



## AIMS K-12 College Prep Charter District

### AIMS Monthly Board Meeting

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#### Date and Time

Tuesday September 21, 2021 at 6:30 PM PDT

#### Location

Topic: AIMS Board Monthly Meeting

Time: Sep 21, 2021 06:30 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/81688447464?pwd=OUc2ZHVVczZDVpsc3pKKzFCN0NUQT09>

Meeting ID: 816 8844 7464

Passcode: 686080

One tap mobile

+16699006833,,81688447464#,,,\*686080# US (San Jose)

+12532158782,,81688447464#,,,\*686080# US (Tacoma)

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Meeting ID: 816 8844 7464

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Meeting ID: 816 8844 7464

Passcode: 686080

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## Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:30 PM</b>
A. Opening Items			
A. Call the Meeting to Order		Chris Edington	1 m
Board President will call the August 31, 2021 Board of Directors meeting to order.			
B. Record Attendance and Guests	Vote	Corey Hollis	2 m
Corey Hollis will record attendance of Board Directors and introduce any guest present at the September 21, 2021 AIMS Board of Directors Meeting.			
C. Adoption of Agenda	Vote	Chris Edington	2 m
AIMS Board Directors will adopt the September 21, 2021 AIMS Board of Directors Agenda.			

		Purpose	Presenter	Time
D.	Approval of August 31, 2021 AIMS Board of Directors Meeting Minutes	Approve Minutes	Corey Hollis	1 m
	AIMS Board Directors will consider approval of the August 31, 2021 Special Board of Directors Meeting Minutes.			

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

[\*\*Click to submit comment\*\*](#)

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

[\*\*Click to submit a comment\*\*](#)

II.	<b>Non-Action Items</b>		<b>6:56 PM</b>
A.	President's Report	FYI	Chris Edington
B.	Superintendent's Report	FYI	Superintendent Woods-Cadiz
C.	D&A/AIMS Marketing and Communications Report	FYI	Kitt Grant & Suzen Chu
D.	AIMS K-12 Report	FYI	Heads of Schools and Division Heads
	Heads of School		

	Purpose	Presenter	Time
	<ul style="list-style-type: none"> <li>• Christopher Ahmad - Elementary School</li> <li>• Natalie Glass and Riffat Akram - Middle School</li> <li>• Maurice Williams - High School</li> </ul>		
<b>E. Operations Report</b>	FYI	Operations	6 m
	<ul style="list-style-type: none"> <li>• Marisol Magana: Data, Accountability, and Operations Director.</li> <li>• Tiffany Tung: Data, Accountability, and Operations Manager.</li> </ul>		
<b>F. Finance Report</b>	FYI	Charter School Management Corporation (CSMC)	5 m
<b>III. Action Items</b>			<b>7:31 PM</b>
<b>A. Consent Calendar</b>	Vote	Chris Edington	2 m
<p>1. AIMS Board of Directors will consider approving Consent Calendar items:</p> <ol style="list-style-type: none"> <li>1. California State University (CSU), East Bay Student Teacher Experience Agreement</li> <li>2. 2021 - 2022 Approved Vendor List</li> <li>3. D&amp;A Contract Extension</li> <li>4. School Plan for Student Achievement (SPSA) for AIMS College Prep Middle School</li> <li>5. School Plan for Student Achievement (SPSA) for American Indian Charter Public School II (AICPS II)</li> <li>6. AIMS New Signage 12th Street Campus</li> </ol>			
<b>B. Bamboo HR Proposal</b>	Vote	Maya Woods-Cadiz	3 m
AIMS Board of Directors will consider approving the Bamboo HR Proposal			
<b>C. HR Personnel Report</b>	Vote	Zeke Lopez	3 m
AIMS Board of Directors will consider approving the HR Personnel Report.			

		Purpose	Presenter	Time
<b>D.</b>	California School Dashboard Local Indicators 2021 -2022	Vote		5 m
	AIMS Board of Directors will consider approving the California School Dashboard Local Indicators 2021 -2022.			
<b>IV.</b>	<b>Closed Session</b>			<b>7:44 PM</b>
<b>A.</b>	Public Comment on Closed Session Items	FYI		10 m
	Public Comment on closed session items is set aside for members of the Public to address items on the Board's agenda for closed session. The Board of Directors will not respond or take action in response to Public Comment, except that the board may ask clarifying questions or direct staff. <u>Comments are limited to two (2) minutes per person, and a total time allotted for all public comment will not exceed thirty (30) minutes (10 minutes per section).</u>			
<b>B.</b>	Recess to Closed Session	Discuss		15 m
	Closed Session Items:			
	1. Conference with Real Property Negotiations (Gov. Code Section 54956.9)			
	2. Conference with Legal Counsel - Anticipated Litigation (Gov. Code Section 54956.9)			
	3. Employee Matters			
<b>C.</b>	Reconvene from Closed Session	Vote		2 m
	Roll Call			
<b>D.</b>	Report from Closed Session	FYI		3 m
	- Board President, Mr. Chris Edington			
<b>E.</b>	CEO and CBO Contract Approval Report	Vote	Chris Edington	5 m
<b>V.</b>	<b>Closing Items</b>			<b>8:19 PM</b>
<b>A.</b>	Adjourn Meeting	FYI		
<b>B.</b>	NOTICES	FYI	Corey Hollis	1 m

Purpose	Presenter	Time
<p><b>The next regular meeting of the Board of Directors is scheduled to be held on September 21, 2021, at 6:30 pm. AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Marisol Magana has been designated to receive requests for disability-related modifications or accommodations in order to enable individuals with disabilities to participate in open and public meetings at AIMS. Please notify Marisol Magana at (510)220-9985 at least 24 hours in advance of any disability accommodations being needed in order to participate in the meeting.</b></p>		

**I, Corey Hollis, hereby certify that I posted this agenda on the AIMS website at [www.aims12.org](http://www.aims12.org), on September 18, 2021, at 6:25 PM.**

**Certification of Posting**

## Coversheet

### Approval of August 31, 2021 AIMS Board of Directors Meeting Minutes

**Section:** I. Opening Items  
**Item:** D. Approval of August 31, 2021 AIMS Board of Directors Meeting Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for AIMS Special Monthly Board Meeting on August 31, 2021

APPROVED



## AIMS K-12 College Prep Charter District

### Minutes

#### AIMS Special Monthly Board Meeting

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##### Date and Time

Tuesday August 31, 2021 at 6:30 PM

##### Location

<https://us02web.zoom.us/j/84618686258?pwd=OWI2K25rSHZxcWxGUFIROFE0dzZsQT09>

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##### Join Zoom Meeting

<https://us02web.zoom.us/j/84618686258?pwd=OWI2K25rSHZxcWxGUFIROFE0dzZsQT09>

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Meeting ID: 846 1868 6258

Passcode: 816921

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##### Directors Present

C. Edington (remote), D. Lang (remote), J. Hinton (remote), S. Leung (remote)

##### Directors Absent

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None

**Directors who arrived after the meeting opened**

S. Leung

**Ex Officio Members Present**

C. Hollis (remote)

**Non Voting Members Present**

C. Hollis (remote)

**Guests Present**

Aker (remote), C. Ahmad (remote), D. Moghadam (remote), Johnny (remote), K. Ballentine (remote), Linda (remote), M. Gordan (remote), M. Magana (remote), M. Williams (remote), M. Woods-Cadiz (remote), Oufin (remote), R. Akram (remote), T. Tung (remote), Z. Lopez (remote)

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**I. Opening Items**

**A. Call the Meeting to Order**

C. Edington called a meeting of the board of directors of AIMS K-12 College Prep Charter District to order on Tuesday Aug 31, 2021 at 6:35 PM.

**B. Record Attendance and Guests**

**C. Adoption of Agenda**

C. Edington made a motion to approve the August 31, 2021 Special Monthly Board meeting agenda.

D. Lang seconded the motion.

The board **VOTED** unanimously to approve the motion.

**D. Approval of August 12, 2021 AIMS Board of Directors Meeting Minutes**

D. Lang made a motion to approve the minutes from AIMS Special Board Meeting on 08-12-21.

C. Edington seconded the motion.

The board **VOTED** unanimously to approve the motion.

**E. Approval of June 15, 2021 AIMS Special Board of Directors Meeting Minutes**

C. Edington made a motion to approve the minutes from AIMS Special Directors Meeting on 06-15-21.

J. Hinton seconded the motion.

The board **VOTED** unanimously to approve the motion.

#### **F. Approval of June 15, 2021 AIMS Board of Directors Meeting Minutes**

C. Edington made a motion to approve the minutes from AIMS Board of Directors Meeting on 06-15-21.

D. Lang seconded the motion.

The board **VOTED** unanimously to approve the motion.

#### **G. Public Comment on Agenda Items**

No public comment on Agenda Items.

#### **H. Public Comment on Non-Agenda Items**

No public comment on Non-agenda items.

### **II. Non-Action Items**

#### **A. President's Report**

Nothing to report.

#### **B. Superintendent's Report**

S. Leung arrived at 6:43 PM.

Superintendent Maya Woods-Cadiz presented the Superintendent's report.

- Click link to view: [AIMS Superintendent Monthly Board Report\\_August 2021.pdf](#)
- COVID 19 California Public Health Guidance for K-12 Schools for 2021 - 2022
  - Students must have access to safe full in-person instruction
  - COVID-19 vaccination is strongly recommended for teachers, staff, students and adults sharing homes with these members of our K-12 communities.
  - Universal masking in schools.
  - No minimum physical distancing.
  - Bring in as much outdoor air as possible.
  - Consider portable air cleaners.
  - Ensure ventilation systems are serviced and meeting code requirements.
  - Free COVID testing resources.
  - Schools should review their rules for visitors and family engagement activities.
  - School should limit nonessential visitors, volunteers, and activities involving external groups organizations with people who are not fully vaccinated.
  - Schools should not limit access for direct service providers, but can ensure compliance with school visitor policies.
  - Schools should continue to emphasize the importance of staying home when sick.

- Strongly recommend that unvaccinated students and staff be offered regular COVID-19 screening testing.
- Case reporting, contact tracing and investigation.
- Adherence to county quarantine guidelines.
- AIMS K-12 Practices 2021 - 2022
  - AIMS K-12 student have returned to full in-person instruction.
  - AIMS has hosted several on site vaccination clinics.
  - All AIMS employees are required to wear masks when inside and outside of buildings.
  - When possible AIMS is upholding social distancing limits.
  - Windows and doors are left open when it is safe.
  - Classrooms and other work spaces have portable air cleaners.
  - HVAC system undergoes regular maintenance and inspection.
  - AIMS has rapid tests on site. In September, school nurses will begin onsite testing.
  - Visitors must make an appointment, undergo symptom reporting, and follow all masking requirements.
  - Symptom reporting, and temperature checks happen daily.
  - Student testing will begin in September. Unvaccinated staff are required to show evidence of a negative COVID test in order to work each week.
  - Case reporting, contact tracing and investigation occur with any possible report of COVID-19.
  - All leaders and staff follow the Alameda County health quarantine guidelines.
- AIMS Confirmed Positive Test Results K-12
  - In-person enrolled students: 0
  - Staff: 1

### C. AIMS K-12 Report

Christopher Ahmad presented the Elementary School Report.

- Click link to view: [AIMS Elementary Board Report - August 2021.pdf](#)
  - Students took 2 prerequisite skills tests.
  - Student took their first benchmarks with SRI and SMI.
  - Tutoring started in August 2021.
  - Saturday School started in August 2021.
    - Currently 100 - 120 below basic proficient standards.
  - Currently have 1 vacancy open for Mandarin Teacher.
  - Currently have a 1:1 computer ratio with students.
  - Purchase science curriculum - INTO SCIENCE
  - Purchase social studies curriculum - TCI

Riffat Akram presented the Middle School Report.

- Click link to view: [\*\*AIMS MS Board Report - August 2021.pdf\*\*](#)
  - Enrollment Updates
    - AIMS College prep middle school - 232
    - AIPCS II Middle School - 222
    - Online/virtual learning student - 18
      - These are students who are taking Independent study.
  - Vacant positions
    - ELD Teacher - 1
  - Tutoring started August 16, 2021.
  - Saturday Academic School started September 4, 2021.
  - Currently have a 1:1 computer ratio.
  - Restorative Justice Saturday School starts September 4, 2021.
    - Social Emotional Learning (SEL) focus
      - AIMSTRONG has been incorporated into the daily schedule. AIMSTRONG is a 30 minute period in which teachers focus on SEL.
    - Reflections
      - Detentions have been replaced with "Reflection" time. Part of this process is allowing students to complete a reflection assignment and sit at a designated space during their lunch period.
  - Reflections

Maurice Williams presented the High School Report.

- Click link to view: [\*\*AIMS HS Board Report - August 2021.pdf\*\*](#)
  - Student orientations held on August 12th and 13th.
  - Currently high school enrollment is estimated at 454 students.
  - The AIMS High School Auditorium now includes new cafeteria tables for flexible use for community college courses, study hall, games and student award days.
  - AIMS High School vacancies
    - Spanish teacher - 1
    - Math teacher - 2
    - SPED teacher - 1
    - Lunch clerk - 1
  - Gilroy Prep Administrative Team Trainings
    - Seeking partnership with Gilroy to train administrators on how to use their systems of structures and feedback in order to implement our AIMS standard and implement 2021 - 2022 High School goals regarding continuity of practice.
    - RACE (ELA history) - Restate, Annotate, Cite Sources, Explain.
    - CASE (Math) - Chunk, Annotate, Solve, Explain.
  - New Sports

- E-Sports, Cheerleading, and Pep-Band.

