name ▶ EIDE BAILLY LLP — Firm's EIN ▶ 45-0250958

Firm's address ▶ 10681 FOOTHILL BLVD., STE. 300
RANCHO CUCAMONGA, CA 91730-3831 — Phone no. 909-466-4410

May the IRS discuss this return with the preparer shown above? (see instructions) ☒ Yes ☐ No

SEE SCHEDULE O FOR ORGANIZATION MISSION STATEMENT CONTINUATION

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III X

1 Briefly describe the organization's mission:
TO MEET THE ACADEMIC,SOCIAL,CULTURAL AND DEVELOPMENTAL NEED OF STUDENTS IN AN ENVIRONMENT THAT RESPECTS THE INTEGRITY OF THE INDIVIDUAL STUDENT AND DIVERSE CULTURES AND KNOWLEDGE WHICH CREATES EDUCATIONAL PARTNERSHIPS AMONG TEACHER, STUDENTS, PARENTS AND THE

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? ..... ☐ Yes ☒ No
If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? ..... ☐ Yes ☒ No
If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code: _____) (Expenses $ 15,918,488. including grants of $ _____) (Revenue $ _____)
PROVIDE EDUCATION AND ENRICHMENT YOUTH ACTIVITIES TO THE STUDENTS OF AMERICAN INDIAN MODEL SCHOOLS (THE ORGANIZATION). THE FOLLOWING AUTHORIZED CHARTERS ARE OPERATED BY THE ORGANIZATION:
AMERICAN INDIAN PUBLIC CHARTER SCHOOL CURRENTLY SERVES 229 STUDENTS IN GRADES SIXTH THROUGH EIGHT
AMERICAN INDIAN PUBLIC CHARTER SCHOOL II CURRENTLY SERVES 634 STUDENTS IN GRADES KINDERGARTEN THROUGH EIGHT
AMERICAN INDIAN PUBLIC HIGH SCHOOL CURRENTLY SERVES 397 STUDENTS IN GRADES NINTH THROUGH TWELFTH.

4b (Code: _____) (Expenses $ _____ including grants of $ _____) (Revenue $ _____)

4c (Code: _____) (Expenses $ _____ including grants of $ _____) (Revenue $ _____)

4d Other program services (Describe on Schedule O.)
(Expenses $ including grants of $) (Revenue $)

4e Total program service expenses ▶ 15,918,488.

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Part IV Checklist of Required Schedules

			Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? *If "Yes," complete Schedule A*	1	X	
2	Is the organization required to complete *Schedule B, Schedule of Contributors*?	2	X	
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? *If "Yes," complete Schedule C, Part I*	3		X
4	**Section 501(c)(3) organizations.** Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? *If "Yes," complete Schedule C, Part II*	4		X
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? *If "Yes," complete Schedule C, Part III*	5		X
6	Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? *If "Yes," complete Schedule D, Part I*	6		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? *If "Yes," complete Schedule D, Part II*	7		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? *If "Yes," complete Schedule D, Part III*	8		X
9	Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? *If "Yes," complete Schedule D, Part IV*	9		X
10	Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi endowments? *If "Yes," complete Schedule D, Part V*	10		X
11	If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.			
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? *If "Yes," complete Schedule D, Part VI*	11a	X	
b	Did the organization report an amount for investments - other securities in Part X, line 12, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VII*	11b		X
c	Did the organization report an amount for investments - program related in Part X, line 13, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VIII*	11c		X
d	Did the organization report an amount for other assets in Part X, line 15, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part IX*	11d		X
e	Did the organization report an amount for other liabilities in Part X, line 25? *If "Yes," complete Schedule D, Part X*	11e	X	
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? *If "Yes," complete Schedule D, Part X*	11f	X	
12a	Did the organization obtain separate, independent audited financial statements for the tax year? *If "Yes," complete Schedule D, Parts XI and XII*	12a	X	
b	Was the organization included in consolidated, independent audited financial statements for the tax year? *If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional*	12b		X
13	Is the organization a school described in section 170(b)(1)(A)(ii)? *If "Yes," complete Schedule E*	13	X	
14a	Did the organization maintain an office, employees, or agents outside of the United States?	14a		X
b	Did the organization have aggregate revenues or expenses of more than $10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at $100,000 or more? *If "Yes," complete Schedule F, Parts I and IV*	14b		X
15	Did the organization report on Part IX, column (A), line 3, more than $5,000 of grants or other assistance to or for any foreign organization? *If "Yes," complete Schedule F, Parts II and IV*	15		X
16	Did the organization report on Part IX, column (A), line 3, more than $5,000 of aggregate grants or other assistance to or for foreign individuals? *If "Yes," complete Schedule F, Parts III and IV*	16		X
17	Did the organization report a total of more than $15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? *If "Yes," complete Schedule G, Part I*	17		X
18	Did the organization report more than $15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? *If "Yes," complete Schedule G, Part II*	18		X
19	Did the organization report more than $15,000 of gross income from gaming activities on Part VIII, line 9a? *If "Yes," complete Schedule G, Part III*	19		X
20a	Did the organization operate one or more hospital facilities? *If "Yes," complete Schedule H*	20a		X
b	If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?	20b		
21	Did the organization report more than $5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? *If "Yes," complete Schedule I, Parts I and II*	21		X

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Part IV Checklist of Required Schedules *(continued)*

			Yes	No
22	Did the organization report more than $5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? *If "Yes," complete Schedule I, Parts I and III*	22		X
23	Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? *If "Yes," complete Schedule J*	23	X	
24a	Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than $100,000 as of the last day of the year, that was issued after December 31, 2002? *If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a*	24a		X
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	24b		
c	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?	24c		
d	Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?	24d		
25a	**Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations.** Did the organization engage in an excess benefit transaction with a disqualified person during the year? *If "Yes," complete Schedule L, Part I*	25a		X
b	Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? *If "Yes," complete Schedule L, Part I*	25b		X
26	Did the organization report any amount on Part X, line 5 or 22, for receivables from or payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons? *If "Yes," complete Schedule L, Part II*	26		X
27	Did the organization provide a grant or other assistance to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity (including an employee thereof) or family member of any of these persons? *If "Yes," complete Schedule L, Part III*	27		X
28	Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions, for applicable filing thresholds, conditions, and exceptions):			
a	A current or former officer, director, trustee, key employee, creator or founder, or substantial contributor? *If "Yes," complete Schedule L, Part IV*	28a		X
b	A family member of any individual described in line 28a? *If "Yes," complete Schedule L, Part IV*	28b		X
c	A 35% controlled entity of one or more individuals and/or organizations described in lines 28a or 28b? *If "Yes," complete Schedule L, Part IV*	28c		X
29	Did the organization receive more than $25,000 in non-cash contributions? *If "Yes," complete Schedule M*	29		X
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? *If "Yes," complete Schedule M*	30		X
31	Did the organization liquidate, terminate, or dissolve and cease operations? *If "Yes," complete Schedule N, Part I*	31		X
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? *If "Yes," complete Schedule N, Part II*	32		X
33	Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? *If "Yes," complete Schedule R, Part I*	33		X
34	Was the organization related to any tax-exempt or taxable entity? *If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1*	34		X
35a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?	35a		X
b	If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? *If "Yes," complete Schedule R, Part V, line 2*	35b		
36	**Section 501(c)(3) organizations.** Did the organization make any transfers to an exempt non-charitable related organization? *If "Yes," complete Schedule R, Part V, line 2*	36		X
37	Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? *If "Yes," complete Schedule R, Part VI*	37		X
38	Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? **Note:** All Form 990 filers are required to complete Schedule O	38	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V ☐

				Yes	No
1a	Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable	1a	23		
b	Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable	1b	0		
c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?	1c		X	

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Part V Statements Regarding Other IRS Filings and Tax Compliance *(continued)*

				Yes	No
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return	2a	181		
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns?	2b		X	
	Note: If the sum of lines 1a and 2a is greater than 250, you may be required to *e-file* (see instructions)				
3a	Did the organization have unrelated business gross income of $1,000 or more during the year?	3a			X
b	If "Yes," has it filed a Form 990-T for this year? *If "No" to line 3b, provide an explanation on Schedule O*	3b			
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?	4a			X
b	If "Yes," enter the name of the foreign country ▶ _____ See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).				
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?	5a			X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?	5b			X
c	If "Yes" to line 5a or 5b, did the organization file Form 8886-T?	5c			
6a	Does the organization have annual gross receipts that are normally greater than $100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?	6a			X
b	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?	6b			
7	**Organizations that may receive deductible contributions under section 170(c).**				
a	Did the organization receive a payment in excess of $75 made partly as a contribution and partly for goods and services provided to the payor?	7a			X
b	If "Yes," did the organization notify the donor of the value of the goods or services provided?	7b			
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?	7c			X
d	If "Yes," indicate the number of Forms 8282 filed during the year	7d			
e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?	7e			X
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?	7f			X
g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?	7g			
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?	7h			
8	**Sponsoring organizations maintaining donor advised funds.** Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?	8			
9	**Sponsoring organizations maintaining donor advised funds.**				
a	Did the sponsoring organization make any taxable distributions under section 4966?	9a			
b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?	9b			
10	**Section 501(c)(7) organizations.** Enter:				
a	Initiation fees and capital contributions included on Part VIII, line 12	10a			
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities	10b			
11	**Section 501(c)(12) organizations.** Enter:				
a	Gross income from members or shareholders	11a			
b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.)	11b			
12a	**Section 4947(a)(1) non-exempt charitable trusts.** Is the organization filing Form 990 in lieu of Form 1041?	12a			
b	If "Yes," enter the amount of tax-exempt interest received or accrued during the year	12b			
13	**Section 501(c)(29) qualified nonprofit health insurance issuers.**				
a	Is the organization licensed to issue qualified health plans in more than one state?	13a			
	Note: See the instructions for additional information the organization must report on Schedule O.				
b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans	13b			
c	Enter the amount of reserves on hand	13c			
14a	Did the organization receive any payments for indoor tanning services during the tax year?	14a			X
b	If "Yes," has it filed a Form 720 to report these payments? *If "No," provide an explanation on Schedule O*	14b			
15	Is the organization subject to the section 4960 tax on payment(s) of more than $1,000,000 in remuneration or excess parachute payment(s) during the year? If "Yes," see instructions and file Form 4720, Schedule N.	15			X
16	Is the organization an educational institution subject to the section 4968 excise tax on net investment income? If "Yes," complete Form 4720, Schedule O.	16			X

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Part VI Governance, Management, and Disclosure *For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes on Schedule O. See instructions.*

Check if Schedule O contains a response or note to any line in this Part VI X

Section A. Governing Body and Management

				Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year	1a	5		
	If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain on Schedule O.				
b	Enter the number of voting members included on line 1a, above, who are independent	1b	5		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?	2			X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person?	3			X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?	4			X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?	5			X
6	Did the organization have members or stockholders?	6			X
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?	7a			X
b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?	7b			X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:				
a	The governing body?	8a		X	
b	Each committee with authority to act on behalf of the governing body?	8b			X
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? *If "Yes," provide the names and addresses on Schedule O*	9			X

Section B. Policies *(This Section B requests information about policies not required by the Internal Revenue Code.)*

			Yes	No
10a	Did the organization have local chapters, branches, or affiliates?	10a		X
b	If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?	10b		
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	11a		X
b	Describe in Schedule O the process, if any, used by the organization to review this Form 990.			
12a	Did the organization have a written conflict of interest policy? *If "No," go to line 13*	12a	X	
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	12b	X	
c	Did the organization regularly and consistently monitor and enforce compliance with the policy? *If "Yes," describe in Schedule O how this was done*	12c	X	
13	Did the organization have a written whistleblower policy?	13		X
14	Did the organization have a written document retention and destruction policy?	14		X
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?			
a	The organization's CEO, Executive Director, or top management official	15a	X	
b	Other officers or key employees of the organization	15b		X
	If "Yes" to line 15a or 15b, describe the process in Schedule O (see instructions).			
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?	16a		X
b	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?	16b		

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed ▶ CA

18 Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.

☐ Own website ☒ Another's website ☒ Upon request ☐ Other *(explain on Schedule O)*

19 Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.

20 State the name, address, and telephone number of the person who possesses the organization's books and records ▶

MAYA WOODS-CADIZ - 510-893-8701

171 12TH STREET, OAKLAND, CA 94607

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Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII ☐

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than $100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than $100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than $10,000 of reportable compensation from the organization and any related organizations.

See instructions for the order in which to list the persons above.

☐ Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) MAYA WOODS-CADIZ SUPERINTENDENT	40.00			X				204,432.	0.	45,282.
(2) CHRISTOPHER AHMAD HEAD OF SCHOOLS	40.00					X		118,434.	0.	5,569.
(3) TAREYTON RUSS HEAD OF SCHOOLS	40.00					X		112,615.	0.	32,228.
(4) MAURICE WILLIAMS HEAD OF SCHOOLS	40.00					X		111,026.	0.	4,976.
(5) KATEMA BALLENTINE CHIEF BUSINESS OFFICER	40.00					X		100,587.	0.	28,774.
(6) TONI COOK PRESIDENT	2.00	X		X				0.	0.	0.
(7) CHRISTOPHER EDINGTON DIRECTOR	2.00	X						0.	0.	0.
(8) ADRIEN ABUYEN DIRECTOR	2.00	X						0.	0.	0.
(9) DANA LANG DIRECTOR	2.00	X						0.	0.	0.
(10) STEVEN LEUNG DIRECTOR	2.00	X						0.	0.	0.
(11) CLIFFORD THOMPSON DIRECTOR	2.00	X						0.	0.	0.

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Part VII **Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees** *(continued)*

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
1b Subtotal								647,094.	0.	116,829.
c Total from continuation sheets to Part VII, Section A								0.	0.	0.
d Total (add lines 1b and 1c)								647,094.	0.	116,829.

2 Total number of individuals (including but not limited to those listed above) who received more than $100,000 of reportable compensation from the organization ▶ 5

		Yes	No
3 Did the organization list any **former** officer, director, trustee, key employee, or highest compensated employee on line 1a? *If "Yes," complete Schedule J for such individual*	3		X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than $150,000? *If "Yes," complete Schedule J for such individual*	4	X	
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? *If "Yes," complete Schedule J for such person*	5		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than $100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
SWING EDUCATION 548 MARKET ST , SAN FRANCISCO , CA 94104	SUBSTITUTES	594,225.
PRECISE CONSTRUCTION 1831 COMMERCE ST, CORONA, CA 92880	BUILDING RENOVATION	372,093.
ROJAS JANITORIAL, 7083 HOLLYWOOD BLVD STE 180, LOS ANGELES, CA 90028	JANITORIAL & OTHER SERVICES	360,461.
LUXOR FLOORS, 1155 CALIFORNIA DR SUITE B & C, BURLINGAME, CA 94010	BUILDING RENOVATION	350,173.
CSMC, 43460 RIDGE PARK DR #100, TEMECULA, CA 92590	FINANCIAL BACK OFFICE SERVICES	242,088.

2 Total number of independent contractors (including but not limited to those listed above) who received more than $100,000 of compensation from the organization ▶ 9

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Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII ☐

				(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512 - 514
Contributions, Gifts, Grants and Other Similar Amounts	1a Federated campaigns	1a					
	b Membership dues	1b					
	c Fundraising events	1c					
	d Related organizations	1d					
	e Government grants (contributions)	1e	15,017,711.				
	f All other contributions, gifts, grants, and similar amounts not included above	1f	345,793.				
	g Noncash contributions included in lines 1a-1f	1g	$				
	h **Total.** Add lines 1a-1f			15,363,504.			
Program Service Revenue			**Business Code**				
	2a						
	b						
	c						
	d						
	e						
	f All other program service revenue						
	g **Total.** Add lines 2a-2f						
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)			1,479.			1,479.
	4 Income from investment of tax-exempt bond proceeds						
	5 Royalties						
			(i) Real	(ii) Personal			
	6a Gross rents	6a					
	b Less: rental expenses	6b					
	c Rental income or (loss)	6c					
	d Net rental income or (loss)						
			(i) Securities	(ii) Other			
	7a Gross amount from sales of assets other than inventory	7a					
	b Less: cost or other basis and sales expenses	7b					
	c Gain or (loss)	7c					
	d Net gain or (loss)						
	8a Gross income from fundraising events (not including $ _____ of contributions reported on line 1c). See Part IV, line 18	8a					
	b Less: direct expenses	8b					
	c Net income or (loss) from fundraising events						
	9a Gross income from gaming activities. See Part IV, line 19	9a					
	b Less: direct expenses	9b					
	c Net income or (loss) from gaming activities						
	10a Gross sales of inventory, less returns and allowances	10a					
	b Less: cost of goods sold	10b					
	c Net income or (loss) from sales of inventory						
Miscellaneous Revenue			**Business Code**				
	11a						
	b						
	c						
	d All other revenue						
	e **Total.** Add lines 11a-11d						
	12 **Total revenue.** See instructions			15,364,983.	0.	0.	1,479.

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Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX X

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	260,675.	52,135.	208,540.	
6 Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	6,301,876.	5,668,444.	633,432.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)				
9 Other employee benefits	317,354.	308,815.	8,539.	
10 Payroll taxes	1,102,308.	973,428.	128,880.	
11 Fees for services (nonemployees):				
a Management				
b Legal	57,376.		57,376.	
c Accounting	26,200.		26,200.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Sch O.)	3,536,294.	3,169,334.	366,960.	
12 Advertising and promotion	26,862.	23,442.	3,420.	
13 Office expenses	428,352.	374,941.	53,411.	
14 Information technology	180,693.	158,253.	22,440.	
15 Royalties				
16 Occupancy	686,239.	600,123.	86,116.	
17 Travel				
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings	221,762.	195,880.	25,882.	
20 Interest	441,770.	386,485.	55,285.	
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	291,969.	256,243.	35,726.	
23 Insurance	107,915.	94,454.	13,461.	
24 Other expenses. Itemize expenses not covered above (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a INSTRUCTIONAL MATERIALS	1,739,208.	1,659,757.	79,451.	
b SPECIAL EDUCATION	1,518,756.	1,518,756.		
c STUDENT NUTRITION	253,795.	252,632.	1,163.	
d DISTRICT SUPERVISORY FE	135,671.	118,755.	16,916.	
e All other expenses	144,911.	106,611.	18,786.	19,514.
25 **Total functional expenses.** Add lines 1 through 24e	17,779,986.	15,918,488.	1,841,984.	19,514.
26 **Joint costs.** Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here ▶ ☐ if following SOP 98-2 (ASC 958-720)				

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Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X ☐

				(A) Beginning of year		(B) End of year
Assets	1	Cash - non-interest-bearing			1	
	2	Savings and temporary cash investments		2,635,721.	2	3,569,587.
	3	Pledges and grants receivable, net			3	
	4	Accounts receivable, net		2,796,996.	4	4,041,933.
	5	Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons			5	
	6	Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)			6	
	7	Notes and loans receivable, net			7	
	8	Inventories for sale or use			8	
	9	Prepaid expenses and deferred charges		50,978.	9	64,695.
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 11,092,873.			
	b	Less: accumulated depreciation	10b 2,445,455.	8,010,463.	10c	8,647,418.
	11	Investments - publicly traded securities			11	
	12	Investments - other securities. See Part IV, line 11			12	
	13	Investments - program-related. See Part IV, line 11			13	
	14	Intangible assets			14	
	15	Other assets. See Part IV, line 11		0.	15	36,792.
	16	**Total assets.** Add lines 1 through 15 (must equal line 33)		13,494,158.	16	16,360,425.
Liabilities	17	Accounts payable and accrued expenses		802,400.	17	710,069.
	18	Grants payable			18	
	19	Deferred revenue			19	46,037.
	20	Tax-exempt bond liabilities			20	
	21	Escrow or custodial account liability. Complete Part IV of Schedule D			21	
	22	Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons			22	
	23	Secured mortgages and notes payable to unrelated third parties			23	
	24	Unsecured notes and loans payable to unrelated third parties		5,851,716.	24	11,097,767.
	25	Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D		0.	25	81,513.
	26	**Total liabilities.** Add lines 17 through 25		6,654,116.	26	11,935,386.
Net Assets or Fund Balances		**Organizations that follow FASB ASC 958, check here ▶ ☒ and complete lines 27, 28, 32, and 33.**				
	27	Net assets without donor restrictions		6,840,042.	27	4,425,039.
	28	Net assets with donor restrictions			28	
		Organizations that do not follow FASB ASC 958, check here ▶ ☐ and complete lines 29 through 33.				
	29	Capital stock or trust principal, or current funds			29	
	30	Paid-in or capital surplus, or land, building, or equipment fund			30	
	31	Retained earnings, endowment, accumulated income, or other funds			31	
	32	Total net assets or fund balances		6,840,042.	32	4,425,039.
	33	Total liabilities and net assets/fund balances		13,494,158.	33	16,360,425.

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Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI ☐

1	Total revenue (must equal Part VIII, column (A), line 12)	1	15,364,983.
2	Total expenses (must equal Part IX, column (A), line 25)	2	17,779,986.
3	Revenue less expenses. Subtract line 2 from line 1	3	-2,415,003.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	6,840,042.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain on Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	4,425,039.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII ☐

			Yes	No
1	Accounting method used to prepare the Form 990: ☐ Cash ☒ Accrual ☐ Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.			
2a	Were the organization's financial statements compiled or reviewed by an independent accountant? If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: ☐ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis	2a		X
b	Were the organization's financial statements audited by an independent accountant? If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: ☒ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis	2b	X	
c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.	2c	X	
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?	3a		X
b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits	3b		

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SCHEDULE A
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.
▶ Attach to Form 990 or Form 990-EZ.
▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2019

Open to Public Inspection

Name of the organization	Employer identification number
AMERICAN INDIAN MODEL SCHOOLS	94-3309981

Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

1 ☐ A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**
2 ☒ A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E (Form 990 or 990-EZ).)
3 ☐ A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**
4 ☐ A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii).** Enter the hospital's name, city, and state: _____
5 ☐ An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)
6 ☐ A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**
7 ☐ An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
8 ☐ A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
9 ☐ An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university: _____
10 ☐ An organization that normally receives: (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions - subject to certain exceptions, and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)
11 ☐ An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**
12 ☐ An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2)**. See **section 509(a)(3).** Check the box in lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.

a ☐ **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**
b ☐ **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**
c ☐ **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**
d ☐ **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**
e ☐ Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.
f Enter the number of supported organizations .....
g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document? Yes	(iv) No	(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
Total						

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Part II **Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)**

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2015	(b) 2016	(c) 2017	(d) 2018	(e) 2019	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 **Total.** Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 **Public support.** Subtract line 5 from line 4.						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2015	(b) 2016	(c) 2017	(d) 2018	(e) 2019	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 **Total support.** Add lines 7 through 10						

12 Gross receipts from related activities, etc. (see instructions) 12

13 **First five years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ▶ ☐

Section C. Computation of Public Support Percentage

14 Public support percentage for 2019 (line 6, column (f) divided by line 11, column (f)) 14 %

15 Public support percentage from 2018 Schedule A, Part II, line 14 15 %

16a **33 1/3% support test - 2019.** If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ▶ ☐

b **33 1/3% support test - 2018.** If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ▶ ☐

17a **10% -facts-and-circumstances test - 2019.** If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and **stop here.** Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization ▶ ☐

b **10% -facts-and-circumstances test - 2018.** If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and **stop here.** Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization ▶ ☐

18 **Private foundation.** If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions ▶ ☐

Schedule A (Form 990 or 990-EZ) 2019

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Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2015	(b) 2016	(c) 2017	(d) 2018	(e) 2019	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 **Total.** Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of $5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 **Public support.** (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2015	(b) 2016	(c) 2017	(d) 2018	(e) 2019	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 **Total support.** (Add lines 9, 10c, 11, and 12.)						

