AIMS K-12 College Prep Charter District

AIMS Finance Committee Meeting

Date and Time

Thursday September 16, 2021 at 7:00 AM PDT

Location

Join Zoom Meeting
https://us02web.zoom.us/j/84666468158?pwd=aEFCVVNKcjdoM1RuMjBsM2lhYTZyUT09

Meeting ID: 846 6646 8158
Passcode: 120473
One tap mobile
+16699006833,,84666468158#,,,,*120473# US (San Jose)
+12532158782,,84666468158#,,,,*120473# US (Tacoma)

Dial by your location
- +1 669 900 6833 US (San Jose)
- +1 253 215 8782 US (Tacoma)
- +1 346 248 7799 US (Houston)
- +1 312 626 6799 US (Chicago)
- +1 929 436 2866 US (New York)
- +1 301 715 8592 US (Washington DC)

Meeting ID: 846 6646 8158
Passcode: 120473
Find your local number: https://us02web.zoom.us/u/km3CDnNhY

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://us02web.zoom.us/j/84666468158?pwd=aEFCVVNKcjdoM1RuMjBsM2lhYTZyUT09

Meeting ID: 846 6646 8158
Passcode: 120473

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 September 16, 2021 Finance Committee Agenda.			
	D. Approval of the Minutes	Approve Minutes	Chris Edington	1 m
	The Finance Committee will consider approving the August 24, 2021 Special Finance Committee Meeting minutes.			
	Approve minutes for AIMS Finance Committee Meeting on August 24, 2021			

		Purpose	Presenter	Time
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 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 — 7:12 AM

A.	AB-841 Cal-Shape Stimulus Grant Program	FYI	Marisol Magana & James Richmond	5 m

III. Action Items — 7:17 AM

A.	California State University (CSU), East Bay Student Teacher Experience Agreement	Vote	Maya Woods-Cadiz	3 m

The Finance Committee will consider approving the CSU East Bay Student Teacher Experience Agreement.

B.	2021 - 2022 Approved Vendor List	Vote	Katema Ballentine	3 m

The Finance Committee will consider the approving the 2021 - 2022 Approved Vendor List.

C.	D&A Contract Extension	Vote	Maya Woods-Cadiz	3 m

The Finance Committee will consider the approving the D&A Contract Extension.

D.	School Plan for Student Achievement (SPSA) for AIMS College Prep Middle School	Vote	Marisol Magana	3 m

		Purpose	Presenter	Time
	The Finance Committee will consider approving the SPSA for the AIMS College Prep Middle School.			
E.	School Plan for Student Achievement (SPSA) for American Indian Charter Public School II (AICPS II)	Vote	Christopher Ahmad	3 m
	The Finance Committee with consider approving the SPSA for AICPS II.			
F.	AIMS New Signage 12th Street Campus	Vote	Tiffany Tung	3 m
	The Finance Committee with consider approving the AIMS New Signage for 12th Street Campus.			
G.	Bamboo HR Proposal			5 m
	The Finance Committee with consider approving Bamboo HR Proposal.			

IV. Closed Session — 7:40 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)
3. Employee matters

C.	Reconvene from Closed Session	Vote		1 m
	Roll Call			

		Purpose	Presenter	Time
D.	Report from Closed Session	FYI		1 m
V.	**Closing Items**			**7:59 AM**
A.	Adjourn Meeting	Vote		
B.	NOTICES	FYI	Corey Hollis	1 m

The next regular meeting of the Board of Directors is scheduled to be held on September 21, 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, September 13, 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 Finance Committee Meeting on August 24, 2021

APPROVED

AIMS K-12 College Prep Charter District

Minutes

AIMS Finance Committee Meeting

Date and Time
Tuesday August 24, 2021 at 7:00 AM

Location
Corey Hollis is inviting you to a scheduled Zoom meeting.

Topic: AIMS Finance Committee Meeting
Time: Aug 24, 2021 07:00 AM Pacific Time (US and Canada)

Join Zoom Meeting
https://us02web.zoom.us/j/86476559207?pwd=dHBNV1RTd0lCNDRabUM4dGwxeDhwdz09

Meeting ID: 864 7655 9207
Passcode: 667893
One tap mobile
+16699006833,,86476559207#,,,,*667893# US (San Jose)
+13462487799,,86476559207#,,,,*667893# US (Houston)

Dial by your location
- +1 669 900 6833 US (San Jose)
- +1 346 248 7799 US (Houston)
- +1 253 215 8782 US (Tacoma)
- +1 312 626 6799 US (Chicago)
- +1 929 436 2866 US (New York)
- +1 301 715 8592 US (Washington DC)

Meeting ID: 864 7655 9207

Passcode: 667893
Find your local number: https://us02web.zoom.us/u/kdIFXuToT3

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://us02web.zoom.us/j/86476559207?pwd=dHBNV1RTd0lCNDRabUM4dGwxeDhwdz09

Meeting ID: 864 7655 9207
Passcode: 667893

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

Committee Members Absent
None

Guests Present
C. Hollis (remote), M. Magana (remote), M. Williams (remote), christina jordan (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 Tuesday Aug 24, 2021 at 7:11 AM.

B. Record Attendance and Guests

C. Adoption of the Agenda

C. Edington made a motion to Approve the August 24, 2021 Finance Committee Meeting as presented.
K. Ballentine 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 AIMS Special Finance Committee Meeting on 06-09-21.
K. Ballentine seconded the motion.
The committee **VOTED** unanimously to approve the motion.

E. Public Comment on Non-Agenda Items

No public comment on Non-agenda Items.

F. Public Comment on Agenda Items

No public comment on Agenda Items.

II. Non-Action Items

A. AIMS 2020 - 2021 Unaudited Actuals Update

CBO Ballentine updated the Finance Committee on Unaudited Actuals:

- Gathering fiscal information from the 3 AIMS Campuses for the Unaudited Actuals.
- The completed unaudited actuals will be available by Friday August 27, 2021.
- The Small Business Association Paycheck Protection Program loan was forgiven and therefore converted into revenue.

III. Action Items

A. 2021 - 2022 Consolidation Application Approval

CBO Ballentine presented item III.A: 2021 - 2022 Consolidation Application Approval.

- Click link below to view:
  - **AIMS_Finance_Comittee_Cover_Consolidated_application_2021.pdf**
  - **MEMORANDUM_Con_application_projections_2021 (1).pdf**
- The Consolidation application is a requirement by the state of California.

C. Edington made a motion to Approve item III.A. 2021 - 2022 Consolidation Application Approval.
M. Woods-Cadiz seconded the motion.
The committee **VOTED** to approve the motion.

Roll Call

K. Ballentine	Abstain
J. Hinton	Aye
M. Woods-Cadiz	Aye
C. Edington	Aye

B. AIMS 2021 - 2022 Fiscal Policies

CBO Ballentine presented item III.B: AIMS 2020 - 2021 Fiscal Policies.

- Click the links below to view:
  - **AIMS_Finance_Comittee_Cover_2021_22_Fiscal_Policies.pdf**
  - **Fiscal_Policies_for_2021_22.pdf**
- Fiscal policies are updated annually.
- Policies address situations pertaining to COVID-19 are included in the 2020 - 2021 Fiscal Policies.

M. Woods-Cadiz made a motion to Approve item III.B: AIMS 2021 - 2022.
C. Edington seconded the motion.
The committee **VOTED** to approve the motion.

Roll Call

C. Edington	Aye
M. Woods-Cadiz	Aye
K. Ballentine	Abstain
J. Hinton	Aye

C. Resolution for Apportionment Account Change

CBO Ballentine presented item III.C: Resolution for Apportionment Account Change.

- Resolution for Apportionment Account Change document was pulled from the August 24, 2021 Finance Committee Agenda for security purposes.

C. Edington made a motion to Approve item III.C: Resolution for Apportionment Account Change.
J. Hinton seconded the motion.
The committee **VOTED** to approve the motion.

Roll Call

J. Hinton	Aye
C. Edington	Aye
K. Ballentine	Abstain
M. Woods-Cadiz	Aye

D. General Liability Insurance Renewal

CBO Ballentine presented item III.D: General Liability Insurance Renewal

- Click links below to view:
  - **AIMS_Finance_Comittee_Cover_2021_22_General_Liability_Ins_Renewal.pdf**
  - **GA__21_revision_General_Liability_Insurance.pdf**
- The general liability waiver requires an annual renewal.

C. Edington made a motion to Approve item III.D: General Liability Insurance Renewal.
J. Hinton seconded the motion.
The committee **VOTED** to approve the motion.

Roll Call	
M. Woods-Cadiz	Aye
K. Ballentine	Abstain
J. Hinton	Aye
C. Edington	Aye

E. Declaring Outdated AIMS HS Text Books

Maurice William presented item III.E.Declaring Outdated AIMS HS Text BooksVoteMaurice Williams

- Click link to view: **Declaring Outdated AIMS HS Textbooks as Surplus.pdf**

C. Edington made a motion to approve item E. Declaring Outdated AIMS HS Text Books.
K. Ballentine seconded the motion.
The committee **VOTED** to approve the motion.

Roll Call	
C. Edington	Aye
J. Hinton	Aye
K. Ballentine	Aye
M. Woods-Cadiz	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. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:15 AM.

Respectfully Submitted,
C. Edington

B. NOTICES

Coversheet

AB-841 Cal-Shape Stimulus Grant Program

Section: II. Non-Action Items
Item: A. AB-841 Cal-Shape Stimulus Grant Program
Purpose: FYI
Submitted by:
Related Material: Cal-Shape - Cvr Ltr.pdf
Cal-Shape.pdf
STD-204 Blank (1).pdf

AIMS Finance Committee Meeting Item Cover Letter

Item: AB-841 Cal-Shape stimulus grant program

Presented By: Marisol Magana/James Richmond

Staff Recommendation:

Presentation on the AB-841 Cal-Shape stimulus grant program for ventilation upgrades.

Committee Approval: N/A Finance Committee

Total Associated Cost:

Included in Budget? N/A

Funding Source:

Over/Under Budget? Amount Over/Under Budget?

N/A

Included in LCAP? N/A

Which LCAP?

James Richmond
President
First Note Finance Inc.

Cal-Shape home page
https://www.energy.ca.gov/programs-and-topics/programs/california-schools-healthy-air-plumbing-and-efficiency-program

This is the Cal-Shape Registration and Application page
https://calshape.energy.ca.gov/Account/Login

Ventilation program guidelines document:

https://www.energy.ca.gov/publications/2021/california-schools-healthy-air-plumbing-and-efficiency-ventilation-program

The supporting AB-841 legislation is here:

https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB841

Your schools qualify as underserved.

The AB-841 Cal-Shape stimulus grant program began taking Plumbing fixture grant applications online on Aug. 31st. We are anticipating the Ventilation Study grant applications by the end of this month (Sept. 2021).

The application instructions have made requirements for the following attachments that will have to be signed by your school and returned to us, then uploaded along with your Ventilation program application. Additionally, we have attached an Addendum to our Prop-39 Independent Contractor Agreement that will need to be signed as well.

ACTION ITEMS: Documents needed to submit application

1. Proof of ownership or complying lease *(not attached – you will need to attach yours back to us)*
2. Certificate of Good Standing – Charter Schools only
3. Letter of authorization – third-party applicants only
4. Payee Data Record – STD 204
5. Addendum to FNF Independent Contractor Agreement

We recommend working with EMCOR Services on the Ventilation study. EMCOR has an engineering division and a contracting division. The Program Guidelines do not require competitive bids, and the Public Works requirements have been waived by Governor Newsom due to Covid, however, some of our school clients have internal procurement rules that do require competitive bids.