#### **D. Education Coordinator, College Bound Kids Report**

Matthew Gordan presented the College Bound Kids Report.

- Click link to view: [\*\*AIMS CBK Board Report - August 2021.pdf\*\*](#)
- There are 120 Seniors for 2021 - 2022 academic year.
- Students worked on resumes and college essays thus far.
- Seniors will take the SAT on campus on October 13th and 28th.
- The Juniors take the PSAT on October 13th and 26th.
- Online college visits from UC Santa Cruz on September 8th and UC Berkeley September 15th.

#### **E. Operations Report**

Marisol Magaña and Tiffany Tung presented the Operations Report.

- Click link to view: [\*\*AIMS Operations Board Report - August 2021.pdf\*\*](#)
- Completed CALPADS
- Finalizing permitting for 12th street renovations.
- AIMS HS - Shades were installed for half of the classrooms
- Working with OUSD to get Lakeview campus bathroom renovations complete potentially mid September 2021.
- Food service program was launched the week of August 9th.
- AIMS Partnered with Alameda County Public Health Department (ACPHD) to host two COVID-19 Vaccine mobile clinics, one at 12th street campus and the other at the Lakeview campus.
- ADA attendance results for August 9 - 27, 2021
  - Elementary - 401 students 96.90%
  - Middle school - 451 students 95.45%
  - High School - 458 students 92.68%

#### **F. Finance Report**

CBO Katema Ballentine presented the Finance Report.

- Click link to view: [\*\*AIMS Finance Board Report - August 2021.pdf\*\*](#)
- Net income as of July 31, 2021 - \$914,537.00
- Balance sheet ending fund \$5,385,400.00
- Available Cash for AIMS as of July 31, 2021 is \$1,459,841.00

### **III. Action Items**

#### **A. Consent Calendar**

President Edington presented item III.A: Consent Calendar.

- Click links below to view:

- [1.a Declaring AIMS HS Textbooks As Surplus.pdf](#)
- [1.b Consolidated Application \(AIPCS, AIPCS II and AIPHS\).pdf](#)
- [1.c 2021 - 2022 Fiscal Policies.pdf](#)
- [1.d AIMS Resolution for Direct Funded Charter Board.pdf](#)
- [1.e 2021 - 2022 General Liability Insurance Renewal.pdf](#)

C. Edington made a motion to approve item III.A: Consent Calendar as presented.

D. Lang seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

S. Leung Aye  
J. Hinton Aye  
C. Edington Aye  
D. Lang Aye

**B. 2021-2022 Unaudited Actuals**

CBO Katema Ballentine presented item III.B: 2021 - 2022 Unaudited Actuals

- Click links below to view:

- [III.B\\_2020 - 2021 Unaudited Actuals Coverletter.pdf](#)
- [III.B\\_American Indian Model Schools Exec Memo Unaudited 2021.pdf](#)
- [III.B\\_AIPCS II\\_Alt Form.pdf](#)
- [III.B\\_AIPCS\\_Alt Form.pdf](#)
- [III.B\\_AIPHS\\_Alt Form.pdf](#)

- ADA Estimation for student enrollment for the 2021 - 2022 academic year is 1347 students.

◦ AIMS was funded for 1278.01 students.

- Total revenue for AIMS is \$22,321,608.00

- Total expenses for AIMS is \$20,446,708.00

J. Hinton made a motion to approve item III.B: 2021 - 2022 Unaudited Actuals for submission to Oakland Unified School District (OUSD).

C. Edington seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

S. Leung Aye  
J. Hinton Aye  
D. Lang Aye  
C. Edington Aye

**C. Sacramento County Office of Education (SCOE) Teacher Induction Program Memorandum of Understanding (MOU)**

Zeke Lopez presented item III.C: SCOE Teacher Induction Program MOU.

- Click link to view: [\*\*III.C\\_SCOE Teacher Induction Program MOU.pdf\*\*](#)
- Mr. Ahmad is the program mentor coordinator for the SCOE Teacher Induction Program.
- 11 teachers are confirmed to enroll in the program.
- The expenses for the Teacher induction program are:
  - 1,800.00 per teacher per school year.
  - \$500.00 Education specialist level I candidates
  - \$2,300.00 cost of service fee for each Teacher Candidate.

C. Edington made a motion to approve item III.C: SCOE Teacher Program MOU not to exceed \$53,900.00.

J. Hinton seconded the motion.

The board **VOTED** to approve the motion.

#### **Roll Call**

D. Lang Aye  
J. Hinton Aye  
C. Edington Aye  
S. Leung Aye

#### **D. 2021 - 2022 AIMS Board Calendar**

Corey Hollis presented item III.D: 2021 - 2022 AIMS Board Calendar.

- Click link to view: [\*\*III.D\\_2021 - 2022 AIMS Board Calendar.pdf\*\*](#)

C. Edington made a motion to approve item III.D: 2021 - 2022 AIMS Board Calendar as presented.

J. Hinton seconded the motion.

The board **VOTED** to approve the motion.

#### **Roll Call**

C. Edington Aye  
J. Hinton Aye  
D. Lang Aye  
S. Leung 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 9:01 PM.

Respectfully Submitted,

C. Edington

**B. NOTICES**

## Coversheet

### D&A/AIMS Marketing and Communications Report

**Section:** II. Non-Action Items  
**Item:** C. D&A/AIMS Marketing and Communications Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** 21SEP21\_D&A Marketing and Communication Report.pdf



# AIMS K-12

## Board of Directors Presentation

September 21, 2021

# Background & Objectives

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D&A Communications has created a strategy based on the strengths of AIMS, with the goal of showcasing the District's academic excellence, highlighting achievements, and showcasing the people who form the AIMS community. D&A began this work in early April, 2021.

D&A has been working towards 3 objectives for AIMS: (1) Raising awareness, (2) Strengthening positive reputation and, (3) Drive support for AIMS' priorities amongst targeted stakeholder groups, including:

- Alumni
- Parents-current and prospective
- Community Business leaders and owners

D&A has maximized AIMS parent and community engagement by highlighting educational accomplishments and student successes through a variety of platforms, including:

- Website optimization
- Creation of a CBO database
- Alumni Outreach
- Blog/Thought Leadership

# Methodology

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**The following was conducted by D&A for the purpose of creating a Key Findings Report and Strategy and Messaging Framework.**

## **1. Research**

- Website audit
- Social media audit

## **2. Listening Sessions**

- Head of High School (90-minutes)
- Co-Leads of Middle School (60-minutes)
- Head of Elementary School (30-minutes)
- External Stakeholders (60-minutes)
  - Kimi Kean, Aron Michalski, Jumoke Hinton (3)
- Board President (30-minutes)
- Parent Engagement Coordinator (60-minutes)

Kitt Grant and Ariella Flatt (D&A) facilitated each listening session on behalf of AIMS.

## **3. Written Surveys**

- Teachers (31)
- Board members (3)

# Key Learnings

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Through the research conducted, we have identified insights, recurring themes, and trends that will help inform the communications strategy moving forward. The Key Findings Report identifies gaps, summarizes opportunities, and uncovers leverageable stakeholder insights to inform this Messaging Framework, and to help clearly define what needs to shift in order to support more positive perceptions of AIMS. The 2020-2021 school year was a unique and challenging time for the AIMS community as Heads of School, teachers, parents, and students adapted to the changes that COVID-19 brought. During this time, more than ever before, frequent and transparent communication was key.

Based on the research, the key learnings include:

- **Equity** should be prioritized.
- **Transparency** and **consistency** are key.
- Emphasize the **community** aspect of AIMS.
- Emphasize the **facts**, including test scores, achievements, and evidence of academic excellence.
- **Trust** is everything. The reputation of AIMS still carries some of the weight of past leadership.
- It's about the **people**- the students, staff, and parents.

# Mission and Vision

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## Current Mission Statement

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

## Recommended Updated Mission Statement

Our mission at AIMS is to create a community of diverse learners who achieve academic excellence. Our commitment to equity, academics and character development prepares our students for lifelong success. We are committed to providing a comprehensive learning experience by educating our students about socio-economic & racial justice issues to cultivate intellectually ethical citizens.

**We recommend adding a Vision statement, which incorporates key priorities identified throughout the research process.**

## Vision

A school community that is committed to academic excellence and equity, fosters character development, and cultivates the leaders of tomorrow.

# Values

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## Current Values

**Excellence** - Commitment to excellence in all that we do.

**Wisdom and Knowledge** - Pursuit of wisdom and knowledge as intrinsically valuable.

**Empathy** - Recognition of dignity and worth of every human being.

**Family and Community** - Building of family and community.

**Equity** - Social awareness and justice that leads to action.

**Legacy** - The continued preservation and development of AIMS methodologies for 21st century learners and educators.

## Recommended Updates

- **Equity** - Social awareness and justice that leads to action.
- **Excellence** - Commitment to excellence in all that we do.
- **Legacy** - The continued preservation and development of AIMS methodologies for 21st century learners and educators.
- **Wisdom and Knowledge** - Pursuit of wisdom and knowledge as intrinsically valuable.
- **Respect, Integrity, and Empathy** - Recognition of dignity and worth of every human being. We treat one another with respect and integrity.
- **Community** - Building a community of students and families and instilling AIMS pride.
- **Diversity** - The AIMS community takes pride in our community's inclusiveness and instill this pride in our students.

# Messaging Overview

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Our tone should be informative and inviting, and aim to engage our target audiences, including students, teachers, alumni, CBO's, board members, and parents of current and prospective students.

## Tone

- Informative
- Encouraging and inviting

## Audience

- Students, (current and alumni) Teachers, Parents, and Parents of prospective students, CBO's and corporate businesses

## Community Engagement

- Inform our audience of programs, events, news, and academic and athletic achievements.
- Engage the community and encourage them to take action
- Foster continued community engagement (through ParentSquare for parents, newsletter for alumni, etc.)

# AIMS Promise

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What we can promise our community:

- **We're here for *all* students.**
- **We are here to provide students with a academic excellence, strong values, and a pathway to college.**
- **We are committed to keeping promises made to students and parents.**
- **We offer our students and staff a family-like, safe, diverse environment**
- **We prioritize equity for all students and are committed to continued learning and growth**
- **We are committed to educating our students about socio-economic & racial justice to cultivate Intellectually ethical citizens.**
- **We offer ELD support within classrooms**
- **We are here to support you and provide the resources that your family needs.**
- **We're dedicated to fostering connections between the AIMS District and the Oakland community at large.**

# Target Audience Segments

## Students



### AIMS Role:

Provide a high level of education, support the pathway of students from elementary to high school graduation, support high school seniors as they apply for college, provide resources to meet the needs of all students.

## Teachers



### AIMS Role:

Provide a safe, supportive, and enriching work environment that will, in turn, provide students with the best education possible.

## Parents of Prospective Students



### AIMS Role:

Build awareness of AIMS, inform parents of prospective students of the unique programming & high level of education provided to encourage them to enroll their children.

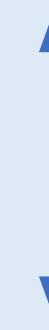
## Parents of Current Students



### AIMS Role:

Engage parents and provide opportunities for them to get involved in school activities, encourage continued enrollment.

## Community



### AIMS Role:

Keep the community informed by sharing news of achievements. Encourage community participation and engagement.

# Audience Messaging Foundations

Board of Directors	Teachers	Head of Elementary School	Head of Middle School	Head of High School
<p><b>What Matters Most:</b></p> <ul style="list-style-type: none"> <li>• Financial health of the school/ fundraising</li> <li>• Building a pipeline from school to college to career - Creating pathways to success</li> <li>• “Integrity, Commitment to socio-economic &amp; racial justice and its high level commitment to students and their families.”</li> <li>• “Creating a sustainable, well-run educational institution. Continuing to prepare children for the richest, highest educational experience possible.”</li> <li>• “Creating transparency, trust, and integrity, and building the best team possible.”</li> </ul>	<p><b>What Matters Most:</b></p> <ul style="list-style-type: none"> <li>• Providing professional development opportunities</li> <li>• Ensuring that all teachers and students have the tools and resources they need</li> <li>• Hard work and accountability</li> <li>• “Training children to care about their future and build self-esteem in their children.”</li> <li>• Balance between school work and life for students</li> <li>• High expectations</li> <li>• Safe, diverse environment</li> <li>• Family-like environment</li> <li>• Mental health support for students</li> <li>• Equity for all students</li> </ul>	<p><b>What Matters Most:</b></p> <ul style="list-style-type: none"> <li>• Academic excellence, starting from elementary school</li> <li>• Capacity for after school program</li> <li>• High test scores</li> <li>• ELD support within classrooms</li> <li>• “Private school education for free”</li> <li>• Maintaining a high ranking on greatschools.org</li> </ul>	<p><b>What Matters Most:</b></p> <ul style="list-style-type: none"> <li>• “Intellectually ethical citizens” who are conscious of values</li> <li>• Equity</li> <li>• Building confidence</li> <li>• “Character building through academics”</li> </ul>	<p><b>What Matters Most:</b></p> <ul style="list-style-type: none"> <li>• Continuing pipeline from Middle to High school</li> <li>• “We have a diverse staff.”</li> <li>• Outperforming other schools</li> <li>• Students “can work hard and have fun at the same time.”</li> <li>• Credibility and accountability - committed to keeping promises made to students and parents</li> <li>• Keeping the lines of communication with parents open</li> </ul>

# Audience Messaging Foundations

**We provide academic excellence. We are here for *all* students.**

## **STUDENTS**

We're #AIMSTRONG.