14 **First five years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ▶ ☐

Section C. Computation of Public Support Percentage

15 Public support percentage for 2019 (line 8, column (f), divided by line 13, column (f))	15	%
16 Public support percentage from 2018 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for **2019** (line 10c, column (f), divided by line 13, column (f))	17	%
18 Investment income percentage from **2018** Schedule A, Part III, line 17	18	%

19a **33 1/3% support tests - 2019.** If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ▶ ☐

b **33 1/3% support tests - 2018.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ▶ ☐

20 **Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ▶ ☐

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Part IV Supporting Organizations

(Complete only if you checked a box in line 12 on Part I. If you checked 12a of Part I, complete Sections A and B. If you checked 12b of Part I, complete Sections A and C. If you checked 12c of Part I, complete Sections A, D, and E. If you checked 12d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

			Yes	No
1	Are all of the organization's supported organizations listed by name in the organization's governing documents? *If "No," describe in* **Part VI** *how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.*	1		
2	Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? *If "Yes," explain in* **Part VI** *how the organization determined that the supported organization was described in section 509(a)(1) or (2).*	2		
3a	Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? *If "Yes," answer (b) and (c) below.*	3a		
b	Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? *If "Yes," describe in* **Part VI** *when and how the organization made the determination.*	3b		
c	Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? *If "Yes," explain in* **Part VI** *what controls the organization put in place to ensure such use.*	3c		
4a	Was any supported organization not organized in the United States ("foreign supported organization")? *If "Yes," and if you checked 12a or 12b in Part I, answer (b) and (c) below.*	4a		
b	Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? *If "Yes," describe in* **Part VI** *how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.*	4b		
c	Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? *If "Yes," explain in* **Part VI** *what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.*	4c		
5a	Did the organization add, substitute, or remove any supported organizations during the tax year? *If "Yes," answer (b) and (c) below (if applicable). Also, provide detail in* **Part VI,** *including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).*	5a		
b	**Type I or Type II only.** Was any added or substituted supported organization part of a class already designated in the organization's organizing document?	5b		
c	**Substitutions only.** Was the substitution the result of an event beyond the organization's control?	5c		
6	Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? *If "Yes," provide detail in* **Part VI.**	6		
7	Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? *If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).*	7		
8	Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? *If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).*	8		
9a	Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? *If "Yes," provide detail in* **Part VI.**	9a		
b	Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? *If "Yes," provide detail in* **Part VI.**	9b		
c	Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? *If "Yes," provide detail in* **Part VI.**	9c		
10a	Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? *If "Yes," answer 10b below.*	10a		
b	Did the organization have any excess business holdings in the tax year? *(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)*	10b		

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Part IV Supporting Organizations *(continued)*

			Yes	No
11	Has the organization accepted a gift or contribution from any of the following persons?			
a	A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?	11a		
b	A family member of a person described in (a) above?	11b		
c	A 35% controlled entity of a person described in (a) or (b) above? *If "Yes" to a, b, or c, provide detail in* **Part VI.**	11c		

Section B. Type I Supporting Organizations

			Yes	No
1	Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? *If "No," describe in* **Part VI** *how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.*	1		
2	Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? *If "Yes," explain in* **Part VI** *how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.*	2		

Section C. Type II Supporting Organizations

			Yes	No
1	Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? *If "No," describe in* **Part VI** *how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).*	1		

Section D. All Type III Supporting Organizations

			Yes	No
1	Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?	1		
2	Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? *If "No," explain in* **Part VI** *how the organization maintained a close and continuous working relationship with the supported organization(s).*	2		
3	By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? *If "Yes," describe in* **Part VI** *the role the organization's supported organizations played in this regard.*	3		

Section E. Type III Functionally Integrated Supporting Organizations

1 *Check the box next to the method that the organization used to satisfy the Integral Part Test during the year* **(see instructions).**

a ☐ The organization satisfied the Activities Test. *Complete* **line 2** *below.*

b ☐ The organization is the parent of each of its supported organizations. *Complete* **line 3** *below.*

c ☐ The organization supported a governmental entity. *Describe in* **Part VI** *how you supported a government entity (see instructions).*

			Yes	No
2	Activities Test. **Answer (a) and (b) below.**			
a	Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? *If "Yes," then in* **Part VI identify those supported organizations and explain** *how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.*	2a		
b	Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? *If "Yes," explain in* **Part VI** *the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.*	2b		
3	Parent of Supported Organizations. **Answer (a) and (b) below.**			
a	Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? *Provide details in* **Part VI.**	3a		
b	Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? *If "Yes," describe in* **Part VI** *the role played by the organization in this regard.*	3b		

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Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 ☐ Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in Part VI). **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1 Net short-term capital gain	1		
2 Recoveries of prior-year distributions	2		
3 Other gross income (see instructions)	3		
4 Add lines 1 through 3.	4		
5 Depreciation and depletion	5		
6 Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6		
7 Other expenses (see instructions)	7		
8 **Adjusted Net Income** (subtract lines 5, 6, and 7 from line 4)	8		

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1 Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):			
a Average monthly value of securities	1a		
b Average monthly cash balances	1b		
c Fair market value of other non-exempt-use assets	1c		
d **Total** (add lines 1a, 1b, and 1c)	1d		
e **Discount** claimed for blockage or other factors (explain in detail in **Part VI**):			
2 Acquisition indebtedness applicable to non-exempt-use assets	2		
3 Subtract line 2 from line 1d.	3		
4 Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount, see instructions).	4		
5 Net value of non-exempt-use assets (subtract line 4 from line 3)	5		
6 Multiply line 5 by .035.	6		
7 Recoveries of prior-year distributions	7		
8 **Minimum Asset Amount** (add line 7 to line 6)	8		

Section C - Distributable Amount			Current Year
1 Adjusted net income for prior year (from Section A, line 8, Column A)	1		
2 Enter 85% of line 1.	2		
3 Minimum asset amount for prior year (from Section B, line 8, Column A)	3		
4 Enter greater of line 2 or line 3.	4		
5 Income tax imposed in prior year	5		
6 **Distributable Amount.** Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6		

7 ☐ Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).

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Part V **Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations** *(continued)*

Section D - Distributions		Current Year
1	Amounts paid to supported organizations to accomplish exempt purposes	
2	Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
3	Administrative expenses paid to accomplish exempt purposes of supported organizations	
4	Amounts paid to acquire exempt-use assets	
5	Qualified set-aside amounts (prior IRS approval required)	
6	Other distributions (describe in **Part VI**). See instructions.	
7	**Total annual distributions.** Add lines 1 through 6.	
8	Distributions to attentive supported organizations to which the organization is responsive (provide details in **Part VI**). See instructions.	
9	Distributable amount for 2019 from Section C, line 6	
10	Line 8 amount divided by line 9 amount	

Section E - Distribution Allocations (see instructions)		(i) Excess Distributions	(ii) Underdistributions Pre-2019	(iii) Distributable Amount for 2019
1	Distributable amount for 2019 from Section C, line 6			
2	Underdistributions, if any, for years prior to 2019 (reasonable cause required- explain in **Part VI**). See instructions.			
3	Excess distributions carryover, if any, to 2019			
a	From 2014			
b	From 2015			
c	From 2016			
d	From 2017			
e	From 2018			
f	**Total** of lines 3a through e			
g	Applied to underdistributions of prior years			
h	Applied to 2019 distributable amount			
i	Carryover from 2014 not applied (see instructions)			
j	Remainder. Subtract lines 3g, 3h, and 3i from 3f.			
4	Distributions for 2019 from Section D, line 7: $			
a	Applied to underdistributions of prior years			
b	Applied to 2019 distributable amount			
c	Remainder. Subtract lines 4a and 4b from 4.			
5	Remaining underdistributions for years prior to 2019, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, explain in **Part VI.** See instructions.			
6	Remaining underdistributions for 2019. Subtract lines 3h and 4b from line 1. For result greater than zero, explain in **Part VI**. See instructions.			
7	**Excess distributions carryover to 2020.** Add lines 3j and 4c.			
8	Breakdown of line 7:			
a	Excess from 2015			
b	Excess from 2016			
c	Excess from 2017			
d	Excess from 2018			
e	Excess from 2019			

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Part VI **Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

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Schedule B
(Form 990, 990-EZ, or 990-PF)
Department of the Treasury
Internal Revenue Service

Schedule of Contributors
▶ **Attach to Form 990, Form 990-EZ, or Form 990-PF.**
▶ **Go to www.irs.gov/Form990 for the latest information.**

OMB No. 1545-0047

2019

Name of the organization

AMERICAN INDIAN MODEL SCHOOLS

Employer identification number

94-3309981

Organization type (check one):

Filers of:	**Section:**
Form 990 or 990-EZ	☒ 501(c)(3) (enter number) organization
	☐ 4947(a)(1) nonexempt charitable trust **not** treated as a private foundation
	☐ 527 political organization
Form 990-PF	☐ 501(c)(3) exempt private foundation
	☐ 4947(a)(1) nonexempt charitable trust treated as a private foundation
	☐ 501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule.**
Note: Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

☒ For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling $5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

☐ For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33 1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990 or 990-EZ), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of **(1)** $5,000; or **(2)** 2% of the amount on (i) Form 990, Part VIII, line 1h; or (ii) Form 990-EZ, line 1. Complete Parts I and II.

☐ For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than $1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I, II, and III.

☐ For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than $1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling $5,000 or more during the year ..... ▶ $ _____

Caution: An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990, 990-EZ, or 990-PF), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

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Name of organization: AMERICAN INDIAN MODEL SCHOOLS

Employer identification number: 94-3309981

Part I **Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	CALIFORNIA DEPARTMENT OF EDUCATION 1430 N ST SACRAMENTO, CA 95814	$ 15,017,711.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

DRAFT

Name of organization: AMERICAN INDIAN MODEL SCHOOLS

Employer identification number: 94-3309981

Part II **Noncash Property** (see instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

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Name of organization

AMERICAN INDIAN MODEL SCHOOLS

Employer identification number

94-3309981

Part III **Exclusively religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than $1,000 for the year from any one contributor.** Complete columns **(a)** through **(e) and** the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of **$1,000 or less** for the year. (Enter this info. once.) ▶ $

Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

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SCHEDULE D (Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.
▶ Attach to Form 990.
▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2019

Open to Public Inspection

Name of the organization
AMERICAN INDIAN MODEL SCHOOLS

Employer identification number
94-3309981

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts.

Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

		(a) Donor advised funds	(b) Funds and other accounts
1	Total number at end of year		
2	Aggregate value of contributions to (during year)		
3	Aggregate value of grants from (during year)		
4	Aggregate value at end of year		

5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? ☐ Yes ☐ No

6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit? ☐ Yes ☐ No

Part II Conservation Easements.

Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).
- ☐ Preservation of land for public use (for example, recreation or education)
- ☐ Preservation of a historically important land area
- ☐ Protection of natural habitat
- ☐ Preservation of a certified historic structure
- ☐ Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

			Held at the End of the Tax Year
a	Total number of conservation easements	2a	
b	Total acreage restricted by conservation easements	2b	
c	Number of conservation easements on a certified historic structure included in (a)	2c	
d	Number of conservation easements included in (c) acquired after 7/25/06, and not on a historic structure listed in the National Register	2d	

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶ _____

4 Number of states where property subject to conservation easement is located ▶ _____

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? ☐ Yes ☐ No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ _____

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ $ _____

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? ☐ Yes ☐ No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under FASB ASC 958, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide in Part XIII the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under FASB ASC 958, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included on Form 990, Part VIII, line 1 ▶ $ _____

(ii) Assets included in Form 990, Part X ▶ $ _____

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under FASB ASC 958 relating to these items:

a Revenue included on Form 990, Part VIII, line 1 ▶ $ _____

b Assets included in Form 990, Part X ▶ $ _____

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Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets *(continued)*

3 Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply):

a ☐ Public exhibition
b ☐ Scholarly research
c ☐ Preservation for future generations
d ☐ Loan or exchange program
e ☐ Other _____

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? ☐ Yes ☐ No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII and complete the following table:

		Amount
c Beginning balance	1c	
d Additions during the year	1d	
e Distributions during the year	1e	
f Ending balance	1f	

2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII ☐

Part V Endowment Funds. Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

a Board designated or quasi-endowment ▶ _____%
b Permanent endowment ▶ _____%
c Term endowment ▶ _____%

The percentages on lines 2a, 2b, and 2c should equal 100%.

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

		Yes	No
(i) Unrelated organizations	3a(i)		
(ii) Related organizations	3a(ii)		
b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R?	3b		

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land		2,451,271.		2,451,271.
b Buildings		7,538,869.	2,327,065.	5,211,804.
c Leasehold improvements				
d Equipment				
e Other		1,102,733.	118,390.	984,343.
Total. Add lines 1a through 1e. *(Column (d) must equal Form 990, Part X, column (B), line 10c.)* ▶				8,647,418.

Schedule D (Form 990) 2019

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Part VII Investments - Other Securities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 12.) ▶		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 13.) ▶		

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Part IX Other Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. *(Column (b) must equal Form 990, Part X, col. (B) line 15.)* ▶	

Part X Other Liabilities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2) CAPITAL LEASES	81,513.
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. *(Column (b) must equal Form 990, Part X, col. (B) line 25.)* ▶	81,513.

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII ... X

Powered by BoardOnTrack

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements			1	15,364,983.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:				
a	Net unrealized gains (losses) on investments	2a			
b	Donated services and use of facilities	2b			
c	Recoveries of prior year grants	2c			
d	Other (Describe in Part XIII.)	2d			
e	Add lines **2a** through **2d**			2e	0.
3	Subtract line **2e** from line **1**			3	15,364,983.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:				
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a			
b	Other (Describe in Part XIII.)	4b			
c	Add lines **4a** and **4b**			4c	0.
5	Total revenue. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 12.)*			5	15,364,983.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements			1	17,779,986.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:				
a	Donated services and use of facilities	2a			
b	Prior year adjustments	2b			
c	Other losses	2c			
d	Other (Describe in Part XIII.)	2d			
e	Add lines **2a** through **2d**			2e	0.
3	Subtract line **2e** from line **1**			3	17,779,986.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:				
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a			
b	Other (Describe in Part XIII.)	4b			
c	Add lines **4a** and **4b**			4c	0.
5	Total expenses. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 18.)*			5	17,779,986.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

PART X, LINE 2:

MANAGEMENT BELIEVES THAT THE ORGANIZATION HAS APPROPRIATE SUPPORT FOR ANY TAX POSITIONS TAKEN AFFECTING ITS ANNUAL FILING REQUIREMENTS, AND AS SUCH, DOES NOT HAVE ANY UNCERTAIN TAX POSITIONS THAT ARE MATERIAL TO THE FINANCIAL STATEMENTS. THE ORGANIZATION WOULD RECOGNIZE FUTURE ACCRUED INTEREST AND PENALTIES RELATED TO UNRECOGNIZED TAX BENEFITS AND LIABILITIES IN INCOME TAX EXPENSE IF SUCH INTEREST AND PENALTIES ARE INCURRED.

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SCHEDULE E (Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Schools

▶ **Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.**

▶ **Attach to Form 990 or Form 990-EZ.**

▶ **Go to www.irs.gov/Form990 for the latest information.**

OMB No. 1545-0047

2019

Open to Public Inspection

Name of the organization

AMERICAN INDIAN MODEL SCHOOLS

Employer identification number

94-3309981

Part I

			YES	NO
1	Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	1	X	
2	Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	2	X	
3	Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II	3	X	
	THE SCHOOL IS A PUBLIC CHARTER SCHOOL AND THEREFORE IS NOT SUBJECT TO THE FORMAL COMPLIANCE WITH REVENUE PROCEDURE 75-50 AS LONG AS THE CHARTER AGREEMENT WITH THE STATE IS IN EFFECT. THE SCHOOL DOES INCLUDE INFORMATION REGARDING ITS NON-DISCRIMINATION PRACTICES IN ITS ENROLLEMENT DOCUMENTS.			
4	Does the organization maintain the following?			
a	Records indicating the racial composition of the student body, faculty, and administrative staff?	4a	X	
b	Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	4b		X
c	Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	4c	X	
d	Copies of all material used by the organization or on its behalf to solicit contributions?	4d	X	
	If you answered "No" to any of the above, please explain. If you need more space, use Part II.			
	AS A PUBLIC CHARTER SCHOOL, THE SCHOOL DOES NOT PROVIDE SCHOLARSHIPS OR FINANCIAL AID.			
5	Does the organization discriminate by race in any way with respect to:			
a	Students' rights or privileges?	5a		X
b	Admissions policies?	5b		X
c	Employment of faculty or administrative staff?	5c		X
d	Scholarships or other financial assistance?	5d		X
e	Educational policies?	5e		X
f	Use of facilities?	5f		X
g	Athletic programs?	5g		X
h	Other extracurricular activities?	5h		X
	If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.			
6a	Does the organization receive any financial aid or assistance from a governmental agency?	6a	X	
b	Has the organization's right to such aid ever been revoked or suspended?	6b		X
	If you answered "Yes" on either line 6a or line 6b, explain on Part II.			
7	Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If "No," explain on Part II	7	X	

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Part II **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also provide any other additional information.

LINE 6 - EXPLANATION OF GOVERNMENT FINANCIAL AID:

CALIFORNIA STATE APPORTIONMENT REVENUE BASED ON STUDENT ATTENDANCE

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SCHEDULE J (Form 990)

Department of the Treasury
Internal Revenue Service

Compensation Information

For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees
▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 23.
▶ Attach to Form 990.
▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2019

Open to Public Inspection

Name of the organization

AMERICAN INDIAN MODEL SCHOOLS

Employer identification number

94-3309981

Part I Questions Regarding Compensation

			Yes	No
1a	Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.			
	☐ First-class or charter travel	☐ Housing allowance or residence for personal use		
	☐ Travel for companions	☐ Payments for business use of personal residence		
	☐ Tax indemnification and gross-up payments	☐ Health or social club dues or initiation fees		
	☐ Discretionary spending account	☐ Personal services (such as maid, chauffeur, chef)		
b	If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If "No," complete Part III to explain	**1b**		
2	Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked on line 1a?	**2**		
3	Indicate which, if any, of the following the organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.			
	☐ Compensation committee	☐ Written employment contract		
	☐ Independent compensation consultant	☐ Compensation survey or study		
	☐ Form 990 of other organizations	☒ Approval by the board or compensation committee		
4	During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:			
a	Receive a severance payment or change-of-control payment?	**4a**		X
b	Participate in, or receive payment from, a supplemental nonqualified retirement plan?	**4b**		X
c	Participate in, or receive payment from, an equity-based compensation arrangement?	**4c**		X
	If "Yes" to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.			
	Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.			
5	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:			
a	The organization?	**5a**		X
b	Any related organization?	**5b**		X
	If "Yes" on line 5a or 5b, describe in Part III.			
6	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:			
a	The organization?	**6a**		X
b	Any related organization?	**6b**		X
	If "Yes" on line 6a or 6b, describe in Part III.			
7	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any nonfixed payments not described on lines 5 and 6? If "Yes," describe in Part III	**7**		X
8	Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If "Yes," describe in Part III	**8**		X
9	If "Yes" on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?	**9**		

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Part II **Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees.** Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported on Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that aren't listed on Form 990, Part VII.

Note: The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

(A) Name and Title		**(B)** Breakdown of W-2 and/or 1099-MISC compensation			**(C)** Retirement and other deferred compensation	**(D)** Nontaxable benefits	**(E)** Total of columns (B)(i)-(D)	**(F)** Compensation in column (B) reported as deferred on prior Form 990
		(i) Base compensation	**(ii)** Bonus & incentive compensation	**(iii)** Other reportable compensation				
(1) MAYA WOODS-CADIZ	(i)	204,432.	0.	0.	23,036.	22,246.	249,714.	0.
SUPERINTENDENT	(ii)	0.	0.	0.	0.	0.	0.	0.
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
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	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							

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Part III Supplemental Information

Provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8, and for Part II. Also complete this part for any additional information.

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SCHEDULE O
(Form 990 or 990-EZ)
Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on Form 990 or 990-EZ or to provide any additional information.
▶ Attach to Form 990 or 990-EZ.
▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047
2019
Open to Public Inspection

Name of the organization
AMERICAN INDIAN MODEL SCHOOLS

Employer identification number
94-3309981

FORM 990, PART I, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

ENVIRONMENT THAT RESPECTS THE INTEGRITY OF THE INDIVIDUAL STUDENT AND DIVERSE CULTURES AND KNOWLEDGE WHICH CREATES EDUCATIONAL PARTNERSHIPS AMONG TEACHER, STUDENTS, PARENTS AND THE WIDER TO COMMUNITY CONSISTING OF INDIVIDUALS, BUSINESSES, INSTITUTIONS, AND CULTURAL ORGANIZATIONS ON GRADES LEVELS K THROUGH 12.

FORM 990, PART III, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

WIDER TO COMMUNITY CONSISTING OF INDIVIDUALS, BUSINESSES, INSTITUTIONS, AND CULTURAL ORGANIZATIONS ON GRADES LEVELS K THROUGH 12.

FORM 990, PART VI, SECTION A, LINE 8B:

THE ORGANIZATION DOES NOT HAVE A COMMITTEE WITH AUTHORITY TO ACT ON ITS BEHALF.

FORM 990, PART VI, SECTION B, LINE 11B:

COPY PROVIDED TO THE BOARD MEMBERS PRIOR TO FILING

FORM 990, PART VI, SECTION B, LINE 12C:

CONFLICT OF INTEREST POLICY SIGNED BY MEMBERS, IF A CONFLICT ARISES THE BOARD MEMBER IS ASKES TO EXCUSE HIMSELF/HERSELF FROM ALL VOTING OR DISCUSSION ON THE MATTER

FORM 990, PART VI, SECTION B, LINE 15A:

COMPENSATION APPROVED BY THE BOARD OR COMPENSATION COMMITTEE

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Name of the organization: AMERICAN INDIAN MODEL SCHOOLS

Employer identification number: 94-3309981

FORM 990, PART VI, SECTION C, LINE 19:

INFORMATION AVAILABLE UPON WRITTEN REQUEST AT THE BUSINESS ADDRESS DURING NORMAL BUSINESS HOURS.

FORM 990, PART IX, LINE 11G, OTHER FEES:

CONSULTANTS:

PROGRAM SERVICE EXPENSES	3,166,335.
MANAGEMENT AND GENERAL EXPENSES	366,960.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	3,533,295.

PAYROLL SERVICES:

PROGRAM SERVICE EXPENSES	2,999.
MANAGEMENT AND GENERAL EXPENSES	0.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	2,999.
TOTAL OTHER FEES ON FORM 990, PART IX, LINE 11G, COL A	3,536,294.

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2019 DEPRECIATION AND AMORTIZATION REPORT

FORM 990 PAGE 10 990

Asset No.	Description	Date Acquired	Method	Life	Conv	Line No.	Unadjusted Cost Or Basis	Bus % Excl	Section 179 Expense	* Reduction In Basis	Basis For Depreciation	Beginning Accumulated Depreciation	Current Sec 179 Expense	Current Year Deduction	Ending Accumulated Depreciation
1	LAND	06/01/10	L				2,451,271.				2,451,271.			0.	
4	WORK IN PROGRESS		NC	.000	HY		928,924.				928,924.			0.	
	* 990 PAGE 10 TOTAL OTHER						3,380,195.				3,380,195.	0.		0.	0.
	PROGRAM SERVICES														
2	BUILDING IMPROVEMENTS	06/01/10	SL	39.00	MM	16	7,538,869.				7,538,869.	2,070,822.		256,243.	2,327,065.
	* 990 PAGE 10 TOTAL PROGRAM SERVICES						7,538,869.				7,538,869.	2,070,822.		256,243.	2,327,065.
	MANAGEMENT AND GENERAL														
3	EQUIPMENT	06/01/14	SL	5.00		16	173,809.				173,809.	82,664.		35,726.	118,390.
	* 990 PAGE 10 TOTAL MANAGEMENT AND GENERAL						173,809.				173,809.	82,664.		35,726.	118,390.
	* GRAND TOTAL 990 PAGE 10 DEPR						11092873.				11092873.	2,153,486.		291,969.	2,445,455.
	CURRENT YEAR ACTIVITY														
	BEGINNING BALANCE						10163949.			0.	10163949.	2,153,486.			2,445,455.
	ACQUISITIONS						928,924.			0.	928,924.	0.			0.
	DISPOSITIONS/RETIRED						0.			0.	0.	0.			0.
	ENDING BALANCE						11092873.			0.	11092873.	2,153,486.			2,445,455.
	ENDING ACCUM DEPR											2,445,455.			
	ENDING BOOK VALUE											8,647,418.			

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928111 04-01-19

(D) - Asset disposed

* ITC, Salvage, Bonus, Commercial Revitalization Deduction, GO Zone

Form **8868**
(Rev. January 2020)

Department of the Treasury
Internal Revenue Service

Application for Automatic Extension of Time To File an Exempt Organization Return

▶ **File a separate application for each return.**
▶ **Go to www.irs.gov/Form8868 for the latest information.**

OMB No. 1545-0047

Electronic filing (e-file). You can electronically file Form 8868 to request a 6-month automatic extension of time to file any of the forms listed below with the exception of Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts, for which an extension request must be sent to the IRS in paper format (see instructions). For more details on the electronic filing of this form, visit *www.irs.gov/e-file-providers/e-file-for-charities-and-non-profits.*

Automatic 6-Month Extension of Time. Only submit original (no copies needed).