(Note: If your school has more specific procurement requirements than this, we will try to accommodate those additional procurement requirements after the applications have been submitted, preferably at the front of the line. The funding goes first-come, first-served, and the funds for Tier-1 schools are somewhat limited. We are unfortunately pressed for time on this.)

Some of you may have questions such as how much money is the grant going to be? We are working on that now with the contractors, and will be better be able to answer that question accurately for each of your schools in the coming days as we receive the contractor estimates. In the meantime, it will be very important to complete the ACTION ITEMS 1-5 above. It will be impossible to submit an application without having received these signed forms back from you. (*I anticipate a ventilation grant for AIM about $50K, which would include the professional ventilation study, as well as installation of CO2 monitors in each classroom, and our development, management, and reporting fee.)*

ATTACHMENT 8B

Certificate of Good Standing for Charter School Applicants

_____[AUTHORIZER]
CERTIFICATE OF GOOD STANDING

The undersigned, on behalf of _____ [AUTHORIZER], hereby certifies that the statements contained herein with respect to _____ [SCHOOL] ("School") are true and correct in all material respects on and as of the date hereof, unless otherwise noted below:

1. The School is operating pursuant to a valid active charter, the charter has not been abandoned, and the School is authorized to exercise all of its rights and privileges under its charter.
2. Neither the Authorizer, nor to Authorizer's knowledge has any other governmental agency or body, issued any Notice of Violation, Notice to Cure, Notice of Intent to Revoke, Notice of Revocation by Determination of a Severe and Imminent Threat to Pupil Health or Safety, or any similar notice (collectively "Disciplinary Action"), with respect to the School, nor is the Authorizer aware of any circumstances that exist that would give rise to any Disciplinary Action. Nothing herein shall be interpreted as limiting or prohibiting the Authorizer from taking any Disciplinary Action.
3. To Authorizer's knowledge, the School is not currently and has not been within the last three years, under review, investigation or audit by the Authorizer or any other governmental agency or body (e.g., FCMAT, CDE, SBE).
4. Starting Date of charter_____

   Ending Date of charter _____
5. If any of the above statements is untrue or incorrect in any material respect, please describe:

   _____
   _____
   _____

   [AUTHORIZER]

   By: _____

   Name: _____

   Title: _____

   Date: _____

ATTACHMENT A

Letter of Authorization for 3rd Party Applicant

_____[SCHOOL]
LETTER OF AUTHORIZATION

The undersigned, on behalf of _____ [SCHOOL], hereby authorizes James Richmond of First Note Finance *inc,* a California corporation [CONSULTANT], the limited authority to apply on the SCHOOL's behalf for the California AB-841 *Cal-Shape* stimulus grants on the SCHOOL's behalf, including grants for the SNPFA Plumbing Replacement Program, and the SRVEVR Ventilation Improvements Program for school re-opening.

This limited authority is provided for and governed by an Independent Contractor Agreement between the SCHOOL and the CONSULTANT.

If/when such grants are subsequently awarded to the SCHOOL, the SCHOOL may grant additional limited authority to CONSULTANT to provide SCHOOL with additional management services related to the implementation of the work funded by the grant programs.

Such additional limited authority is provided for and governed by an Independent Contractor Agreement between the SCHOOL and the CONSULTANT.

[SCHOOL]
By: _____
Name: _____
Title: _____
Date: _____

First Note Finance *inc*
Energy Savings Made Simple

Addendum to
INDEPENDENT CONTRACTOR AGREEMENT
For AB-841 Stimulus Grant Development and Management Services

Between:
American Indian Model Schools
and First Note Finance inc
ICA Agreement Date: April 11, 2017 Today's Date: September 10, 2021

The Prop-39 INDEPENDENT CONTRACTOR AGREEMENT provides for a fundraising and financing development fee of 6.5%.

FUNDRAISING DEVELOPMENT FEE (6.5%)
First Note Finance inc (FNF) has surveyed the Plumbing Fixtures and HVAC Systems for the LEAs listed above. FNF will apply for California Energy Commission AB-841 Stimulus grants on behalf of the LEAs, under programs called SEES and/or CAL-Shape. There are two applications: 1) the SNPFA Program for plumbing fixture replacements, and 2) the SRVEVR Program for HVAC Ventilation study and improvements related to schools re-opening. The LEAs agree to compensate FNF on a performance basis, a fixed-fee equivalent of 6.5% of the AB-841 grant funding secured for the schools. (See Exhibit AB-841, pp.2, for Price and Payment terms, milestones and deliverables.)

PROJECT IMPLEMENTATION MANAGEMENT SERVICES FEE (7.5% - optional)
Project Implementation Management Services are not included in the 6.5% fundraising development fee. If the schools would like FNF to provide Project Implementation Management Services, FNF will apply an additional fee of 7.5% for Project Implementation Management Services based on quarterly project progress milestones. (See Exhibit AB-841, pp.2, for Price and Payment terms, milestones and deliverables.)

_____ Initial here if (optional) *Project Implementation Management Services* are wanted

The LEA(s) listed above hereby authorize First Note Finance *inc* as an independent 3rd Party provider of the services described herein, and authorizes First Note Finance *inc* to develop the described AB-841 grant funding on its behalf. If no funding is developed and awarded to the LEA under the AB-841 program, the LEA will owe nothing to First Note Finance *inc*.

Other applicable terms of the Prop-39 INDEPENDENT CONTRACTOR AGREEMENT remain in effect.

Agreed on this _____ day of _____, 2021.

First Note Finance *inc*

By: James Richmond

_____
(signature)

American Indian Model Schools

By: Maya Woods-Cadiz

_____
(signature)

Addendum to
INDEPENDENT CONTRACTOR AGREEMENT
For AB-841 Stimulus Grant Development and Management Services
(continued)

Exhibit AB-841
Price and Payment Terms

PROGRAM	FUNDRAISING DEVELOPMENT FEE	PROJECT IMPLEMENTATION MANAGEMENT FEE
AB-841 Cal-Shape SNPFA Plumbing Fixtures and Appliances Replacement Program	6.5%	7.5%
AB-841 Cal-Shape SRVEVR Ventilation Study and Improvements Program	6.5%	7.5%

#	Milestone / Deliverable	Included in FUNDRAISING DEVELOPMENT FEE (6.5%)		Included in PROJECT IMPLEMENTATION MANAGEMENT FEE (7.5%)	
1	Site Survey / Plan Review	*YES*	*No cost to LEA*	*NO*	
2	Develop Equipment List				
3	Solicit Contractor Estimates				
4	Prepare Grant Applications				
5	Secure Grant Awards on behalf of LEA	*YES*	75% progress		
6	Quarterly Reports to CEC	*YES*	5% progress per Quarter to 100% completion		
7	Assist LEA with Periodic Reimbursement Invoices to CEC & Funds Disbursement	*YES*			
8	Coordinate Project and Contractor Schedules	*NO*		*YES*	20% progress per Quarter to 90% progress
9	Review Contractor Invoices and Verify Work Progress, Secure Contractor Paperwork and Lien Releases			*YES*	
10	Site Inspections and Punch Lists Items Management			*YES*	
11	Amendments			*YES*	
12	Final Reports to CEC			*YES*	Final 10%

Payment terms are net-30 days upon receipt of Invoices.

STATE OF CALIFORNIA-DEPARTMENT OF FINANCE

PAYEE DATA RECORD

(Required when receiving payment from the State of California in lieu of IRS W-9 or W-7)

STD 204 (Rev. 5/2018)

1

INSTRUCTIONS: Type or print the information. Complete all information on this form. Sign, date, and return to the state agency (department/office) address shown in Box 6. Prompt return of this **fully completed** form will prevent delays when processing payments.

Information provided in this form will be used by California state agencies to prepare Information Returns (Form1099). See next page for more information and Privacy Statement.

NOTE: Governmental entities, i.e. federal, state, and local (including school districts), are not required to submit this form.

2

BUSINESS NAME *(As shown on your income tax return)*

SOLE PROPRIETOR, SINGLE MEMBER LLC, INDIVIDUAL *(Name as shown on SSN or ITIN) Last, First, MI*

E-MAIL ADDRESS

MAILING ADDRESS			**BUSINESS ADDRESS**		
CITY	**STATE**	**ZIP CODE**	**CITY**	**STATE**	**ZIP CODE**

3

PAYEE ENTITY TYPE

CHECK ONE BOX ONLY

ENTER FEDERAL EMPLOYER IDENTIFICATION NUMBER (FEIN): ☐☐-☐☐☐☐☐☐☐

☐ **PARTNERSHIP**

☐ **ESTATE OR TRUST**

CORPORATION:

◯ **MEDICAL** *(e.g., dentistry, psychotherapy, chiropractic, etc.)*

◯ **LEGAL** *(e.g., attorney services)*

◯ **EXEMPT** *(nonprofit)*

◯ **ALL OTHERS**

ENTER SSN OR ITIN: ☐☐☐-☐☐-☐☐☐☐

☐ **SOLE PROPRIETOR, INDIVIDUAL, OR SINGLE MEMBER LLC** *(Disregarded Entity)*

Social Security Number (SSN) or Individual Taxpayer Identification Number (ITIN) are required by authority of California Revenue and Tax Code sections 18646 and 18661)

NOTE: Payment will not be processed without an accompanying taxpayer identification number.

4

PAYEE RESIDENCY STATUS

☐ **CALIFORNIA RESIDENT** - Qualified to do business in California or maintains a permanent place of business in California.

☐ **CALIFORNIA NON RESIDENT** *(see next page for more information)* - Payments to nonresidents for services may be subject to state income tax withholding.

◯ No services performed in California.

◯ Copy of Franchise Tax Board waiver of state withholding attached.

5

I hereby certify under penalty of perjury that the information provided on this document is true and correct. Should my residency status change, I will promptly notify the state agency below.