We're a community.

You are welcome here.

We are here to help you succeed.

We're here to help you get into college.

## **PARENTS OF PROSPECTIVE STUDENTS**

Everyone is welcome here.

We're here to give your children the best education.

We are here to support you and your children.

Your children are safe here.

We will help your children reach their academic goals.

## **PARENTS**

Everyone is welcome here.

We're here to give your children the best education.

We are here to support you and your children.

Your children are safe here.

We will help your children reach their goals.

## **TEACHERS**

You are changing the lives of your students by providing the best education possible, from elementary to high school.

You are helping your students get into college.

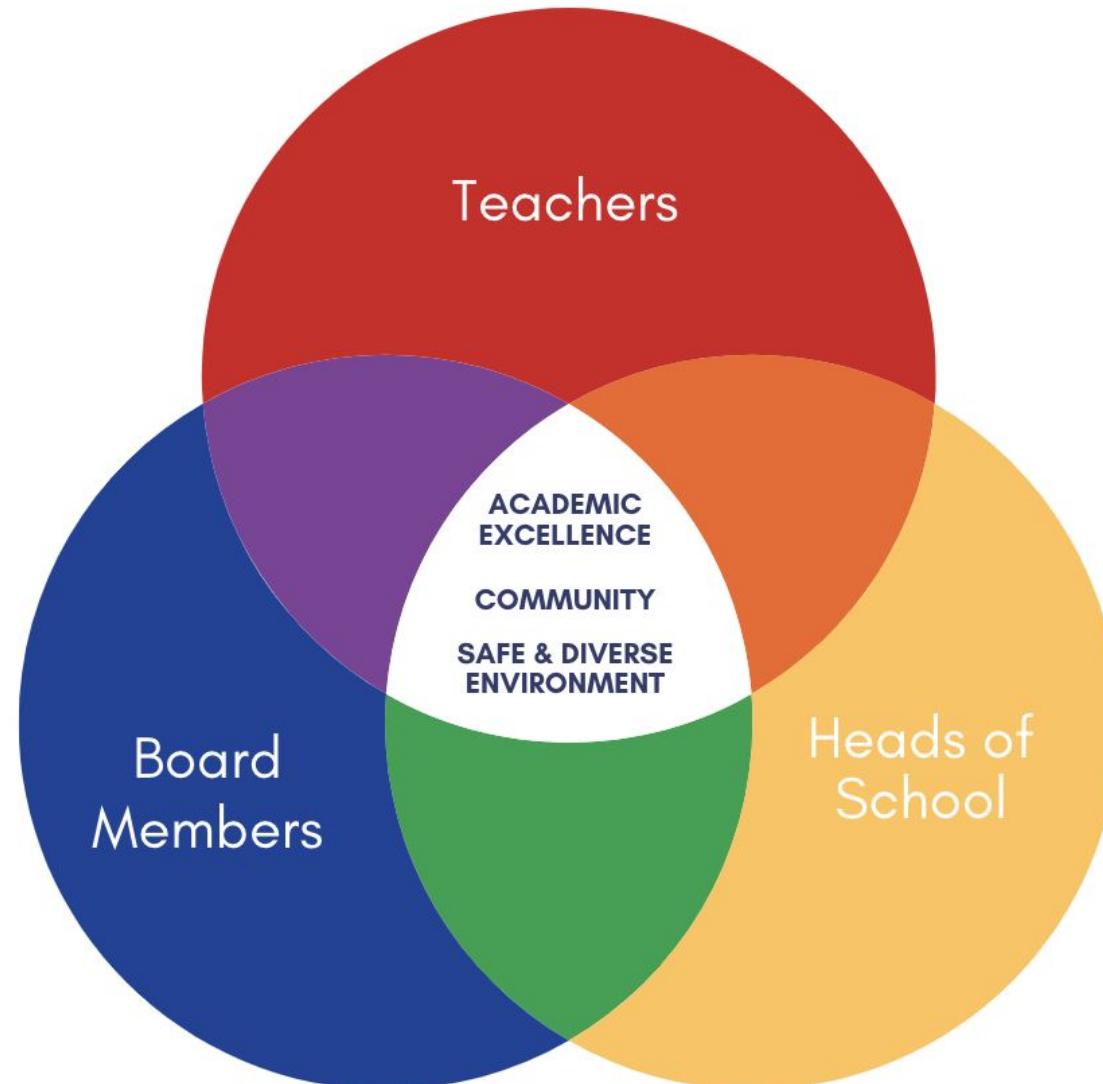
We're here to help you with your professional development as an educator.

# Keywords & Phrases

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Academic excellence	Cultivating student leaders
“Private school education for free”	“Place where families feel welcome, supported, and heard.”
Rigorous curriculum	“Building strong partnerships and relationships” within the community
High test scores	
Innovative	Diverse staff and student body
High level of parent involvement	
“Intellectually Ethical Citizens”	Controversy of past leadership vs. success of current administration
“Character building through academics”	Creating pathways to success
Building student confidence	Outperforming other schools
Value driven	“We’re the school of choice.”
Focus on student success related data	Commitment to equity with a focus on socioeconomic & racial justice
Serving all students	
Focus on teachers	Building a pipeline from school to college to career

# Key Audiences



# Reputation Management

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## FAQs and Responses

### **Does AIMS accept all students?**

AIMS is a tuition-free public school and open to all California students, including English language learners and students who are differently abled.

### **Is AIMS a private school?**

No. AIMS is a tuition-free public school.

### **Does AIMS offer ESL/ELD programs?**

AIMS offers a variety of enriching ELD and special education programs to give all students the support they need. Our on-site specialists are available to work with teachers, families, and students in small groups. We offer ESL classes for parents and families on Saturdays, as well as need-based daily one hour after-school tutoring.

# Reputation Management

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## FAQs and Responses

### **How do you prepare students for college?**

We're proud to offer AIMS College Pathways, an opportunity for our students to earn college credits while in high school. We go one step further by covering the college application and AP exam fees for all students. We strongly believe that finances shouldn't be a barrier for our students. AIMS is celebrating another year of 100% 4-year college and university acceptance.

### **How does AIMS support the mental wellbeing of students?**

We are dedicated to the well-being of our AIMS community. One Friday each month, our High School teachers lead mental health discussions for the entire one hour class period. Our Social-Emotional Counselor is available to support the mental health needs of our K-12 students.

### **How does AIMS support and connect families?**

We are committed to removing barriers that keep students from reaching their full potential, and are proud to provide a free and reduced lunch program to the 71% of our students who qualify. We plan regular events, both virtual and in-person, to unite our community, including pep rallies, family cooking demonstrations, and more. Our dedicated Parent Coordinator is available to support families with any questions or concerns they may have, or to provide suggestions for getting involved.

# Reputation Management

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## FAQs and Responses

### **How does AIMS celebrate diversity and counter racial injustice?**

We are proud to serve a diverse student body that reflects Oakland's communities. On March 16, 2021, the AIMS Board of Directors took the necessary steps to counter Anti- Asian Hate and racial injustice in the classroom by voting on a new Board Resolution, which has been implemented into the AIMS K-12 curriculum. We're dedicated to providing our students with the support and resources to celebrate diversity and counter racial injustice, through education, events, and rallies.

### **What safety measures are in place to protect staff and students from COVID-19 exposure?**

We continue to monitor the COVID-19 situation and are committed to keeping our school community safe and informed. We have welcomed our students back into the classroom hybrid model, following strict State, City, and Country measures, including masks, social distancing, and deep cleansing of school facilities.

# Reputation Management

## Thought leadership articles

### Critical Race Theory Education-Why It Matters

 Maya Woods- Cadiz Aug 24 · 4 min read





# End of Year CBO Letter



Dear <<First Name>> <<Last Name>>,

As our 2021-2022 school year is about to begin, we have never been more proud of, not only our AIMS K-12 community, but our Oakland community as a whole. Together, we have faced the challenges of the COVID-19 pandemic, as well as the social unrest experienced nationwide. We remained united, helping each other and providing much-needed support while staying true to our mission of cultivating a community of diverse learners who achieve academic excellence.

AIMS is a tuition-free public charter school, and is open to all California students, including English language learners and students with disabilities. We're committed to high academic achievement, attendance, and character development. This commitment results in our students being prepared for lifelong success and becoming the leaders of tomorrow. We offer a variety of enriching ELD and special education programs to give all students the support and resources they need. We are committed to removing barriers that keep students from reaching their full potential, and are proud to provide a free and reduced lunch program to the 71% of our students who qualify.



## Paving the Pathway to College

We're proud to offer AIMS College Pathway, an opportunity for our students to earn college credits while in high school. We go one step further by covering the college application and AP exam fees for all students. We strongly believe that finances shouldn't be a barrier for our students when they apply for college. AIMS is celebrating another year of 100% 4-year college and university acceptance.



## Navigating Through COVID-19

Though the pandemic brought unique challenges to each member of the AIMS community, we remained united and committed to making the school year an enriching experience for all. Our families enjoyed virtual events that united the community, including pep rallies,

# Alumni Letter



Dear <Name>,

As we prepare to welcome students back to campus, this year is even more special as we prepare to celebrate our 25th year of existence in the Oakland community. As alumni who played an integral part in us achieving this milestone, we would love to share some highlights from this school year. We have a lot of special activities planned throughout the year and we'd be honored if you could join us to celebrate. **We also would like to invite you to participate in a special social media campaign to honor this milestone (scroll down for more details)!**

## Celebrating Academic Excellence

While our District has gone through several changes throughout the past 25 years, one thing certainly hasn't changed: Our commitment to academic excellence.

We are grateful to celebrate another year of stellar academic achievements. The AIMS District is in the top 12% in Math and top 24% in English Language Arts in Oakland. AIMS Elementary and Middle Schools have been recognized by Innovate Public Schools for closing the achievement gap for low-income African Americans in English Language Arts & Math. We have a 100% completion rate of A-G requirements for African-American and Latinx students, and are proud to serve a diverse student body that reflects Oakland's communities. Our students begin taking AP classes in the 9th grade, setting them up for an enriching and comprehensive academic high school experience.

## Show Your AIMS Pride!

As we enter our 25th year, we would like to invite you to participate in our **25th Anniversary social media campaign**, which will highlight the people who form our wonderful community. We are thrilled to shine the spotlight on our alumni, and hope that you'll consider supporting your alma mater and participating in this exciting campaign.

**To participate, please record a video (1-minute or less), using the following guidelines:**

1. Record your video at eye level in portrait mode (hold the phone vertically)
2. Leave some space between your head and the top of the frame
3. Bottom of the frame should be around the middle of your chest
4. Choose a natural outdoor location that is relatively quiet during the day.
5. Hold the phone with your hand when recording (selfie mode)

Introduce yourself and choose one question you'd like to answer and aim for around **1 minute** in length (please include the question in your response)

A - What is your name?

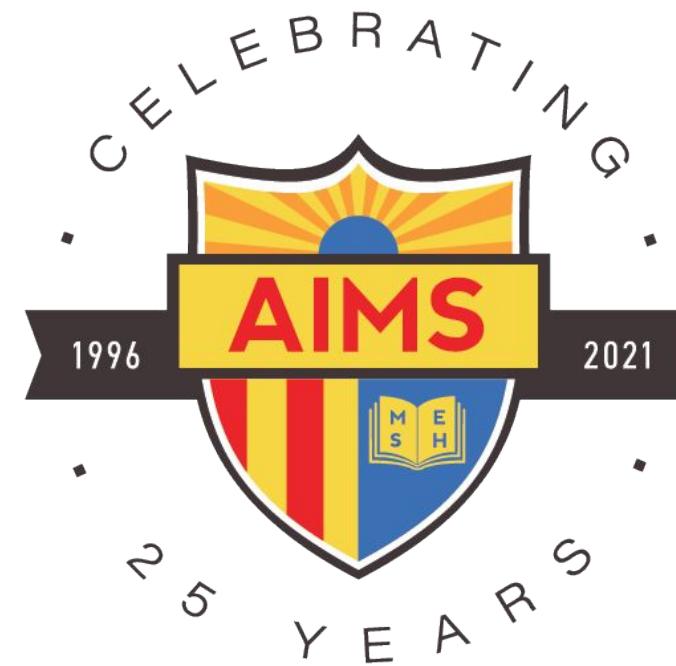
1. What AIMS accomplishment fills you with pride?
2. What sets AIMS apart from other schools in Oakland? What makes it special?
3. What's the best part about being part of the AIMS community?
4. What's one word that you would use to describe AIMS? And Why?

**Feeling (video) camera shy? No problem!** If you would like to participate without recording a video, you can also send us some photos and answer a question of your choice in writing. We would love to see photos from your AIMS days, as well as ones that are more recent.

**Please send your videos and photos to Suzen Chu at [suzen.chu@aims.k12.org](mailto:suzen.chu@aims.k12.org).**

# 25th Anniversary: Logo

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# 25th Anniversary: Outdoor Banner



# 25th Anniversary: Social Media Campaign



# 25th Anniversary: Video (Coming Soon)

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**Objective:** To create a video that celebrates the 25 year legacy of AIMS K12 College Prep Charter schools in Oakland, CA. We want to amplify the story of educational excellence and continued achievement through the years by highlighting the people, successes and newsworthy moments that have occurred throughout these extraordinary years.