All corporations required to file an income tax return other than Form 990-T (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

Type or print	Name of exempt organization or other filer, see instructions.	Taxpayer identification number (TIN)
File by the due date for filing your return. See instructions.	AMERICAN INDIAN MODEL SCHOOLS	94-3309981
	Number, street, and room or suite no. If a P.O. box, see instructions. 171 12TH STREET	
	City, town or post office, state, and ZIP code. For a foreign address, see instructions. OAKLAND, CA 94607	

Enter the Return Code for the return that this application is for (file a separate application for each return) 0 1

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 990-T (corporation)	07
Form 990-BL	02	Form 1041-A	08
Form 4720 (individual)	03	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (sec. 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12

- The books are in the care of ▶ MAYA WOODS-CADIZ
  171 12TH STREET - OAKLAND, CA 94607
  Telephone No. ▶ 510-893-8701 Fax No. ▶
- If the organization does not have an office or place of business in the United States, check this box ..... ▶ ☐
- If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) _____. If this is for the whole group, check this box ▶ ☐. If it is for part of the group, check this box ▶ ☐ and attach a list with the names and TINs of all members the extension is for.

1 I request an automatic 6-month extension of time until MAY 17, 2021, to file the exempt organization return for the organization named above. The extension is for the organization's return for:
▶ ☐ calendar year _____ or
▶ ☒ tax year beginning JUL 1, 2019, and ending JUN 30, 2020.

2 If the tax year entered in line 1 is for less than 12 months, check reason: ☐ Initial return ☐ Final return
☐ Change in accounting period

3a	If this application is for Forms 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions.	**3a**	$	0.
b	If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit.	**3b**	$	0.
c	**Balance due.** Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions.	**3c**	$	0.

Caution: If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-EO and Form 8879-EO for payment instructions.

LHA **For Privacy Act and Paperwork Reduction Act Notice, see instructions.** Form **8868** (Rev. 1-2020)

923841 12-30-19

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TAX RETURN FILING INSTRUCTIONS

CALIFORNIA FORM 199

FOR THE YEAR ENDING

June 30, 2020

Prepared For:

AMERICAN INDIAN MODEL SCHOOLS
171 12TH STREET
OAKLAND, CA 94607

Prepared By:

Eide Bailly LLP
10681 Foothill Blvd., Ste. 300
Rancho Cucamonga, CA 91730-3831

To be Signed and Dated By:

Not applicable

Amount of Tax:

Total Tax	$	0
Less: payments and credits	$	0
Plus: other amount	$	0
Plus: interest and penalties	$	0
No payment is required	$	

Overpayment:

Credited to your estimated tax	$	0
Other amount	$	0
Refunded to you	$	0

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Make Check Payable To:

Not applicable

Mail Tax Return and Check (if applicable) To:

This return has qualified for electronic filing. Please review the return for completeness and accuracy. We will then transmit your return electronically to the FTB. Do not mail the paper copy of the return to the FTB.

Return Must be Mailed On or Before:

Not applicable

Special Instructions:

TAXABLE YEAR **2019**

California Exempt Organization Annual Information Return

928941 12-04-19
FORM **199**

Calendar Year 2019 or fiscal year beginning (mm/dd/yyyy) 07/01/2019 , and ending (mm/dd/yyyy) 06/30/2020 .

Corporation/Organization name	California corporation number
AMERICAN INDIAN MODEL SCHOOLS	1968441
Additional information. See instructions.	FEIN 94-3309981
Street address (suite or room) 171 12TH STREET	PMB no.
City OAKLAND	State CA / ZIP code 94607
Foreign country name / Foreign province/state/county / Foreign postal code	

A First Return ..... ☐ Yes ☒ No
B Amended Return ..... ● ☐ Yes ☒ No
C IRC Section 4947(a)(1) trust ..... ☐ Yes ☒ No
D Final Information Return?
● ☐ Dissolved ☐ Surrendered (Withdrawn) ☐ Merged/Reorganized
Enter date: (mm/dd/yyyy) ● _____
E Check accounting method: (1) ☐ Cash (2) ☒ Accrual (3) ☐ Other
F Federal return filed? (1) ● ☐ 990T (2) ● ☐ 990PF (3) ● ☐ Sch H (990)
(4) ☒ Other 990 series
G Is this a group filing? See instructions ..... ● ☐ Yes ☒ No
H Is this organization in a group exemption ..... ☐ Yes ☒ No
If "Yes," what is the parent's name?
I Did the organization have any changes to its guidelines not reported to the FTB? See instructions ..... ● ☐ Yes ☒ No

J If exempt under R&TC Section 23701d, has the organization engaged in political activities? See instructions. ..... ● ☐ Yes ☒ No
K Is the organization exempt under R&TC Section 23701g? ● ☐ Yes ☒ No
If "Yes," enter the gross receipts from nonmember sources $ _____
L If organization is a public charity exempt under R&TC Section 23701d and meets the filing fee exception, check box. No filing fee is required ..... ● ☒
M Is the organization a Limited Liability Company? ..... ● ☐ Yes ☒ No
N Did the organization file Form 100 or Form 109 to report taxable income? ..... ● ☐ Yes ☒ No
O Is the organization under audit by the IRS or has the IRS audited in a prior year? ..... ● ☐ Yes ☒ No
P Is federal Form 1023/1024 pending? ..... ☐ Yes ☒ No
Date filed with IRS _____

DRAFT

Part I **Complete Part I unless not required to file this form. See General Information B and C.**

Receipts and Revenues	1	Gross sales or receipts from other sources. From Side 2, Part II, line 8 ●	1	1,479	00
	2	Gross dues and assessments from members and affiliates ●	2		00
	3	Gross contributions, gifts, grants, and similar amounts received STMT 1 ●	3	15,363,504	00
	4	Total gross receipts for filing requirement test. Add line 1 through line 3. This line must be completed. If the result is less than $50,000, see General Information B ●	4	15,364,983	00
	5	Cost of goods sold ● 5 00			
	6	Cost or other basis, and sales expenses of assets sold ● 6 00			
	7	Total costs. Add line 5 and line 6	7		00
	8	Total gross income. Subtract line 7 from line 4 ●	8	15,364,983	00
Expenses	9	Total expenses and disbursements. From Side 2, Part II, line 18 ●	9	17,779,986	00
	10	Excess of receipts over expenses and disbursements. Subtract line 9 from line 8 ●	10	-2,415,003	00
Filing Fee	11	Total payments ●	11		00
	12	Use tax. See General Information K ●	12		00
	13	Payments balance. If line 11 is more than line 12, subtract line 12 from line 11 ●	13		00
	14	Use tax balance. If line 12 is more than line 11, subtract line 11 from line 12 ●	14		00
	15	Filing fee $10 or $25. See General Information F	15	N/A	00
	16	Penalties and Interest. See General Information J	16		00
	17	**Balance due.** Add line 12, line 15, and line 16. Then subtract line 11 from the result ◉	17		00

Sign Here

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

Signature of officer ▶ | Title SUPERINTENDENT | Date | ● Telephone

Paid Preparer's Use Only

Preparer's signature ▶ CATHERINE L. GRAY | Date 04/11/21 | Check if self-employed ▶ ☐ | ● PTIN P01294460

Firm's name (or yours, if self-employed) and address ▶ EIDE BAILLY LLP
10681 FOOTHILL BLVD., STE. 300
RANCHO CUCAMONGA, CA 91730-3831

● Firm's FEIN 45-0250958
● Telephone 909-466-4410

May the FTB discuss this return with the preparer shown above? See instructions ..... ● ☒ Yes ☐ No

AMERICAN INDIAN MODEL SCHOOLS 94-3309981

Part II **Organizations with gross receipts of more than $50,000 and private foundations regardless of amount of gross receipts - complete Part II or furnish substitute information.**

928951 12-04-19

	1 Gross sales or receipts from all business activities. See instructions	1		00
	2 Interest	2	1,479	00
	3 Dividends	3		00
Receipts	4 Gross rents	4		00
from	5 Gross royalties	5		00
Other	6 Gross amount received from sale of assets (See Instructions)	6		00
Sources	7 Other income	7		00
	8 **Total** gross sales or receipts from other sources. Add line 1 through line 7. Enter here and on Side 1, Part I, line 1	8	1,479	00
	9 Contributions, gifts, grants, and similar amounts paid	9		00
	10 Disbursements to or for members	10		00
	11 Compensation of officers, directors, and trustees SEE STATEMENT 2	11	260,675	00
	12 Other salaries and wages	12	6,301,876	00
Expenses	13 Interest	13	441,770	00
and	14 Taxes	14	1,102,308	00
Disburse-	15 Rents	15	686,239	00
ments	16 Depreciation and depletion (See instructions)	16	291,969	00
	17 Other Expenses and Disbursements SEE STATEMENT 3	17	8,695,149	00
	18 **Total** expenses and disbursements. Add line 9 through line 17. Enter here and on Side 1, Part I, line 9	18	17,779,986	00

Schedule L **Balance Sheet**

Assets	Beginning of taxable year (a)	(b)	End of taxable year (c)	(d)
1 Cash		2,635,721		3,569,587
2 Net accounts receivable		2,796,996		4,041,933
3 Net notes receivable				
4 Inventories				
5 Federal and state government obligations				
6 Investments in other bonds				
7 Investments in stock				
8 Mortgage loans				
9 Other investments				
10 a Depreciable assets	7,712,678		8,641,602	
b Less accumulated depreciation	(2,153,486)	5,559,192	(2,445,455)	6,196,147
11 Land		2,451,271		2,451,271
12 Other assets STMT 4		50,978		101,487
13 **Total assets**		13,494,158		16,360,425
Liabilities and net worth				
14 Accounts payable		802,400		710,069
15 Contributions, gifts, or grants payable				
16 Bonds and notes payable				
17 Mortgages payable				
18 Other liabilities STMT 5		5,851,716		11,225,317
19 Capital stock or principal fund				
20 Paid-in or capital surplus. Attach reconciliation				
21 Retained earnings or income fund		6,840,042		4,425,039
22 **Total liabilities and net worth**		13,494,158		16,360,425

Schedule M-1 **Reconciliation of income per books with income per return**

Do not complete this schedule if the amount on Schedule L, line 13, column (d), is less than $50,000.

1 Net income per books	-2,415,003	7 Income recorded on books this year not included in this return	
2 Federal income tax		8 Deductions in this return not charged against book income this year	
3 Excess of capital losses over capital gains		9 Total. Add line 7 and line 8	
4 Income not recorded on books this year		10 Net income per return. Subtract line 9 from line 6	-2,415,003
5 Expenses recorded on books this year not deducted in this return			
6 Total. Add line 1 through line 5	-2,415,003		

DRAFT

AMERICAN INDIAN MODEL SCHOOLS 94-3309981

CA 199 CASH CONTRIBUTIONS INCLUDED ON PART I, LINE 3 STATEMENT 1

CONTRIBUTOR'S NAME	CONTRIBUTOR'S ADDRESS	DATE OF GIFT	AMOUNT
CALIFORNIA DEPARTMENT OF EDUCATION	1430 N ST SACRAMENTO, CA 95814		15,017,711.
TOTAL INCLUDED ON LINE 3			15,017,711.

DRAFT

STATEMENT(S) 1

AMERICAN INDIAN MODEL SCHOOLS 94-3309981

CA 199 COMPENSATION OF OFFICERS, DIRECTORS AND TRUSTEES STATEMENT 2

NAME AND ADDRESS	TITLE AND AVERAGE HRS WORKED/WK	COMPENSATION
MAYA WOODS-CADIZ 171 12TH STREET OAKLAND, CA 94607	SUPERINTENDENT 40.00	260,675.
TONI COOK 171 12TH STREET OAKLAND, CA 94607	PRESIDENT 2.00	0.
CHRISTOPHER EDINGTON 171 12TH STREET OAKLAND, CA 94607	DIRECTOR 2.00	0.
ADRIEN ABUYEN 171 12TH STREET OAKLAND, CA 94607	DIRECTOR 2.00	0.
DANA LANG 171 12TH STREET OAKLAND, CA 94607	DIRECTOR 2.00	0.
STEVEN LEUNG 171 12TH STREET OAKLAND, CA 94607	DIRECTOR 2.00	0.
CLIFFORD THOMPSON 171 12TH STREET OAKLAND, CA 94607	DIRECTOR 2.00	0.
TOTAL TO FORM 199, PART II, LINE 11		260,675.

DRAFT

STATEMENT(S) 2

AMERICAN INDIAN MODEL SCHOOLS 94-3309981

CA 199 OTHER EXPENSES STATEMENT 3

DESCRIPTION	AMOUNT
INSTRUCTIONAL MATERIALS	1,739,208.
SPECIAL EDUCATION	1,518,756.
STUDENT NUTRITION	253,795.
DISTRICT SUPERVISORY FE	135,671.
	0.
OTHER EMPLOYEE BENEFITS	317,354.
LEGAL FEES	57,376.
ACCOUNTING FEES	26,200.
OTHER PROFESSIONAL FEES	3,536,294.
ADVERTISING AND PROMOTION	26,862.
OFFICE EXPENSES	428,352.
INFORMATION TECHNOLOGY	180,693.
CONFERENCES AND CONVENTIONS	221,762.
INSURANCE	107,915.
ALL OTHER EXPENSES	144,911.
TOTAL TO FORM 199, PART II, LINE 17	8,695,149.

CA 199 OTHER ASSETS STATEMENT 4

DESCRIPTION	BEG. OF YEAR	END OF YEAR
PREPAID EXPENSES AND DEFERRED CHARGES	50,978.	64,695.
SECURITY DEPOSIT	0.	36,792.
TOTAL TO FORM 199, SCHEDULE L, LINE 12	50,978.	101,487.

CA 199 OTHER LIABILITIES STATEMENT 5

DESCRIPTION	BEG. OF YEAR	END OF YEAR
CAPITAL LEASES	0.	81,513.
DEFERRED REVENUE	0.	46,037.
UNSECURED NOTES AND LOANS PAYABLE	5,851,716.	11,097,767.
TOTAL TO FORM 199, SCHEDULE L, LINE 18	5,851,716.	11,225,317.

DRAFT

STATEMENT(S) 3, 4, 5

AMERICAN INDIAN MODEL SCHOOLS 94-3309981

CA 199 FUND BALANCES STATEMENT 6

DESCRIPTION	BEG. OF YEAR	END OF YEAR
NET ASSETS WITHOUT DONOR RESTRICTIONS	6,840,042.	4,425,039.
TOTAL TO FORM 199, SCHEDULE L, LINE 21	6,840,042.	4,425,039.

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TAXABLE YEAR **2019**

Corporation Depreciation and Amortization

CALIFORNIA FORM **3885**

Attach to Form 100 or Form 100W. FORM 199 FEIN 94-3309981

Corporation name: AMERICAN INDIAN MODEL SCHOOLS

California corporation number: 1968441

Part I Election To Expense Certain Property Under IRC Section 179

1 Maximum deduction under IRC Section 179 for California	1	$25,000
2 Total cost of IRC Section 179 property placed in service	2	
3 Threshold cost of IRC Section 179 property before reduction in limitation	3	$200,000
4 Reduction in limitation. Subtract line 3 from line 2. If zero or less, enter -0-	4	
5 Dollar limitation for taxable year. Subtract line 4 from line 1. If zero or less, enter -0-	5	

	(a) Description of property	(b) Cost (business use only)	(c) Elected cost
6			

7 Listed property (elected IRC Section 179 cost)	7		
8 Total elected cost of IRC Section 179 property. Add amounts in column (c), line 6 and line 7	8		
9 Tentative deduction. Enter the **smaller** of line 5 or line 8	9		
10 Carryover of disallowed deduction from prior taxable years	10		
11 Business income limitation. Enter the smaller of business income (not less than zero) or line 5	11		
12 IRC Section 179 expense deduction. Add line 9 and line 10, but do not enter more than line 11	12		
13 Carryover of disallowed deduction to 2020. Add line 9 and line 10, less line 12	13		

Part II Depreciation and Election of Additional First Year Depreciation Deduction Under R&TC Section 24356

	(a) Description of property	(b) Date acquired (mm/dd/yyyy)	(c) Cost or other basis	(d) Depreciation allowed or allowable in earlier years	(e) Depreciation method	(f) Life or rate	(g) Depreciation for this year	(h) Additional first year depreciation
14								
	SEE STATEMENT	7	11,092,873.	2,153,486.				

15 Add the amounts in column (g) and column (h). The total of column (h) may not exceed $2,000. See instructions for line 14, column (h)	15	291,969

Part III Summary

16 Total: If the corporation is electing: IRC Section 179 expense, add the amount on line 12 and line 15, column (g) **or** Additional first year depreciation under R&TC Section 24356, add the amounts on line 15, columns (g) and (h) **or** Depreciation (if no election is made), enter the amount from line 15, column (g)	16	291,969
17 Total depreciation claimed for federal purposes from federal Form 4562, line 22	17	291,969
18 Depreciation adjustment. If line 17 is greater than line 16, enter the difference here and on Form 100 or Form 100W, Side 1, line 6. If line 17 is less than line 16, enter the difference here and on Form 100 or Form 100W, Side 2, line 12. (If California depreciation amounts are used to determine net income before state adjustments on Form 100 or Form 100W, no adjustment is necessary.)	18	0

Part IV Amortization

	(a) Description of property	(b) Date acquired (mm/dd/yyyy)	(c) Cost or other basis	(d) Amortization allowed or allowable in earlier years	(e) R&TC Section (see instructions)	(f) Period or percentage	(g) Amortization for this year
19							

20 Total. Add the amounts in column (g)	20	
21 Total amortization claimed for federal purposes from federal Form 4562, line 44	21	
22 Amortization adjustment. If line 21 is greater than line 20, enter the difference here and on Form 100 or Form 100W, Side 1, line 6. If line 21 is less than line 20, enter the difference here and on Form 100 or Form 100W, Side 2, line 12	22	

DRAFT

AMERICAN INDIAN MODEL SCHOOLS 94-3309981

CA 3885 DEPRECIATION STATEMENT 7

ASSET NO./ DESCRIPTION	DATE IN SERVICE	COST OR BASIS	PRIOR DEPR	METHOD	LIFE	DEPRE-CIATION	BONUS
1 LAND							
	06/01/10	2,451,271.		L		0.	
2 BUILDING IMPROVEMENTS							
	06/01/10	7,538,869.	2,070,822.	SL	39.00	256,243.	
3 EQUIPMENT							
	06/01/14	173,809.	82,664.	SL	5.00	35,726.	
4 WORK IN PROGRESS							
		928,924.			.000	0.	
TOTAL TO FORM 3885		11,092,873.	2,153,486.			291,969.	

DRAFT

STATEMENT(S) 7

022

Date Accepted _____

DO NOT MAIL THIS FORM TO THE FTB

TAXABLE YEAR **2019**

California e-file Return Authorization for Exempt Organizations

FORM **8453-EO**

Exempt Organization name	Identifying number
AMERICAN INDIAN MODEL SCHOOLS	94-3309981

Part I Electronic Return Information (whole dollars only)

1	Total gross receipts (Form 199, line 4)	1 15,364,983
2	Total gross income (Form 199, line 8)	2 15,364,983
3	Total expenses and disbursements (Form 199, line 9)	3 17,779,986

Part II Settle Your Account Electronically for Taxable Year 2019

4 ☐ Electronic funds withdrawal **4a** Amount **4b** Withdrawal date (mm/dd/yyyy)

Part III Banking Information (Have you verified the exempt organization's banking information?)

5 Routing number _____

6 Account number **7** Type of account: ☐ Checking ☐ Savings

Part IV Declaration of Officer

I authorize the exempt organization's account to be settled as designated in Part II. If I check Part II, Box 4, I authorize an electronic funds withdrawal for the amount listed on line 4a.

Under penalties of perjury, I declare that I am an officer of the above exempt organization and that the information I provided to my electronic return originator (ERO), transmitter, or intermediate service provider and the amounts in Part I above agree with the amounts on the corresponding lines of the exempt organization's 2019 California electronic return. To the best of my knowledge and belief, the exempt organization's return is true, correct, and complete. If the exempt organization is filing a balance due return, I understand that if the Franchise Tax Board (FTB) does not receive full and timely payment of the exempt organization's fee liability, the exempt organization will remain liable for the fee liability and all applicable interest and penalties. I authorize the exempt organization return and accompanying schedules and statements be transmitted to the FTB by the ERO, transmitter, or intermediate service provider. **If the processing of the exempt organization's return or refund is delayed, I authorize the FTB to disclose to the ERO or intermediate service provider the reason(s) for the delay.**

Sign Here ▶ _____ (Signature of officer) _____ (Date) ▶ SUPERINTENDENT (Title)

DRAFT

Part V Declaration of Electronic Return Originator (ERO) and Paid Preparer.

I declare that I have reviewed the above exempt organization's return and that the entries on form FTB 8453-EO are complete and correct to the best of my knowledge. (If I am only an intermediate service provider, I understand that I am not responsible for reviewing the exempt organization's return. I declare, however, that form FTB 8453-EO accurately reflects the data on the return.) I have obtained the organization officer's signature on form FTB 8453-EO before transmitting this return to the FTB; I have provided the organization officer with a copy of all forms and information that I will file with the FTB, and I have followed all other requirements described in FTB Pub. 1345, 2019 Handbook for Authorized e-file Providers. I will keep form FTB 8453-EO on file for **four** years from the due date of the return or **four** years from the date the exempt organization return is filed, whichever is later, and I will make a copy available to the FTB upon request. If I am also the paid preparer, under penalties of perjury, I declare that I have examined the above exempt organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

ERO Must Sign

ERO's signature ▶ _____ Date _____ Check if also paid preparer ☒ X Check if self-employed ☐ ERO's PTIN P01294460

Firm's name (or yours if self-employed) and address ▶ EIDE BAILLY LLP
10681 FOOTHILL BLVD., STE. 300
RANCHO CUCAMONGA, CA

Firm's FEIN 45-0250958

ZIP code 91730-3831

Under penalties of perjury, I declare that I have examined the above organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

Paid Preparer Must Sign

Paid preparer's signature ▶ _____ Date _____ Check if self-employed ☐ Paid preparer's PTIN _____

Firm's name (or yours if self-employed) and address ▶ _____ Firm's FEIN _____

ZIP code _____

For Privacy Notice, get FTB 1131 ENG/SP. FTB 8453-EO 2019

929021 11-08-19

Coversheet

Expanded Learning Opportunities Grant Plan for American Indian Public Charter School II

Section:	III. Action Items
Item:	C. Expanded Learning Opportunities Grant Plan for American Indian Public Charter School II
Purpose:	Vote
Submitted by:	
Related Material:	EL0 - AIPCS II.pdf AIPCS II ELO Grant.docx

AIMS Finance Committee Meeting Item Cover Letter

Item: Expanded Learning Opportunities Grant Plan for American Indian Public Charter School II

Presented By: Marisol Magana

Staff Recommendation:

As part of AB 86 funding there is an Expanded Learning Opportunities Grant. Attached is the template for the plan and how funds will be spent for AIPCS II.

Expanded Learning Opportunities Grants
To be eligible for funding, LEAs must implement a learning recovery program, that at a minimum, provides supplemental instruction, support for social and emotional well-being, meals and snacks to specified student groups, who have faced adverse learning and social-emotional circumstances.

Committee Approval: Finance Committee

Total Associated Cost: $375,750.08

Included in Budget? No

Funding Source: ELO Grant Funs

Over/Under Budget? No

Amount Over/Under Budget?

Included in LCAP? N/A

Which LCAP?

California Department of Education
March 2021

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
American Indian Public Charter School II	Riffat Akram Natalie Glass Christopher Ahmad	riffat.akram@aimsk12.org natalie.glass@aimsk12.org christopher.ahmad@aimsk12.org 510-893-8701

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Parent engagement meeting on 5/7/21 at 6:30 pm. Agenda was sent prior to the meeting. Teacher PLC meetings on Thursday 5/6/21. Agenda was shared prior to the meeting. Teachers & Staff Student Support Committee.

A description of how students will be identified and the needs of students will be assessed.

Using School enrollment & assessment Database we will identify the students based on the following categories:

- Low-income
- English Learners

- Homeless Students
-Student with Disabilities
- Students at Risk of Abuse, Neglect, or Exploitation
- Disengaged Students

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Inform parents via parent square, news letter, parent meetings, AIMSK12 website & Social Media, Schoology(SMS)

A description of the LEA's plan to provide supplemental instruction and support.