AUTHORIZED PAYEE REPRESENTATIVE'S NAME *(Type or Print)*	**TITLE**	**TELEPHONE** *(include area code)*
SIGNATURE	**DATE**	**E-MAIL ADDRESS**

6

Please return completed form to:

DEPARTMENT/OFFICE			**UNIT/SECTION**	
MAILING ADDRESS			**TELEPHONE** *(include area code)*	**FAX**
CITY	**STATE**	**ZIP CODE**	**E-MAIL ADDRESS**	

STATE OF CALIFORNIA-DEPARTMENT OF FINANCE

PAYEE DATA RECORD

(Required when receiving payment from the State of California in lieu of IRS W-9 or W-7)

STD 204 (Rev. 5/2018)

1	**Requirement to Complete the Payee Data Record, STD 204** A completed Payee Data Record, STD 204 form, is required for all payees (non-governmental entities or individuals) entering into a transaction that may lead to a payment from the state. Each state agency requires a completed, signed, and dated STD 204 on file; therefore, it is possible for you to receive this form from multiple state agencies with which you do business. Payees who do not wish to complete the STD 204 may elect not to do business with the state. If the payee does not complete the STD 204 and the required payee data is not otherwise provided, payment may be reduced for federal and state backup withholding. Amounts reported on Information Returns (Form 1099) are in accordance with the Internal Revenue Code (IRC) and the California Revenue and Taxation Code (R&TC).
2	Enter the payee's legal business name. The name must match the name on the payee's tax return as filed with the federal Internal Revenue Service. Sole proprietorships and single member limited liability companies (LLCs) must also include the owner's full name. An individual must list his/her full name as shown on the SSN or as entered on the W-7 form for ITIN. The mailing address should be the address at which the payee chooses to receive correspondence. The business address is the address of the business' physical location.
3	Check only **one** box that corresponds to the payee business type. Corporations must check the box that identifies the type of corporation. The State of California requires that all parties entering into business transactions that may lead to payment(s) from the state provide their Taxpayer Identification Number (TIN). The TIN is required by the R&TC sections 18646 and 18661 to facilitate tax compliance enforcement activities and the preparation of Form 1099 and other information returns as required by the IRC section 6109(a) and R&TC section 18662 and its regulations. Payees must provide **one** of the following TINs on this form: social security number (SSN), individual taxpayer identification number (ITIN), or federal employer identification number (FEIN). The TIN for sole proprietorships, single member LLC (disregarded entities), and individuals is the SSN or ITIN. Only partnerships, estates, trusts, corporations, and LLCs (taxed as partnerships or corportations) will enter their FEIN.
4	**Are you a California resident or nonresident?** A corporation will be defined as a "resident" if it has a permanent place of business in California or is qualified through the Secretary of State to do business in California. A partnership is considered a resident partnership if it has a permanent place of business in California. An estate is a resident if the decedent was a California resident at time of death. A trust is a resident if at least one trustee is a California resident. For individuals and sole proprietors, the term "resident" includes every individual who is in California for other than a temporary or transitory purpose and any individual domiciled in California who is absent for a temporary or transitory purpose. Generally, an individual who comes to California for a purpose that will extend over a long or indefinite period will be considered a resident. However, an individual who comes to perform a particular contract of short duration will be considered a nonresident. Payments to all nonresidents may be subject to withholding. Nonresident payees performing services in California or receiving rent, lease, or royalty payments from property (real or personal) located in California will have 7% of their total payments withheld for state income taxes. However, no withholding is required if total payments to the payee are $1,500 or less for the calendar year. For information on Nonresident Withholding, contact the Franchise Tax Board at the numbers listed below: Withholding Services and Compliance Section: 1-888-792-4900 E-mail address: wscs.gen@ftb.ca.gov For hearing impaired with TDD, call: 1-800-822-6268 Website: www.ftb.ca.gov
5	Provide the name, title, email address, signature, and telephone number of the individual completing this form. Provide the date the form was completed.
6	This section must be completed by the state agency requesting the STD 204.

Privacy Statement

Section 7(b) of the Privacy Act of 1974 (Public Law 93-579) requires that any federal, state, or local governmental agency, which requests an individual to disclose their social security account number, shall inform that individual whether that disclosure is mandatory or voluntary, by which statutory or other authority such number is solicited, and what uses will be made of it.

It is mandatory to furnish the information requested. Federal law requires that payment for which the requested information is not provided is subject to federal backup withholding and state law imposes noncompliance penalties of up to $20,000.

You have the right to access records containing your personal information, such as your SSN. To exercise that right, please contact the business services unit or the accounts payable unit of the state agency(ies) with which you transact that business.

All questions should be referred to the requesting state agency listed on the bottom front of this form.

Coversheet

California State University (CSU), East Bay Student Teacher Experience Agreement

Section:	III. Action Items
Item:	A. California State University (CSU), East Bay Student Teacher Experience Agreement
Purpose:	Vote
Submitted by:	
Related Material:	16SEP21 CSU East Student Teacher Experience Agreement.pdf Blank Student Teaching MOU_Aug2020.pdf

AIMS Finance Committee Meeting Item Cover Letter

Item: California State University (CSU), East Bay Student Teacher Experience Agreement

Presented By: Maya Woods-Cadiz

Staff Recommendation:

The recommendation is to approve the CSU East Bay Student Teacher Experience Agreement

Committee Approval: N/A Finance Committee

Total Associated Cost: Not Applicable

Included in Budget?

Funding Source:

Over/Under Budget? Amount Over/Under Budget?

Included in LCAP?

Which LCAP?

Agreement No. C20_____

CALIFORNIA STATE UNIVERSITY, EAST BAY
STUDENT TEACHING EXPERIENCE AGREEMENT

THIS AGREEMENT entered into by and between the State of California through the Trustees of The California State University on behalf of California State University, East Bay, hereinafter called University, and _____, noted below, hereinafter called the District.

WITNESSETH

WHEREAS, the District is authorized to enter into agreements with the University, to provide teaching experience through practice teaching to students enrolled in teacher training curricula of the University; and

NOW, THEREFORE, it is mutually agreed between the University and the District as follows:

SPECIAL PROVISIONS

The TERM of the Agreement is for a period of five fiscal years: _____ through June 30, 2026.

GENERAL TERMS

The District shall provide to University students teaching experience through practice teaching in schools and classes of the District not to exceed the units of practice teaching set forth in the Special Provisions, Such practice teaching shall be provided in such schools or classes of the District, and under the direct supervision and instruction of such employees of the District, as the District and the University through their duly authorized representatives may agree upon.

It is understood and agreed by the parties that all students shall be considered learners and are not covered by Workers Compensation of either party. They shall not replace District staff except as may be necessary as a part of their educational training and subject to any and all applicable laws.

The District may, for good cause, refuse to accept for practice teaching any student of the University assigned to practice teaching in the District, and upon request of the District, made for good cause, the University shall terminate the assignment of any student of the University to practice teaching in the District.

"Practice teaching" as used herein and elsewhere in this agreement means active participation in the duties and functions of classroom teaching under the direct supervision and instruction of employees of the District holding valid life diplomas or credentials issued by the State Board of Education, other than emergency or provision credentials, authorizing them to serve as classroom teachers in the schools or classes in which the practice teaching is provided.

A semester unit of practice teaching for elementary and secondary schools is approximately twenty (20) minutes of practice teaching daily for five (5) days a week for eighteen (18) weeks. A quarter unit of practice is two-thirds (2/3) of a semester unit. For community colleges and/or adult schools, a semester unit is approximately 20 minutes of practice teaching daily three (3) days a week for eighteen (18) weeks during regular session.

University students assigned to practice teaching in schools or classes of the District shall be, at the discretion of the University, either for approximately nine (9) weeks or for approximately eighteen (18) weeks, but a student may be given more than one assignment by the University to practice teaching in such schools or classes.

University students assigned to practice teaching in the District shall be effective for this agreement as of the date the student presents to the proper authorities of the District the assignment card or other document given the student by the University effecting such assignment, but not earlier than the date of such assignment as shown on such card or other document.

Absences of a student from assigned practice teaching shall not be counted as absences in computing the semester units of practice teaching provided the student by the District.

UNIVERSITY shall be responsible for damages caused by the negligence of its officers, employees and agents. FACILITY shall be responsible for damages caused by the negligence of its officers, employees and agents.

Execution of this contract is hereby requested.

CALIFORNIA STATE UNIVERSITY, EAST BAY **SCHOOL DISTRICT**

By _____Chris Chamberlain_____ **By _____**

_____ **_____**
Interim Dean, College of Education & Allied Stud **Superintendent/Designee/Printed**

By _____Eric Engdahl_____

_____
Chair, Teacher Education Department

==========

CERTIFICATION

I, the duly appointed and acting clerk or Secretary of the Governing board of the School District listed below, do hereby certify that the following is a true and exact copy of a portion of the Minutes of the regular meeting of said Board held on:

_____, 20_____.
Month/Day

"It was moved, seconded and carried that the attached contract with the Trustees of The California State University, whereby the University may assign students to the schools in the School District for practice teaching, be approved; and the _____ is hereby authorized to execute the same."

_____ **_____**
School District **County**

By _____
Clerk, Secretary (strike one) of the Governing Board of the School District

Coversheet

2021 - 2022 Approved Vendor List

Section:	III. Action Items
Item:	B. 2021 - 2022 Approved Vendor List
Purpose:	Vote
Submitted by:	
Related Material:	AIMS Finance Comittee Coverletter 2021-2022 Approved Vendor List.pdf 2122 Pre-approved Vendor List.xlsx

AIMS Finance Committee Meeting Item Cover Letter

Item: 2021-2022 Approved Vendor List

Presented By: Katema Ballentine, CBO

Staff Recommendation:

Approve the 2021-2022 Approved Vendor List. The Vendors listed support the operations of the building, health and welfare, and basic functioning of the organization. This will allow for the Finance department to pay bills without the interruption of services

Committee Approval: N/A Finance Committee

Total Associated Cost: Not applicable

Included in Budget?

Funding Source:

Over/Under Budget? Amount Over/Under Budget?

Included in LCAP?

Which LCAP?

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. Adobe Reader:

2122 Pre-approved Vendor List.xlsx

Coversheet

D&A Contract Extension

Section:	III. Action Items
Item:	C. D&A Contract Extension
Purpose:	Vote
Submitted by:	
Related Material:	Cover Letter Finance Template D&A Contract Extension.pdf Contract Extension 2021-2022, 10-1-21.docx (1).pdf

AIMS Finance Committee Meeting Item Cover Letter

Item: D&A Contract Extension

Presented By: Superintendent Woods-Cadiz

Staff Recommendation:

Approve

Committee Approval: N/A Finance Committee

Total Associated Cost: $90,000

Included in Budget? Yes

Funding Source: General

Over/Under Budget? Amount Over/Under Budget?

N/A

Included in LCAP? N/A

Which LCAP?

DAVIS & ASSOCIATES COMMUNICATIONS, INC

PROFESSIONAL SERVICES AGREEMENT

CONTRACT EXTENSION TO JUNE 30, 2022

This Professional Services Contract Extension (the "Agreement") is made and entered into as of October 1, 2021, by and between **AMERICAN INDIAN MODEL SCHOOLS and affiliate organizations ("Client")** and **D&A COMMUNICATIONS, ("Contractor" or "D&A").**

Whereas the Contractor seeks to provide certain professional services and the Client wishes to retain the Contractor to perform such professional services on the terms set forth.

1. Professional Services.

(a) Capacity. The Client hereby retains the firm as a Contractor of the Client on a non-exclusive basis with respect to the business of the Client (the "Business") during the Term, and the Contractor hereby accepts such position, all effective as of the date of this Agreement and upon the terms and subject to the conditions set forth herein.

(b) Duties. During the Term, the Contractor shall perform such marketing and communications professional services as may be reasonably specified from time to time by the Client, subject to the requirement that the Contractor shall comply at all times with all applicable laws. The Professional Services may include, without limitation, as fully described in the attached Exhibit A. In connection with the rendering of these services, the Contractor shall provide to the Client; (i) upon the Client's written request, all information, documents and other materials relating to the Professional Services; and (ii) such other oral and/or written reports regarding the services as the Client may from time to time request.

(c) Availability; Location. During the Term, the Contractor shall make themselves reasonably available to render the Professional Services on such business days and times to be requested by the Client and approved by the Contractor.

(d) Compensation; Reimbursement of Expenses. The Client shall pay in accordance to the payment terms as outlined in Exhibit A**.** Such monthly payments to Contractor shall be payable per month, on or about the first day of each month.

2. Confidentiality; Client Property.

(a) Confidential Information.

(i) Except for where such disclosure is necessary and authorized by Client, Contractor shall keep in strict confidence, and shall not, directly or indirectly, at any time during or after the Term, disclose, furnish, disseminate, make available or, except in the course of performing his duties hereunder, use any trade secrets or confidential business and technical information of the Client, including, without limitation, facts as to when or how the Contractor may have acquired such information (collectively, "Confidential Information").