**Tone:**

- Upbeat
- Inspirational
- Reflective
- Energetic
- Celebratory

# 25th Anniversary: Video

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**Goal:** Although there have been ups and downs throughout the 25 year trajectory of AIMSK-12 College Prep Charter Schools, this is our opportunity to celebrate, amplify and provide a visual representation of the exceptional history that makes up the AIMS community. Our goal is to create a 3:00-3:30 minute video that honors this history while amplifying the academic and social successes of the institution through a colorful, energetic and inspiring look at moments that reflect the values and credo of AIMS.

# Recommended Next Steps

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- A culminating event in 2021-2022 that will 1. garner media attention, 2. serve as a fundraising type of event and 3. create school spirit among current students, alumni and the Oakland community at large
- Begin a monthly newsletter/blog starting in November that keeps the AIMS community informed on the latest news, profiles, any accolades, etc.
- Increase Social Media presence through consistent postings, student takeovers, etc.

# Thank You!

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An equity-first communications firm.



## Coversheet

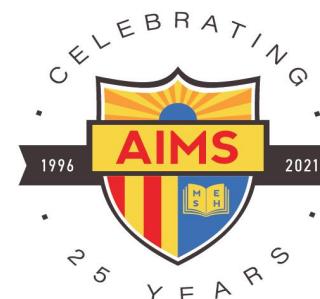
### AIMS K-12 Report

**Section:** II. Non-Action Items  
**Item:** D. AIMS K-12 Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** 21SEP21\_AIMS Schools' Board Report - Elementary School.pdf  
21SEP21\_AIMS Middle School Board Report.pdf  
21SEP21\_AIMS Schools' Board Report - High School.pdf

# AIMS K12 Elementary

## September 2021

Head of School - Christopher Ahmad



# Student Demographics

## School Demographics By Ethnicity:

Asian: 41%

Black: 41%

Hispanic/Latino: 5.9%

Pacific Islander: 0.46%

Filipino: 0.23%

White: 5.2%

Multiple Race: 2.8%

Unclassified: 0.95%

Decline: 1.42%

## School Demographics By Gender:

51% Male

49% Female

# Attendance

Enrollment by Grade:

**K - 60**

**1st - 64**

**2nd - 75**

**3rd - 73**

**4th - 74**

**5th - 74**

ADA Percentage: 96.78%

# LCAP Goals

## Goals On Track For Completion:

Goal 1 - Academics and Curriculum

Goal 2 - Instruction, Development, and Support

## Goals Facing Challenges For Completion:

Goal 3 - Measurement of Data

Goal 4 - School Culture and Climate

# SPSA Goals

## Goals On Track For Completion:

Goal 1 - Academics and Curriculum

Goal 3 - Instruction Development & Support

Goal 4 - Increase rate of students participating in Afterschool Program

## Goals Facing Challenges For Completion:

Goal 2 - Closing the Achievement Gap with High Expectations for All

# Student Academic Performance

Number of Students Receiving Progress Report For Underperformance:

K-2: 8

3-5: 30

# Student Academic Performance

## Students Underperforming By Ethnicity and Gender:

	A	B	C	D	E	F	G	H	I	J	K	L
1	Teacher	Arab	African/African American	Asian	Latino	Female	Male		total			
2												
3	Vang	0	6	9	0	7	8		15			
4												
5	Hinna	1	6	0	1	4	4		8			
6												
7	Chaudhary	1	4	9	1	7	8		15			
8												
9	Sedano	1	7	2	0	7	3		10			
10												
11	Charles	1	3	3	2	2	7		9			
12												
13	Gilmore	1	4	5	0	6	4		10			
14												
15	Jacques	2	3	2	2	5	4		9			
16												
17	Mayers	0	5	4	0	7	2		9			
18												
19	Mai	2	3	7	2	8	6		14			
20												
21	Ha	1	5	3	1	5	5		10			
22												
23	Lee	1	3	1	2	6	1		7			
24												
25	Eller	2	10	4	1	9	8		17			
26												
27	Gardner	0	9	9	1	11	8		19			
28												
29	Hampton	2	2	7	0	6	5		11			
30												
31	Ross/Sharpe	1	13	3	1	10	8		18			
32												
33	Cabrera	1	2	4	1	6	2		8			
34												
35	Stevens	0	2	6	1	4	5		9			
36												
37	Kahn	3	2	2	2	4	5		9			
38												
39												
40												

# Student Academic Performance

Number of Students Performing On Grade Level Or Higher By Grade Level:

Kindergarten: 7 Students

1st Grade: 22 Students

2nd Grade: 31 Students

3rd Grade: 39 Students

4th Grade: 23 Students

5th Grade: 38 Students

# Student Academic Performance

Number of Students Attending Academic Saturday School By Grade or Subject:

3rd Grade - 34

4th Grade - 49

5th Grade - 24

# Pandemic Reporting

Number of Students by Grade Level On Independent Studies:

Kindergarten- 13 Students

1st Grade- 11 Students

2nd Grade- 13 Students

3rd Grade- 12 Students

4th Grade- 13 Students

5th Grade- 7 Students

Number of In-person Students Diagnosed this Month With Covid 19:

0

Number of In-person Staff Diagnosed this Month With Covid 19:

0

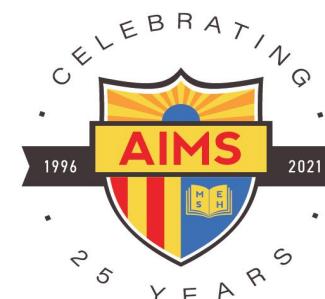
# One Student Or Teacher Success

We just hired a new kindergarten teacher. She is fairly new. Our TSA (Teacher on Special Assignment,) Ms. Vang, offered to help her out by doing the following:

- Help her create a welcome letter to the parents
- Meet with her to lesson plan for the month
- Send behavioral management strategies
- Observe her class and give feedback
- Have the new kindergarten teacher observe her

Way to go Ms. Vang!

# Thank you!



# AIMS Middle School

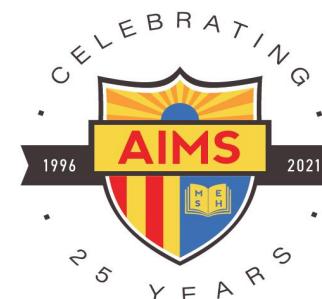
# September 2021

**Head of Schools: Riffat Akram**

**Head of Division: Natalie Glass**

**Dean of Students: Madeleine DeFond**

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# Student Demographics

## School Demographics By Ethnicity and Gender (Male/Female):

	Chinese	Vietnamese	Asian Indian	Laotian:	Cambodian:	Korean:	Other Asian:	Filipino:	Other Pacific Islander:	Hispanic/ Latino	Black or African American	White:	Multiple Races Selected:	Other/ Decline to State:	Unclassified:
Male	92	4	1	1	2	2	21	0	0	26	71	17	7	4	1
Female	53	7	0	0	1	0	12	4	1	27	78	15	5	2	3

	Total:
Male	249
Female	208

# Attendance

From 8/9/21 to 9/17/21

AIMS Middle School

Enrollment by Grade:

6th: 78

7th: 73

8th: 82

ADA Percentage:

95.88%

AIPCS II

Enrollment by Grade:

6th: 87

7th: 75

8th: 58

ADA Percentage:

96.86%

# LCAP Goals

## Goals On Track For Completion:

**Goal 1: Closing Achievement Gaps** - initial assessments are either completed or in progress, ELPAC testing in progress. ELD reclassification for returning students is completed. SAS & After school tutoring has started. ELD TSA & IA are hired.

**Goal 2: School Culture & Climate** - RJ Saturday has started. PBIS program is implemented. First PBIS Event was help on 9/16 for students who earned 40+ PBIS point. SEL assemblies are scheduled for every 3rd week of the month.

**Goal 3/4: Increase College Bound No. Students/Standard Based curriculum and teacher training** - Structured PLCs & PDs for teachers to implement rigorous instruction and curriculum for all students.

**Goals Facing Challenges For Completion:** K-8 SEL counselor vacancy.

# SPSA Goals

*2021-22 SPSA was approved by the SSC & AIMS Board this month.*

**Academics and Curriculum:** 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).

**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.

**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.

**After school Program:** Increase rate of students participating in Afterschool Program.

# Student Academic Performance

Number of Students Receiving Progress Report For Underperformance:

6th Grade- 23 students (13.94%)

7th Grade- 37 students (25%)

8th Grade- 27 students (19.25)

Grades 6 through 8- 87 students (19.77%)

# Student Academic Performance

Students With GPA Below 3.45 By Ethnicity and Gender:

We will have this data available after Semester 1

# Student Academic Performance

Number of Students With a GPA of 3.5 or Higher By Grade Level:

We will have this data available after Semester 1

# Student Academic Performance

Number of Students Attending Academic Saturday School By Grade or Subject:

6th Grade - 23

7th Grade - 37

8th Grade- 27

# Pandemic Reporting

Number of Students by Grade Level On Independent Studies:

Gr. 8 (7)

Gr. 7 (3)

Gr. 6 (3)

Number of In-person Students Diagnosed this Month With Covid 19:

There was 1 student diagnosed with COVID-19 this month.

Number of In-person Staff Diagnosed this Month With Covid 19:

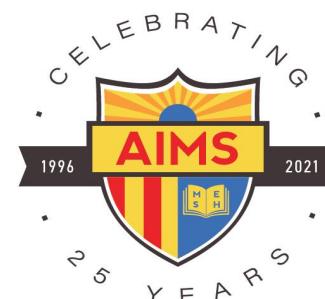
There were no Middle School staff members diagnosed with COVID-19 this month.

# One Student Or Teacher Success

Ms. Bakheit is leading 2021-22 of Techbridge at AIMS Elementary, Middle & High schools. The interest meeting for new students is scheduled for September 22nd.

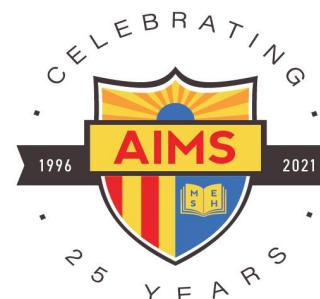
8th Grader Nawf Abuelgasim, of Columbia, is the student liaison representative for Techbridge this year. Last year, she was instrumental in founding the Climate Action Club, and this year, she is helping to lead the Techbridge community. We are exceptionally proud of her as a student leader.

# Thank you!



# AIMS College Prep High School

Maurice Williams,  
Head of School



# Student Demographics

Category	Total	9th		10th		11th		12th	
		Male	Females	Male	Females	Male	Females	Male	Females
<b>Students</b>	449	68	67	49	61	57	35	59	53
Asian	200 (44.54%)	29	28	16	29	30	10	33	25
American Indian / Alaska Native	0	0	0	0	0	0	0	0	0
Native Hawaiian / Pacific Islander	2 (0.4%)	1	0	1	0	0	0	0	0
Black / African American	130 (28.95%)	21	22	13	10	15	17	12	20
White	25 (5.5%)	1	5	3	6	3	2	4	1
Hispanic	81 (18.04%)	11	10	14	15	8	6	10	7
Two or More Races	11 (2.4%)	5	2	2	1	1	0	0	0
Other	0	0	0	0	0	0	0	0	0
<b>Total Male Students</b>	233 (51.89%)								
<b>Total Female Students</b>	216 (48.11%)								

# Attendance

## Enrollment by Grade:

	9th		10th		11th		12th	
Total	Male	Females	Male	Females	Male	Females	Male	Females
449	68	67	49	61	57	35	59	53

## ADA Percentage:

### Month of August

August 11 - August 31 (95.69%)

### Month of September

September 1 - September 15 (96.09%)

# LCAP Goals

## Goals on Track For Completion:

**All LCAP Goals are on track for completion:** The AIMS HS Community may track the status of completion of our LCAP in real time by visiting. <https://tinyurl.com/aimshs-lcap-tracker>

## Goals Facing Challenges For Completion:

- (LCAP Goal 4.14) Public Transportation to Support Vulnerable Student Populations:** Currently working with finance department to establish formal agreement in obtaining discounted Clipper Cards.