- After School Programs
- Social Emotional Learning Professional Development and Training for staff and students
- Additional support staff to help with study hall, traffic, Covid-19 protocols and check-ups
- The purchase of two independent learning platforms that have been proven to be successful and help students catch up - IXL and Learning Farm
- An onsite counselor specifically for K-8 to provide social and emotional support and counseling for students, and training for staff
- Academic Saturday School for students who are failing
- Academic Summer Camp/Summer School for 3 weeks
- Illuminate - Benchmark Assessment Program
- Professional development
- Tiered Intervention for academic support
- Additional instructional aids for individual & small group academic support
- Community Outreach
- MTSS program implementation
- Designated SEL Counselor
- Student Support Committee (Teachers & Staff)

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time Saturday School and Summer School	$72,648.2	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports Hiring additional Instructional aides to work with small groups. Hiring a clerk.	$148,248.24	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning On-Site Counselor	$39,518.08	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	$20,000	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility Hire an academic coordinator to synthesize data and review student learning trends and create individual learning and support plans for students	$45,490	[Actual expenditures will be provided when available]
Additional academic services for students Illuminate, IXL, and Learning Farm	$44,845.56	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs Social Emotional Learning Professional Development Training/Assembly	$5,000	[Actual expenditures will be provided when available]

Total Funds to implement the Strategies	$375,750.08	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

[Add text here]

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code* (*EC*) Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
    a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
    b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
    c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students’ social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021

Coversheet

Expanded Learning Opportunities Grant Plan for AIMS College Prep Middle School

Section:	III. Action Items
Item:	D. Expanded Learning Opportunities Grant Plan for AIMS College Prep Middle School
Purpose:	Vote
Submitted by:	
Related Material:	EL0 - AIMS MS Cvr Ltr.pdf AIMS MS ELO Grant.docx

AIMS Finance Committee Meeting Item Cover Letter

Item: Expanded Learning Opportunities Grant Plan for AIMS College Prep Middle School

Presented By: Marisol Magana

Staff Recommendation:

As part of AB 86 funding there is an Expanded Learning Opportunities Grant. Attached is the template for the plan and how funds will be spent for AIMS MS.

Expanded Learning Opportunities Grants
To be eligible for funding, LEAs must implement a learning recovery program, that at a minimum, provides supplemental instruction, support for social and emotional well-being, meals and snacks to specified student groups, who have faced adverse learning and social-emotional circumstances.

Committee Approval: Finance Committee

Total Associated Cost: 133,336

Included in Budget? No

Funding Source: ELO Grant Funds

Over/Under Budget? No

Amount Over/Under Budget?

Included in LCAP? N/A

Which LCAP?

California Department of Education
March 2021

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
AIMS College Prep Middle School	Riffat Akram Natalie Glass	Riffat.akram@aimsk12.org Natalie.glass@aimsk12.org 510-893-8701

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Parent engagement meeting on 5/7/21 at 6:30 pm. Agenda was sent prior to the meeting. Teacher PLC meetings on Thursday 5/6/21. Agenda was shared prior to the meeting. Teachers & Staff Student Support Committee.

A description of how students will be identified and the needs of students will be assessed.

Using School enrollment & assessment Database we will identify the students based on the following categories:

- Low-income
- English Learners

- Homeless Students
-Student with Disabilities
- Students at Risk of Abuse, Neglect, or Exploitation
- Disengaged Students

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Inform parents via parent square, news letter, parent meetings, AIMSK12 website & Social Media, Schoology(SMS)

A description of the LEA's plan to provide supplemental instruction and support.

- Summer Program for ELA and Math instruction
- After School Programs
- Professional development
- Additional Support Staff
- Tiered Intervention for academic support
- Additional instructional aids for individual & small group academic support
- Saturday Academic School & after school tutoring
- Restorative Justice Support on Saturdays
- MTSS program implementation
- Designated SEL Counselor
- Student Support Committee (Teachers & Staff)

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	$33,540.96	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	10,000	[Actual expenditures will be provided when available]

Integrated student supports to address other barriers to learning	$26,459.04	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	$15,000	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility Hire an academic coordinator to synthesize and analyze data and review student learning trends	$15,934	[Actual expenditures will be provided when available]
Additional academic services for students	$27,432	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	$5,000	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	$133,366	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

[Add text here]

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code* (*EC*) Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
    a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
    b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
    c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students’ social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021

Coversheet

Expanded Learning Opportunity Grant Plan for AIMS College Prep High School (AIPHS)

Section: III. Action Items
Item: E. Expanded Learning Opportunity Grant Plan for AIMS College Prep High School (AIPHS)
Purpose: Vote
Submitted by:
Related Material:
AIMS HS ELO Grant.docx.pdf
EL0 - AIMS HS Cvr Ltr.pdf
WEB10585327 - WD Quote.pdf
AIMS HS Expanded Learning Opportunities Grant Plan_ Teacher input.pdf
AIMS HS Expanded Learning Opportunities Grant Proposal Parent Feedback (Responses).pdf
Acellus.pdf
210505 AIMS College Prep HS STEM4Real .pdf
Quote # QU1521.pdf
Aims College Prep HS Reading Inventory 5 year CP#8012765 PD.pdf
Aims College Prep HS Math Inventory 5 year CP#8012776 PD.pdf
ALEKS Quote- AIMS- 3-yr - 5.5.21.pdf
PowerSchool User Conference Proposal.pdf
Expanded Learning Opportunities Grant (EZ Read).pdf

California Department of Education
March 2021

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
AIMS College Prep High School (AIMS HS)	Maurice Williams, Head of School	maurice.williams@aimsk12.org 510-893-8701

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Teachers were involved in the development of the plan through department meetings where they discussed supports and resources to close the learning gap.

A description of how students will be identified and the needs of students will be assessed.

Students' academic status will be used to identify them. All students will be assessed through different diagnostics. Staff and teachers' recommendation will be used to assess emotional and mental needs.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

An LCAP Advisory Council Committee meeting was set up virtually for May 8 at 6pm. Parents and guardians were invited to this meeting through ParentSquare. The proposed plan and a feedback survey was also sent out to parents and guardians for those that cannot attend the meeting.

A description of the LEA's plan to provide supplemental instruction and support.

[Add text here]

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	[$ 0.00]	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students." Acellus Learning: Acellus is a learning management system video-based lessons with cutting-edge technology to accelerate learning, elevate standardized test scores, reduce dropout rates and transition more students into careers and college.	[$172,250]	[Actual expenditures will be provided when available]

Academic Coaching: Provide extensive support for teachers through weekly coaching and professional development Student Tutors: Upperclassmen will be offered the opportunity to tutor underclassmen Instructional Aide III: Provide additional support in classroom for students Schoology: from rostering classes and syncing grades to tracking teacher PD and using data to understand student performance		
Integrated student supports to address other barriers to learning	[$ 0.00]	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	[$ 0.00]	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility The Power School Conference is a week of training provided to coordinators and counseling team staff. Sessions will provide staff the necessary tools and skills to support students and school districts. Attendees will gain working knowledge of PowerSchools best practices to manage data, student test scores, develop student reports, scheduling, course management, report cards, auto communication, support staff daily skill building, a scheduling workshop and 1-1 training with individuals: ALEKS helps students master course topics through a continuous cycle of mastery, knowledge retention, and positive feedback. Each student begins a new course with a unique set of knowledge and prerequisite gaps to fill. By determining the student's baseline of knowledge, ALEKS creates an individual and dynamic path to success where students learn and then master topics.	[$ 44,497]	[Actual expenditures will be provided when available]

Hire an academic coordinator to synthesize and analyze data and review student learning trends		
Additional academic services for students Quill Writing: Help students advance from fragmented and run-on sentences to complex and well structured ones. Using the evidence-based strategy of sentence combining, students combine multiple ideas into a single sentence. They then receive instant feedback designed to help them improve their clarity and precision. **(5-Year Contract)** SRI: Scholastic Reading Inventory (SRI) Interactive is a computer-adaptive assessment designed to measure how well students read literature and expository texts of varying difficulties. This psychometrically valid assessment instrument can be used as a diagnostic tool to place students at the best level in the program so they can read with success. Includes professional development for teachers. **(5-Year Contract)** HMH Math Inventory: HMH Math Inventory is an adaptive, research-based assessment that reliably measures math ability and progress from Kindergarten to Algebra II in significantly less time than traditional assessments. Smart praise, based on mindset research, reinforces student knowledge and keeps confidence high throughout the assessment. Once complete, teachers are provided with data that have been transformed into actionable teaching strategies for each student. Proficiency levels dictate Statewide assessment trajectory. **(5-Year Contract)**	[$ 33,974]	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs STEM 4 Real Training: STEM 4 Real is committed to providing quality STEM professional learning infused with principles of equity and social justice so that every student has access to a rigorous and joyful STEM education.	[$21,950]	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	[$ 272,671]	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

AIM HS is coordinating the use of the Expanded Learning Grant and other federal ESSER funds by budgeting across several categories to best meet the needs of the local staff, students and community. In 2021-22, the Expanded Learning Grant funds are primarily budgeted towards student support services such as tutoring; credit recovery services to accelerate progress towards closing the achievement gap, diagnostic assessments and progress monitoring; and paraprofessional staffing. In 2021-22, the ESSER funds are primarily budgeted towards...

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code* (*EC*) Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
    a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
    b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
    c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students’ social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021

AIMS Finance Committee Meeting Item Cover Letter

Item: Expanded Learning Opportunities Grant Plan for AIMS College Prep High School

Presented By: Maurice Williams

Staff Recommendation:

As part of AB 86 funding there is an Expanded Learning Opportunities Grant. Attached is the template for the plan and how funds will be spent for AIMS HS.

Expanded Learning Opportunities Grants
To be eligible for funding, LEAs must implement a learning recovery program, that at a minimum, provides supplemental instruction, support for social and emotional well-being, meals and snacks to specified student groups, who have faced adverse learning and social-emotional circumstances.

Committee Approval: Finance Committee

Total Associated Cost: $272,671

Included in Budget? Yes

Funding Source: ELO Grant Funds

Over/Under Budget? Yes

Amount Over/Under Budget? At budget

Included in LCAP? N/A

Which LCAP?

WORTHINGTON DIRECT

Quote #WEB10585327

Customer ID: AME2006

Valid 4/28/2021 To 01/01/1900

For assistance, please contact your furniture expert:

Thai Tran
thai@worthingtondirect.com **P: 800-599-6636**

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AMERICAN INDIAN MODEL SCHOOLS

ACCOUNTS PAYABLE
746 GRAND AVE
OAKLAND, CA 94610-2714
P: (510) 853-0243

Ship To

AIMS COLLEGE PREP HIGH SCHOOL

MAURICE WILLIAMS
746 GRAND AVE
OAKLAND, CA 94610-2714
P: (510) 853-0243

	Stock No.	Vendor No.	Item Description	Price	Qty	Subtotal
	15030-DRG-WF-RY-T	MSR608	60"DIA, 29"H,17"H RED/YELLOW STOOLS,WEATHERED FIBERWOOD TOP, GRAY DYNAROCK EDGE,TITANIUM FRAME,TABLE	$1541.95	8	$12,335.60

Estimated Lead Time: 28 days - 42 days plus 2-5 days for transit

Subtotal	$12,335.60
Shipping	1,642.90
Tax	1,141.05
Total	$15,119.55

Shipping Information

This order includes: ☑ Liftgate Service ☐ Inside Delivery ☑ Call Before Delivery (510) 853-0243

Delivery appointments can be made by the freight company to schedule approx delivery time. Please contact your rep to remove or add additional services to your quote, or to learn more about them.

Liftgate service is recommended for facilities that do not have a loading dock or personnel/equipment needed to lower large or heavy freight to the ground. Selecting this service will ensure that your shipment is lowered to the ground.

Inside Delivery service means that a single freight driver will assist in bringing your shipment inside the first set of doors to your facility. The driver will not navigate stairs/elevators and may still require assistance with extremely large or heavy items.

Please contact your rep to have these additional services added to your quote, or to learn more about them.

When you are ready to order, please make sure you have made all color selections and verified shipping and billing details. Feel free to discuss any questions you may have with your representative: Thai Tran at thai@worthingtondirect.com

Thank you for this opportunity to furnish your space!

Teacher/Staff Notes from PD on April 30, 2021

Ideas from ELA, ELD, and Instructional Aides

Supplemental Instruction and Support Strategies

Extending instructional learning time:

"Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes"

- POLL RESULTS: 0/6

Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports:

- Below grade level Back to Basics Tutoring
  - Writing (formal)
  - Reading
  - Tutoring, Saturday School Bootcamp, Class
    - Weekly Rotating Saturday Schools specifically focused on different disciplines
    - Or… Multiple teacher volunteers for Saturday School "breakout groups"
      - Not for makeup work, but instead below grade level review
  - Khan Academy English, NewsELA,IXL, ReadWorks, Common Lit = websites/tools for Bootcamps/focused Saturday School
  - Reading and/or Writing bootcamp - Recommending for this to take place the week before school starts. It doesn't have to be the entire week, maybe for 3 days - 3 hours per day would work? We can break it up by levels, beginning and intermediate.

- "Movie Nights" analyzing literary elements of the storytelling
  - Perhaps parents included

- Clubs: Book Club, Spoken Word
  - Below Grade Level Students Assigned to the Club(s)
    - Also a good idea for volunteer students to join a club (perhaps separate club?)
  - Perhaps parents included

$ could be spent to pay volunteer teachers/staff/adults (like stipends for extra duties)

- Poll staff to find out staff strengths and who could best support what skills/programs

"Educator training for accelerated learning strategies"

- POLL RESULTS: 6/6

Integrated student supports to address other barriers to learning:

- Additional Instructional Aids, Aids for ELD Dept & EL Students
- Establishing clear and incentivized academic goals for targeted extra-support students
  - Not just makeup work
  - Skills-based
  - Prizes (similar to use of funds for PBIS)
    - Same strategy for IEP/SPED students
- ELD Lab
  - Holding students accountable to attend

Recommendation:

$ for staff pay

$ for prizes

"Health, counseling, or mental health services, access to school meal programs"

- POLL RESULTS: 6/6

- AIMS District & HS could benefit from additional mental health/counseling staff and services
- Consult with Mr. Castellano
- Expansion of Mental Health Fridays (not just 1 day a month) (not on a minimum day)
- Field Trips for identified or volunteer students (based on known socioemotional struggles)
  - Collab with outside groups for students to visit for activities
  - Form a group/club for identified or volunteer students
    - $ to pay outside organizations or staff stipend
- WRAP

Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports:

- POLL RESULTS: 6/6
- Upgrade Chromebook and Tech for students' to take home for year

Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility:

- POLL RESULTS: 0/6 (we support Accelus and proposed concept, but don't feel this is the best use for the Grant $)
- Possible to use the Grant $ to form and distribute as a scholarship?
- Use money to link students to organizations that help link them to scholarships

Additional academic services for students:

- Additional Reading Assessment other than SRI
- Although more money for testing is not our recommendation, many of our ideas in category 3 would require some kind of diagnostic

Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs:

- POLL RESULTS: 5/5

Ideas from Science

Supplemental Instruction and Support Strategies

Extending instructional learning time:

Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports:

- Opportunities for field trips for content enrichment & hands on learning
- Experiential travel programs STEM (Boston, New York or San Francisco) www.efexploreamerica.com.
- Paid teacher tutoring sessions
- Materials and implementation for school wide 'reading period' - time set aside during the day for students to read for pleasure and develop literacy

Integrated student supports to address other barriers to learning:
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports:
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility:
Additional academic services for students: - Hiring of additional classroom staff (aides, paraprofessionals) to provide extra support for day to day activities and science labs -

Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs:

Ideas from Elective

Supplemental Instruction and Support Strategies

Extending instructional learning time:

1. Small group tutoring; one-on-one tutoring; extra/extended tutoring. Would be most productive or beneficial to focus on students who are most behind and what they need as opposed to adding and extending the school day or year.
2. Weekend tutoring option/after school tutoring where AIMS schedules the student and and once a month conference with a parent present. Set up a schedule, no options to sneak out of getting assistance

Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports:

Possibly for PE and Sports : Strength and Conditioning Program for Summer / Sports Specific Skill Learning Program

Utilizing TA's (seniors who help other students) bonding and support systems

More Aids hired to assist teachers in the classroom, less pull out and more push in

Create a community so students will want to join the support group, incentives, etc.

Integrated student supports to address other barriers to learning:

-Set aside time for more community building and social activities to reduce student burnout. Set aside additional funds for SGA, clubs, field trips, class parties etc.

-Use funds to increase access to legitimate/ professional lead mental health activities and support

Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports:

Computer Lab, better internet connectivity, access to stationary desktop computer stations, a staff member who is Tech savvy who monitors and supports the students and school as a whole. A second Mr. Ma

Inclusion of parents - workshops for parents on parent square, power school, etc.

Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility:

Structured class for College Planning for high risk students and their parents

Addition class specifically for credit recovery

Extra year long supports starting at the beginning of the year

Tutoring, El supports and IEP supports built in

Additional academic services for students:

Create supplementary materials and make them available online for all the students and families to access. Differentiated instructional and practice materials ready for students with different learning styles and language readiness. Provide students and parents with supplementary learning materials to scaffold students with learning deficiencies in their home languages. Empower students and families with opportunities to come to the campus to receive small group tutoring in the subject area that needs to improve based on personal needs. Different genres and activities are implemented in lesson plans for all programs provided at AIMS high school.

Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs:

Professional development workshops lead by professionals rather than recycled content

Professional development that embraces differentiation for staff abilities, departments, subject matter, and acknowledges professional development that has already been completed by staff members

Systems which track staff development completion to ensure that staff development is not redundant for veteran teachers:

Ex: many hours used per year to teach rudimentary/ fundamental job skills like entering grades and assignments directed at new staff.

Provide opportunities for parents and students to improve and build family relationships. One strategy would be a weekend **family get together** in the school to be organized by the teacher. Activities will be discussed further.

Ideas from History:

Supportive Class Extension

WH Teacher available for supplement instruction during the Summer time for two weeks

Interest to provide supplemental instructing after summer

Professional Development Training

Interested in professional development for certificated staff focused on specific discipline of instruction such as AP Summer Institute Online -UCLA or with supportive English Language training courses through online learning portals like Havard/Coursera/EdX.

Teacher Resources

Request additional learning resources to support learners such as Ultimate Review Packs on Macroeconomics, History, Geography and World History

Request poster/room materials supporting content instruction

Community Support

Increase community/parent engagement through special school enrichment activities

Increase field departmental field trips supporting diverse learner engagement

Ideas from Math

One idea to help credit deficient students was Summer Session Tutoring

Ms Batbold is open to assisting with this, Mr Tran might also be open to assisting .

The math dept also thought it would be good to spend some of the funds on item number 7 from Mr. Williams email which states

"Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs."

The training might help teacher better recognize problems in social emotional health such that they could be referred to a professional engaged full time in that area

The math dept also considered it would be good to spend some of the funds on item number 3 from that same email which states

"Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs."

AIMS HS Expanded Learning Opportunities Grant Proposal Parent Feedback

Dana Salzman
dana_salzman@yahoo.com
Implement a music program including instrumental music (band) (this could look like many things. For example, buy 25 keyboards and offer a beginning piano class, or so that with guitars. Another option is buy some basic band instruments and have beginning band but also intermediate or jazz or rock band for kids that can already play) and also vocal music/ choir/ rapping/ perhaps an electronic music production class. (Buy 25 MacBooks with Logic and have the kids learn music production)
Also a drama/ dance program (hip hop dance class?) (plays, musical theater?)

Yuanmei Lin
2285656381pei@gmail.com
Ways to be involved with other organizations or programs that can give students more programs and interns to increase their skills in areas that they want to do. More medical programs for students like medical, and more art programs for students that like art and etc. interns during summer can also help students be involved with the community and learning more while rewarding some money.

Jasmine Raines
mrzjazrainez@gmail.com
This money should be used to ensure that teachers are knowledgeable about better ways to use technology in classrooms.
Also, students need to learn about how not all change is bad and how to preserve through seemingly rough or failed states of mind.
Parents should have simple classes on how to use the systems the school teach and communicate with so they can stay abreast of how their child is doing.
AIMS College Prep High is the best example of a school that cares like a parent cares!

Chen Xing
I think AIMS should provide extra summer rigouts AP prep. course for students during summer, especially for juniors and seniors. I really think AIMS should recruit experienced teachers to teach AP course which align the course content with the AP test. At the same time, I also think it will be good that AIMS can provide more college application workshops for juniors and seniors, including their parents.

Billings Grant

Please send payment to:
International Academy of Science
Attn: Accounts Receivable
26900 E. Pink Hill Rd., Independence, MO 64057 USA
Phone: 816-229-3800

Proposal Number: 913706
Approved By: Maurice Williams, Head of School
Approval Date: 12/07/2020
Notice Email(s): maurice.williams@aimsk12.org,

Purchase Order: Pending

International Academy of Science is the Sole Source for these items. Terms & Conditions

School: American Indian Public High School
District: American Indian Model Schools
State: CA

Contact: Dr. Maurice Williams, Head of School
Phone: (510) 220-5044
Email: maurice.williams@aimschools.org

BILLING ADDRESS:

Maurice Williams, Head of School
American Indian Model Schools
746 Grand Avenue
Oakland, CA 94610
USA

Phone: (510) 220-5044
Email: maurice.williams@aimschools.org

SHIPPING ADDRESS:

Maurice Williams
American Indian Model Schools
746 Grand Avenue
Oakland, CA 94610
USA

Phone: (510) 220-5044

QTY	DESCRIPTION	PRICE	EXTENDED PRICE
450	**Acellus School-wide License $100/student (65% covered by Grant)** • In order to obtain a School-wide License, one Master License must be purchased for each student enrolled in the school building. (Minimum 250 students) • Each Master License allows a student to enroll in up to 6 courses. • Licenses valid until June 30, 2022 Note: Grant funding NOT available for the 22/23 school year.	$ 100.00	$ 45,000.00
1	**Acellus Annual Support $500** Annual Support Covers the Following Items: • Parts and Repairs of Acellus Server • Offsite Monitoring and Server Failure Detection • Advanced Replacement of Broken Hardware • Daily Updates and System Upgrades • Daily Back Up Service with Reconfiguration of Replacement Hardware • Telephone Consulting and Email Support for Acellus Server • Temporary Failover Service to Support System Utilization During Repairs	$ 500.00	$ 500.00

Sub-Total:	**$**	**45,500.00**
Grant Amount:	$	-29,250.00
Amount to be Paid by School:	**$**	**16,250.00**

The STEM4Real Professional Learning Series

SCOPE OF WORK AND SERVICES

The STEM4Real Professional Learning Series

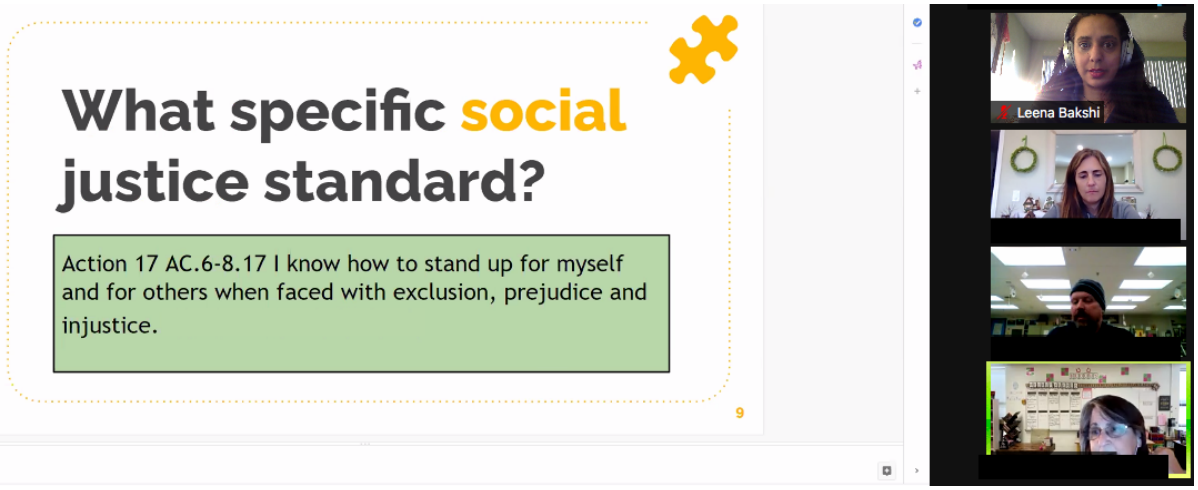
Universal Design for Learning (UDL), Common Core Math (CCSS) Next Generation Science Standards (NGSS) and STEM Implementation for AIMS College Prep High School (AIMS HS)

A. Background

Our Promise: We believe that the principles of STEM Education can be used in any subject area to promote design thinking, collaboration, and academic discourse. Our promise is to make education socially just #4Real through instructional planning, professional learning, action planning and leadership development. We will do this by recognizing and dismantling inequitable systems and rebuilding your education system #4Real with all students first.