(ii) Upon the termination of the Agreement, or sooner if requested by the Client, the Contractor shall return to the Client, in good condition, all property of the Client, D&A-AIMS

including, without limitation, the originals and all copies of any materials which contain, reflect, summarize, describe, analyze or refer or relate to any items of information listed in this Agreement.

3. Independent Contractor Status. The Contractor's relationship to the Client during the Term is and will at all times be and remain that of an independent contractor and contractor, and not as an employee or agent. Client acknowledges that Contractor is engaged in a distinct business separate and apart from the business of Client. Client further acknowledges that Contractor and its agents possess a unique set of skills, training and experience. The Contractor does not, by virtue of this Agreement, acquire any authority, whether actual, express, implied or apparent, to bind or otherwise obligate the Client in any capacity, and the Contractor shall not make any commitments for or on behalf of the Client, or bind or purport to bind the Client, in any manner unless and only to the extent expressly authorized in writing by the Client or as described in Exhibit A. The Contractor acknowledges and agrees that he shall not be treated as an employee of the Client for purposes of federal, state, local and foreign income tax withholding, and unless otherwise specifically provided by law, for purposes of the Federal Insurance Contributions Act, the Social Security Act, the Federal Unemployment Tax Act or any Worker's Compensation law of any state or country and for purposes of benefits provided to employees of the Client under any employee benefit plan. The Contractor also acknowledges and agrees that he is required to pay any applicable taxes on the fees paid to him by the Client pursuant to this Agreement. The Client shall not provide worker's compensation coverage for the Contractor and it is the responsibility of the Contractor to secure any such coverage if desired or required to meet the requirements of applicable law. The Contractor further acknowledges and agrees that he shall not be entitled to participate in any plans, arrangements or distributions by the Client pertaining to any bonus, stock option, profit sharing, 401(k) plan, paid time off, flex spend, insurance or other benefits for the Client's employees.

4. Representations. The Contractor hereby represents and warrants to the Client that (i) she has the capacity and authority to enter into this Agreement, (ii) she will render the Professional Services in a workman-like manner, (iii) at all times while she is rendering any Professional Services, she will conduct herself in a professional manner and in accordance with all applicable laws, and (iv) at all times while she is rendering any Professional Services, she will not negligently or willfully act in a manner that reflects adversely upon (A) the business integrity or goodwill of the Client or (B) the image or reputation of the Client and/or any of the Client's products.

5. Term and Termination. Either party may terminate this Agreement at any time and without cause or reason upon thirty (30) days written notice to the other. Either party may terminate this Agreement immediately for cause by providing written notice to the other party. The period from the effective date of the Agreement until it is terminated, is sometimes referred to herein as the "Term." If the effective date of the Agreement occurs other than on the first day of the applicable calendar month, or if the termination of the Agreement occurs other than on the last day of the applicable calendar month, then the fee payable to Contractor pursuant to Section 1(d), above for such month(s) shall be pro-rated accordingly.

6. Assignment. This Agreement shall inure to the benefit of, and shall be binding upon, the Client and its successors and assigns.

7. Indemnification. The Contractor agrees, to the fullest extent permitted by law, to indemnify and hold harmless the Client, its officers, directors and employees (collectively, Client) against all damages, liabilities or costs, including reasonable attorneys' fees and defense costs, to the extent caused by the Contractors negligent performance of professional services under this Agreement and that of its subContractors or anyone for whom the Contractor is legally liable.

The Client agrees, to the fullest extent permitted by law, to indemnity and hold harmless the Contractor, its officers, directors, employees and subContractors (collectively, Contractor) against all damages, liabilities or costs, including reasonable attorneys' fees and defense costs, to the extent caused by the Client's negligent acts in connection with the Project and the acts of its contractors, subcontractors or Contractors or anyone for whom the Client is legally liable.

8. Intellectual Property.

A. Pre-Existing. Each Party retains all rights of any nature in intellectual property, including without limitation, any patent, inventions, industrial design, trademark, copyright, proprietary information, design, process, method, technique, procedure, manuals and know-how (collectively, “Intellectual Property”) that the Party or its subsidiaries or affiliates owned before the Commencement Date (“Pre-Existing Intellectual Property. Each Party understands and agrees that no title to or ownership of a Party’s Pre-Existing Intellectual Property, or any part thereof, is transferred to the other Party as a result of this agreement.

B. Newly Created. To the fullest extent possible, each Party will retain ownership rights in any Intellectual Property newly created, conceived or developed by that Party in connection with the Project (“Newly Created Intellectual Property”), and grants to the other Party a fully paid up, worldwide, non-exclusive, non-sublicensable license to use that Party’s Newly Created Intellectual Property in connection with the Project. In the event that (1) one Party modifies or creates derivative works from the other Party’s Intellectual Property such that it is difficult to identify separately the Newly Created Intellectual Property from the other Party’s Pre-Existing Intellectual Property, or (2) the Parties jointly create or conceive of the Newly Created Intellectual Property in connection with the Project, the Parties agree that they will establish, in a writing signed by both Parties, the terms and conditions of ownership and use of the Newly Created Intellectual Property before either Party may publish, distribute, make publicly available, license to third parties, or otherwise use the Newly Created Intellectual Property.

C. New Trademarks and Website Domains. ~~Each Party~~ Contractor agrees that it shall not do any of the following in connection with the Project unless ~~the other Party~~ AIMS gives its prior written consent: (1) use, register or attempt to register any trademark or service mark, (2) register or attempt to register a website domain name, or (3) host, operate or maintain a website (or cause or permit another party to do so).

D. Third-Party Services. ~~Each Party~~ contractor agrees that prior to entering into an agreement with a third party for the performance of any services in connection with the Project, the ~~Party~~ contractor will consult with ~~the other Party~~ AIMS regarding

ownership and/or license rights in any Intellectual Property to be developed, created or generated by the third party in connection with the Project.

E. Acknowledgments. Subject to the terms, conditions and limitations on use of Intellectual Property contained herein, each Party agrees that the other Party's contributions to the Project will be appropriately credited in any written publications or public disclosures relating to the Project.

9. Modifications. No change, amendment or modification of this Agreement shall be valid unless it is in writing specifically referencing this Agreement and signed by all the parties hereto. No waiver of any provision of this Agreement shall be valid unless it is in writing and signed by the party against whom it is sought to be enforced. The failure of any party at any time to insist upon strict performance of any condition, promise, agreement or understanding set forth herein shall not be construed as a waiver or relinquishment of the right to insist upon strict performance of the same or any other condition, promise, agreement or understanding at a future time.

10. Severability. In the event that any provision of this Agreement, or the application thereof, becomes or is declared by a court of competent jurisdiction to be illegal, void or unenforceable, the remainder of this Agreement shall continue in full force and effect and shall be interpreted so as reasonably to affect the intent of the parties hereto. The parties hereto shall use their reasonable best efforts to replace such void or unenforceable provision of this Agreement with a valid and enforceable provision that shall achieve, to the extent possible, the economic, business and other purposes of such void or unenforceable provision.

11. Governing Law. This Agreement is governed by and construed and enforced in accordance with the laws of the State of California, without regard to principles of conflicts of law.

12. Descriptive Headings. The descriptive headings herein are inserted for convenience of reference only and are not intended to be part of or to affect the meaning or interpretation of this Agreement.

13. Notices. All notices and other communications required or permitted hereunder shall be in writing and shall be deemed to have been duly given when delivered in person or when dispatched by electronic facsimile transfer (if confirmed in writing by mail simultaneously dispatched), one business day after having been dispatched by a nationally recognized overnight courier service or three business days after having been deposited, postage prepaid, certified or registered mail, return receipt requested, in the United States Mail to the appropriate party at the address or facsimile number specified below:

(i) If to the Client: **American Indian Model Schools**
171 12th Street
Oakland, CA 94607

(ii) If to the Contractor: **D&A Communications**

3719 Brunell Drive
Oakland, CA 94602

14. Construction. Where the context so indicates, the masculine shall include feminine and neuter, the singular shall include the plural and the plural shall include the singular. When a reference is made in this Agreement to a Section, such reference is to a Section of this Agreement unless otherwise indicated. The parties hereto have been represented by counsel during the negotiation, preparation and execution of this Agreement and, therefore, hereby waive, with respect to this Agreement, the application of any law, regulation, holding or rule of construction providing that ambiguities in an agreement or other document shall be construed against the party drafting such agreement or document.

15. Further Assurances. Each party hereto shall cooperate and take such action as may be reasonably requested by another party hereto in order to carry out the provisions and purposes of this Agreement and the transactions contemplated by this Agreement.

16. Entire Agreement. This Agreement contains all of the promises, agreements, conditions, understandings, warranties and representations between the parties hereto with respect to the subject matter hereof. This Agreement is intended by the parties hereto to be an integration of any and all prior agreements or understandings (other than those identified above), oral or written, with respect to the subject matter hereof.

17. Counterparts. This Agreement may be executed in two or more counterparts, each of which shall be deemed to be an original, but all of which shall constitute one and the same agreement.

IN WITNESS WHEREOF, the parties have executed this Professional Services Agreement as of the date and year first above written.

CLIENT: CONTRACTOR: **AMERICAN INDIAN MODEL SCHOOLS D&A**

Communications, Inc.

By: _____ By: _____ Maya Woods-Cadiz,

Superintendent Darolyn Davis, President & CEO

PROFESSIONAL SERVICES CONTRACT EXTENSION

Term: October 1, 2021 – June 30, 2022 (9 months)
Contract will be revisited towards the goal of potential renewal or extension for the 2022-2023 school year in April of 2021.

Fee Schedule: $10,000/month
The total not-to-exceed contract amount is $90,0000.

Services: Strategic marketing and communications services to support the goals of the Client, specifically:

A. Reputation Management and Crisis Communication

Contractor will broaden access to media that highlights the positive news of AIMS, and send out a correct and positive narrative about the work being done at AIMS. Contractor will assist AIMS in managing communication during crisis situations. Contractor will meet with the board to design and implement their communication tool. Contract will meet with the CEO/Superintendent to design and implement her communication tool. Contractor act as agent for AIMS leaders, particularly the CEO/Superintendent and Board President to access speaking opportunities that highlight the work they are doing at AIMS.

B. Community Relations

Contractor will develop civic engagement strategies that maximize AIMS' presence in the Oakland/Alameda County/California community. They will develop a public engagement strategy that includes participation in chambers of commerce and business groups to maximize the civic and community presence of AIMS' Board President, CEO/Superintendent, board members, site leadership and students.

C. Corporate Relationships

Contractor will assist AIMS to engage in activities that support a funding/contributions goal and engage with non-profit corporate entities that support education with donations, grants and other resources.

D. Government Affairs

Contractor will development of a strategy to build cooperative relationships with government and education regarding AIMS' success with all students, including our success with Black and Brown children.

E. Media Relations

- Contractor will develop a strategy that maximizes the usage of all media including social media, AIMS website, print and television to publicize AIMS educational accomplishments and student successes. This will include branded collateral that chronicles the story of AIMS for the media, funders, and other members of the community. build Mailing List of Important External Partners

F. Other Services

- Contractor will update AIMS about Items of local, state, and national importance. Contractor will report out progress monthly to board of directors. Contractor will create an AIMS quarterly report and annual report. Contractor will meet weekly with Marketing and Communication Coordinator and CEO/Superintendent. Contractor will create data-based marketing toolkits. Contractor will hold executive communication trainings. Contractor will hold board communication trainings. Contractor will assist with the expansion of the We Are Oakland Too! and #RENEWAIMSTRONG campaigns. Contractor will assist with the creation of the AIMS political strategy and engagements. Contractor will assist with internal marketing and communication during Marketing and Communication Coordinators leave.