# SPSA Goals

**All SPSA Goals Are on Track For Completion, as they are explicitly tied to all Federal Title Dollars.**

Title I \$107,163 - Instructional Aide; Teacher Bonuses and Incentives

Title II \$14,502 - Professional Development

Title III \$4,021 - ELD MOU

Title IV \$10,000 - VPA Expenditures

**Goals Facing Challenges For Completion: N/A**

# Student Academic Performance

## Number of Students Not on Track For A-G Completion:

3 out of 112 Seniors

- All credit deficient students have been enrolled in credit recovery courses since the start of the school year and are required to attend Saturday School

# Student Academic Performance

Students With GPA Between 3.0 - 3.49 By Ethnicity and Gender:

**61 / 306 (19.93%)**

Students With GPA Below 3.0 By Ethnicity and Gender:

**89 / 306 (29.08%)**

Ethnicity	2.99 and Below		3.0 - 3.49 GPA	
	Male	Females	Male	Females
Asian	17	5	12	13
Black / African American	12	12	9	12
White	8	2	0	2
Hispanic	21	10	8	4
Two or More Races	1	0	0	1

# Student Academic Performance

Number of Students With a GPA of 3.5 or Higher By Grade Level:

**156 / 306 (50.98%)**

# Student Academic Performance

Number of Students Attending Academic Saturday School By Grade or Subject:

**9th Grade English 9:** 9 (9th graders)

**ELD:** 2

**Algebra 1:** 5 (9th graders)

**Grade Algebra 2:** 6 (10 graders)

**AP Biology:** 8 (10 graders)

**AP Environmental Science:** 17 (9th graders)

**Tardy / Tardy Truant:** 19 (3 - 9th graders; 7 - 10th graders; 8 - 11th; 1- 12th grader)

# Pandemic Reporting

## **Number of Students by Grade Level on Independent Studies: 8**

5 students - 9th grade  
1 student - 10th grade  
2 students - 11th grade

## **Number of In-person Students Diagnosed this Month With Covid 19: 0**

## **Number of In-person Staff Diagnosed this Month With Covid 19: 0**

# One Student Or Teacher Success



clubstride • Follow  
House Appropriations Committee

clubstride Leaders lead all the time. They turn what is in their heart into an example that others want to follow. Leaders are deliberate about taking responsibility for seeing their vision through to fruition. And that is exactly the type of leader that Guy Hesten Parrish is growing to be. Congratulations Guy, for going above and beyond to support your team and AB-124. We are proud of your commitment and your presentation to the California Senate Appropriations Committee. Help us congratulate Guy Hesten Parrish and his commitment to amplifying youth voice.

#speaker @guyhparrish

3w

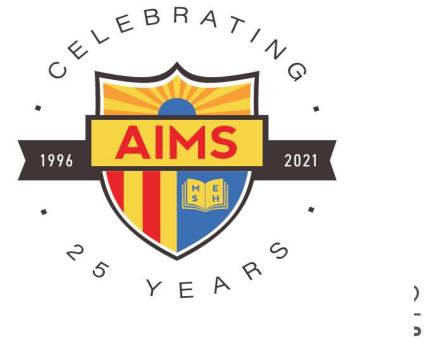
33 likes

AUGUST 23

Add a comment...

**On August 23, AIMS HS Junior Hesten Parrish spoke in favor of California State Assembly Bill 124 (AB 124). AB 124 has been Chaptered into law.**

# Thank you!



## Coversheet

### Operations Report

**Section:** II. Non-Action Items  
**Item:** E. Operations Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** 21SEP21\_Operations Report.pdf

# AIMS K-12 Operations Department

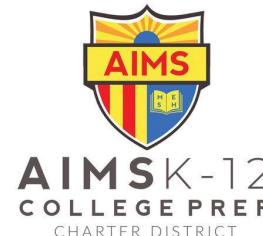
Reporting Period **September 2021**

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Marisol Magana, Operations Director  
Tiffany Tung, Operations Manager

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# Reports

## ***Completed***

- Assisted Head of Schools with completing SPSA for AIMS MS and AIPCS II
- Assisted Head of Schools with completing CA Dashboard Local Indicators for AIMS MS, AIPCS II and AIMS HS
- Submission of school information in InfoCenter for Office of Charters
- Submitted final CNIPS application for 2021-2022 school year

## ***Coming Due***

- ESSER III Plan due for AIMS MS, AIPCS II and AIMS HS
- Fall Enrollment Student Data report for census day
- Assist Head of Schools/ ELD Coordinator with Title III MOU 2021-2022
- Prop-39 Facilities

# Enrollment

## *Recruitment Efforts*

- Facebook

## *Impacted Grades*

- AIMS MS - 6th Grade
- AIPCS II - K, 1st and 8th

## *Grade Openings*

- AIMS MS - 6th Grade - 7 Openings
- AIPCS II
  - K - 7 Openings
  - 1st - 2 openings
  - 8th - 2 openings

# Improvement and Maintenance Projects

School	
<b>AIMS Elementary</b>	Installed phone in classrooms and offices Received additional handwashing sinks
<b>AIMS Middle</b>	Installed phone in classrooms and offices Received additional handwashing sinks
<b>AIMS High School</b>	OUSD completed remodeling the boys bathroom at Lakeview Girls Bathroom will begin on 9/17/21 Installed partial solar shades in all classrooms will be completed by 9/30 for all classrooms and offices

# Lunch Program

<b>School</b>	<b>Number of Lunches Served This Month</b>
<b>AIPCS</b>	1209
<b>AIPCS II</b>	2725
<b>AIMS High School</b>	1247

# Vaccination

We are working on gathering data to determine how many eligible students (12+) have been vaccinated. Once we have that data we will see if we can partner again with ACPHD to do a mobile clinic at our campus. The numbers listed below are from the mobile clinic we had in August.

<b>School</b>	<b>Number of Vaccinations Given</b>
<b>AIMS Elementary</b>	0
<b>AIMS Middle</b>	10
<b>AIMS High School</b>	35

# COVID Testing

We have not administered any COVID-19 test. We are launching testing by next week.

School	Number of Tests Given
AIMS Elementary	0
AIMS Middle	0
AIMS High School	0

# Thank you.



**AIMS K-12**  
COLLEGE PREP  
CHARTER DISTRICT

## Coversheet

### Consent Calendar

**Section:**

III. Action Items

**Item:**

A. Consent Calendar

**Purpose:**

Vote

**Submitted by:****Related Material:**

1.a\_CSU East Student Teacher Experience Agreement.pdf  
1.b\_2021 - 2022 Approved Vendor List.pdf  
1.c\_D&A Contract Extension.pdf  
1.e\_SPSA for AICPS II.pdf  
1.d\_SPSA for AIMS College Prep Middle School.pdf  
1.f\_AIMS New Signage 12th Street Campus 1.pdf



## AIMS Finance Committee Meeting Item Cover Letter

Item:

Presented By:

Staff Recommendation:

Committee Approval:

Total Associated Cost:

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**



## AIMS Board of Directors Meeting Item Cover Letter

Item:

Presented By:

Staff Recommendation:

Committee Approval:

Total Associated Cost:

Included in Budget?

Funding Source:

Over/Under Budget?

Amount Over/Under Budget?

Included in LCAP?

Which LCAP?

## American Indian Model Schools

## 2021-2022 Vendor List

VENDOR	SERVICE TYPE	Payment Source	Billing Cycle	Requirements
Acme Fire Extinguisher Co.	Fire Extinguisher	LCFF-Unrestricted	Point of Service	
Aflac	Health & Welfare	LCFF-Unrestricted	Payroll Deduction	Employee Elected Benefit
Alameda County Property Tax	Operations	LCFF-Unrestricted	Annual Requirement	County Required
Alcal Insurance Co	Insurance	LCFF-Unrestricted	Contract	Insurance Broker
APPLE Inc:	Technology	LCFF-Unrestricted	Contract	
AT&T	Communication	LCFF-Unrestricted	Contract	12th Street Phones
AT&T Wireless	Communication	LCFF-Unrestricted	Contract	12th Street Garage
Bay Area Community Resorce (BACR)	Afterschool	LCFF-Unrestricted/ASES	Contract	Afterschool Program Funded by ASES: State Compliance
Berkshire Hathaway Oak River	Workers Comp	LCFF-Unrestricted	Contract	Workers Comp Program: Compliance
California State Disbursement Unit	Garnishments/CH Supp	LCFF-Unrestricted	Payroll Deduction	
CALPERS:	Retirement	LCFF-Unrestricted	Payroll Deduction	
Capital Prem D&O loan 288122	Directors/Officers Ins	LCFF-Unrestricted	Contract	Directors and Officers Insurance
Charter Schools Association	Dues & Memberships	LCFF-Unrestricted	Annual Payment	Membership for Professional Development
Charter School Management Corp	Back office support	LCFF-Unrestricted	Contract	Back office Support
Clark Pest Control	Routine Repair/Maint	LCFF-Unrestricted	Point of Service	
CLM Group, Inc/ Mealtyme	Lunch Program	Meal Revenue/Federal Reimb	Contract	
Comcast	Communication/Internet	LCFF-Unrestricted	Contract	12th Street Internet
Comcast Business 939756933	Communication/Internet	LCFF-Unrestricted	Contract	12th Street Internet
East West Bank-Mortgage	Housing	LCFF-Unrestricted	Contract	12th Street Housing
EBMUD	Housing	LCFF-Unrestricted	Contract	12th Street Water
Elan Corporate-Credit Cards	Credit Card	EFT -LCFF Unrestricted	Point of Service	
Fire & Security Alarm Company	Alarm Services	LCFF-Unrestricted	Contract	
Franchise Tax Board	Operations	LCFF-Unrestricted	Point of Service	As Billed
Great American Insurance Co.	Property/Liability	LCFF-Unrestricted	Contract	Property & Liability Insurance
Kaiser Permanente	Health & Welfare	EFT -LCFF Unrestricted	Contract	Employee Health Benefits
Meal-Time	Back office Support - Food Srv	Meal Revenue/Federal Reimb		
MRC	Copier Leases	LCFF-Unrestricted	Contract	
National Payment Center(Us Dept of Ed)	Federal Finance Requests	EFT -LCFF Unrestricted	Point of Service	As Billed
Nob Hill Catering Inc	Lunch Program	Meal Revenue/Federal Reimb	Contract	
OUSD-Rent Lakeview only	Housing	LCFF-Unrestricted	Contract	Prop 39 MOU with OUSD
Paramount Elevator	Routine Repair/Maint	LCFF-Unrestricted	Contract	Routine Repair Maint
PAYBRIDGE-INVOICE	Payroll Processing	LCFF-Unrestricted	Contract	12th Street Payroll Processing
PAYROLL TAX-PAYBRIDGE	Payroll Processing	LCFF-Unrestricted	Contract	12th Street Payroll Processing
PG & E	Electricity and Gas	LCFF-Unrestricted	Contract	12th Street Energy
Regional Employee Benefits Council	Health & Welfare	LCFF-Unrestricted	Payroll Deduction	Health and Welfare Broker
Rojas Janitorial Service	Cleaning Services	LCFF-Unrestricted	Point of Service	
School Food Solutions	Back office Support - Food Srv	LCFF-Unrestricted	Contract	
Staples Advantage	School Supplies	LCFF-Unrestricted	Point of Service	Office and School Supplies
State Board of Equalizations	State Taxes	LCFF-Unrestricted	Point of Service	As Billed
TEC Lease:	Transportation	LCFF-Unrestricted	Contract	Van Lease
US Bank Equipmnt Finance	Copier Leases	LCFF-Unrestricted	Contract	
Verizon Wireless (Manual Checks)	Communication	LCFF-Unrestricted	Contract	Internet/Office and Cell Phone
Verizon Wireless (Auto Deductions)	Communication	LCFF-Unrestricted	Contract	Internet/Office and Cell Phone
VSP Vision Insurance	Health & Welfare	EFT -LCFF - Unrestricted	Payroll Deduction	Employee Health and Welfare Insurance
Fide Bailey (Formerly VTD)	Audit Services	LCFF-Unrestricted	Contract	Auditing Services
Waste Management	Routine Repair/Maint	LCFF-Unrestricted	Contract	12th Street Garbage
Xerox Corporation	Copier Leases	LCFF-Unrestricted	Contract	
Xerox Financial Services	Copier Leases	LCFF-Unrestricted	Contract	Copier Leases Program
YMC	Legal	LCFF-Unrestricted	Point of Service	12th Street Water
Young, Minney & Corp , LLP	Legal Services	LCFF-Unrestricted	Point of Service	



## AIMS Board of Directors Meeting Item Cover Letter

Item:

Presented By:

Staff Recommendation:

Committee Approval:

Total Associated Cost:

Included in Budget?

Funding Source:

Over/Under Budget?

Amount Over/Under Budget?

Included in LCAP?

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

Professional Services Agreement Page 1 of 7 **10-1-21**

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.

D&A-AIMS Professional Services Agreement Page 2 of 7 **10-1-21**

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 indemnify 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

D&A-AIMS Professional Services Agreement Page 3 of 7 **10-1-21**

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**

D&A-AIMS Professional Services Agreement Page 4 of 7 **10-1-21**

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

D&A-AIMS Professional Services Agreement Page 5 of 7 **10-1-21**

## **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. Contractor 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

D&A-AIMS Professional Services Agreement Page 6 of 7 **10-1-21**

**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: \_\_\_\_\_

D&A-AIMS Professional Services Agreement Page 7 of 7 **10-1-21**



## AIMS Board of Directors Meeting Item Cover Letter

Item:

Presented By:

Staff Recommendation:

Committee Approval:

Total Associated Cost:

Included in Budget?

Funding Source:

Over/Under Budget?

Amount Over/Under Budget?

Included in LCAP?

Which 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)

School Plan for Student Achievement| Page 2 of 9

**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](mailto: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](mailto: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](mailto:SISO@cde.ca.gov).

## Purpose and Description

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

### Purpose

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

### Description

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

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and School Plan for Student Achievement Instructions| Page 2 of 6

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

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

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

*[When completing this section for CSI, the LEA shall 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 School Plan for Student Achievement Instructions| Page 4 of 6

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](mailto: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/fq/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/fq/fo/af/>

Developed by the California Department of Education, January 2019



## AIMS Board of Directors Meeting Item Cover Letter

Item:

Presented By:

Staff Recommendation:

Committee Approval:

Total Associated Cost:

Included in Budget?

Funding Source:

Over/Under Budget?

Amount Over/Under Budget?

Included in LCAP?