WHY WE ARE DIFFERENT:

- Content + Social Justice: We combine principles of equity and social justice so that educators are learning about standards-based (NGSS/CCSS/Emergent Bilingual) instruction and differentiating for all student groups (students with special needs, African-American students, etc.) accordingly.
- Engagement: We engage with educators during the presentation - there is always an active component where we are thinking, doing, reflecting, and collaborating. We never just talk at our audience all day. We teach and model what we are asking our teachers to do in their classrooms, whether it is live or virtually.
- Implementation and Action: We provide tools and resources that can be immediately used in the classroom. There is no need to purchase a set of curriculum or expensive materials. We focus on teacher pedagogy and shifting teacher practice to create student-centered learning modules grounded in student curiosity.
- Joy: Happy Teachers = Happy Students! We have fun!



The STEM4Real Professional Learning Series

B. Description of Services

STEM4Real Tailor-Made: Every organization is different which is why we create a tailor-made professional learning experience designed for your team and context.

Administrator Partnership: We take the time to get to know your school, district, agency, and context. No teacher wants "another thing to do" on top of their busy schedules. We work with your organization to ensure that we are all vision-aligned.

- What initiatives do you already have?
- How do we continue and build on previous work?
- Current implementation of UDL (Universal Design for Learning)
- How can STEM4Real fit into your current vision?
- What does the data say
- Equity Audit - where are we missing our students?

STEM4Real Grounding with Teachers and Coaches: In this session, we connect all of the systems: Your state content standards (The Next Generation Science Standards, Common Core Standards), your case study students, and the context of your school or district.

- Understand 3D Learning and the WHY behind instruction using phenomena and curiosity to drive student learning.
- Consider Your Context - Research the context of your school community
- Case Study Student Analysis - choose at-promise students to differentiate your instruction and learning sequences.
- Family and Community Engagement Plan

Race, Social Justice and Implicit Bias Training: We dig deeper into our own implicit biases to ensure that these do not manifest in our teaching and learning. This critical step helps us evolve as educators to be anti-racist and to stand up for social justice.

STEM4Real Instructional Planning - Based on data and observations from the lesson modeling session and learnings from the STEM4Real Grounding and Intensive Learning sessions, we will construct our 3D5E lesson plans and use principles of Universal Design for Learning (UDL) and the Teaching for Robust Understanding (TRU) Frameworks to reflect on the learning sequence.

- Prepare learning sequences for observation and implementation. Collaborate with staff on feedback.
- Use UDL and TRU Frameworks as a reflection tool for lesson planning.
- Look at current curriculum using the NGSS TIME Toolkits to review, assess and implement materials

The STEM4Real Professional Learning Series

Peer-to-Peer Observations - Our team will facilitate video and live observations using the DO-KNOW-THINK Observation tool to observe student learning and shift teacher practice to meet the demands of inquiry-based instruction. We will then reflect on strengths, areas of growth, opportunities and threats to a socially just STEM education.

Analysis of Student Work - We will then analyze student learning outcomes, discuss next steps and implications for teacher practice. We will take a closer look into our case study students to see how they have grown over time with differentiation, family connection, and formative feedback.

Lesson Planning Workshop Summit - All participants walk away with fully completed lessons and ideas. We design and finalize Lessons and Units with all of the learnings and reflections from the year. We also discuss implications for next year.

STEM4Real Network Fellowship is a year-long network to collaborate nationally and internationally with fellow like-minded educators committed to STEM standards + justice. Our community has access to the following:

- **Collaboration and Lesson Study** within the STEM4Real Network of educators - engage in “The STEM4Real Way”, an online professional learning series focused on the Next Generation Science Standards, Culturally Responsive Phenomena, Case Study Students, Teacher Observation, and Analysis of Student Work.
- **Teacher-Curated Lesson Bank** and instructional resources: Using the Lesson Study #4Real process, teachers create 3-dimensional (practices, core ideas, and cross cutting concepts) and 5E (engage, explore, explain, elaborate, evaluate) instructional sequences grounded in culturally responsive pedagogy.
- **Monthly Live Professional Learning Via the Un-Speaker Series** (Offered Virtually) - Live workshops focused on current issues in STEM education including assessment, instructional practices, English Language Learner instruction, Social-Emotional Learning, Trauma-Informed Practices.
- **Make a Change Monday Mindset Calls** - Equity work takes work. It is an ongoing practice that we as educators must continually fine tune in order to address STEM + Social Justice educational issues. In these sessions, we Collaborate, Problem-solve and Action-plan (CPA) on specific hot seat issues that we can learn from together.

The STEM4Real Professional Learning Series

- **Weekly Follow-Up Coaching Sessions** - sometimes we just need allocated time in the week to focus on getting work done and having a community to support you as you check off those tasks.
- **Yearly Events with Guest Speakers** - We kick off each year with our goals and end each year with our culminating event, sharing best practices and of course, our 3D5E instructional sequences that combine STEM + Social Justice + Joy
- Optional Units with Cal State University, East Bay

C. Deliverables

- 3D5E Teacher Curated Lesson Plans
- Peer-Peer Teacher Observations
- Case-Study Student Analyses
- Family-Engagement Plans
- Analyses of Student Work
- Research-Based Summary Report of Findings and Next Steps

D. Payment Terms & Invoicing

Service	Quantity	Cost Per Service	Total Cost
AIPHS Administrative Onboarding	1-2 Sessions	Included	Included
STEM4Real Tailor-Made Intensive and Follow-Up Workshops	2 (Fall and Spring)	$4500 per session Paid in installments Fall and Spring	$9,000
STEM4Real Network - Year Long Professional Learning Network for select Math and Science Teachers	6 Teachers (Math & Sci) 4 Teachers (ELD/SPED)	$1295 per teacher (paid at the onset of services (July 2021)	$12.950
			21,950

E. Period of Performance

21-22 School Year

The STEM4Real Professional Learning Series

F. Expected Outcomes

- Cohesive implementation of the CCSS Mathematics and Next Generation Science Standards (NGSS) objectives
- Participation of collaborative Lesson Study cycles of lesson creation, observation and analysis of student work
- Weekly office hours and follow up coaching for lesson development and equity-focused problem solving and action planning
- Case Study student analysis and family engagement plans.
- 3D5E Culturally Responsive Lesson Plan with access to a lesson bank of STEM-CRT-aligned lessons with a focus on social justice.

G. Data Sharing (yes/no) If yes, please explain

NO

H. Project Contact information

Leena Bakshi, Executive Director, Leena@stem4real.org

As educators, we have been doing the same thing for decades. Let's stand up and do something different. It's time to put equitable and anti-racist teaching strategies into practice. Let's stand up for social justice for our students!

Testimonials

What are participants saying? STEM4Real Tailor Made Testimonial

- *It is always important to remember the justice side of education as you interact with kids. It's one of the things that I really have been trying to keep in the forefront of my student interactions.*
- *I loved the techniques for structuring NGSS (3D, 5E, CER). NGSS was feeling really open-ended but it now feels like I have a better understanding of how to plan both short and long term.*
- *Some things I am working on is to listen more carefully to students (and teachers) to hopefully become more empathetic and to slow down my reaction/response time, just a fraction, as a check on my own biases.*
- *One key take-away for me was that our perceptions and biases have a huge impact in how we teach, even if we are unaware of them.*
- *A key takeaway was the importance of providing opportunities for all students to think about and talk about their observations and thoughts, in ways that take into account multiple intelligences and different learning styles.*

The STEM4Real Professional Learning Series

- *Having students generate questions about a phenomenon is such a good way of including every student, every experience, and every culture in science. Any student can be a scientist and can make references to other material they are learning in school or to past experiences due to the many cross-cutting concepts implemented through NGSS.*
- *I applied the questions to Social Sciences and the answers reflect situations as they may arise in that discipline. I plan to introduce phenomena as the basis for many of my lessons and open the class to debate and discussion.*
- *I really shifted to phenomenon based instruction and I've been doing this in my instruction. I've also gained some understanding of how to navigate the NGSS.*
- *There are many tools and strategies that I am excited to implement within my classroom. They include the sticky note brainstorm strategy, doing a nature/campus walk to observe and write down phenomena, seeing the NGSS as 3 dimensions of what the student can think, know, and do, and also the 5E lesson planning template tool.*
- *Meeting and learning about different students was interesting. Focusing on engaging students of all cultures in every lesson is going to be my goal for science.*

Key Performance Indicators

- **Teacher Observation Data**
  Discuss teacher virtual recordings with the team to discuss teaching goals and performance indicators. Analyze strengths and areas for growth. Monitor progress for both teachers and students.

- **Student, Teacher and Administrator Surveys**
  Our research team will collect pre-and post- surveys to understand the implementation of teacher practices and the shifts in teacher pedagogy over time. We will use the SIPS (Science Instructional Practices Survey), a researched based survey to assess classroom implementation and teacher efficacy.

- **Exit Interviews**
  Our research team will conduct and code exit interviews with select participants to assess validity and reliability of professional learning for educators. We will provide the districts with a full report and recommendations for a STEM action plan, budget planning, and next steps.

- **Artifact Evaluation**
  We will analyze lesson plans, analysis of student work, case studies, and teacher observation notes to discuss the process and assess next steps.

The STEM4Real Professional Learning Series

AIMS College Prep High School (AIMS HS)

Authorized Signatory Name: _____

Signature: _____ Date: _____



Leena Bakshi, Executive Director, STEM4Real Date: May 5, 2021

QUOTE

AIMS College Prep High School

Date
May 5, 2021

Quote Number
QU-1521

Empirical Resolution
462736440

Empirical Resolution Inc.
Attention: Quill.org
41 E 11th St, 11th Floor
New York, NY 10003
Email: jeremy@quill.org

Description	Quantity	Unit Price	Discount	Tax	Amount USD
This entitles AIMS College Prep High School to one school license valid for five years of Quill School Premium services. This includes: Administrator Dashboard, free Teacher Premium upgrade for all teachers at the school site, as well as access to three professional development webinar sessions per year.	5.00	1,800.00	50.00%	Tax Exempt	4,500.00
				Subtotal *(includes a discount of 4,500.00)*	4,500.00
				TOTAL USD	**4,500.00**

Terms

Purchase orders can be sent via email to jeremy@quill.org

Registered Office: Attention: Quill, 41 E 11 St, 11th Floor, New York, NY, 10003, USA.

Date of Proposal: 5/6/2021 **Proposal Expiration Date: 6/20/2021**

Houghton Mifflin Harcourt

Proposal

Prepared For

Aims College Prep HS

746 Grand Ave
Oakland CA 94610

Attention:
Maurice Williams
maurice.williams@aimschools.org

For the Purchase of:

Reading Inventory 5 year

Prepared By
Anna-Maria Dixon
annamaria.dixon@hmhco.com

Please submit this proposal with your purchase order.

Purchase orders or duly executed service agreements for **Professional Services** purchased, must be submitted at least 30 days before the service event date.

Date of Proposal: 5/6/2021 **Proposal for** **Expiration Date: 6/20/2021**

Aims College Prep HS

ISBN	Title	Price	Quantity	Value of All Materials
	Reading Inventory			
	Student			
6002990	9781328021618 Reading Inventory Student Subscription Package, 5 Year Term dates: 7/1/2021 - 6/30/2022	$23.55	450	$10,597.50
	Total for Student			
	Total for Reading Inventory	**$10,597.50**		
	Professional Development Services			
3026554	9780545212991 Reading Inventory Getting Started 2-Hour Webinar QuickStart Training (2 hours, 20 participants) PD for each of the 5 years.	$800.00	5	$4,000.00
	Total for Professional Development Services	**$4,000.00**		

Total Savings:	**$0.00**
Subtotal Purchase Amount:	**$14,597.50**
Shipping & Handling:	**$0.00**
Sales Tax:	**$0.00**
Total Cost of Proposal (PO Amount):	**$14,597.50**

Attention:
Maurice Williams
maurice.williams@aimschools.org

Intervention Solutions Group
255 38th Avenue, Suite L
St. Charles, IL 60174
FAX: 877-287-8199
InterventionSolutionsOrders@hmhco.com

HMH Confidential and Proprietary

Please submit this form with your purchase order

Date of Proposal: 5/6/2021 **Proposal for** **Expiration Date: 6/20/2021**

Aims College Prep HS

Total Cost of Proposal (PO Amount): $14,597.50

Thank you for considering HMH as your partner. We are committed to providing an excellent experience and delivering ongoing, high-quality service to our customers. To meet these goals, we want to ensure you are aware of the below Terms of Purchase. These terms help us process your order quickly, efficiently, and accurately, ensuring successful delivery and implementation of our solutions.

- Please return this cost proposal with your signed purchase order that matches product, prices and shipping charges.
- Provide the exact address for *delivery* of print materials. The shipping address may be your district warehouse or individual school sites, but it is essential that this is accurate.
- Please supply the name of each important district point of contact for all aspects of the solution including their direct contact information (email/phone):
  - Point of Contact for Print materials
  - Point of Contact for Digital materials
  - Point of Contact for Scheduling Professional Development
- Please confirm that we have the correct 'Ship to' and 'Sold to' information on the cost proposal.

Ship to:	**Sold to:**
American Indian Pub CS High Schl	American Indian Pub CS High Schl
746 Grand Ave	746 Grand Ave
Oakland, CA 94610-2714	Oakland, CA 94610-2714

- Please provide funding start and end dates.
- Please note that all products and services will be billed upon the processing of your purchase order.
- Our payment terms are 30 days from the invoice date.
- Print subscription material quantities may be adjusted across grades for like products, to accommodate enrollment fluctuations, quantities cannot be adjusted between different programs or copyrights.
- Our shipping terms are FOB shipping point. The shipping term for your proposal is Shipping Point.
- Should any of these Terms of Sale conflict with any preprinted terms on your purchase order, the HMH terms of service shall apply.

Thank you in advance for supplying us with the necessary information at time of purchase.
Our goal is to ensure your success throughout the duration of this agreement, which starts with a highly successful delivery of our solution.

For greater detail, the complete Terms of Purchase may be reviewed here: http://www.hmhco.com/common/terms-conditions

Date of Proposal: 5/6/2021 **Proposal Expiration Date: 6/20/2021**

Houghton Mifflin Harcourt

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maurice.williams@aimschools.org

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InterventionSolutionsOrders@hmhco.com

Date of Proposal: 5/6/2021 **Proposal Expiration Date: 6/20/2021**

Houghton Mifflin Harcourt

Proposal

Prepared For

Aims College Prep HS

746 Grand Ave
Oakland CA 94610

Attention:
Maurice Williams
maurice.williams@aimschools.org

For the Purchase of:

Math Inventory 5 year

Prepared By
Anna-Maria Dixon
annamaria.dixon@hmhco.com

Please submit this proposal with your purchase order.

Purchase orders or duly executed service agreements for **Professional Services** purchased, must be submitted at least 30 days before the service event date.

Date of Proposal: 5/6/2021 **Proposal for** **Expiration Date: 6/20/2021**

Aims College Prep HS

ISBN	Title	Price	Quantity	Value of All Materials
	Math Inventory			
	Student			
6002993	9781328021649 Math Inventory Student Subscription Package, 5 Year Term dates: 7/1/2021 - 6/30/2022	$23.55	450	$10,597.50
	Total for Student			
Total for Math Inventory		**$10,597.50**		
	Professional Development Services			
3026590	9780545221627 Math Inventory Getting Started Webinar Webinar PD for each of the 5 years.	$856.00	5	$4,280.00
Total for Professional Development Services		**$4,280.00**		

Total Savings:	**$0.00**
Subtotal Purchase Amount:	**$14,877.50**
Shipping & Handling:	**$0.00**
Sales Tax:	**$0.00**
Total Cost of Proposal (PO Amount):	**$14,877.50**

Attention:
Maurice Williams
maurice.williams@aimschools.org

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255 38th Avenue, Suite L
St. Charles, IL 60174
FAX: 877-287-8199
InterventionSolutionsOrders@hmhco.com

HMH Confidential and Proprietary

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Date of Proposal: 5/6/2021 **Proposal for** **Expiration Date: 6/20/2021**

Aims College Prep HS

Total Cost of Proposal (PO Amount): $14,877.50

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  - Point of Contact for Print materials
  - Point of Contact for Digital materials
  - Point of Contact for Scheduling Professional Development
- Please confirm that we have the correct 'Ship to' and 'Sold to' information on the cost proposal.

Ship to:	**Sold to:**
American Indian Pub CS High Schl	American Indian Pub CS High Schl
746 Grand Ave	746 Grand Ave
Oakland, CA 94610-2714	Oakland, CA 94610-2714

- Please provide funding start and end dates.
- Please note that all products and services will be billed upon the processing of your purchase order.
- Our payment terms are 30 days from the invoice date.
- Print subscription material quantities may be adjusted across grades for like products, to accommodate enrollment fluctuations, quantities cannot be adjusted between different programs or copyrights.
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255 38th Avenue, Suite L
St. Charles, IL 60174
FAX: 877-287-8199
InterventionSolutionsOrders@hmhco.com

Because learning changes everything.®

QUOTE PREPARED FOR:

American Indian Public CS HS
746 GRAND AVE
OAKLAND, CA 94610-2714
ACCOUNT NUMBER: 187484

SUBSCRIPTION/DIGITAL CONTACT:

Maurice Williams
maurice.williams@aimsk12.org

CONTACT:

Maurice Williams
maurice.williams@aimsk12.org

SALES REP INFORMATION:

Kerry Richmond
kerry.richmond@mheducation.com
530-408-8852

ALEKS subscriptions for AIMS

Product Description	ISBN	Qty	Unit Price		Line Subtotal
ALEKS 6-12 3 YEAR SUBSCRIPTION	978-0-07-672409-3	50	$109.35		$5,467.50

PRODUCT TOTAL*	**$5,467.50**
ESTIMATED SHIPPING & HANDLING**	$0.00
ESTIMATED TAX**	$0.00
GRAND TOTAL	**$5,467.50**

Comments:

ALEKS subscriptions are not transferable. The subscription start date is a predetermined date, specified by the customer when an order is placed, which determines the date by which the product will begin its full intended duration. The subscription start date affects the *duration* of a subscription - regardless of whether a subscription has started to be used or not. A subscription can be used prior to or after the subscription start date.
When a subscription is used on or before the start date, the student will have access for the entire duration of the subscription (e.g., a K12 - Seven Month subscription will last the

* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

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By placing an order for digital products (the 'Subscribed Materials'), the entity that this price quote has been prepared for ('Subscriber') agrees to be bound by the Terms of Service and any specific provisions required by Subscriber's state law, each located in the applicable links below. Subject to Subscriber's payment of the fees set out above, McGraw Hill LLC hereby grants to Subscriber a non-exclusive, non-transferable license to allow only the number of Authorized Users that corresponds to the quantity of Subscribed Materials set forth above to access and use the Subscribed Materials under the terms described in the Terms of Service and any specific provisions required by Subscriber's state law, each located in the applicable links below. The subscription term for the Subscribed Materials shall be as set forth in the Product Description above. If no subscription term is specified, the initial term shall be one (1) year from the date of this price quote (the 'Initial Subscription Term'), and thereafter the Subscriber shall renew for additional one (1) year terms (each a 'Subscription Renewal Term'), provided MHE has chosen to renew the subscription and has sent an invoice for such Subscription Renewal Term to Subscriber.

Terms Of Service

Provisions required by Subscriber State law

ATTENTION: In our effort to protect our customer's data, we will no longer store credit card data in any manner within in our system. Therefore, as of April 30, 2016 we will no longer accept credit card orders via email, fax, or mail/package delivery. Credit card orders may be placed over the phone by calling the number listed above or via our websites by visiting www.mheducation.com (or www.mhecoast2coast.com).

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO: McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-780-0246 | Fax: 1-866-513-8081

QUOTE DATE: 05/05/2021 ACCOUNT NAME: American Indian Public CS HS EXPIRATION DATE: 06/19/2021
QUOTE NUMBER: MBUSH-05052021-002 ACCOUNT #: 187484

AIMS HS PowerSchool User Conference Proposal

The PowerSchool User Conference is an event hosted for PowerSchool users from districts all over the United States. The conference boasts over 100 sessions for attendees to provide real-world experience and tools for PowerSchool users. One of the unique features of this conference is its ability to provide training for a variety of team members amongst our staff. The PSUG will provide informative sessions for administrators, counselors, registrars, database administrators, and administrative assistants.

Specifically, our team plans to attend all-day training in the areas of mandated reporting, PowerScheduler, course management, attendance and attendance reports, transcripts, report cards, and other custom reports, creating SQL reports, data access codes and tags, Excel, GPA, honor roll, class rank, graduation planner, PowerTeacher Pro Gradebook training just to name a few. Our team will also have 1-1 sessions with professionals for additional support. By attending this training our team will gain a new level of knowledge and skill of the PowerSchool platform. The opportunity to gain this knowledge for software that plays such an important role in processing student data and supporting our families will undoubtedly allow our team to be even more efficient and operate with excellence.

The conference is 5 day-training. Breakfast and lunch are provided. Four members of our team will attend the out-of-state conference. Below is a close estimate of costs:

Conference Registration	$599 x 4
Hotel	$250 x 4
Flight	$214 x 4
Ground Transportation	$60 x 4
Food	$300 x 4
Contingency	$400
Total	**$1423(4) = $5,600**

Conference Details
2021 National PSUG Event - WEST
July 25-29, 2021
LINQ Hotel & Caesars Forum Convention Center
Las Vegas, NV

AIMS Attendees
Julia Li, Head of Division
Chaniel Clark, Education Coordinator - Registrar
Ziyi Zhang, Administrative Assistant

Evelin Palacios - Administrative Assistant

AIMS HS Extended Learning Opportunities Grant (Proposal) - May 5, 2021	
1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.	
2.Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following: Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students."	
Acellus Learning: Acellus is a learning management system video-based lessons with cutting-edge technology to accelerate learning, elevate standardized test scores, reduce dropout rates and transition more students into careers and college.	$16,250.00
Academic Coaching: Provide extensive support for teachers through weekly coaching and professional development	$30,000.00
Student Tutors: Upperclassmen will be offered the opporutnity to tutor underclassmen	$48,000.00
Instructional Aide III: Provide additional support in classroom for students	$68,000.00
Schoology: from rostering classes and syncing grades to tracking teacher PD and using data to understand student performance	$10,000.00
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.	
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.	
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.	
The Power School Conference is a week of training provided to coordinators and counseling team staff. Sessions will provide staff the necessary tools and skills to support students and school districts. Attendees will gain working knowledge of PowerSchools best practices to manage data, student test scores, develop student reports, scheduling, course management, report cards, auto communication, support staff daily skill building, a scheduling workshop and 1-1 training with individuals:	$6,000.00
ALEKS helps students master course topics through a continuous cycle of mastery, knowledge retention, and positive feedback. Each student begins a new course with a unique set of knowledge and prerequisite gaps to fill. By determining the student's baseline of knowledge, ALEKS creates an individual and dynamic path to success where students learn and then master topics.	$5,000.00
Hire an academic coordinator to synthesize and analyze data and review student learning trends	$33,497.00
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.	
Quill Writing: Help students advance from fragmented and run-on sentences to complex and well structured ones. Using the evidence-based strategy of sentence combining, students combine multiple ideas into a single sentence. They then receive instant feedback designed to help them improve their clarity and precision. **(5-Year Contract)**	$4,500
SRI: Scholastic Reading Inventory (SRI) Interactive is a computer-adaptive assessment designed to measure how well students read literature and expository texts of varying difficulties. This psychometrically valid assessment instrument can be used as a diagnostic tool to place students at the best level in the program so they can read with success. Includes professional development for teachers. **(5-Year Contract)**	$14,877
HMH Math Inventory: HMH Math Inventory is an adaptive, research-based assessment that reliably measures math ability and progress from Kindergarten to Algebra II in significantly less time than traditional assessments. Smart praise, based on mindset research, reinforces student knowledge and keeps confidence high throughout the assessment. Once complete, teachers are provided with data that have been transformed into actionable teaching strategies for each student. Proficiency levels dictate Statewide assessment trajectory. **(5-Year Contract)**	$14,597
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.	
STEM 4 Real Training: STEM 4 Real is committed to providing quality STEM professional learning infused with principles of equity and social justice so that every student has access to a rigorous and joyful STEM education.	$21,950.00
Total	**$272,671.00**

Coversheet

Update School Plan for Student Achievement (SPSA) - American Indian Public Charter School II (AIPCS II)

Section: III. Action Items
Item: F. Update School Plan for Student Achievement (SPSA) - American Indian Public Charter School II (AIPCS II)
Purpose: Vote
Submitted by:
Related Material: SPSA - AIPCS II Cvr ltr.pdf
SPSA - AIPCS II.docx

AIMS Finance Committee Meeting Item Cover Letter

Item: School Plan for Student Achievement (SPSA) - American Indian Public Charter School II

Presented By: Marisol Magana

Staff Recommendation:

Recommend that committee approve plan for various title funds and ASES. This is an update for a plan that was approved in October 2021.