Client Initials: _____

Contractor Initials: _____

Coversheet

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

Section: III. Action Items
Item: D. School Plan for Student Achievement (SPSA) for AIMS College Prep Middle School
Purpose: Vote
Submitted by:
Related Material: SPSA - AIMS MS Cvr Ltr.pdf
AIMS MS 2021-2022 SPSA.pdf

AIMS Finance Committee Meeting Item Cover Letter

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

Presented By: Riffat Akram

Staff Recommendation:

Staff recommend that finance committee approve the School Plan for Student Achievement (SPSA) for AIMS MS
Title I - $50,169.00
Title II - $8,102.00
Title IV - $10,000.00
ASES - $177,559.20

Committee Approval: N/A Finance Committee

Total Associated Cost: $245,830.20

Included in Budget? Yes

Funding Source: Various Title Funds and ASES

Over/Under Budget?
N/A

Amount Over/Under Budget?

Included in LCAP? Yes

Which LCAP?
2021-2022 LCAP

School Year: 2021-2022

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	01-61259-6113807	[Add SSC Approval Date here]	[Add Local Board Approval date here]

Purpose and Description

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

Schoolwide Program

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

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

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

The culmination of these and other stakeholder, staff, and Board meetings took place to develop this document.
SSC - School Site Council
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

Academics and Curriculum: We we will commit to academic excellence by ensuring that all students receive Data-Driven Instruction and curriculum in Common Core State Standards (CCSS), Next Generation Science Standards (NGSS,) other California State Standards (ELD, Social Studies, World Languages, Visual Performing Arts).

Identified Need

Our largest performance gap is seen in the students who are new to the AIMS school system. Expenditures have been allocated for...

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Assessment of Student Performance and Progress - Mathematics	[Add baseline here]	55% of all students will reach proficiency in mathematics
California Assessment of Student Performance and Progress - English Language Arts	[Add baseline here]	40% of all students will reach proficiency in English Language Arts
California Assessment of Student Performance and Progress Science	[Add baseline here]	40% of all students will reach proficiency in Science

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

We will be hiring additional intervention staff to support students to be able to perform at their grade level standards in Math & ELA. The intervention aids will collaborate and work with ELA & Math teachers and participate in planning the materials and strategies to work with identified students that are struggling and performing below grade level.

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)
$50,169.00	Federal - Title I, Part A
$10,000.00	Federal - Title IV, Part A

Goal 2

Instruction Development & Support: Provide high quality classroom instruction from appropriately credentialed teachers and staff, that promotes college and career readiness with academic interventions and professional development to eliminate barriers to student success.

Identified Need

To ensure all students receive quality instruction, equipment, and teachers who will provide this, 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.
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

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)
$8,102.00	Federal - Title II

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 75 students will participate in afterschool program		75 students 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 Bay Area Community Resources (BACR) to provide after school programming to our 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)
$177,559.20	ASES

Annual Review

SPSA Year Reviewed: 2020-2021

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.

The strategies selected for this document are put in place to help our students succeed at a high academic level. These strategies are used to get students on track to proficiency. The 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 goals 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.

After analyzing the SPSA from the 2020-2021 school year, we realized that there was a little bit of learning loss. When we returned to in-person instruction in April, the school year was almost done. We also had a lot of students still doing virtual learning because of the pandemic. Our goals in performance ratings for expected outcomes were met for some goals and were not met for others.

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.

Metrics were lowered to more realistic percentages to account for learning loss. The learning loss has made us hire additional intervention aides to help the students who have the most need. We are also putting more funding into professional development for teachers in terms of training on how to work with English Language Learners.

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	$68,271.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$68,271.00

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	$177,559.20
[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]
[List state or local program here]	$[Enter amount here]

Subtotal of state or local funds included for this school: $177,559.20

Total of federal, state, and/or local funds for this school: $245,830.20

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 Federal Programs and Reporting 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 describe the process used to develop, in partnership with stakeholders, the CSI 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.

Powered by BoardOnTrack

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, in partnership with stakeholders (including principals and other school leaders, teachers, and parents), 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) for American Indian Charter Public School II (AICPS II)

Section: III. Action Items
Item: E. School Plan for Student Achievement (SPSA) for American Indian Charter Public School II (AICPS II)
Purpose: Vote
Submitted by:
Related Material: SPSA - AIPCS II Cvr Ltr.pdf
AIPCS II 2021-2022 SPSA.pdf

AIMS Finance Committee Meeting Item Cover Letter

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

Presented By: Christopher Ahmad

Staff Recommendation:

Staff recommend that finance committee approve the School Plan for Student Achievement (SPSA) for AIPCS II
Title I - $227,882.00
Title II - $27,984.00
Title III - $39,166.00
Title IV - $16,890.00
ASES - $177,559.20

Committee Approval: N/A Finance Committee

Total Associated Cost: 489,551.20

Included in Budget? Yes

Funding Source: Various Title Funds and ASES

Over/Under Budget?
N/A

Amount Over/Under Budget?

Included in LCAP? Yes

Which LCAP?
2021-2022 LCAP

School Year: 2021-2022

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	[Add SSC Approval Date here]	[Add Local Board Approval date here]

Purpose and Description

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

Schoolwide Program

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

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

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

The culmination of these and other stakeholder, staff, and Board meetings took place to develop this document.
SSC - School Site Council
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

Academics and Curriculum: We we will commit to academic excellence by ensuring that all students receive Data-Driven Instruction and curriculum in Common Core State Standards (CCSS), Next Generation Science Standards (NGSS,) other California State Standards (ELD, Social Studies, World Languages, Visual Performing Arts).

Identified Need

Our largest performance gap is seen in the students who are new to the AIMS school system. Expenditures have been allocated for...

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Assessment of Student Performance and Progress - Mathematics	[Add baseline here]	55% of all students will reach proficiency in mathematics
California Assessment of Student Performance and Progress - English Language Arts	[Add baseline here]	45% of all students will reach proficiency in English Language Arts
California Assessment of Student Performance and Progress Science	[Add baseline here]	40% of all students will reach proficiency in Science

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

Elementary - To get students prepared for benchmarks, state tests, and success, we will be hiring additional intervention staff. These intervention staff members will support teachers every day in class. They will provide push-in and pull out sessions in small groups and teach using the standards. The classroom teacher will collaborate with the intervention staff to determine students who are not at grade level. Individualized learning plans will be developed together to help students progress throughout the year. Each classroom/teacher will have an intervention aide who is assigned to their classroom.

Middle School - will also be hiring additional intervention staff to support students to be able to perform at their grade level standards in Math & ELA. The intervention aids will collaborate and work with ELA & Math teachers and participate in planning the materials and strategies to work with identified students that are struggling and performing below grade level.

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)
$150,571.00	Federal - Title I, Part A
$16,890.00	Federal - Title IV, Part A
	General Funds

Goal 2

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
English Learners making annual growth as measured by ELPAC annual growth data	[Add baseline here]	At least 60% of English Language Learners will make at least one year's progress in learning English
English Learner Reclassification Rate	[Add baseline here]	40% EL Reclassification Rate

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 Language Learners

Strategy/Activity

A big focus we have this year is preparing our teachers so that they are well trained in working with ELD students. We will be working with an ELD Consultant to help train our staff throughout the year. This training will include integrated ELD strategies as well as designated ELD strategies. Teachers will learn how to lesson plan for English Language learners. We will also include professional development on how to properly utilize the CA ELD Standards. Last but not least, Benchmark Advance will come out and do multiple sessions throughout the year, teaching the staff members on how to utilize the ELD components that are embedded in their ELA curriculum. Middle school will be using IXL and SRI to analyze and assess student progress.

Other actions include:

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

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

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

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

Hire ELD Intervention Aide to work with ELD 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)
$39,166.00	Federal - Title III
$75,000.00	Federal - Title I, Part A

Goal 3

Instruction Development & Support: Provide high quality classroom instruction from appropriately credentialed teachers and staff, that promotes college and career readiness with academic interventions and professional development to eliminate barriers to student success.

Identified Need

To ensure all students receive quality instruction, equipment, and teachers who will provide this, 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)
$27,984.00	Federal - Title II

Goal 4

Increase rate of students participating in Afterschool Program.

Identified Need

All Students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
At least 75 students will participate in afterschool program		75 students 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 Bay Area Community Resources (BACR) to provide after school programming to our 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)
$177,559.20	ASES Grant

Annual Review

SPSA Year Reviewed: 2020-2021

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.

The strategies selected for this document are put in place to help our students succeed at a high academic level. These strategies are used to get students on track to proficiency. The 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 goals 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.

After analyzing the SPSA from the 2020-2021 school year, we realized that there was a little bit of learning loss. When we returned to in-person instruction in April, the school year was almost done.

We also had a lot of students still doing virtual learning because of the pandemic. Our goals in performance ratings for expected outcomes were met for some goals and were not met for others.

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.

Metrics were lowered to more realistic percentages to account for learning loss. The learning loss has made us hire additional intervention aides to help the students who have the most need. We are also putting more funding into professional development for teachers in terms of training on how to work with English Language Learners.

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	$311,922.00
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	$311,922.00

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	$177,559.20
[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]
[List state or local program here]	$[Enter amount here]

Subtotal of state or local funds included for this school: $177,559.20

Total of federal, state, and/or local funds for this school: $ 489,551.20

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 Federal Programs and Reporting 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 describe the process used to develop, in partnership with stakeholders, the CSI 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, in partnership with stakeholders (including principals and other school leaders, teachers, and parents), 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

AIMS New Signage 12th Street Campus

Section: III. Action Items
Item: F. AIMS New Signage 12th Street Campus
Purpose: Vote
Submitted by:
Related Material:
AIMS Finance Comittee Cover letter AIMS Signage.pdf
AIMS Sign Proposal Illuminated Sign Options 200097-4 GGS.pdf
200097-03 AIMS K-12 College Prep School District- 171 12th St., Oakland, CA 94607 (3).pdf

AIMS Finance Committee Meeting Item Cover Letter

Item: AIMS New Signage 12th St. Campus

Presented By: Tiffany Tung

Staff Recommendation:

Staff recommends to replace old signage with new signage to reflect new name of AIMS to AIMS K-12th College Prep.

Committee Approval: N/A Finance Committee

Total Associated Cost: Not to exceed 15,487.81

Included in Budget? No

Funding Source: GE Operational Cost

Over/Under Budget? N/A

Amount Over/Under Budget?

Included in LCAP? N/A

Which LCAP?

GOLDEN GATE SIGN Company, Inc.
2500 Bisso Lane, Suite 200, Concord, CA 94520 | 925.771.6300

PROPOSAL

200097-04

Date: 09/10/2021
Expires: 10/10/2021
Drawing Numbers: 200097-03

Project: AIMS K-12 College Prep School District
171 12th St
Oakland, CA 94607

Client: AIMS K-12 College Prep School District
171 12th St
Oakland, CA 94607

Contact: Tiffany Tung 510 893 8701 tiffany.tung@aimsk12.org

We are pleased to offer this proposal for the following services at the above location.