Which 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](mailto: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](mailto: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](mailto:SISO@cde.ca.gov).

## Purpose and Description

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

### Purpose

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

### Description

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

### Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and School Plan for Student Achievement| Page 2 of 4

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 School Plan for Student Achievement| Page 4 of 4

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](mailto: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/fq/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/fq/fo/af/>

Developed by the California Department of Education, January 2019



## AIMS Board of Directors Meeting Item Cover Letter

Item:

Presented By:

Staff Recommendation:

Committee Approval:

Total Associated Cost:

Included in Budget?

Funding Source:

Over/Under Budget?

Amount Over/Under Budget?

Included in LCAP?

Which LCAP?



# PROPOSAL

200097-04

Date: 09/10/2021

10/10/2021

Expires: 10/10/2021  
Numbers: 300087 03

Drawing Numbers: 200097-03

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.

**Manufacturer:** \$9,537.41  
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.

<b>Manufacturer:</b>	\$8,065.47
A. <b>Option 2.</b> (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.	

**Manufacturer:** \$1,222.54  
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.

**Install:** \$3,845.65

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.

## **Salesperson: Erik Karlsrud**

Buyer \_\_\_\_\_ Seller \_\_\_\_\_



# PROPOSAL

200097-04

09/10/2021

10/10/2021

Drawing Numbers: 200097-03

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 repossession 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 \_\_\_\_\_



# PROPOSAL

200097-04

09/10/2021

Expires: 10/10/2021

Drawing Numbers: 200097-03

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 the mediation hearing may be introduced in the course of the arbitration, but will not be admissible as evidence.

## Salesperson: Erik Karlsrud

Buyer \_\_\_\_\_ Seller \_\_\_\_\_



# PROPOSAL

200097-04

Date: 09/10/2021

10/10/2021

Expires: 10/10/2021

Drawing Numbers: 200097-03

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

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

**Contact:** Tiffany Tung 510 893 8701 tiffany.tung@aims.k12.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

## Seller's Acceptance



171 12th St / Oakland, CA 94607



**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



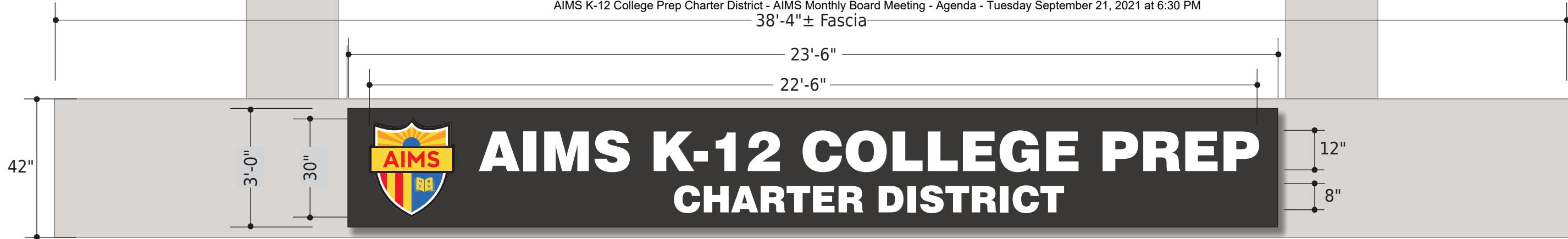
California Sign Association

BBB

ISA

Sheet No.

**1.0**

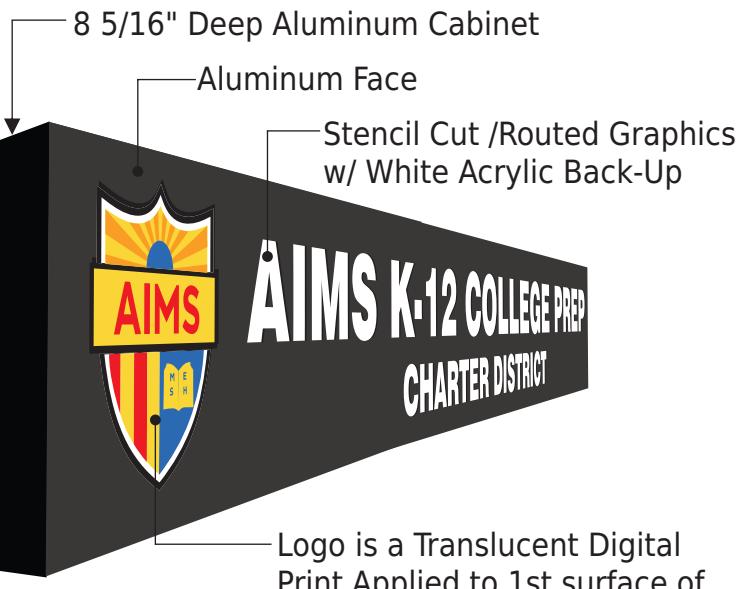


# AIMS K-12 COLLEGE PREP CHARTER DISTRICT

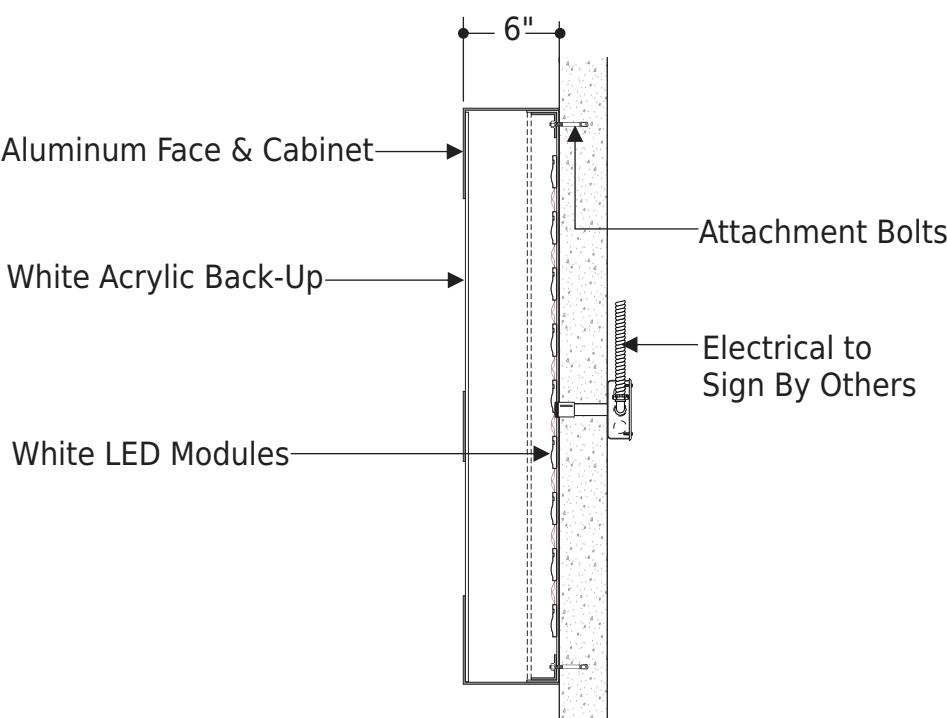
**Option 1**

**A Aluminum Cabinet & Face - Flush Mounted on Fascia**

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



Logo is a Translucent Digital Print Applied to 1st surface of White Acrylic Back-up



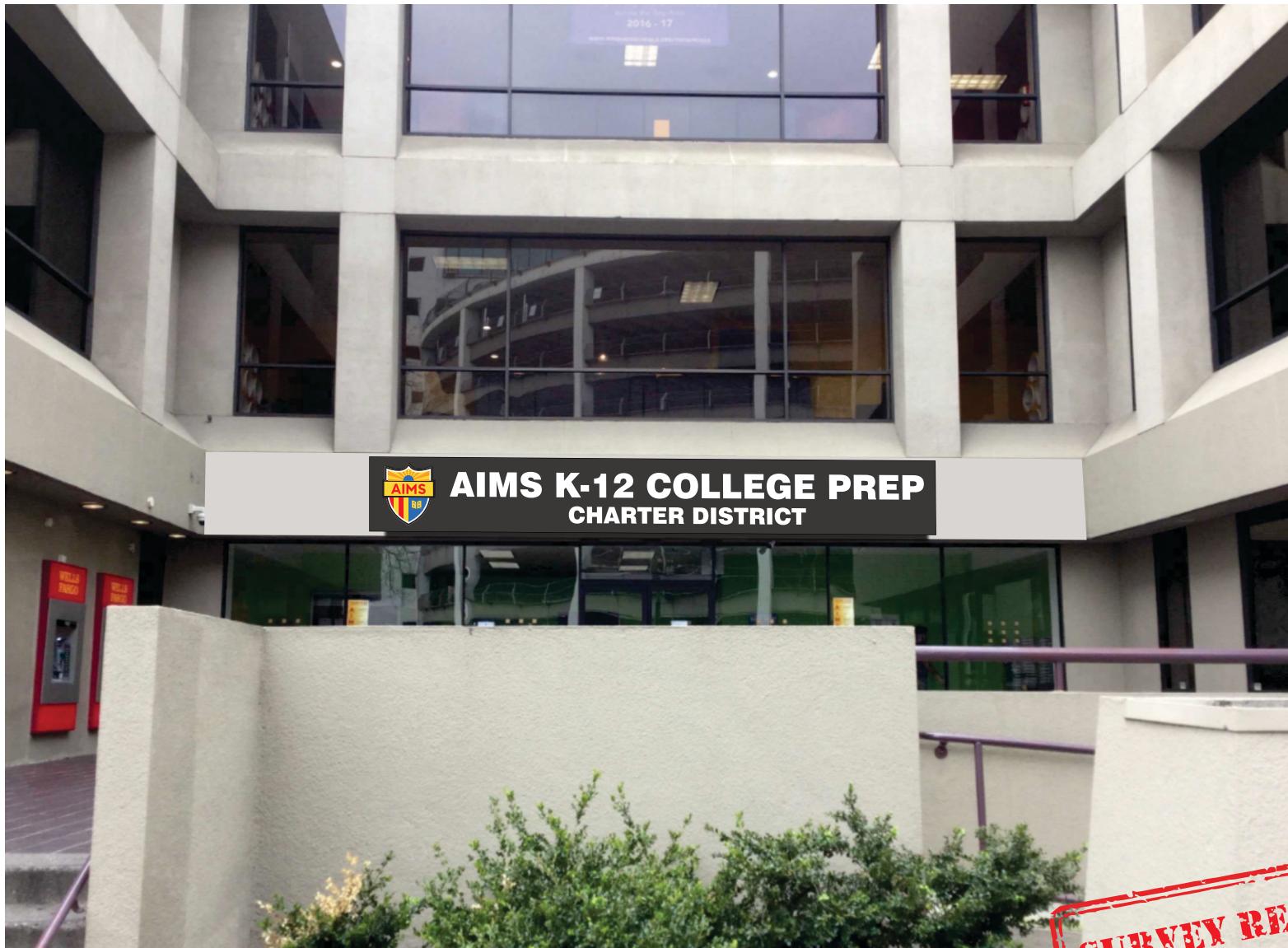
Aluminum Face & Cabinet

White Acrylic Back-Up

White LED Modules

Attachment Bolts

Electrical to Sign By Others



Proposed New Letters on Fascia

**SURVEY REQUIRED**

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.



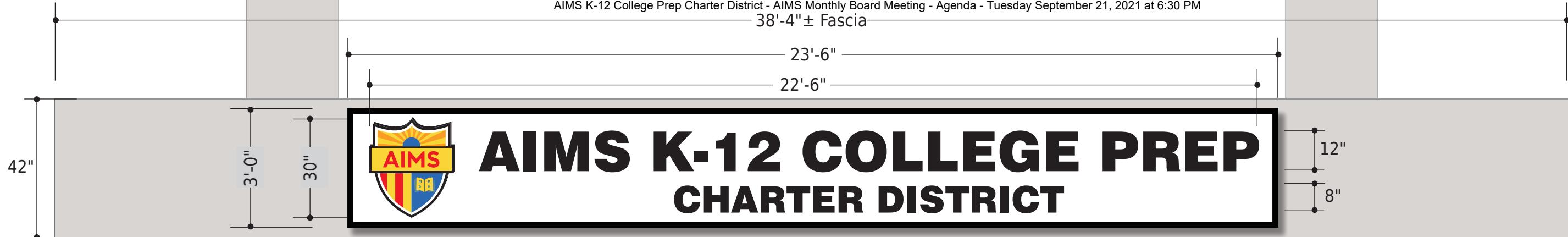
All Signs to be  
Title 24  
Compliant

**WSA** World Sign  
Associates **SA** California Sign Association



Sheet No.

**1.0**



**Option 2**

**A Aluminum Cabinet - Flush Mounted on Fascia**

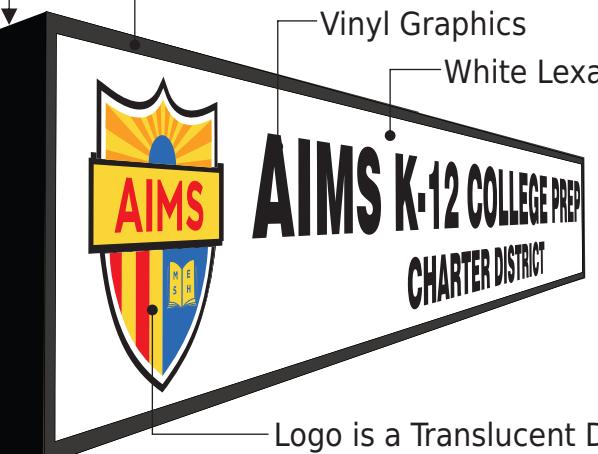
Scale: 3/8"=1'-0"

8 5/16" Deep Aluminum Cabinet

Aluminum Retainers

Vinyl Graphics

White Lexan Face



Logo is a Translucent Digital Print Applied to 1st surface of White Acrylic Back-Up

- 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**

Project ID  
**200097-03**

Date: January 6, 2020

Sales: Eric Karlrud

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  Other171 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.