Title I	$245,655
Title II	$22,797
Title III	$25,178
Title IV	$10,963
ASES	$177,382

Committee Approval: Yes Finance Committee

Total Associated Cost: $601,053

Included in Budget? Yes

Funding Source: Title I, Title II, Title III, ASES

Over/Under Budget? Yes

Amount Over/Under Budget?

Included in LCAP?

Which LCAP?

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	10/20/2020

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

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 program by providing professional development in Integrated and Designated ELD. Tutoring, and intervention support have been funded to help students new to the AIMS system. To enhance the ELD program, a consultant has been contracted to help evaluate best practices.

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

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.

Rosetta Stone Accounts will be purchased for newcomers.

Hold DELAC/ELAC meetings to inform families of supplemental resources that are provided to EL students. Evaluate the effectiveness of the current ELD program.

Attend Sat. School to work on any missed assignments and to improve grades.

Students will use a pilot Reading Program along with intervention activity to improve reading lexile by one level.

ELD Instructional Aide will be hired to support english learner students.

Hire test examiners for ELPAC and other assessments

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
$245,655	Federal - Title I, Part A

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%	ELA 48%

	Math: 55%	Math: 58%

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.

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.

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.

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).

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

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.

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.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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]

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

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

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.]

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:

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

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.

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.

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.

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

Coversheet

School Plan for Student Achievement (SPSA) - AIMS College Prep Middle School (AIMS MS)

Section: III. Action Items
Item: G. School Plan for Student Achievement (SPSA) - AIMS College Prep Middle School (AIMS MS)
Purpose: Vote
Submitted by:
Related Material: SPSA - AIMS MS Cvr ltr.pdf
SPSA - AIPCS.docx

AIMS Finance Committee Meeting Item Cover Letter

Item: School Plan for Student Achievement (SPSA) - AIMS College Prep Middle School

Presented By: Marisol Magana

Staff Recommendation:

Recommend that committee approve plan for various title funds and ASES.

Title I	$74,496
Title II	$9,453
Title IV	$10,000
ASES	$177,382

Committee Approval: Yes Finance Committee

Total Associated Cost: $271,331

Included in Budget? Yes

Funding Source: Title I, Title II, Title III, Title IV & ASES

Over/Under Budget? Yes

Amount Over/Under Budget?

Included in LCAP?

Which LCAP?

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
AIMS College Prep Middle School	01-61259-0114363	n/a	

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

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

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%

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).

ELD Instructional Aide will be hired to support english learner students.

Hire test examiners for ELPAC and other assessments

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)
$74,496	Federal - Title I, Part A
$10,000	Federal - Title IV, Part A

Goal 2

Increase rate of students participating in After School Program.

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 3

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.

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.

Amount(s)	Source(s)
$9453	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).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$ 93,949
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	$271,331

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
[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: $271,331

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.

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.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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]

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

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

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.]

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:

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

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.

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.

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.

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

Coversheet

3rd Floor Bathroom Renovations Update

Section: III. Action Items
Item: H. 3rd Floor Bathroom Renovations Update
Purpose: Vote
Submitted by:
Related Material: Bathroom Bid Document.pdf
Bathroom Renovation (1).pdf

DOCUMENT 00104

NOTICE TO BIDDERS

- Notice is hereby given that the governing board ("Board") of AIMS K-12 College Prep Charter District ("District" or "Owner") will receive sealed bids for the following project ("Project" or "Contract"):

12th Street Campus Construction, Renovation and Modernization

- Sealed Bids will be received until **11:59 pm, May 15, 2021**, Via Email to maya.woods-cadiz@aimsk12.org at or after which time the bids will be opened and publicly read aloud. Any claim by a bidder of error in its bid must be made in compliance with section 5100 et seq. of the Public Contract Code.

- The Work of this Contract consists of the following:
  - Demolition of existing structures.
  - 3rd Floor Bathroom extension
  - Toilets and sink troughs (6 bathrooms)
  - Bathroom flooring (6 bathrooms)
  - Bathroom backsplash (6 bathrooms)
  - Bathroom Stall dividers (6 bathrooms)
  - Staff lounge construction
  - Painting
  - Electrical Update/HVAC

  See attached floor plan.

- **Instruction to Bidders:**
  a. Project must be completed by **July 15, 2021**.
  b. Qualifications of contractor and project manager must be present in bid
  c. Customer and project references must be included in bid
  d. Local contractor preferred, others will be considered.

- To bid on this Project, the Bidder is required to possess one or more of the following State of California Contractor Licenses:

  Class B – General Contractor License

  The Bidder's license(s) must remain active and in good standing throughout the term of the Contract.

- A bid bond by an admitted surety insurer on the form provided by the District, cash, or a cashier's check or a certified check, drawn to the order of the American Indian Model Schools, in the amount of one million dollars, shall accompany the Bid Form and Proposal, as a guarantee that the Bidder will, within seven (7) calendar

days after the date of the Notice of Award, enter into a contract with the District for the performance of the services as stipulated in the bid.

- Pursuant to Public Contract Code Section 20111.5 [or Section 20111.6 (for contracts over $1 million using state bond funds entered into after January 1, 2014), only prequalified bidders will be eligible to submit a bid for this Project. Any bid submitted by a bidder who is not prequalified shall be non-responsive and returned unopened to the bidder.

- The successful Bidder shall be required to furnish a 150 % Performance Bond and a 150% Payment Bond if it is awarded the contract for the Work.

- The successful Bidder may substitute securities for any monies withheld by the District to ensure performance under the Contract, in accordance with the provisions of section 22300 of the Public Contract Code.

- The Contractor and all Subcontractors under the Contractor shall pay all workers on all work performed pursuant to this Contract not less than the general prevailing rate of per diem wages and the general prevailing rate for holiday and overtime work as determined by the Director of the Department of Industrial Relations, State of California, for the type of work performed and the locality in which the work is to be performed within the boundaries of the District, pursuant to sections 1770 et seq. of the California Labor Code. Prevailing wage rates are also available from the District or on the Internet at: <http://www.dir.ca.gov

- A **MANDATORY** pre-bid conference and site visit will be held on **May 7, 2021**, at 10:00 a.m. at 171 12th Street Oakland, CA 94607. All participants are required to sign in front of the Administration Building. *Failure to attend or tardiness of more than 15 minutes will render bid ineligible*.

- Contract Documents are attached to this RFP

- The Board reserves the right to reject any and all bids and/or waive any irregularity in any bid received. If the District awards the Contract, the security of unsuccessful bidder(s) shall be returned within sixty (60) days from the time the award is made. Unless otherwise required by law, no bidder may withdraw its bid for ninety (90) days after the date of the bid opening.

- No contractor or subcontractor may be listed on a bid proposal for a public works project (submitted on or after March 1, 2015) unless registered with the Department of Industrial Relations pursuant to Labor Code section 1725.5 [with limited exceptions from this requirement for bid purposes only under Labor Code section 1771.1(a)].

- No contractor or subcontractor may be awarded a contract for public work on a public

works project (awarded on or after April 1, 2015) unless registered with the Department of Industrial Relations pursuant to Labor Code section 1725.5.

- The District shall award the Contract, if it awards it at all, to the lowest responsive responsible bidder based on:
    - The base bid amount only.

END OF DOCUMENT

AIMS K-12
12th Street Bathroom Renovation

AIMS K-12 COLLEGE PREP CHARTER DISTRICT

Work to be done

- 3rd Floor Bathroom extension
- Toilets and sink troughs
- Bathroom flooring (6 bathrooms)
- Bathroom wall splash
- Bathroom Stall dividers for all three floors
- Staff lounge cabinetry and sink
- Painting
- Electrical Update/HVAC

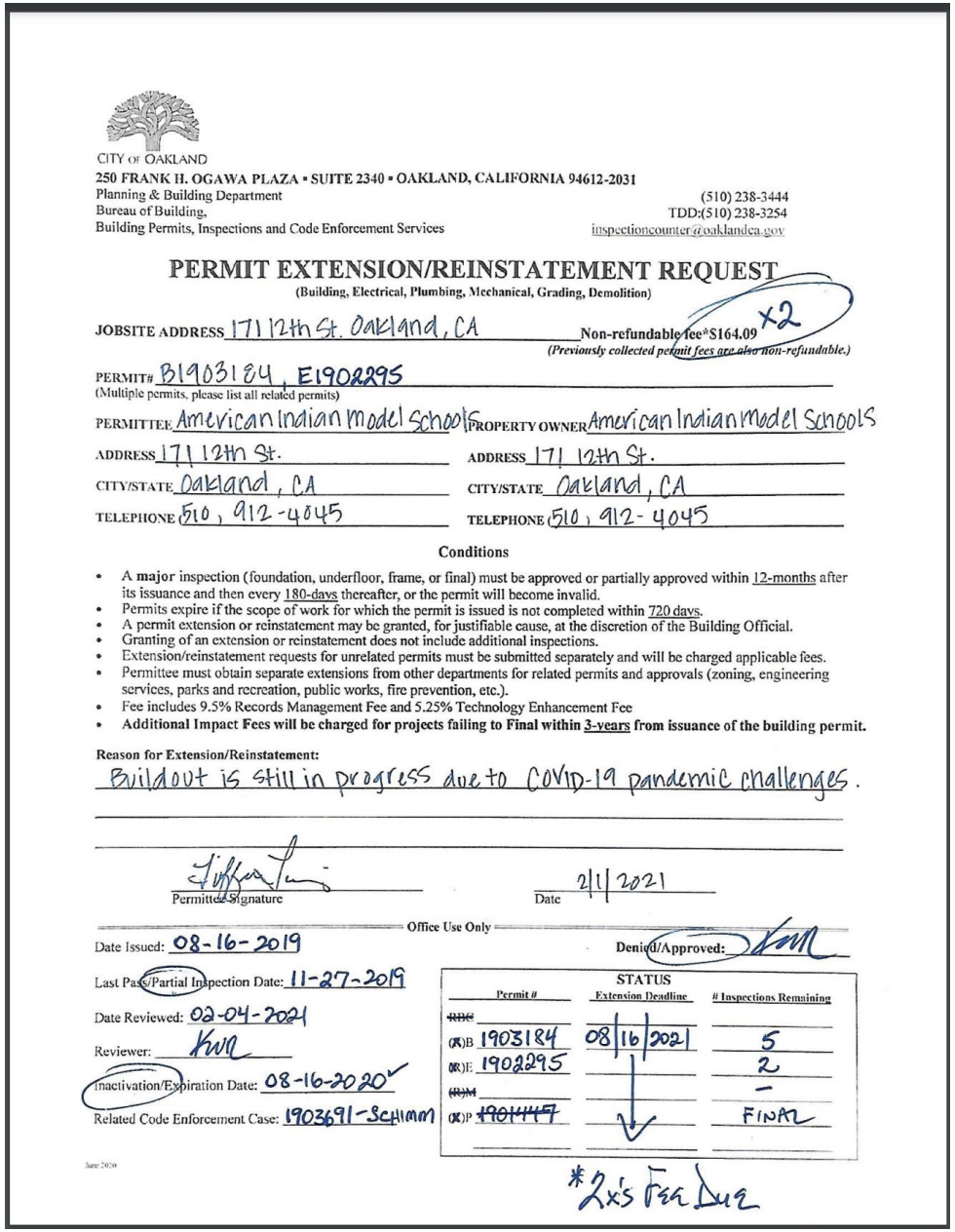
Estimated Pricing

- 3rd Floor Bathroom Renovation - $160,000 - $220,000
- Bathroom Partitions - Magnum Drywall $70,053
- Bathroom Partitions - Service Metal Products $79,410
- Sink troughs - $24,000 - $36,000
- Bathroom flooring - Luxor Flooring $36,000

*Listed prices were obtained December 2019

Bathroom Renovation

- Need to finish the 3rd floor buildout
- Received a permit extension until 8/16/21
- Construction needs to be completed in order to receive occupancy permit for the 3rd floor. This is a requirement to ensure building code is met for educational setting.
- The plan was to do the construction during the summer and to budget for the expenditures under 2021-2022 budget.
- If we budget for this work our expenditures would be higher than our revenue.
- We need finance to recommend how we can proceed with funds for this project and maintain a fiscally healthy bottom line.



CITY OF OAKLAND
250 FRANK H. OGAWA PLAZA • SUITE 2340 • OAKLAND, CALIFORNIA 94612-2031
Planning & Building Department
Bureau of Building,
Building Permits, Inspections and Code Enforcement Services
(510) 238-3444
TDD:(510) 238-3254
inspectioncounter@oaklandca.gov

PERMIT EXTENSION/REINSTATEMENT REQUEST
(Building, Electrical, Plumbing, Mechanical, Grading, Demolition)

JOBSITE ADDRESS 171 12th St. Oakland, CA
Non-refundable fee*$164.09 x2
(Previously collected permit fees are also non-refundable.)

PERMIT# B1903184, E1902295
(Multiple permits, please list all related permits)

PERMITTEE American Indian Model Schools
ADDRESS 171 12th St.
CITY/STATE Oakland, CA
TELEPHONE (510) 912-4045

PROPERTY OWNER American Indian Model Schools
ADDRESS 171 12th St.
CITY/STATE Oakland, CA
TELEPHONE (510) 912-4045

Conditions

- A **major** inspection (foundation, underfloor, frame, or final) must be approved or partially approved within 12-months after its issuance and then every 180-days thereafter, or the permit will become invalid.
- Permits expire if the scope of work for which the permit is issued is not completed within 720 days.
- A permit extension or reinstatement may be granted, for justifiable cause, at the discretion of the Building Official.
- Granting of an extension or reinstatement does not include additional inspections.
- Extension/reinstatement requests for unrelated permits must be submitted separately and will be charged applicable fees.
- Permittee must obtain separate extensions from other departments for related permits and approvals (zoning, engineering services, parks and recreation, public works, fire prevention, etc.).
- Fee includes 9.5% Records Management Fee and 5.25% Technology Enhancement Fee
- **Additional Impact Fees will be charged for projects failing to Final within 3-years from issuance of the building permit.**

Reason for Extension/Reinstatement:
Buildout is still in progress due to COVID-19 pandemic challenges.

Permittee's Signature
Date 2/1/2021

Office Use Only

Date Issued: 08-16-2019
Last Pass/Partial Inspection Date: 11-27-2019
Date Reviewed: 02-04-2021
Reviewer: KWR
Inactivation/Expiration Date: 08-16-2020
Related Code Enforcement Case: 1903691-Schimm

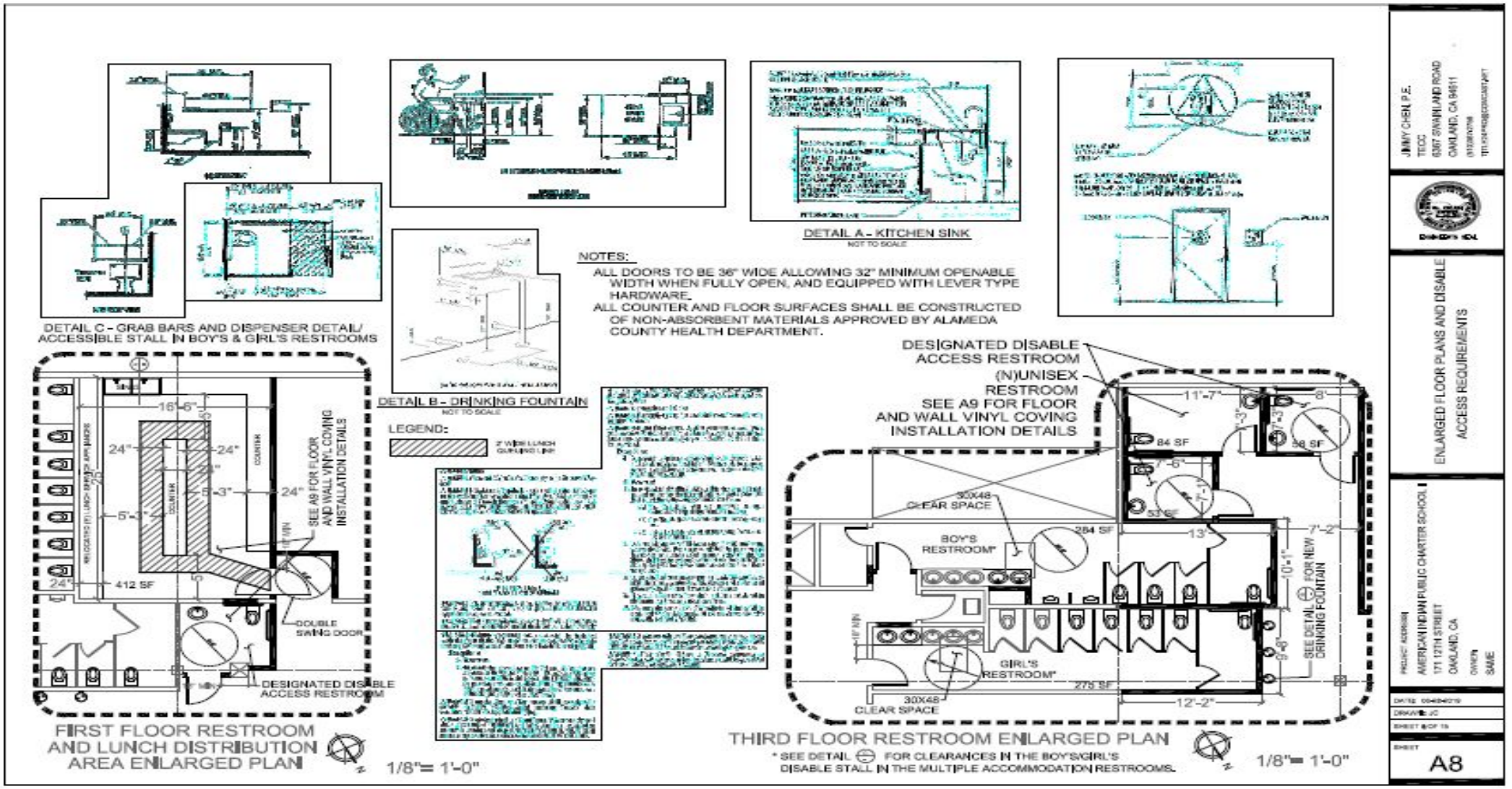
Denied/Approved:

STATUS			
	Permit #	Extension Deadline	# Inspections Remaining
~~(R)C~~			
(X)B	1903184	08/16/2021	5
(X)E	1902295		2
~~(R)M~~			—
(X)P	~~1901447~~		FINAL

June 2020

*2x's Fee Due

3rd Floor Bathroom Extension Plan



Coversheet

Ring Central Contract

Section: III. Action Items
Item: I. Ring Central Contract
Purpose: Vote
Submitted by:
Related Material: RingCentral Cover Letter.pdf
American Indian Model Schools Proposal 12 Mth Agreement.pdf
American Indian Model Schools Proposal 24 mth agreement.pdf

AIMS Finance Committee Meeting Item Cover Letter

Item: RingCentral Contract

Presented By: Marisol Magana

Staff Recommendation:

Staff recommends that we sign a contract with Ringcentral for all staff in the district. The services are provided over the internet. The services will be used for internal and external communications. The polycom will be used as a PA system.

Terms of the agreement - 12 months - $25.99 per licenses or $20.79 for 24 months

Committee Approval: Finance Committee

Total Associated Cost: $40,538 - $54,800.8

Included in Budget? N/A

Funding Source: General Funds

Over/Under Budget? N/A

Amount Over/Under Budget?

Included in LCAP? Yes

Which LCAP?

Will be included in 2021-2022 LCAP

INITIAL ORDER FORM - OFFICE SERVICES

This Initial Order Form is a binding agreement between RingCentral, Inc. (**"RingCentral"**) and **American Indian Model Schools**, (**"Customer"** or **"You"**) (together the **"Parties"**), for the purchase of the Services, licenses, and products listed herein. This Initial Order Form is subject to the terms and conditions specified in the applicable Agreement between the Parties. Capitalized terms not defined herein shall have the same meanings as set forth in the applicable Agreement between the Parties. Any Special Terms and Notes added by Appendices or any other Appendices attached to this Order Form are incorporated into and made a part of this Initial Order Form.

Service Provider	
Service Provider	RingCentral, Inc.
Address	20 Davis Drive
City, State & Zip Code	Belmont, CA 94002
Country	USA

Customer	
Customer	American Indian Model Schools
Address	171 12th St.
City, State & Zip Code	Oakland, CA 94607
Country	United States
Billing Contact Person	
Billing Contact Phone	
Billing Contact E-mail Address	

Service Commitment Period	
Start Date	April 20th, 2021

RingCentral

Service Commitment Period	
Initial Term	12 Months
Renewal Term	12 Months

Payment Schedule	Monthly Payment Schedule

RingCentral Office Services

Summary of All Services

Summary of Service	Charge Term	Qty	Rate	Monthly Subtotal	One-time Subtotal
DigitalLine Unlimited Standard	Monthly	100	$20.79	$2,079.20	$0.00
e911 Service Fee	Monthly	100	$1.00	$100.00	$0.00
Compliance and Administrative Cost Recovery Fee	Monthly	100	$3.50	$350.00	$0.00
Polycom VVX-150 Business IP Phone	One - Time	100	$44.50	$0.00	$4,450.00
	New Service Amount *			**$2,529.20**	**$4,450.00**
	Total Initial Amount *			**$6,979.20**	

*Amounts are exclusive of applicable Taxes and Fees.

Cost Center Billing:

For customers with cost center billing, it is the customer's responsibility to provide cost center allocation information to RingCentral at least 10 days prior to the issuance of the invoice. After the information is received, it will be reflected on future invoices, but will not be adjusted retroactively on past invoices. If purchasing additional services through the administrative portal, it is the customer's responsibility to assign cost centers at the time of purchase; otherwise, those services will not be allocated by cost center on the next invoice. Please note that cost center allocation is not available for certain items, such as minute bundles and credit memos. For additional questions, please contact the RingCentral invoice billing team at billingsupport@ringcentral.com.

IN WITNESS WHEREOF, the Parties have executed this Initial Order Form above through their duly authorized representatives.

Customer		**RingCentral**	
American Indian Model Schools		RingCentral, Inc.	
By:		By:	Carson Hostetter
Name:		Name:	Carson Hostetter
Title:		Title:	SVP, Field Sales
Date:		Date:	

INITIAL ORDER FORM - OFFICE SERVICES

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Service Provider	RingCentral, Inc.
Address	20 Davis Drive
City, State & Zip Code	Belmont, CA 94002
Country	USA

Customer	
Customer	American Indian Model Schools
Address	171 12th St.
City, State & Zip Code	Oakland, CA 94607
Country	United States
Billing Contact Person	
Billing Contact Phone	
Billing Contact E-mail Address	

Service Commitment Period	
Start Date	April 20th, 2021

RingCentral

Service Commitment Period	
Initial Term	24 Months
Renewal Term	24 Months

Payment Schedule	Monthly Payment Schedule

RingCentral Office Services					
Summary of All Services					
Summary of Service	**Charge Term**	**Qty**	**Rate**	**Monthly Subtotal**	**One-time Subtotal**
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American Indian Model Schools		RingCentral, Inc.	
By:		By:	Carson Hostetter
Name:		Name:	Carson Hostetter
Title:		Title:	SVP, Field Sales
Date:		Date:	

Coversheet

AT&T Fiber Contract

Section: III. Action Items
Item: J. AT&T Fiber Contract
Purpose: Vote
Submitted by:
Related Material:
AT&T Cover Letter.pdf
AT&T 1 Gigmbps Revised.pdf
AT&T_MANAGED_INTERNET_SERVICE_PRICING_SCHEDULE_CONTRACT_ID_2193401 (1).pdf

AIMS Finance Committee Meeting Item Cover Letter

Item: AT&T Internet contract

Presented By: Marisol Magana

Staff Recommendation:

It is recommended that we increase the internet to 1 Gig fiber internet for 12th street campus. This is needed to support the demand for zoom and other on-line platforms that students and staff are using. This contract is for $1975/month for 24 months.