Project Description:	**Item Total:**
1. Manufacture and install the following; A. **Option 1**. (1) 36" h x 23' 6" w x 6" deep S/F illuminated wall sign. Hinged aluminum extruded cabinet with stencil cut aluminum face backed with white acrylic letters and logo (logo to have translucent digital print graphic). Sign to have dark bronze painted finish, white LED module illumination (power supplies within sign) and mounted flush to wall. A. **Option 2**. (1) 36" h x 23' 6" w x 6" deep S/F illuminated wall sign. Hinged aluminum extruded cabinet with white polycarbonate face, duranodic bronze vinyl letters and translucent digital print logo. Sign to have dark bronze painted finish, white LED module illumination (power supplies within sign) and mounted flush to wall. B. (1) 42 3/8" h x 36" w x 1" deep aluminum Reverse Pan logo, painted black with digital print graphic. Flush mount on wall.	
Manufacture: A. **Option 1.** (1) 36" h x 23' 6" w x 6" deep S/F illuminated wall sign. Hinged aluminum extruded cabinet with stencil cut aluminum face backed with white acrylic letters and logo (logo to have translucent digital print graphic). Sign to have dark bronze painted finish, white LED module illumination (power supplies within sign) and mounted flush to wall.	$9,537.41
Manufacture: A. **Option 2**. (1) 36" h x 23' 6" w x 6" deep S/F illuminated wall sign. Hinged aluminum extruded cabinet with white polycarbonate face, duranodic bronze vinyl letters and translucent digital print logo. Sign to have dark bronze painted finish, white LED module illumination (power supplies within sign) and mounted flush to wall.	$8,065.47
Manufacture: B. (1) 42 3/8" h x 36" w x 1" deep aluminum Reverse Pan logo, painted black with digital print graphic. Flush mount on wall.	$1,222.54
Install: A. **Option 1 or 2**.. (1) 36" h x 23' 6" w x 6" deep S/F illuminated wall sign. Hinged aluminum extruded cabinet mounted flush to wall.	$3,845.65

Salesperson: Erik Karlsrud

Buyer_____Seller_____

GOLDEN GATE SIGN Company, Inc.
2500 Bisso Lane, Suite 200, Concord, CA 94520 | 925.771.6300

PROPOSAL

200097-04

Date: 09/10/2021
Expires: 10/10/2021
Drawing Numbers: 200097-03

Project: AIMS K-12 College Prep School District
171 12th St
Oakland, CA 94607

Client: AIMS K-12 College Prep School District
171 12th St
Oakland, CA 94607

Contact: Tiffany Tung 510 893 8701 tiffany.tung@aimsk12.org

B. (1) 42 3/8" x 36" non illuminated reverse P/C aluminum logo. Stud mounted flush on wall.

Deposit Rate: 50%
Deposit: $12,206.21

Subtotal:	**$22,671.07**
Tax:	**$1,741.35**
Total:	**$24,412.42**

ALL PRICING IS PENDING SITE SURVEY IF REQUIRED
Notes: All prices are subject to applicable sales tax. Prices are based on available information given at the time and are subject to change. Quote for standard and unobstructed installation during regular business days/hours. Quote for standard drywall/brick type surface only unless otherwise indicated in this contract. Any last minute schedule changes may result in additional charges.
Exclusions: Sign permits, structural engineering, traffic control equipment and permits are not included in the above quotations and if required shall be invoiced on a time and material basis. Electrical services to the proposed sign(s), unless specifically quoted above, is assumed to be existing or provided by others. Any notary service required will be additional $70.00 for each document.
Subcontractor Agreements/Contracts: If client decides not sign this proposal and send there own agreement/contract there **WILL** be a cost for review.
Warranty: 12 months against defective materials and 12 month unconditional guarantee on parts and labor.
Terms: 50% advanced deposit with balance due upon completion of project.

Terms & Conditions:

1) Taxes: Buyer agrees to pay any and all County, State and Federal taxes imposed upon the sale of personal property in addition to the mentioned price immediately upon the rendering of an invoice.
2) Approval: This order is not subject to countermand, cancels all previous understandings, written or oral, constitutes the whole contract between the parties but is not binding upon Seller until signed by an authorized buyer.
3) Title: Title to said Displays is reserved in Seller's name until all sums provided for herein are paid in full. In the event of default in any payment when due, all unpaid accounts due hereunder, shall at Seller's option, become immediately due and payable and Seller may either repossess said Display, sell the same at public or private sale, without notice, and recover from Buyer any difference between the proceeds, less all expenses of repossessions and sale, and unpaid remainder due hereunder, or, sue for, said entire unpaid remainder. In the event it becomes necessary for Seller to employ an attorney, Buyer agrees to pay a reasonable sum as attorney's fees.
4a) In the event there shall be any difference between the Buyer's copy of the form of this agreement and the Seller's form, the signed contract shall prevail and shall be conclusively deemed the true and correct form of this contract.
4b) Change Order: All change orders shall be in writing and signed both by Client and Golden Gate Sign authorized signatory, and shall be incorporated in, and become a part of the contract.
5) Permits and Licenses: Seller shall obtain, as Buyer's agent, all original permits and licenses from public authorities for the installation of the Display. Charges for permits and local licenses, and/or inspection fees, will be extra at time and material and are due and payable upon issuance of the same. Any special testing and/or certification and/or additional work required by local government agencies to be extra at time and material. In the event of permit denial, Seller shall be reimbursed all costs and labor incurred in attempting to procure permit. Buyer shall obtain the necessary permits from the owner of the premises and others, exclusive of public authorities, whose permission is requisite for the installation of the display, and shall be responsible that such permission shall not be revoked. Revocation of any permit required for installation and maintenance of Display shall not relieve Buyer from the payment of all sums due in accordance with the terms of this agreement.
6) Certified Payroll & Bonds: Any additional administrative costs, such as certified payroll, will be billed accordingly, as well as any additional expenses for bonds.
7) Service Wiring: - Cost of Electricity: Reinforcement of Building: Physical Conditions: Buyer shall bring feed wires of suitable capacity and approved type to the location of Display prior to installation of Display, make connection thereof to Display, and shall pay for all electrical energy used by Display and shall be responsible for the supply thereof, unless specifically stated in writing to the contrary. Buyer shall provide all necessary reinforcements to the building on which

Salesperson: Erik Karlsrud

Buyer_____Seller_____

GOLDEN GATE SIGN Company, Inc.
2500 Bisso Lane, Suite 200, Concord, CA 94520 | 925.771.6300

PROPOSAL

200097-04

Date: 09/10/2021
Expires: 10/10/2021
Drawing Numbers: 200097-03

Project: AIMS K-12 College Prep School District
171 12th St
Oakland, CA 94607

Client: AIMS K-12 College Prep School District
171 12th St
Oakland, CA 94607

Contact: Tiffany Tung 510 893 8701 tiffany.tung@aimsk12.org

Display is installed. Buyer shall pay for costs of relocating power lines, or other obstacles, to comply with the laws of Federal, State, or Municipal agencies. The price fixed herein is based on the assumption that installation will be in normal soil. In the event adverse soft conditions or underground obstructions are encountered, the parties agree to adjust the extra installation costs based on Seller's additional cost. The price fixed herein is also based on the assumption that mounting surfaces are conducive to normal installation procedures. In addition, concrete walls and surfaces are assumed to be of normal density. Should adverse conditions exist, such as rebar, hidden steel members, and/or high specification concrete, which impedes drilling of same, then the parties agree to adjust the extra installation costs based on Seller's additional cost.

8) Painting: Upon removal of signs that are attached to building walls, fascias, or other structures, Buyer will, unless otherwise specified, patch all mounting and electrical holes in conjunction with the removal, and spot paint the patch marks with a color that, if specified, is determined by Seller to be reasonably close to the existing color. Because of fading, weathering and possible differences in surface textures, Seller makes no guarantee to match the existing colors exactly. Additionally, there are times when it may be necessary to have entire wall sections or fascia areas repainted to get rid of "shadowing" and ensure color matches. That painting, if required, is to be the sole responsibility of the Buyer.

9) Fabrication of Display; Price Increases for Deferred Fabrication or Delivery: Seller shall commence fabrication of Display promptly following receipt of all permits, licenses and consents specified herein unless the terms of this agreement or instructions from Buyer provide for Seller not to commence fabrication of Display until a later date, occurrence or event. If, for any reason other than fault or neglect of Seller, fabrication shall not be commenced within 90 days from the date of Seller's acceptance of this agreement, or if delivery or tender of Display shall be delayed, deferred or postponed, for any reason other than fault or neglect of Seller, beyond 12 months from the date of such acceptance, then, in any such event, the price of Display specified herein shall be subject to increase, as determined by Seller, on the basis of applicable labor, material and transportation cost increases incurred by Seller subsequent to such acceptance date. Seller shall promptly advise Buyer of any price increase resulting from the provisions of this paragraph.

10) Fabrication Interruptions: If, after fabrication of Display is commenced, Seller shall cease scheduled fabrication at the request of Buyer or by reason of any act or omission of Buyer, then Buyer, in addition to all its other obligations under this agreement, shall be responsible for all of Seller's costs and expenses thereby resulting and for all additional costs and expenses incurred upon recommencement of fabrication, including, without limitation, increased labor and materials costs incurred by Seller in completion of fabrication. Any cessation or extension of scheduled fabrication requested by Buyer shall be in the sole discretion of Seller and shall not relieve Buyer of any of its obligations under this agreement.

11) Indemnification: Buyer shall indemnify Seller against and hold Seller harmless from, all claims, actions, proceedings, costs, damages and liabilities, including attorneys fees, arising out of, connected with, or resulting from the installation and maintenance of said Display which arises from the operations or conduct of Buyer or his agents, the use of any trade names, trademarks, copyrights, or patents utilized in the said Display, or, any disputes with the owner or lien holder of the premises, or any government agency or authority seeking to revoke a permit or license or to enjoin or have the Display declared a nuisance

12) Credit Reference: At Seller's discretion, Seller may request, coincidentally with delivery of this agreement, current financial statements together with financial information and references on forms provided by Seller. Buyer agrees to provide further information promptly upon request by Seller at any time during the term of this agreement, which reflect the financial condition of Buyer's business, not limited to, but including, financial statements for the current accounting period. Buyer further authorizes Seller to obtain TRW, Dunn & Bradstreet or some other similar credit check of Buyer from time to time until Buyer has paid in full for the Display.