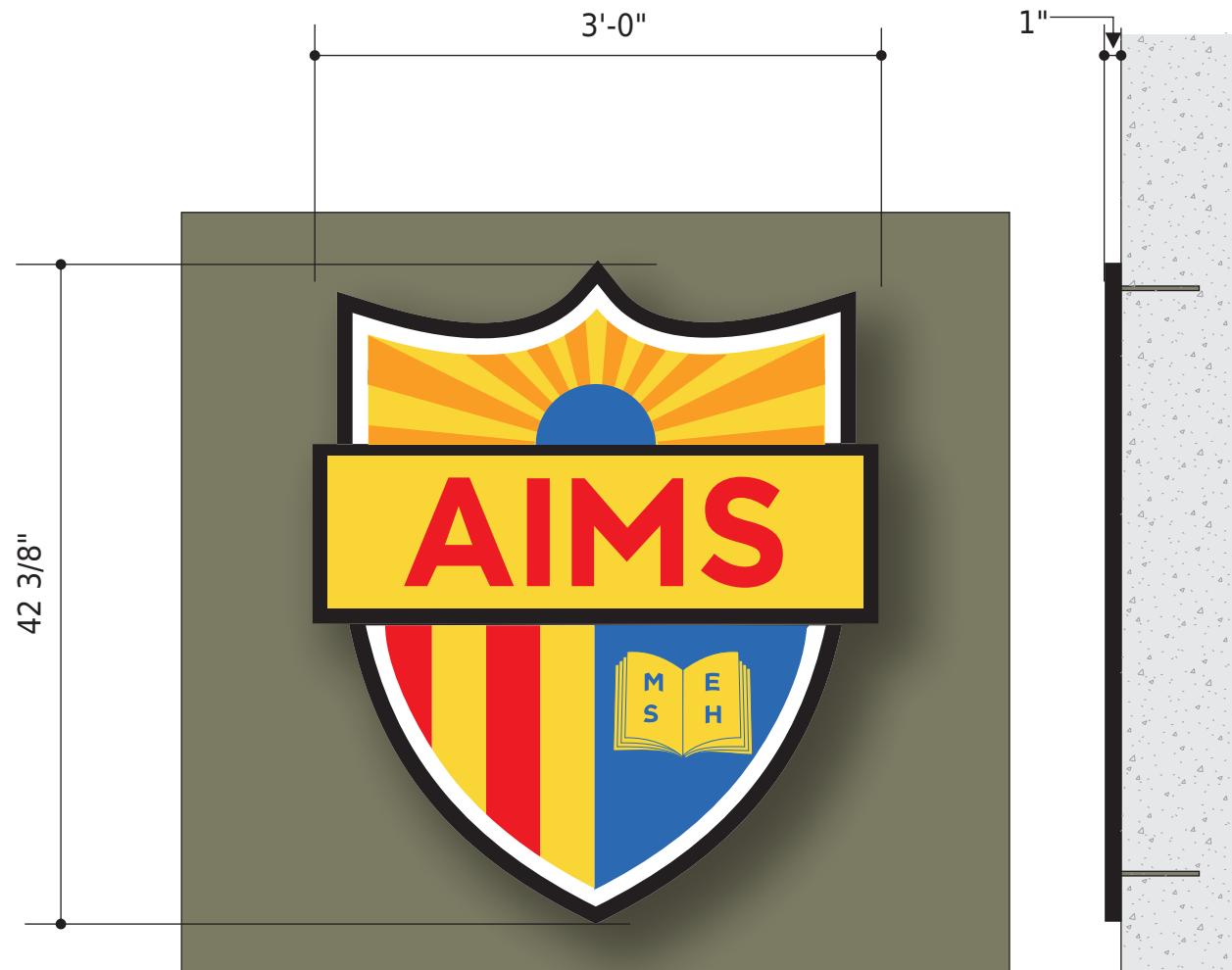
This sign is intended to be installed in accordance with the requirements of Article 600 of the National Electrical Code and other applicable codes. This includes proper grounding and bonding of the sign.

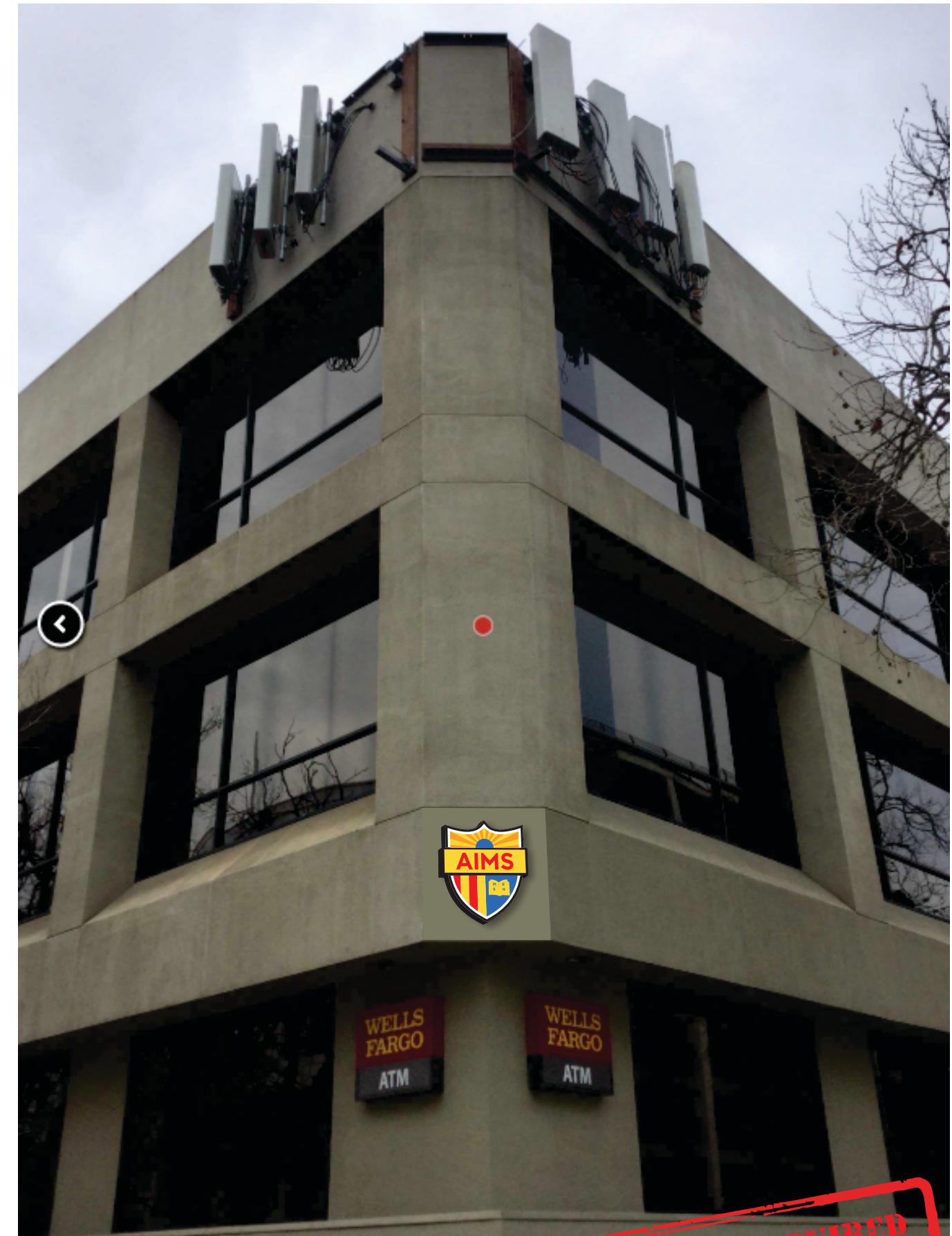

 All Signs to be  
Title 24  
Compliant

 World Sign  
Associates


CaliforniaSignAssociation

Sheet No.

**2.0**
**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

## Coversheet

### Bamboo HR Proposal

<b>Section:</b>	III. Action Items
<b>Item:</b>	B. Bamboo HR Proposal
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	III.B_Bamboo HR Proposal Cover Letter.pdf III.B_BambooHR-Quote-AIMSk12.org.pdf



## AIMS Board of Directors Meeting Item Cover Letter

Item:

Presented By:

Staff Recommendation:

Committee Approval:

Total Associated Cost:

Included in Budget?

Funding Source:

Over/Under Budget?

Amount Over/Under Budget?

Included in LCAP?

Which LCAP?



FROM  
Zach Janiec  
BambooHR  
[zjaniec@bamboohr.com](mailto:zjaniec@bamboohr.com)  
[www.bamboohr.com](http://www.bamboohr.com)

PREPARED FOR  
Maya Woods-Cadiz  
AIMSk12.org  
[maya.woods-cadiz@aims12.org](mailto:maya.woods-cadiz@aims12.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
<b>Total List</b>				<b>\$ 2,115.00</b>
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)
<b>Net Software Monthly Total</b>				<b>\$ 1,499.40</b>

## Services

Service	Quantity	Total Price(USD)
HRIS Implementation	1	\$ 2,563.17
<b>Total List</b>		<b>\$ 2,563.17</b>
<b>Net Services</b>		<b>\$ 2,563.17</b>

\*Applicable sales tax may be added

Pricing is Per Employee Per Month (PEPM)

Month-to-month | No long-term contracts

## Due at Activation

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

## 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.



## Coversheet

### HR Personnel Report

<b>Section:</b>	III. Action Items
<b>Item:</b>	C. HR Personnel Report
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	III.C_Personnel Report Cover letter.pdf III.C_Personnel Report 2021-22.pdf



## AIMS Board of Directors Meeting Item Cover Letter

Item:

Presented By:

Staff Recommendation:

Committee Approval:

Total Associated Cost:

Included in Budget?

Funding Source:

Over/Under Budget?

Amount Over/Under Budget?

Included in LCAP?

Which LCAP?

## AIMS 2021-2022 Contract Report

## Part 1

Site	Recipient	Position	Salary
30	Ana Barraza	Teacher	\$ 59,029.00
30	Colleen Turner	Teacher	\$ 64,807.00
30	Fenglin Wu	Teacher	\$ 67,494.00
30	Frank Forte	Teacher	\$ 62,905.00
30	Makaylah Wright-Proctor (Worley)	Administrative Assistant II	\$ 57,322.00
30	Mishaelle Hammer	Teacher on Special Assignment	\$ 73,052.32
30	Michael Esola	Teacher	\$ 61,976.00
30	Najwa Sabrie	Teacher	\$ 61,285.00
30	Naomi Yemane	IA I	\$ 28,700.00
30	Rebecca Gustafson-O'Hare (SPENCER)	Teacher	\$ 66,496.00
30	William Minh	Teacher	\$ 61,060.00
30	Zubida Bakheit	Teacher	\$ 59,029.00
Site	Recipient	Position	
20	Ahmad Moghadam	IA II	\$ 43,615.00
20	Alejandra Sedano	Teacher	\$ 59,029.00
20	Axia Vang	Teacher	\$ 61,060.00
20	Bianca Tyson	IA II	\$ 43,615.00
20	Brandon Phu	IA III	\$ 50,082.00
20	Bria Wilson	Clerk III	\$ 34,812.72
20	Brian Cabrera	Teacher	\$ 62,651.00
20	Brielle Washington	IA III	\$ 51,595.86
20	Carlos Rodriguez	Administrative Assistant III	\$ 58,207.71
20	Cassandra Stevens	Teacher	\$ 61,060.00
20	Charlton Sharpe	Teacher	\$ 62,905.00
20	Claire Gilmore	Teacher	\$ 59,029.00
20	Hayden Eller	Teacher	\$ 58,156.00
20	Irene Vega	Teacher	\$ 51,595.00
20	Jamelle Jacques	Teacher	\$ 64,545.00
20	Jason Whiteman	IA III	\$ 39,473.00
20	Justin Shelmire	Administrative Assistant III	\$ 58,207.71
20	Kevin Ma	Clerk III	\$ 33,292.00
20	Latasha Ross	Teacher	\$ 59,315.00
30	Eric Lee	Teacher	\$ 57,298.00
20	Melanie Brewster	Clerk IA I	\$ 28,700.00
20	Melissa Ha	Teacher	\$ 57,298.00
20	Michelle Kearney	Teacher	\$ 60,158.00
20	Mikayla Ewing	Clerk II/IA I	\$ 28,700.00
20	Myja Gardner	Teacher	\$ 67,767.00
20	Rachael Kahn	Teacher	\$ 57,298.00
20	Sandra Chaudhary	Teacher	\$ 63,849.00
20	Stephanie Gaston	Teacher	\$ 59,315.00
20	Taylor Moxon	Teacher	\$ 59,315.00
20	Minh, William	Teacher	\$ 61,060.00
20	Yuan Mai	IA II	\$ 43,615.00
Site	Recipient	Position	Salary
40	Chimalpahin Arce	Teacher	\$ 63,849.00
40	Christian LaForge	Teacher	\$ 63,849.00
40	Daphne Ruff	Teacher	\$ 64,807.00
40	Evelin Palacios	College Counselor	\$ 69,845.00
40	Issam Girgis	IA III	\$ 52,369.80
40	Jakleen Saleb	Teacher	\$ 61,060.00
40	Jasmine Raines	Student Education Coordinator	\$ 70,909.09
40	John Leary	Teacher	\$ 59,029.00
40	Julia Li	Head of Division	\$ 99,339.45
40	Julia Thomsen	Teacher	\$ 61,976.00
40	Jumari Callaway	Teacher	\$ 58,156.00
40	Ligia Gonzalez	Teacher	\$ 59,029.00
40	Matthew Gordon	College and Career Coordinator	\$ 74,148.10
40	Norman Abshear	Teacher	\$ 61,726.00
40	Omar Murillo Barrios	IA II - Spanish I, II / Alg II	\$ 44,269.23
40	Sunny Diaz	Teacher	\$ 67,767.00
40	Vinson Ma	Administrative Assistant III	\$ 55,640.27
40	Ziyi Zhang	Administrative Assistant II	\$ 56,474.66
Site	Recipient	Position	Salary
30	Natalie Glass	Head of Division	\$ 95,000.00
30	Riffat Akram	Head of School	\$ 113,275.00
20	Christopher Ahmad	Head of School	\$ 118,475.88
20	Maryetta Golden	Head of Division	\$ 97,871.36
40	Maurice Williams	Head of School	\$ 118,475.88
10	Alem Takesa	Clerk I	\$ 26,109.54
10	Anthony Castellano	Counselor	\$ 78,425.88
10	Ching Wah Chu (Suzen)	Marketing and Communications Coordinator	\$ 71,972.73
10	Christina Jordan	Finance Manager	\$ 106,769.76
10	Ezequiel Lopez (Zeke)	Director of Human Resources	\$ 107,016.80
10	Jie Huang	Coordinator of Business Services	\$ 72,083.30
10	Jimmy Quach	Coordinator of Business Services	\$ 71,018.03
10	Joseph Aldana	HR Administrative Assistant	\$ 50,744.93
10	Kellie Minor	Executive Secretary	\$ 65,000.00
10	Marisol Magana	Director of Operations	\$ 100,829.54
10	Mayra Contreras	Administrative Assistant II	\$ 58,181.83
10	Tiffany Tung	Operations Manager	\$ 97,871.38
10	Vanessa Oden	Community Liaison	\$ 71,972.73