Committee Approval: Finance Committee

Total Associated Cost: 47,400

Included in Budget? N/A

Funding Source: General Funds

Over/Under Budget?
N/A

Amount Over/Under Budget?

Included in LCAP? Yes

Which LCAP?

Will be included in 2021-2022 LCAP



AIMS
171 12th St
Oakland, 94607

Date: 4/2/21

AT&T Contact Information
Greg Andrieu
National Fiber Account Executive
Phone: (415) 613-3612
Email: ga8472@att.com

AT&T Business Fiber Solutions

LOI

Total Contract Pricing Overview

Recurring Charges	$1,975.00
Nonrecurring Charges	$0.00
Contract Length (Months)	24
Note: Taxes, fees, and surcharges may apply.	
Expiration Date	

Affiliate Summary (Total Contract)

	Recurring	Nonrecurring
Monthly	$1,975.00	$0.00

*

AT&T Fiber Broadband Bundle

Description	QTY	UNIT	Monthly	Install
		In Region		
1 Gig ADI Internt	1	$1,675.00	$1,675.00	$0.00
1Gig Mbps Access	1	Included	$0.00	$0.00
Cisco router	1	Includrd	$0.00	$0.00
Analog lines	3	$100.00	$300.00	

Investment Analysis

Description	QTY	UNIT	Monthly	Install

Comments:

TECHNICAL ASSISTANCE INCLUDES TEST AND TURN UP OF ROUTER.

If you require Web Hosting/E-MAIL/FTP Services, packages are available starting at $13.95 per month

Analog lines will BE REQUIRED in order to provide service for 911 service as well as provided 24hr monitoring of router

If pricing discrepancy exists tarrif rates apply.

Current Spend:$4,187.00
Proposed spend $1,975.00
Monthly Savings:$2,212.00
Annual Savings $26,544.00

Notes:
Pricing includes Promotional Discounts
State and Local Taxes, fees, and surcharges will apply.
Proposal Subject to change based on return of current Customer Service Record. Additional services may be required.

PROPRIETARY INFORMATION
Not for use or disclosure outside of ATT California and its affiliates except under written agreement.

AT&T MA Reference No. eMSA UA III
AT&T PS Contract ID MIS14269099

AT&T DEDICATED INTERNET
PRICING SCHEDULE

Customer	**AT&T**
AIMS K-12 Street Address: 171 12TH ST City: OAKLAND State/Province: CA Zip Code: 94607-4900 Country: US	AT&T Corp.
Customer Contact (for Notices)	**AT&T Contact (for Notices)**
Name: Marisol Magana Title: Administrator Street Address: 171 12TH ST City: OAKLAND State/Province: CA Zip Code: 94607-4900 Country: US Telephone: 5108938701 Email: marisol.magana@aimsk12.org	Name: GREGORY ANDRIEU Street Address: 795 FOLSOM ST City: SAN FRANCISCO State/Province: CA Zip Code: 94107 Country: US Telephone: 4156133612 Email: ga8472@exo.att.com Sales/Branch Manager: James Loge SCVP Name: Bolton Sales Strata: Retail Sales Region: USA **With a copy (for Notices) to:** AT&T Corp. One AT&T Way Bedminster, NJ 07921-0752 ATTN: Master Agreement Support Team Email: mast@att.com
AT&T Solution Provider or Representative Information (if applicable) ☐	
Name: Company Name: Agent Street Address: City: State: Zip Code: Country: Telephone: Fax: Email: Agent Code:	

This Pricing Schedule is part of the Agreement between AT&T and Customer referenced above.

Customer (by its authorized representative)	**AT&T** (by its authorized representative)
By:	By:
Name:	Name:
Title:	Title:
Date:	Date:

AT&T MA Reference No. eMSA UA III
AT&T PS Contract ID MIS14269099

AT&T DEDICATED INTERNET
PRICING SCHEDULE

1. SERVICES

Service	Service Publication Location
AT&T Dedicated Internet (ADI) - ADI Express	http://serviceguidenew.att.com/sg_flashPlayerPage/MIS
AT&T Bandwidth Services	http://serviceguidenew.att.com/sg_flashPlayerPage/BWS
AT&T Wi-Fi Services - AT&T Business Wi-Fi	http://serviceguidenew.att.com/sg_flashPlayerPage/AWS

2. PRICING SCHEDULE TERM AND EFFECTIVE DATES

Pricing Schedule Term*	24 months
Pricing Schedule Term Start Date	Effective Date of this Pricing Schedule
Effective Date of Rates and Discounts	Effective Date of this Pricing Schedule

*Subject to the Service Availability provisions in the General Provisions of AT&T Business Service Guide.

3. MINIMUM PAYMENT PERIOD

Service Components	Percent of Monthly Service Fees Due Upon Termination Prior to Completion of Minimum Payment Period	Minimum Payment Period per Service Component
All Service Components	50%	Longer of 12 months or until the end of the Pricing Schedule Term

4. ADDITIONAL TERMS AND CONDITIONS FOR AT&T BUSINESS WI-FI WITH CISCO MERAKI

4.1. Service Interference

In no event is AT&T responsible for interference or service degradation caused by or to third-party Wi-Fi services at the Sites.

4.2. Disclaimer of Warranty

CUSTOMER UNDERSTANDS AND ACKNOWLEDGES THAT THE AT&T BUSINESS WI-FI WITH CISCO MERAKI IS PROVIDED ON AN "AS-IS" BASIS, AND AT&T SPECIFICALLY DISCLAIMS ANY REPRESENTATIONS, WARRANTIES, AND SERVICE OR PERFORMANCE GUARANTEES OR LEVELS, EXPRESS OR IMPLIED, REGARDING THE AT&T BUSINESS WI-FI WITH CISCO MERAKI, THE ACCURACY OF ANY CONTENT PROVIDED BY AT&T FOR DISPLAY IN CONNECTION WITH THE AT&T BUSINESS WI-FI WITH CISCO MERAKI, OR THE RESULTS OBTAINED FROM ANY WEBSITE ACCESSED USING THE AT&T BUSINESS WI-FI WITH CISCO MERAKI. FURTHER, AT&T MAKES NO REPRESENTATION OR WARRANTY THAT THE AT&T BUSINESS WI-FI WITH CISCO MERAKI WILL PROVIDE ACCESS TO THE INTERNET WITHOUT INTERRUPTION.

4.3. Indemnification

AT&T HAS NO DUTY TO DEFEND, INDEMNIFY, OR HOLD HARMLESS CUSTOMER FROM OR AGAINST ANY SETTLEMENTS, DAMAGES, COSTS AND OTHER AMOUNTS INCURRED BY CUSTOMER ARISING FROM THE ACTUAL OR ALLEGED INFRINGEMENT OR MISAPPROPRIATION OF INTELLECTUAL PROPERTY BASED ON THE SERVICES, SOFTWARE, OR EQUIPMENT PURCHASED OR FURNISHED PURSUANT TO THIS PRICING SCHEDULE.

4.4. Sites and Equipment

Customer has provided a preliminary Site list and AT&T has projected the Equipment that will be used. AT&T may modify this preliminary list based on the results of the AT&T Site Survey, Service Component inventory, and system design. AT&T will notify Customer of any modifications. If Customer does not agree to the modifications, AT&T may refuse to provision Service at the applicable Site. Within thirty (30) days of receipt of

AT&T DEDICATED INTERNET
PRICING SCHEDULE

notice from AT&T describing the necessary modifications, Customer may terminate Service only at the applicable Site only, subject to payment of applicable termination charges. No other Sites are affected by this termination.

4.5. Intellectual Property

AT&T grants Customer a limited, non-exclusive, non-transferable license to use the Service during the Term solely in connection with the receipt of the Service. All rights, title and interest in and to intellectual property relating to the Service, including any changes, modifications, alterations, or improvements made by AT&T during the Term, are owned by AT&T, its Affiliates, or AT&T's licensors, suppliers, subcontractors or vendors. Customer's possession, access, or use of any part of the Service does not transfer any ownership rights in the same or any intellectual property rights from AT&T, its Affiliates or AT&T's licensors, suppliers, subcontractors or vendors to Customer.

4.6. Privacy Terms and Conditions

4.6.1. Customer represents and warrants that it has appropriate rights to provide End User data (which may include Customer Personal Data) to AT&T in connection with the Service. Customer expressly grants AT&T permission to access information contained in application layer 7 for the sole purpose of managing the performance of the Wi-Fi network. From time to time AT&T will perform real time packet capture to analyze and troubleshoot network issues and Customer grants AT&T permission to perform such operations for short intervals as necessary for network management purposes.

4.6.2. AT&T agrees that, in performing the network management function, it will:

- Use or monitor End User data shared with AT&T only for network management purposes and for providing metrics reports, consistent with the AT&T Privacy Policy; and
- Establish data retention protocols, so that AT&T retains data shared with it for as long as reasonably necessary for network management purposes.

4.6.3. Customer agrees that in connection with the network management function, it will:

- Use or monitor End User data made available through the network management function of the Service only for network management purposes, unless it secures additional consent from End Users, or has another lawful basis for processing the data. Purposes beyond the network management function include, but are not limited to, marketing, advertising, and the examination of content and communications;
- Obtain and maintain any and all legally required employee or End User consents, or establish other lawful bases, for the processing or use of End User data. (AT&T can provide an example of the legally required employee or End User consent);
- Obtain multiple consents for distinct purposes, and proposed combinations of personal data, even if supplemental software/technology is required;
- Use only Customer SSIDs;
- Present the End User with Customer's terms of service and applicable privacy policy;
- Establish data retention protocols so that data Customer processes is retained for no longer than is reasonably necessary for network management purposes;
- Not access, use, or share content of communications, content of email or texts, content of shopping carts, or search term queries, etc., and
- Not attempt to re-identify anonymized data.

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AT&T DEDICATED INTERNET
PRICING SCHEDULE

4.6.4. Customer is responsible for the way the data is used by Customer; and its employees, guests, and representative's access to and use of the data, content, or communications generated by this Service.

4.6.5. To the extent that a website or online service is directed to or likely to collect personal information from children under the age of thirteen, Customer agrees to comply with the federal Children's Online Privacy Protection Act and provide parental notice and advance parental consent prior to collecting such personal information.

4.6.6. The Service allows Customer to collect and use an End User's location through Bluetooth Low Energy (BLE) and Wi-Fi based location technologies. Such use may be subject to various U.S. and international laws and regulations, including those promulgated by the Federal Trade Commission and other industry regulators (e.g., Privacy Forum's Mobile Location Analytics Code of Conduct, NAI, GDPR, CCPA), with which Customer agrees to comply. Customer agrees not to provide or sell location data to third parties without AT&T's prior written authorization.

4.6.6.1. This ability to collect and use location information is different than what is done with GPS or other technologies. Because the Service collects and uses location information, AT&T is offering the following information, but such information is not intended to be legal advice. Customer should consult with an attorney for legal advice.

4.6.6.2. Depending on how Customer collects or uses the Service, Customer may be required to provide notice, obtain opt-in consents, or provide periodic reminders, all separate from providing terms and conditions to End Users, so that End Users will be aware that location is being tracked when visiting Customer's Sites. If Customer buys other products or services from AT&T or others that, in conjunction with Customer's business application, allows Customer to know when an End User is at Customer's Site(s), Customer may be required to provide separate notices, obtain separate opt-in consents, or provide periodic reminders (all separate from terms and conditions) so that End Users will be aware that location is being tracked in multiple ways when visiting Customer's Site(s).

4.6.7. Customer may not use AT&T's name, brand, or mark, with third-parties or End Users in connection with the Service without AT&T's written consent.

5. RATES

MRC: Monthly Recurring Charge
N/A: Not Available
NRC: Non-Recurring Charge

5.1. ADI Self – Installation NRC

ADI Speed	Discount	Undiscounted ADI NRC	Undiscounted ADI w/ Managed Router NRC
Ethernet	**100.00%**	$1,500.00	$1,500.00

5.2. ADI On-Site Installation NRC

ADI Speed	Discount	Undiscounted ADI w/ Managed Router NRC
Ethernet	**100.00%**	$1,500.00

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AT&T DEDICATED INTERNET
PRICING SCHEDULE

5.3. Hi Cap Flex Billing Option – Ethernet (10 Mbps to 1 Gbps) - Group 1, 2, and 3
Available bandwidth levels are subject to qualification at time of each order and may vary.

Bandwidth	Discounted Ethernet Access Monthly Fee Group 1	Discounted Ethernet Access Monthly Fee Group 2	Discounted Ethernet Access Monthly Fee Group 3	Minimum Bandwidth Commitment (MBC)			Incremental Usage	
				Undiscounted ADI w/ Customer Router Monthly Fee	Undiscounted ADI w/ AT&T Managed Router Monthly Fee	MBC Discount	Undiscounted Incremental Usage Fee Per Mbps	Incremental Usage Fee Discount
10 Mbps	$400.00	$421.00	$635.00	$268.00	$396.00	82.00%	$198.00	82.00%
20 Mbps	$420.00	$449.00	$758.00	$449.00	$577.00	82.00%	$144.25	82.00%
50 Mbps	$524.00	$572.00	$968.00	$813.00	$955.00	93.00%	$95.50	93.00%
100 Mbps	$604.00	$651.00	$1,280.00	$1,400.00	$1,555.00	86.00%	$77.75	86.00%
150 Mbps	$610.00	$677.00	$1,412.00	$1,800.00	$1,965.00	82.00%	$65.50	82.00%
250 Mbps	$900.00	$900.00	$1,667.00	$2,150.00	$2,240.00	83.00%	$44.80	83.00%
400 Mbps	$1,100.00	$1,100.00	$2,201.00	$2,700.00	$3,380.00	87.00%	$42.25	87.00%
500 Mbps	$1,100.00	$1,100.00	$2,239.00	$3,500.00	$4,325.00	86.00%	$43.25	86.00%
600 Mbps	$1,100.00	$1,100.00	$2,807.00	$4,096.00	$4,840.00	87.00%	$40.33	87.00%
1000 Mbps	$1,300.00	$1,300.00	$3,184.00	$4,505.00	$5,620.00	88.00%	$28.10	88.00%

5.4. Hi Cap Flex Billing Option – Ethernet (2 Gbps to 10 Gbps) – Group 1, 2, 3, and 4
Available bandwidth levels are subject to qualification at time of each order and may vary.

Bandwidth	10 Gbps Discounted Ethernet Access Monthly Fee Group 1	10 Gbps Discounted Ethernet Access Monthly Fee Group 2	10 Gbps Discounted Ethernet Access Monthly Fee Group 3	10 Gbps Discounted Ethernet Access Monthly Fee Group 4	Minimum Bandwidth Commitment (MBC)			Incremental Usage	
					Undiscounted ADI w/ Customer Router Monthly Fee	Undiscounted ADI w/ AT&T Managed Router Monthly Fee	MBC Discount	Undiscounted Incremental Usage Fee Per Mbps	Incremental Usage Fee Discount
2 Gbps	$4,000.00	$6,397.00	$10,151.44	NA	$9,091.00	$12,276.00	82.00%	$30.69	82.00%
3 Gbps	$4,000.00	$6,397.00	$10,151.44	NA	$13,309.00	$17,981.00	82.00%	$29.97	82.00%
4 Gbps	$4,000.00	$6,397.00	$10,151.44	NA	$16,015.00	$21,591.00	82.00%	$26.99	82.00%
5 Gbps	$4,000.00	$6,397.00	$10,151.44	NA	$18,196.00	$24,553.00	82.00%	$24.55	82.00%
6 Gbps	$4,000.00	$6,397.00	$10,151.44	NA	$21,309.00	$28,768.00	82.00%	$23.97	82.00%
7 Gbps	$4,000.00	$6,397.00	$10,151.44	NA	$24,218.00	$32,727.00	82.00%	$23.38	82.00%
8 Gbps	$4,000.00	$6,397.00	$10,151.44	NA	$26,953.00	$36,387.00	82.00%	$22.74	82.00%
9 Gbps	$4,000.00	$6,397.00	$10,151.44	NA	$28,931.00	$39,069.00	82.00%	$21.71	82.00%
10 Gbps	$4,000.00	$6,397.00	$10,151.44	NA	$30,909.00	$41,716.00	82.00%	$20.86	82.00%

Powered by BoardOnTrack

AT&T MA Reference No. eMSA UA III
AT&T PS Contract ID MIS14269099

AT&T DEDICATED INTERNET
PRICING SCHEDULE

5.5. Hi Cap Flex Billing Option – Ethernet (70 Gbps to 100 Gbps) – Group 1 and 4
Available bandwidth levels are subject to qualification at time of each order and may vary.

Bandwidth	Ethernet Access Speed	Discounted Ethernet Access Monthly Fee Group 1	Discounted Ethernet Access Monthly Fee Group 4	Minimum Bandwidth Commitment			Incremental Usage	
				Undiscounted ADI w/ Customer Router Monthly Fee	Undiscounted ADI w/ AT&T Managed Router Monthly Fee	MBC Discount	Undiscounted Incremental Usage Fee Per Mbps	Incremental Usage Fee Discount
70 Gbps	100 Gbps	$31,043.55	NA	$84,800.00	$112,799.00	70.00%	$1.35	70.00%
100 Gbps	100 Gbps	$31,043.55	NA	$104,174.00	$136,595.00	70.00%	$1.35	70.00%

5.6. Additional NRCs

Moving Charge	NRC Per Site
If scheduled during standard business hours – (8:00 a.m. to 5:00 p.m. Monday through Friday)	$1,000.00
If scheduled outside standard business hours	$1,500.00

5.7. AT&T Business Wi-Fi (ABW) with Cisco Meraki
No discounts apply.

ABW per Access Point (AP) MRC	$35.75

END OF DOCUMENT

Coversheet

Lunch Masters Addendum Contract 2021-2022

Section:	III. Action Items
Item:	K. Lunch Masters Addendum Contract 2021-2022
Purpose:	Vote
Submitted by:	
Related Material:	Lunch Masters Contract 2021-2022.pdf AIMS Addendum 20212022.docx

AIMS Finance Committee Meeting Item Cover Letter

Item: Lunch Masters Food Service Addendum Contract 2021-2022

Presented By: Tiffany Tung

Staff Recommendation:

Staff recommends to approve Lunch Masters addendum contract for the 2021-2022 school year and summer 2021 meal service. Lunch Masters has provided exceptional service, quality and nutritious as a food service vendor for the AIMS school district for the last four years.

Committee Approval: N/A

Total Associated Cost: 245,000

Included in Budget? Yes

Funding Source: GE Food Service

Over/Under Budget? Yes

Amount Over/Under Budget?

Included in LCAP? Yes

Which LCAP?

Goal 2 Positive School Environment, Cultu

ADDENDUM TO AGREEMENT TO PROVIDE FOOD SERVICE

THE LUNCHMASTER & AMERICAN INDIAN MODEL SCHOOL

This addendum made on May 5, 2021 between **The LunchMaster** and **American Indian Model Schools** is created for the purpose of providing meals under the National School Lunch Program (NSLP) and the School Breakfast Program (SBP).

1. **Addendum Purpose**

This addendum contains the renewal rates and fees for the delivery of vended meals under the National School Lunch and School Breakfast Program for the period beginning July 1, 2021 and ending on June 30, 2022. The terms and conditions of the original Base Year service agreement are applicable to this contract renewal.

2. **Service Agreement Period**

Base Year:	**July 1, 2018 – June 30, 2019**
1st Renewal Year:	**July 1, 2019 – June 30, 2020**
2nd Renewal Year:	**July 1, 2020 – June 30, 2021**
3rd Renewal Year:	**July 1, 2021 –June 30,2022**

3. **Pricing**

Vendor will charge School the following prices starting July 1, 2020.

MEAL	RATE SY19/20	RATE SY20/21	RATE SY21/22
Breakfast – NSLP	**$ 1.95**	**$ 1.95**	**$1.95**
K-8 Lunch – NSLP	**$ 2.95**	**$ 2.95**	**$2.95**
9-12 Lunch – NSLP	**$ 2.95**	**$ 3.03**	**$3.05**
Snack – NSLP	**$ 0.82**	**$ 0.82**	**$0.82**

MEAL KIT	RATE SY20/21	RATE SY21/22
Breakfast – Seamless Summer	**$ 2.10**	**$ 2.10**
K-8 Lunch – Seamless Summer	**$ 3.50**	**$ 3.50**
9-12 Lunch – Seamless Summer	**$ 3.50**	**$ 3.50**
Snack – Seamless Summer	**$ 0.82**	**$ 0.82**

4. Additional Pricing Disclosures

a) Meals for Staff Members: $ same pricing as above

b) Soymilk per meal: (non-medically required): priced on request

School and Vendor hereby mutually exercise the option to renew the service agreement from Base Year 2018-19.

Name & Title of Sponsor Representative	**Telephone Number**
Mike Giouzelis	(650) 596-8008
Mailing Address	
601 Taylor Way, San Carlos, CA 94070	
Signature	**Date**
	05/05/2021
Name & Title of Vendor Representative	**Telephone Number**
Mailing Address	
Signature	**Date**

Vendor Contract Extension AIMS 2021

Coversheet

3 Day Blinds Solar Shades Quote

Section: III. Action Items
Item: L. 3 Day Blinds Solar Shades Quote
Purpose: Vote
Submitted by:
Related Material: 3 Day Blinds Quote AIPHS.pdf
All other rooms (2).pdf
Rooms 10 and 16.pdf

AIMS Finance Committee Meeting Item Cover Letter

Item: 3 Day Blinds Solar Shades

Presented By: Tiffany Tung

Staff Recommendation:

Staff recommends to approve solar shades blind installation at AIPHS. Solar shades will repel the sunlight and protects against UV rays and easy to clean during COVID-19.

Committee Approval: N/A

Total Associated Cost: 34,568.13

Included in Budget? Yes

Funding Source: GE

Over/Under Budget? Yes

Amount Over/Under Budget?

Included in LCAP? No

Which LCAP?

'

Order Details

Client Name: AMERICAN INDIAN HIGH SCHOOL

3DAYBLINDS® YOU'LL LOVE THE TREATMENT

Client Address: 746 GRAND AVE, OAKLAND, CA 94610
Client Phone: (510) 912-4045
Alternate Phone:
Installation Address: 746 Grand Ave Oakland, CA 94610
Design Consultant: Liz Kennedy **Order Number:** 156712

Delivery Address: 401 Sunset Dr. Suite H Lock Box Co Antioch, CA 94509
Delivery Contact: Steve Tafoya Window Coverings Contractors (Steve Tafoya)
Delivery Phone: (925) 470-3474
Estimated Installation On or Before: 06-04-2021

COVID-19 Update: Order may require 1-2 additional business days to arrive due to COVID-19 related delays.

Delivery dates represent expected service for the delivery and installation method selected. Delivery and installation dates may occasionally be impacted by weather, natural disasters, world events, unexpected material back orders or other unanticipated events.