13) Warranty: Seller warrants to Buyer that Display (excluding lamps as to which Seller makes no warranty) at the time of delivery or installation, if applicable, will be free from defects of material and workmanship, and will be in accordance with specifications which are a part of this agreement. Seller's sole obligation under these warranties is limited to either at Seller's option, repairing or furnishing a replacement for Display or the parts thereof, which Seller determines to not conform to these warranties, and Buyer's exclusive remedy for breach of any such warranty will be enforcement of such obligation of Seller. Seller's obligations hereunder shall extend only to defects for which Buyer shall have given Seller written notice thereof within 90 days after date of delivery or installation, if applicable, and shall in no event extend to consequential damages or damages for loss of use of Display. *THE FOREGOING WARRANTIES ARE EXCLUSIVE AND IN LIEU OF ALL OTHER WARRANTIES OF MERCHANTABILITY, FITNESS FOR PARTICULAR PURPOSE, AND OF ANY OTHER TYPE, WHETHER EXPRESS OR IMPLIED.*

14) Dispute Resolution: Buyer agrees to mediate any dispute or claim arising out of or relating to this order before resorting to arbitration or court action. Mediation is a process by which parties attempt to resolve a dispute or claim by submitting it to an impartial neutral mediator, who is authorized to facilitate the resolution of the dispute, but who is not empowered to impose a settlement on the parties. Mediation fees, if any, shall be divided equally among the parties involved. Evidence of anything said, any admission made, and any documents prepared, in the course of the mediation, shall not be admissible in evidence, or

Salesperson: Erik Karlsrud

Buyer_____Seller_____

GOLDEN GATE SIGN Company, Inc.
2500 Bisso Lane, Suite 200, Concord, CA 94520 | 925.771.6300

PROPOSAL

200097-04

Date: 09/10/2021
Expires: 10/10/2021
Drawing Numbers: 200097-03

Project: AIMS K-12 College Prep School District
171 12th St
Oakland, CA 94607

Client: AIMS K-12 College Prep School District
171 12th St
Oakland, CA 94607

Contact: Tiffany Tung 510 893 8701 tiffany.tung@aimsk12.org

subject to discovery in any arbitration or court action, pursuant to Evidence Code Section 1152.5. If any party commences an arbitration or court action based on a dispute or claim to which this paragraph applies, without first attempting to resolve the matter through mediation, then in the discretion of the arbitration(s) or judge, that party shall not be entitled to recover attorney's fees, even if they would otherwise be available to that party in any such arbitration or court action. Any dispute or claim in law or in equity arising out of or relating to this order, which is not settled through a mediation, shall be decided by neutral, binding arbitration and not by court action, except as provided by CA law for judicial review of arbitration proceedings. The arbitration shall be conducted in accordance with the rules of either the American Arbitration Assoc. construction industry rules, or Judicial Arbitration and Mediations Services, Inc./Endispute (J.A.M.S./Endispute). The claimant first filing for arbitration shall make the selection between A.A.A. and J.A.M.S./Endispute rules. The parties to arbitration may agree in writing to use different rules and/or arbitrator(s). In all other respects, the arbitration shall be conducted in accordance with Part III, Title 9 of the CA Code of Civil Procedure. Judgment upon the award rendered by the arbitrator(s) may be entered in any court having jurisdiction thereof. The parties shall have the right to discovery in accordance with Code of Civil Procedure Section 1283.05. Should either Seller or Buyer employ an attorney to institute arbitration and/or litigation to enforce any of the provisions hereof, to protect its interests in any manner arising under this order or to collect damages for the breach of this order, the prevailing party shall be entitled to recover reasonable attorneys fees, costs, charges and expenses, including consultants and/or expert witness fees, expended or incurred therein.

15) Inspection: Buyer shall inspect the Display immediately upon installation, and shall notify Seller in writing of any defects or variances therein. In the absence of any such written notification within five (5) days of installation, the Display shall be deemed in all respects approved and satisfactory to Buyer.

16) Delivery and Performance: Seller shall commence the construction of Display and prosecute the work thereon with due diligence until the completion. All obligations to be performed by Seller hereunder shall be subject to delay or failure resulting from war, fire, labor disputes, unforeseen commercial delays, acts of God, regulations or restrictions of the Government or public authorities, or other accidents, forces, conditions or circumstances beyond its control.Completion of the Display, ready for installation, shall be deemed equivalent of actual installation in the event that Seller shall be prevented from making the installation by reason of failure or neglect of Buyer to prepare the premises for such installation, as herein provided, or other default on the part of Buyer. Buyer will provide reasonable access to area behind Display, if required to complete installation of it.

17) Designs & Drawings: Customer acknowledges that Golden Gate Sign Company's designs and drawings are original unpublished drawings prepared for customer in a sign program designed exclusively for customer's business. The designs and drawings are the exclusive property of Golden Gate Sign Company and are not to be shown to anyone outside of customer's organization, nor to be reproduced, copied or exhibited in any fashion. Customer specifically agrees that Golden Gate Sign Co. will be entitled to injunctive relief (in addition to all other legal remedies) in a court of competent jurisdiction, for any violation of these terms.

18) Price: is based on simultaneous fabrication and installation of all signage proposed in this agreement.

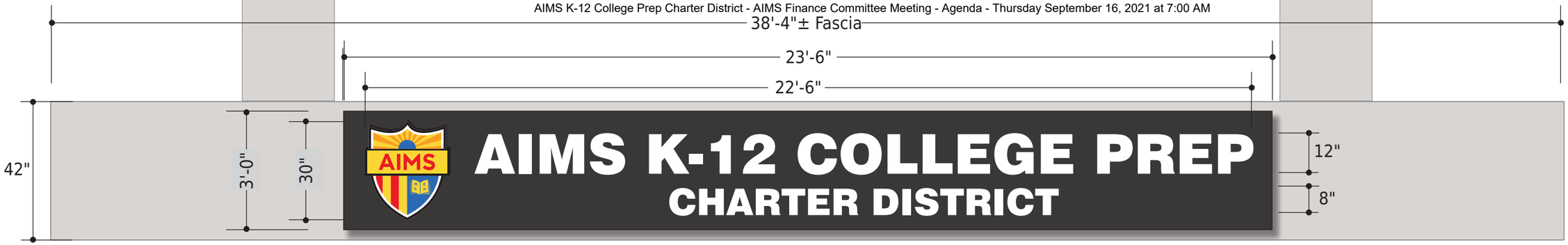
I/we: herewith order said Display in accordance with the above terms and conditions.

Salesperson: Erik Karlsrud

Buyer's Acceptance _____ Title _____ Date _____

Seller's Acceptance _____ Title _____ Date _____

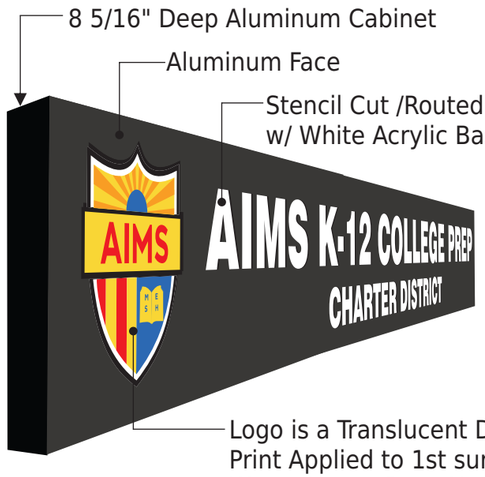
171 12th St / Oakland, CA 94607



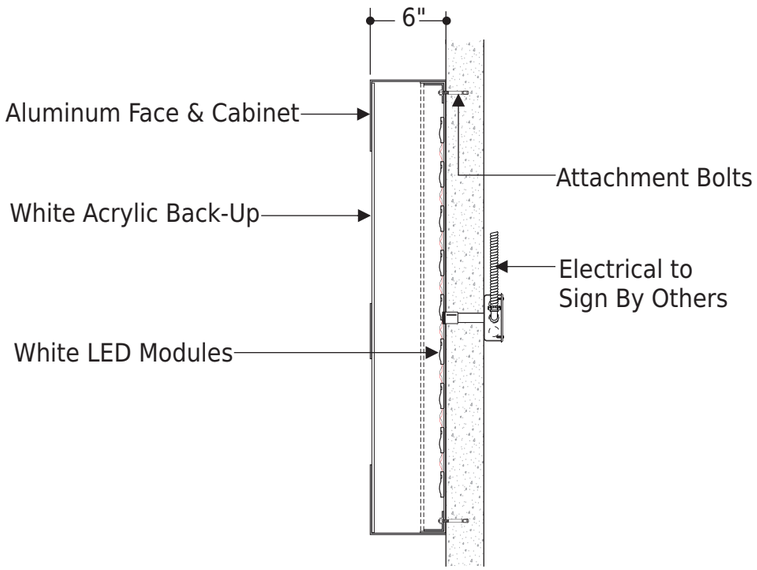
Option 1

A Aluminum Cabinet & Face - Flush Mounted on Fascia

Scale: 3/8"=1'-0"



- Sign Cabinet & Face is Dark Bronze
- Logo Has a Digital Print w/ UV Protection
- Sign Is Illuminated w/ White LED Modules
- Remove Existing Letters





Proposed New Letters on Fascia

SURVEY REQUIRED

GOLDEN GATE SIGN Company, Inc.
2500 Bisso Lane, Suite 200
Concord, CA 94520
925.771.6300 Phone
CA License #665363

Project ID
200097-03

Date: January 6, 2020
Sales: Eric Karlsrud
Designer: G. Graves

Rev. #: 1 Date: 9/1/21

Revision Notes:
1. Change Entrance sign to Illum. Cabinet
2.
3.
4.

☐ Interior ☒ Exterior
☒ Single Faced ☐ Double Faced
☐ _____
_____
☒ Illuminated
☐ Non-Illuminated

Type of Lighting:
☐ Lamps ☒ L.E.D.
☐ Neon ☐ Other

171 12th St
Oakland, CA 94607

Customer Approval

Signature

MM/DD/YYYY

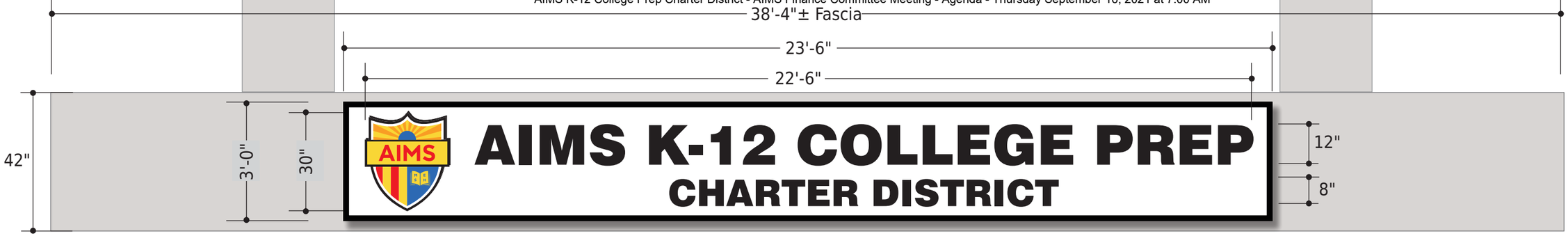
2019 All Rights Reserved. This is an original unpublished drawing submitted in connection with a project we are planning for you. It is not to be copied, reproduced, exhibited or shown to anyone outside of your organization without written permission of Golden Gate Sign Company.

This sign is intended to be installed in accordance with the requirements of Article 600 of the National Electrical Code and other applicable codes. This includes proper grounding and bonding of the sign.

All Signs to be Title 24 Compliant

World Sign Associates

Sheet No.
1.0



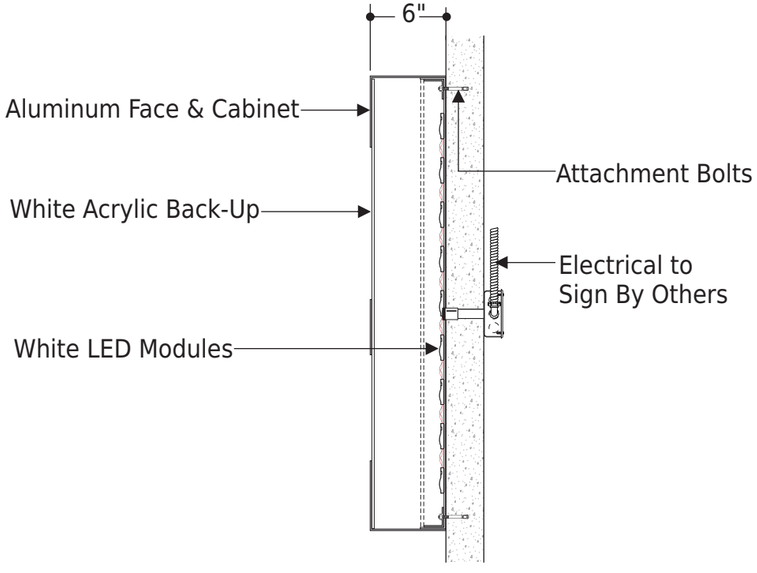
Option 2

A Aluminum Cabinet - Flush Mounted on Fascia

Scale: 3/8"=1'-0"



- Sign Cabinet is Dark Bronze
- Face is Translucent White Lexan
- Logo Has a Digital Print w/ UV Protection
- Sign Is Illuminated w/ White LED Modules
- Remove Existing Letters





Proposed New Letters on Fascia

SURVEY REQUIRED

GOLDEN GATE SIGN Company, Inc.
2500 Bisso Lane, Suite 200
Concord, CA 94520
925.771.6300 Phone
CA License #665363

Project ID
200097-03

Date: January 6, 2020
Sales: Eric Karlsrud
Designer: G. Graves

Rev. #: 1 Date: 9/1/21

Revision Notes:
1. Change Entrance sign to Illum. Cabinet
2.
3.
4.

☐ Interior ☒ Exterior
☒ Single Faced ☐ Double Faced
☐
☒ Illuminated
☐ Non-Illuminated

Type of Lighting:
☐ Lamps ☒ L.E.D.
☐ Neon ☐ Other

171 12th St
Oakland, CA 94607

Customer Approval

Signature

MM/DD/YYYY

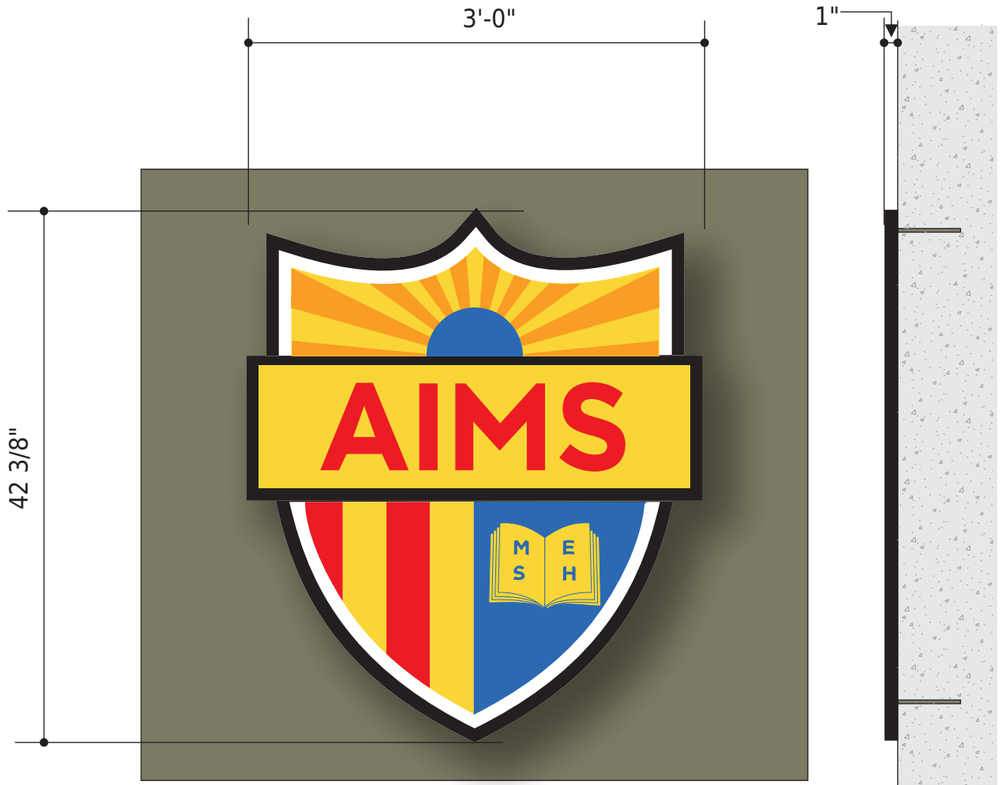
2019 All Rights Reserved. This is an original unpublished drawing submitted in connection with a project we are planning for you. It is not to be copied, reproduced, exhibited or shown to anyone outside of your organization without written permission of Golden Gate Sign Company.

This sign is intended to be installed in accordance with the requirements of Article 600 of the National Electrical Code and other applicable codes. This includes proper grounding and bonding of the sign.

All Signs to be Title 24 Compliant

World Sign Associates

Sheet No.
1.0



B **1" Deep Fabricated Logo Stud Mounted Flush on Fascia**
Scale: 3/8"=1'-0"

1" Deep Fabricated Aluminum Pan Painted Dark Black
w/ Digitally Printed Graphics on 1st Surface



Proposed Location

SURVEY REQUIRED

GOLDEN GATE SIGN Company, Inc.
2500 Bisso Lane, Suite 200
Concord, CA 94520
925.771.6300 Phone
CA License #665363

Project ID
200097-03

Date: January 6, 2020
Sales: Eric Karlsrud
Designer: G. Graves

Rev. #: 1 Date: 9/1/21

Revision Notes:
1. Change Entrance sign to Illum. Cabinet
2. _____
3. _____
4. _____

☐ Interior ☒ Exterior
☒ Single Faced ☐ Double Faced
☐ _____
_____
☐ Illuminated
☒ Non-Illuminated

Type of Lighting:
☐ Lamps ☐ L.E.D.
☐ Neon ☐ Other

171 12th St
Oakland, CA 94607

Customer Approval

Signature

MM/DD/YYYY

2019 All Rights Reserved. This is an original unpublished drawing submitted in connection with a project we are planning for you. It is not to be copied, reproduced, exhibited or shown to anyone outside of your organization without written permission of Golden Gate Sign Company.

This sign is intended to be installed in accordance with the requirements of Article 600 of the National Electrical Code and other applicable codes. This includes proper grounding and bonding of the sign.

All Signs to be Title 24 Compliant

World Sign Associates

Sheet No.
2.0

Coversheet

Bamboo HR Proposal

Section: III. Action Items
Item: G. Bamboo HR Proposal
Purpose:
Submitted by:
Related Material: Cover Letter Finance Template Bamboo HR.pdf
BambooHR-Quote-AIMSk12.org.pdf

AIMS Finance Committee Meeting Item Cover Letter

Item: Bamboo HR

Presented By: Superintendent Woods-Cadiz

Staff Recommendation:

Approve

Committee Approval: N/A Finance Committee

Total Associated Cost: 16057.77

Included in Budget? Yes

Funding Source: General

Over/Under Budget? Amount Over/Under Budget?

N/A

Included in LCAP? N/A

Which LCAP?

bambooHR™

FROM
Zach Janiec
BambooHR
zjaniec@bamboohr.com
www.bamboohr.com

PREPARED FOR
Maya Woods-Cadiz
AIMSk12.org
maya.woods-cadiz@aimsk12.org

DATE
September 10, 2021

EXPIRES
September 17, 2021

Products

Product	Quantity	Months	List Price	Total Price(USD)
Advantage	130	1	$ 8.25	$ 1,072.50
Performance Management (Optional Add-on)	130	1	$ 5.25	$ 682.50
Time Tracking	120	1	$ 3.00	$ 360.00
Total List				$ **2,115.00**
LESS: Advantage Volume Discount (29.5 %)				$ (315.90)
LESS: Performance Management Volume Discount (29.1 %)				$ (198.90)
LESS: Time Tracking Volume Discount (28.0 %)				$ (100.80)
Net Software Monthly Total				$ **1,499.40**

Services

Service	Quantity	Total Price(USD)
HRIS Implementation	1	$ 2,563.17
Total List		$ **2,563.17**
Net Services		$ **2,563.17**

*Applicable sales tax may be added

Pricing is Per Employee Per Month (PEPM)

Month-to-month | No long-term contracts

Due at Activation

HRIS Software Monthly Total	$	1,499.40
Services (One-Time)	$	2,563.17
Total Due at Activation*	**$**	**4,062.57**

Total Cost Per Month After Activation

$1,499.40

Advantage

BambooHR Advantage includes:

-HR Management (Mobile App, Employee Records, 10 GB of Doc Storage + 250 MB per active employee, Employee Directory, Org Chart, Company Calendar, Training Tracking, Audit Trail)

-Onboarding (Onboarding and Offboarding Tasks, Employee Self-onboarding, eSignatures)

-Hiring (Applicant Tracking System for 25 concurrent job openings, Offer Letters, Hiring Mobile App)

-Compensation Tracking (Time-off Mgmt, Benefits Tracking, Compensation History)

-Employee Satisfaction with eNPS

-Advanced Reporting & Components (Custom Reporting, Custom Access Levels, Tailored Workflows & Approvals, Personalized Email Alerts, Custom Tabs & Fields, Company Branding)

-Integrations (Google & SAML Single Sign-on, API Access, BambooHR Marketplace)

-Support (Email/Phone support Mon-Fri, 6:00 AM - 6:00 PM MT; Webinar Library)

Add-ons: BambooHR Time Tracking and Performance Management may be purchased as add-on products.

Performance Management (Optional Add-on)

Employee Goal Tracking, Self & Manager Assessment, Peer Feedback, Assessment Progress Report, Automated Email Alerts, Employee Performance Report

Time Tracking

Daily Time Entry, Employee Timesheets, Automatic Reminders, Approval Workflow, Automatic Overtime Calculations, Report for Payroll

Advantage Implementation Includes:

A dedicated Implementation Specialist for 4-6 weeks; five (5) training phone calls; importing general demographic data; importing training data; importing benefit data; importing and initial setup of Vacation/Holiday balances/policies; importing job data such as salary, division, department; importing data for other custom fields, tabs, and tables; enabling employee self-service to gather emergency contacts, dependents, and other data. It also includes the current custom fields, tables, and tabs available in BambooHR; BambooHR will not do custom programming efforts or any development work with the BambooHR API. Utilization of the BambooHR API is completed by the customer with technical support available via email.

During implementation, your Project Manager will work with one main point of contact; all data must be imported within the duration of the package as outlined in your success plan. Extra time, if needed, is billed by the hour. Data for import must be in Excel or CSV files. The service does not include uploading of files or photos, manual data entry (hand entering) from paper files or PDF documents, setting up the onboarding/offboarding checklists, posting jobs or importing resumes, importing time off data prior to the current calendar year,or importing benefit data in excess of 1 year and does not include the importing of past employees. Implementation duration is 4-6 weeks following the date of sign up with BambooHR. Work not completed during this time frame is subject to additional implementation fees.

Things you need to know in connection with this price quote:

1. Prices quoted above are based on your agreement to subscribe to the above noted services, and represents the number of active employees that you have indicated will be added to BambooHR when fully implemented. Should your number of users change, or you subscribe to additional services, your prices may increase or decrease.
2. Payment for all services, including implementation, becomes due when you become a subscriber of BambooHR services. Your first payment will be due immediately upon your acceptance of this price quote and your subscription will renew in the future for the same term selected upon initial payment.
3. Please note that by agreeing to use our services, you agree to BambooHR's Terms of Service, which are found at: https://www.bamboohr.com/terms.php.
4. See https://www.bamboohr.com/packaging for product details
5. Please contact your BambooHR sales representative with any questions or changes, or you may contact customer support at 801-724-6600.