Line 2

Product: ROLLER SHADE - CCL
Model: SOLAR SCREENS
Color: Merida 1% - Granite (120")
Quantity: 1 **Total:** $798.50

Room Type OFFICE BUILDING
Window # OFF-1
Side by Side Windows NO
Mount Type INSIDE
Cassette / Valance Type NONE
Link System NO
Operating Style STANDARD LIFT
Control Position RIGHT
Control Length OVERRIDE DEFAULT
Control Length Override 110
CCL Chain Type BEADED - Metal - Silver - METAL
Tension Pulley Color COLOR - Black - BLACK
Components Color COMPONENT COLOR - Black - BLACK
Bottom Rail Finish FABRIC WRAPPED
Decorative Hem NO
Special Order NO
Installer / Client Notes We are doing all windows with silver metal chains and black brackets and pulleys.
Installing into Steel or Concrete YES
Top of Window over 10' from Floor YES
Enter Height (in Feet) from Floor to Top 12
Is Window in a Stairway NO
Is this a Ceiling Mount YES
Are there currently treatments in the window NO

Line 3

Product: ROLLER SHADE - CCL
Model: SOLAR SCREENS
Color: Merida 1% - Granite (120")
Quantity: 1 **Total:** $798.50

Room Type OFFICE BUILDING
Window # OFF-2
Side by Side Windows NO
Mount Type INSIDE
Cassette / Valance Type NONE
Link System NO

Operating Style STANDARD LIFT
Control Position RIGHT
Control Length OVERRIDE DEFAULT
Control Length Override 110
CCL Chain Type BEADED - Metal - Silver - METAL
Tension Pulley Color COLOR - Black - BLACK
Components Color COMPONENT COLOR - Black - BLACK
Bottom Rail Finish FABRIC WRAPPED
Decorative Hem NO
Special Order NO
Installer / Client Notes
Installing into Steel or Concrete NO
Top of Window over 10' from Floor YES
Enter Height (in Feet) from Floor to Top 12
Is Window in a Stairway NO
Is this a Ceiling Mount YES
Are there currently treatments in the window NO

Line 4

Product: ROLLER SHADE - CCL
Model: SOLAR SCREENS
Color: Merida 1% - Granite (120")
Quantity: 1
Total: $1,045.41

Room Type OFFICE BUILDING
Window # 1-A
Side by Side Windows NO
Mount Type INSIDE
Cassette / Valance Type NONE
Link System NO
Operating Style STANDARD LIFT
Control Position LEFT
Control Length OVERRIDE DEFAULT
Control Length Override 110
CCL Chain Type BEADED - Metal - Silver - METAL
Tension Pulley Color COLOR - Black - BLACK
Components Color COMPONENT COLOR - Black - BLACK
Bottom Rail Finish FABRIC WRAPPED
Decorative Hem NO
Special Order NO
Installer / Client Notes
Installing into Steel or Concrete YES
Top of Window over 10' from Floor YES
Enter Height (in Feet) from Floor to Top 12
Is Window in a Stairway NO
Is this a Ceiling Mount YES
Are there currently treatments in the window NO

Line 5

Product: ROLLER SHADE - CCL
Model: SOLAR SCREENS
Color: Merida 1% - Granite (120")
Quantity: 1
Total: $1,045.41

Room Type OFFICE BUILDING
Window # 1-B
Side by Side Windows NO
Mount Type INSIDE
Cassette / Valance Type NONE
Link System NO
Operating Style STANDARD LIFT
Control Position RIGHT
Control Length OVERRIDE DEFAULT
Control Length Override 110
CCL Chain Type BEADED - Metal - Silver - METAL
Tension Pulley Color COLOR - Black - BLACK
Components Color COMPONENT COLOR - Black - BLACK
Bottom Rail Finish FABRIC WRAPPED
Decorative Hem NO
Special Order NO
Installer / Client Notes
Installing into Steel or Concrete YES
Top of Window over 10' from Floor YES
Enter Height (in Feet) from Floor to Top 12
Is Window in a Stairway NO
Is this a Ceiling Mount YES
Are there currently treatments in the window NO

Line 6

Product: ROLLER SHADE - CCL
Model: SOLAR SCREENS
Color: Merida 1% - Granite (120")
Quantity: 1
Total: $1,045.41

Room Type OFFICE BUILDING
Window # 2-A
Side by Side Windows NO
Mount Type INSIDE
Cassette / Valance Type NONE
Link System NO
Operating Style STANDARD LIFT
Control Position LEFT
Control Length OVERRIDE DEFAULT
Control Length Override 110
CCL Chain Type BEADED - Metal - Silver - METAL
Tension Pulley Color COLOR - Black - BLACK
Components Color COMPONENT COLOR - Black - BLACK
Bottom Rail Finish FABRIC WRAPPED
Decorative Hem NO
Special Order NO
Installer / Client Notes
Installing into Steel or Concrete YES
Top of Window over 10' from Floor YES
Enter Height (in Feet) from Floor to Top 12
Is Window in a Stairway NO

Is this a Ceiling Mount YES
Are there currently treatments in the window NO

Line 7

Product: ROLLER SHADE - CCL
Model: SOLAR SCREENS
Color: Merida 1% - Granite (120")
Quantity: 1
Total: $1,045.41

Room Type OFFICE BUILDING
Window # 2-B
Side by Side Windows NO
Mount Type INSIDE
Cassette / Valance Type NONE
Link System NO
Operating Style STANDARD LIFT
Control Position RIGHT
Control Length OVERRIDE DEFAULT
Control Length Override 110
CCL Chain Type BEADED - Metal - Silver - METAL
Tension Pulley Color COLOR - Black - BLACK
Components Color COMPONENT COLOR - Black - BLACK
Bottom Rail Finish FABRIC WRAPPED
Decorative Hem NO
Special Order NO
Installer / Client Notes
Installing into Steel or Concrete YES
Top of Window over 10' from Floor YES
Enter Height (in Feet) from Floor to Top 12
Is Window in a Stairway NO
Is this a Ceiling Mount YES
Are there currently treatments in the window NO

Line 8

Product: ROLLER SHADE - CCL
Model: SOLAR SCREENS
Color: Merida 1% - Granite (120")
Quantity: 1
Total: $1,045.41

Room Type OFFICE BUILDING
Window # 3-A
Side by Side Windows NO
Mount Type INSIDE
Cassette / Valance Type NONE
Link System NO
Operating Style STANDARD LIFT
Control Position LEFT
Control Length OVERRIDE DEFAULT
Control Length Override 110
CCL Chain Type BEADED - Metal - Silver - METAL
Tension Pulley Color COLOR - Black - BLACK
Components Color COMPONENT COLOR - Black - BLACK
Bottom Rail Finish FABRIC WRAPPED
Decorative Hem NO
Special Order NO
Installer / Client Notes
Installing into Steel or Concrete YES
Top of Window over 10' from Floor YES
Enter Height (in Feet) from Floor to Top 12
Is Window in a Stairway NO
Is this a Ceiling Mount YES
Are there currently treatments in the window NO

Line 9

Product: ROLLER SHADE - CCL
Model: SOLAR SCREENS
Color: Merida 1% - Granite (120")
Quantity: 1
Total: $1,045.41

Room Type OFFICE BUILDING
Window # 3-B
Side by Side Windows NO
Mount Type INSIDE
Cassette / Valance Type NONE
Link System NO
Operating Style STANDARD LIFT
Control Position RIGHT
Control Length OVERRIDE DEFAULT
Control Length Override 110
CCL Chain Type BEADED - Metal - Silver - METAL
Tension Pulley Color COLOR - Black - BLACK
Components Color COMPONENT COLOR - Black - BLACK
Bottom Rail Finish FABRIC WRAPPED
Decorative Hem NO
Special Order NO
Installer / Client Notes
Installing into Steel or Concrete YES
Top of Window over 10' from Floor YES
Enter Height (in Feet) from Floor to Top 12
Is Window in a Stairway NO
Is this a Ceiling Mount YES
Are there currently treatments in the window NO

Line 10

Product: ROLLER SHADE - CCL
Model: SOLAR SCREENS
Color: Merida 1% - Granite (120")
Quantity: 1
Total: $1,045.41

Room Type OFFICE BUILDING
Window # 4-A
Side by Side Windows NO
Mount Type INSIDE
Cassette / Valance Type NONE
Link System NO
Operating Style STANDARD LIFT
Control Position LEFT
Control Length OVERRIDE DEFAULT
Control Length Override 110
CCL Chain Type BEADED - Metal - Silver - METAL
Tension Pulley Color COLOR - Black - BLACK
Components Color COMPONENT COLOR - Black - BLACK
Bottom Rail Finish FABRIC WRAPPED
Decorative Hem NO
Special Order NO
Installer / Client Notes
Installing into Steel or Concrete YES
Top of Window over 10' from Floor YES
Enter Height (in Feet) from Floor to Top 12
Is Window in a Stairway NO
Is this a Ceiling Mount YES
Are there currently treatments in the window NO

Line 11

Product: ROLLER SHADE - CCL
Model: SOLAR SCREENS
Color: Merida 1% - Granite (120")
Quantity: 1

Total: $1,045.41

Room Type OFFICE BUILDING
Window # 4-B
Side by Side Windows NO
Mount Type INSIDE
Cassette / Valance Type NONE
Link System NO
Operating Style STANDARD LIFT
Control Position RIGHT
Control Length OVERRIDE DEFAULT
Control Length Override 110
CCL Chain Type BEADED - Metal - Silver - METAL
Tension Pulley Color COLOR - Black - BLACK
Components Color COMPONENT COLOR - Black - BLACK
Bottom Rail Finish FABRIC WRAPPED
Decorative Hem NO
Special Order NO
Installer / Client Notes
Installing into Steel or Concrete YES
Top of Window over 10' from Floor YES
Enter Height (in Feet) from Floor to Top 12
Is Window in a Stairway NO
Is this a Ceiling Mount YES
Are there currently treatments in the window NO

Line 12

Product: ROLLER SHADE - CCL
Model: SOLAR SCREENS
Color: Merida 1% - Granite (120")
Quantity: 1

Total: $277.67

Room Type OFFICE BUILDING
Window # OFF-3
Side by Side Windows NO
Mount Type INSIDE
Cassette / Valance Type NONE
Link System NO
Operating Style STANDARD LIFT
Control Position RIGHT
Control Length OVERRIDE DEFAULT
Control Length Override 95
CCL Chain Type BEADED - Metal - Silver - METAL
Tension Pulley Color COLOR - Black - BLACK
Components Color COMPONENT COLOR - Black - BLACK
Bottom Rail Finish FABRIC WRAPPED
Decorative Hem NO
Special Order NO
Installer / Client Notes
Installing into Steel or Concrete YES
Top of Window over 10' from Floor YES
Enter Height (in Feet) from Floor to Top 12
Is Window in a Stairway NO
Is this a Ceiling Mount YES
Are there currently treatments in the window NO

Line 13

Product: ROLLER SHADE - CCL
Model: SOLAR SCREENS
Color: Merida 1% - Granite (120")
Quantity: 1

Total: $1,045.41

Room Type OFFICE BUILDING
Window # 5-A
Side by Side Windows NO
Mount Type INSIDE
Cassette / Valance Type NONE
Link System NO
Operating Style STANDARD LIFT
Control Position LEFT
Control Length OVERRIDE DEFAULT
Control Length Override 110
CCL Chain Type BEADED - Metal - Silver - METAL
Tension Pulley Color COLOR - Black - BLACK
Components Color COMPONENT COLOR - Black - BLACK
Bottom Rail Finish FABRIC WRAPPED
Decorative Hem NO

Special Order NO
Installer / Client Notes
Installing into Steel or Concrete YES
Top of Window over 10' from Floor YES
Enter Height (in Feet) from Floor to Top 12
Is Window in a Stairway NO
Is this a Ceiling Mount YES
Are there currently treatments in the window NO

Line 14

Product: ROLLER SHADE - CCL
Model: SOLAR SCREENS
Color: Merida 1% - Granite (120")
Quantity: 1

Total: $1,045.41

Room Type OFFICE BUILDING
Window # 5-B
Side by Side Windows NO
Mount Type INSIDE
Cassette / Valance Type NONE
Link System NO
Operating Style STANDARD LIFT
Control Position RIGHT
Control Length OVERRIDE DEFAULT
Control Length Override 110
CCL Chain Type BEADED - Metal - Silver - METAL
Tension Pulley Color COLOR - Black - BLACK
Components Color COMPONENT COLOR - Black - BLACK
Bottom Rail Finish FABRIC WRAPPED
Decorative Hem NO
Special Order NO
Installer / Client Notes
Installing into Steel or Concrete YES
Top of Window over 10' from Floor YES
Enter Height (in Feet) from Floor to Top 12
Is Window in a Stairway NO
Is this a Ceiling Mount YES
Are there currently treatments in the window NO

Line 15

Product: ROLLER SHADE - CCL
Model: SOLAR SCREENS
Color: Merida 1% - Granite (120")
Quantity: 1

Total: $1,045.41

Room Type OFFICE BUILDING
Window # 15-A
Side by Side Windows NO
Mount Type INSIDE
Cassette / Valance Type NONE
Link System NO
Operating Style STANDARD LIFT
Control Position LEFT
Control Length OVERRIDE DEFAULT
Control Length Override 110
CCL Chain Type BEADED - Metal - Silver - METAL
Tension Pulley Color COLOR - Black - BLACK
Components Color COMPONENT COLOR - Black - BLACK
Bottom Rail Finish FABRIC WRAPPED
Decorative Hem NO
Special Order NO
Installer / Client Notes
Installing into Steel or Concrete YES
Top of Window over 10' from Floor YES
Enter Height (in Feet) from Floor to Top 12
Is Window in a Stairway NO
Is this a Ceiling Mount YES
Are there currently treatments in the window NO

Line 16

Product: ROLLER SHADE - CCL
Model: SOLAR SCREENS
Color: Merida 1% - Granite (120")
Quantity: 1

Total: $1,045.41

Room Type OFFICE BUILDING
Window # 15-B
Side by Side Windows NO
Mount Type INSIDE
Cassette / Valance Type NONE
Link System NO
Operating Style STANDARD LIFT
Control Position RIGHT
Control Length OVERRIDE DEFAULT
Control Length Override 110
CCL Chain Type BEADED - Metal - Silver - METAL
Tension Pulley Color COLOR - Black - BLACK
Components Color COMPONENT COLOR - Black - BLACK
Bottom Rail Finish FABRIC WRAPPED
Decorative Hem NO
Special Order NO
Installer / Client Notes
Installing into Steel or Concrete YES
Top of Window over 10' from Floor YES
Enter Height (in Feet) from Floor to Top 12
Is Window in a Stairway NO
Is this a Ceiling Mount YES
Are there currently treatments in the window NO

Line 17

Product: ROLLER SHADE - CCL
Model: SOLAR SCREENS
Color: Merida 1% - Granite (120")

Quantity: 1 **Total:** $1,045.41

Room Type OFFICE BUILDING
Window # 14-A
Side by Side Windows NO
Mount Type INSIDE
Cassette / Valance Type NONE
Link System NO
Operating Style STANDARD LIFT
Control Position LEFT
Control Length OVERRIDE DEFAULT
Control Length Override 110
CCL Chain Type BEADED - Metal - Silver - METAL
Tension Pulley Color COLOR - Black - BLACK
Components Color COMPONENT COLOR - Black - BLACK
Bottom Rail Finish FABRIC WRAPPED
Decorative Hem NO
Special Order NO
Installer / Client Notes
Installing into Steel or Concrete YES
Top of Window over 10' from Floor YES
Enter Height (in Feet) from Floor to Top 12
Is Window in a Stairway NO
Is this a Ceiling Mount YES
Are there currently treatments in the window NO

Line 18

Product: ROLLER SHADE - CCL
Model: SOLAR SCREENS
Color: Merida 1% - Granite (120")
Quantity: 1 **Total:** $1,045.41

Room Type OFFICE BUILDING
Window # 14-B
Side by Side Windows NO
Mount Type INSIDE
Cassette / Valance Type NONE
Link System NO
Operating Style STANDARD LIFT
Control Position RIGHT
Control Length OVERRIDE DEFAULT
Control Length Override 110
CCL Chain Type BEADED - Metal - Silver - METAL
Tension Pulley Color COLOR - Black - BLACK
Components Color COMPONENT COLOR - Black - BLACK
Bottom Rail Finish FABRIC WRAPPED
Decorative Hem NO
Special Order NO
Installer / Client Notes
Installing into Steel or Concrete YES
Top of Window over 10' from Floor YES
Enter Height (in Feet) from Floor to Top 12
Is Window in a Stairway NO
Is this a Ceiling Mount YES
Are there currently treatments in the window NO

Line 19

Product: ROLLER SHADE - CCL
Model: SOLAR SCREENS
Color: Merida 1% - Granite (120")
Quantity: 1 **Total:** $1,045.41

Room Type OFFICE BUILDING
Window # 12-A
Side by Side Windows NO
Mount Type INSIDE
Cassette / Valance Type NONE
Link System NO
Operating Style STANDARD LIFT
Control Position LEFT
Control Length OVERRIDE DEFAULT
Control Length Override 110
CCL Chain Type BEADED - Metal - Silver - METAL
Tension Pulley Color COLOR - Black - BLACK
Components Color COMPONENT COLOR - Black - BLACK
Bottom Rail Finish FABRIC WRAPPED
Decorative Hem NO
Special Order NO
Installer / Client Notes
Installing into Steel or Concrete YES
Top of Window over 10' from Floor YES
Enter Height (in Feet) from Floor to Top 12
Is Window in a Stairway NO
Is this a Ceiling Mount YES
Are there currently treatments in the window NO

Line 20

Product: ROLLER SHADE - CCL
Model: SOLAR SCREENS
Color: Merida 1% - Granite (120")
Quantity: 1 **Total:** $1,045.41

Room Type OFFICE BUILDING
Window # 12-B
Side by Side Windows NO
Mount Type INSIDE
Cassette / Valance Type NONE
Link System NO
Operating Style STANDARD LIFT
Control Position RIGHT
Control Length OVERRIDE DEFAULT
Control Length Override 110
CCL Chain Type BEADED - Metal - Silver - METAL
Tension Pulley Color COLOR - Black - BLACK

Components Color COMPONENT COLOR - Black - BLACK
Bottom Rail Finish FABRIC WRAPPED
Decorative Hem NO
Special Order NO
Installer / Client Notes
Installing into Steel or Concrete YES
Top of Window over 10' from Floor YES
Enter Height (in Feet) from Floor to Top 12
Is Window in a Stairway NO
Is this a Ceiling Mount YES
Are there currently treatments in the window NO

Line 21

Product: ROLLER SHADE - CCL
Model: SOLAR SCREENS
Color: Merida 1% - Granite (120")
Quantity: 1
Total: $1,045.41

Room Type OFFICE BUILDING
Window # 11-A
Side by Side Windows NO
Mount Type INSIDE
Cassette / Valance Type NONE
Link System NO
Operating Style STANDARD LIFT
Control Position LEFT
Control Length OVERRIDE DEFAULT
Control Length Override 110
CCL Chain Type BEADED - Metal - Silver - METAL
Tension Pulley Color COLOR - Black - BLACK
Components Color COMPONENT COLOR - Black - BLACK
Bottom Rail Finish FABRIC WRAPPED
Decorative Hem NO
Special Order NO
Installer / Client Notes
Installing into Steel or Concrete YES
Top of Window over 10' from Floor YES
Enter Height (in Feet) from Floor to Top 12
Is Window in a Stairway NO
Is this a Ceiling Mount YES
Are there currently treatments in the window NO

Line 22

Product: ROLLER SHADE - CCL
Model: SOLAR SCREENS
Color: Merida 1% - Granite (120")
Quantity: 1
Total: $1,045.36

Room Type OFFICE BUILDING
Window # 11-B
Side by Side Windows NO
Mount Type INSIDE
Cassette / Valance Type NONE
Link System NO
Operating Style STANDARD LIFT
Control Position RIGHT
Control Length OVERRIDE DEFAULT
Control Length Override 110
CCL Chain Type BEADED - Metal - Silver - METAL
Tension Pulley Color COLOR - Black - BLACK
Components Color COMPONENT COLOR - Black - BLACK
Bottom Rail Finish FABRIC WRAPPED
Decorative Hem NO
Special Order NO
Installer / Client Notes
Installing into Steel or Concrete YES
Top of Window over 10' from Floor YES
Enter Height (in Feet) from Floor to Top 12
Is Window in a Stairway NO
Is this a Ceiling Mount YES
Are there currently treatments in the window NO

Order Summary:

Product Total	$20,692.00
Packaging and Handling	$2,309.88
Installation Charge	$3,276.93
Sales Tax	$2,127.50
Total Contract Price	$28,406.31
Downpayment Received	$0.00
Balance Due	$28,406.31

Total Discounts Applied	$6,880.00

'

Order Details

Client Name: AMERICA INDIAN HIGH SCHOOL

3DAYBLINDS® YOU'LL LOVE THE TREATMENT

Client Address: 746 GRAND AVE, OAKLAND, CA 94610
Client Phone: (510) 912-4045
Alternate Phone:
Installation Address: 746 GRAND AVE OAKLAND, CA 94610
Design Consultant: Liz Kennedy **Order Number:** 325684

Delivery Address: 401 Sunset Dr. Suite H Lock Box Co Antioch, CA 94509
Delivery Contact: Steve Tafoya Window Coverings Contractors (Steve Tafoya)
Delivery Phone: (925) 470-3474
Estimated Installation On or Before: 06-04-2021

COVID-19 Update: Order may require 1-2 additional business days to arrive due to COVID-19 related delays.

Delivery dates represent expected service for the delivery and installation method selected. Delivery and installation dates may occasionally be impacted by weather, natural disasters, world events, unexpected material back orders or other unanticipated events.

Line 2

Product: ROLLER SHADE - CCL
Model: SOLAR SCREENS
Color: Merida 1% - Granite (120")
Quantity: 1 **Total:** $1,069.75

No Expediting FACTORY RESTRICTED
Oversold NO
Room Type OFFICE BUILDING
Window # 16-A
Side by Side Windows NO
Mount Type INSIDE
Cassette / Valance Type NONE
Link System NO
Operating Style STANDARD LIFT
Control Position LEFT
Control Length OVERRIDE DEFAULT
Control Length Override 100
CCL Chain Type BEADED - Metal - Silver - METAL
Tension Pulley Color COLOR - Black - BLACK
Components Color COMPONENT COLOR - Black - BLACK
Bottom Rail Finish FABRIC WRAPPED
Decorative Hem NO
Special Order NO
Installer / Client Notes We are doing all windows with silver metal chains and black brackets and pulleys.
Installing into Steel or Concrete YES
Top of Window over 10' from Floor YES
Enter Height (in Feet) from Floor to Top 12
Is Window in a Stairway NO
Is this a Ceiling Mount YES
Are there currently treatments in the window NO

Line 3

Product: ROLLER SHADE - CCL
Model: SOLAR SCREENS
Color: Merida 1% - Granite (120")
Quantity: 1 **Total:** $1,069.75

No Expediting FACTORY RESTRICTED
Oversold NO
Room Type OFFICE BUILDING

Window # 16-B
Side by Side Windows NO
Mount Type INSIDE
Cassette / Valance Type NONE
Link System NO
Operating Style STANDARD LIFT
Control Position RIGHT
Control Length OVERRIDE DEFAULT
Control Length Override 100
CCL Chain Type BEADED - Metal - Silver - METAL
Tension Pulley Color COLOR - Black - BLACK
Components Color COMPONENT COLOR - Black - BLACK
Bottom Rail Finish FABRIC WRAPPED
Decorative Hem NO
Special Order NO
Installer / Client Notes
Installing into Steel or Concrete YES
Top of Window over 10' from Floor YES
Enter Height (in Feet) from Floor to Top 12
Is Window in a Stairway NO
Is this a Ceiling Mount YES
Are there currently treatments in the window NO

Line 4

Product: ROLLER SHADE - CCL
Model: SOLAR SCREENS
Color: Merida 1% - Granite (120")
Quantity: 1

Total: $1,069.75

No Expediting FACTORY RESTRICTED
Oversold NO
Room Type OFFICE BUILDING
Window # 10-A
Side by Side Windows NO
Mount Type INSIDE
Cassette / Valance Type NONE
Link System NO
Operating Style STANDARD LIFT
Control Position LEFT
Control Length OVERRIDE DEFAULT
Control Length Override 100
CCL Chain Type BEADED - Metal - Silver - METAL
Tension Pulley Color COLOR - Black - BLACK
Components Color COMPONENT COLOR - Black - BLACK
Bottom Rail Finish FABRIC WRAPPED
Decorative Hem NO
Special Order NO
Installer / Client Notes
Installing into Steel or Concrete YES
Top of Window over 10' from Floor YES
Enter Height (in Feet) from Floor to Top 12
Is Window in a Stairway NO
Is this a Ceiling Mount YES
Are there currently treatments in the window NO

Line 5

Product: ROLLER SHADE - CCL
Model: SOLAR SCREENS
Color: Merida 1% - Granite (120")
Quantity: 1

Total: $1,069.75

No Expediting FACTORY RESTRICTED
Oversold NO
Room Type OFFICE BUILDING
Window # 10-B
Side by Side Windows NO
Mount Type INSIDE
Cassette / Valance Type NONE
Link System NO
Operating Style STANDARD LIFT
Control Position RIGHT
Control Length OVERRIDE DEFAULT
Control Length Override 100
CCL Chain Type BEADED - Metal - Silver - METAL
Tension Pulley Color COLOR - Black - BLACK
Components Color COMPONENT COLOR - Black - BLACK
Bottom Rail Finish FABRIC WRAPPED
Decorative Hem NO
Special Order NO
Installer / Client Notes
Installing into Steel or Concrete YES
Top of Window over 10' from Floor YES
Enter Height (in Feet) from Floor to Top 12
Is Window in a Stairway NO
Is this a Ceiling Mount YES
Are there currently treatments in the window NO

Order Summary:

Product Total	$4,279.00
Packaging and Handling	$584.00
Installation Charge	$848.96
Sales Tax	$449.86
Total Contract Price	$6,161.82
Downpayment Received	$0.00

Balance Due	$6,161.82
Total Discounts Applied	$1,409.00