## Coversheet

### California School Dashboard Local Indicators 2021 -2022

**Section:**

III. Action Items

**Item:**

D. California School Dashboard Local Indicators 2021 -2022

**Purpose:**

Vote

**Submitted by:****Related Material:**

[III.D\\_California School Dashboard Local Indicators 2021 - 2022 Coverletter.pdf](#)

[III.D\\_California Dashboard Local Indicators 2021 - 2022.pdf](#)



## AIMS Board of Directors Meeting Item Cover Letter

Item:

Presented By:

Staff Recommendation:

Committee Approval:

Total Associated Cost:

Included in Budget?

Funding Source:

Over/Under Budget?

Amount Over/Under Budget?

Included in LCAP?

Which LCAP?

# California School Dashboard Local Indicators 2020-2021



Christopher Ahmad, Head of School (K-5th)

Riffat Akram, Head of Schools (6th - 8th)

Maurice Williams, Head of School (9th - 12th)



# CA Dashboard

## What Is the California School Dashboard?

The California School Dashboard (or the Dashboard) is an online tool that shows parents and communities how schools and districts are performing on test scores, graduation rates, and other measures of student success. These multiple measures of success reflect California's new accountability system, which is based on the ten priority areas of the Local Control Funding Formula (LCFF) available at <http://www.cde.ca.gov/fg/aa/lc/lcffoverview.asp>.

# Local Indicators

Local indicators are a part of a seamless accountability system that:

- Reflects the emphasis on 'local control'
- Enables LEAs to measure its progress using local data
- Provides valuable information necessary for stakeholders to engage in meaningful engagement with a holistic understanding of local successes and challenges
- Informs the Local Control and Accountability Plan (LCAP) planning process

# Local Indicators

## Priority 1:

- **Basic Services and Conditions**

- Teacher misassignment

- Student access to instructional material

- Conditions of school facilities

## Priority 2:

- Implementation of State Academic Standards

## Priority 3:

- Parent Engagement

## Priority 6:

- School Climate

## Priority 7:

- Access to a Broad Course of Study

# AIMS MS - Priority 1

## Priority 1 - Basic Services and Conditions: Met

- Teacher misassignment - 25%
- Student access to instructional material - 100%
- Conditions of school facilities - Good

Teacher credentialing continues to be a priority. Several teachers who are in need of clearing their preliminary credential participated in the induction program, a cost for which the school pays.

During the distance learning due to pandemic, we ensure all of our students have access to standards-aligned instructional materials including technology devices and internet access for use at home.

During reopening, CDE guidelines were followed for safe in-person learning. Students are placed in stable cohorts, facilities are checked, sanitized and maintained throughout the day . The school created a partnership with an on-site janitorial company to provide additional daily cleaning, sanitization and maintenance services. This provides students a COVID-19 safe, healthy and inviting learning environment where they are protected from physical and emotional harm and is essential to the mission of our schools. Safe schools are not just places with advanced security procedures. They are also places that help students develop and that allow them to succeed even in difficult circumstances. We believe safe schools encourage healthy behaviors that help students learn about fitness, nutrition, and healthy choices.

# AIMS MS - Priority 2

## Priority 2 - Implementation of State Academic Standards: Met

The district conducted several needs assessments in order to determine the most appropriate strategies for distance learning. Teachers were provided with additional technology resources and internet access to implement the Academic Standards in virtual settings. Teachers were provided professional development required for implementation of State Academic standards in distance learning settings.

The district conducted several needs assessments in order to determine proper ELA curriculum and teacher training required to build vertical alignment between K-12; the ultimate goal is college-readiness. Schools determined a need for more higher order thinking materials to support a college-ready literacy program. Teachers began to receive training on building higher order thinking literacy protocols to build upon a robust reading comprehension program.

The district conducted additional needs assessments in order to determine better ways to utilize the existing HMH Go Math curriculum. Teachers required additional training in emphasizing Common Core approaches to math in order to supplement the curriculum effectively. Teachers received this training. Professional development towards Next Generation Science Standards implementation began with help from Lawrence Hall of Science. Students were also able to use science kits from Foss Science for a more hands-on experience. Teachers began familiarizing themselves with DBQ for Social Science. Mandarin and Spanish were both offered for students in the middle school.

In addition, the school applied for Measure G1 which allow students to be provided innovative courses that cover visual and performing arts. We envision a program that will offer a unique combination of rigorous curriculum and artistic immersion.

# AIMS MS - Priority 3

## Priority 3 - Parent Engagement: Met Building Relationships

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. \*

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

**School's Answer: 4 - Full Implementation**

2. Rate the LEA's progress in creating welcoming environments for all families in the community. \*

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

**School's Answer: 5 - Full Implementation and Sustainability**

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

**School's Answer: 4 - Full Implementation**

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. \*

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

**School's Answer: 4 - Full Implementation**

# AIMS MS - Priority 3

## Building Partnerships for Student Outcomes

### **5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

**School's Answer: 4 - Full Implementation**

### **6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

**School's Answer: 5 - Full Implementation and sustainability**

### **7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

**School's Answer: 5 - Full implementation and Sustainability**

### **8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

**School's Answer: 5 - Full implementation and Sustainability**

# AIMS MS - Priority 3

## Seeking Input for Decision Making

### **9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.\***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

**School's Answer: 3 - Initial Implementation**

### **10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.\***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

**School's Answer: 3 - Initial Implementation**

### **11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.\***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

**School's Answer: 3 - Initial Implementation**

### **12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.\***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

**School's Answer: 3 - Initial Implementation**

# AIMS MS - Priority 6

## Priority 6 - School Climate: Met

We conducted an annual survey to get results on school climate. The survey was given to 6th-8th families. Below are the results for families.

### Family Survey (Strongly agree or agree responses)

- 1: At school my child is able to do his/her work without worrying about his/her physical or emotional safety. 92.3%**
- 2: This school has a supportive learning environment for my child. 98.0%**

Providing students a healthy and inviting learning environment where they are protected from physical and emotional harm is essential to the mission of our schools. Safe schools are not just places with advanced security procedures. They are also places that help students develop that allow them to succeed even in difficult circumstances. Safe schools encourage healthy behaviors that help students learn about fitness, nutrition, and healthy choices.

# AIMS MS- Priority 7

## Priority 7- Access to a Broad Course of Study: Met

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

At AIMS MS, all students were enrolled in the following courses:

- English Language Arts
- Mathematics
- Social Studies
- Science
- Physical Education
- World Languages Courses (Mandarin/Spanish)
- Visual & Performing Art courses (Art/Graphic Design/Music)

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

During the 2020-21 academic school year, all Middle School students were enrolled in the following courses both in distance & hybrid learning settings. :

- English Language Arts
- Mathematics
- Social Studies
- Science
- Physical Education
- World Languages Courses (Mandarin/Spanish)
- Visual & Performing Art courses (Art/Graphic Design/Music)
- 

This is ensured by enrollment as well as consistent progress monitoring. Students who required additional support in core subjects, through pull-out support (in stable cohorts and/or zoom breakout rooms), received services from instructional aids. Students with exceptional needs, as mandated by their IEP or 504, will still have access to general education classrooms based on standard compliance with IEPs. Additionally, students who are English learners either received push-in and/or pull-out services so that they could access coursework in the general education classroom. Newcomer ELs have designated ELD class.

# AIMS MS- Priority 7

## Priority 7- Access to a Broad Course of Study: Met

**3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.**

During the 2020-21 academic school year, there were several unprecedented challenges due to Covid-19 pandemic that prevented a greater access to a broad course of study for all students, particularly as it pertained to implementing the instructions virtually via zoom and the online platforms. Students as well as teachers have difficulties with slow internet connections at time, power outage and issues with online platforms that we used.

**4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?**

During the 2020-21 school year, Covid-19 pandemic forced us to make several changes throughout the year. At the beginning of the school year, we were in 100% distance learning, that required us to modify our master schedules, intervention support plans as well as implementation of Physical Education and Visual & Performing Art courses. Our teachers has to add additional focus on Students' social emotional well being. Then towards the end of the school year, we reopened school and turned into hybrid learning. Shifting to hybrid learning required us another phase of changes in master schedules, intervention support plans, students safety for in-person learning. We also have resistance from teachers to return to work from school. Some teachers did not return and we faced shortage of teachers and staff.

# AIPCS II (AIMS ES)- Priority 1

## Priority 1 - Basic Services and Conditions: Met

- Teacher misassignment - 33.00%
- Student access to instructional material - 100%
- Conditions of school facilities - Good.

Teacher credentialing continues to be a priority. Several teachers who are in need of clearing their preliminary credential participated in the induction program from the Sacramento County Office of Education, a cost for which our school pays.

We ensure all of our students have access to standards-aligned instructional materials for use at home and school. For the first time ever, we entered into a hybrid model because of the global pandemic. We were able to make sure that students who were learning virtually were able to get the same access to the curriculum as those who were in school. We were able to take our main ELA and math textbooks/curriculum and purchase the digital version of them. We also had books and material distribution days. Students would come at different times of the year and collect the books and supplies they needed for the upcoming year. 100% of our students had full access to all of the materials whether they were virtual or in person.

Facilities are checked and maintained throughout the year. The school created a partnership with an onsite janitorial company to provide daily cleaning and maintenance services. This provided students with a healthy and inviting learning environment where they were protected from physical and emotional harm and is essential to the mission of our schools. Safe schools are not just places with advanced security procedures. They are also places that help students develop and that allow them to succeed even in difficult circumstances. We believe safe schools encourage healthy behaviors that help students learn about fitness, nutrition, and healthy choices.

With the Pandemic, we had to take extra precautions cleaning and thorough disinfecting of the classrooms and building. Classrooms were disinfected with a professional-grade defogger machine each night. Desks, office tables, and lunch tables were disinfected after each use. Extra time went into wiping door handles, cleaning elevators, and maintaining a clean building. New desks were purchased to maintain correct social distancing as well. Overall, a lot of time and effort went into the cleaning, maintenance, and disinfecting of the building.

# AIPCS II (AIMS ES)- Priority 2

## Priority 2 - Implementation of State Academic Standards: Met

Our school made several purchases of new curriculum that were all aligned to the California Common Core State Standards, NGSS Science Standards, as well as the Social Studies standards. This curriculum provided teachers with a thorough pacing guide to make sure all of the standards were covered during the year.

Teachers were also given a tool to use to track the standards that were taught each day. Teachers were given a new list of standards to cover every 6 weeks. After, a benchmark was given to all students to determine which standards were met.

With the Pandemic came new online learning platforms. Teachers were able to align the standards from their textbooks, standards tracking tools, and lesson plans, to the standards on these online platforms. They were able to further reinforce what was taught in class with the help of the online learning platforms.

Measure G also allowed students to be provided with innovative courses that cover visual and performing arts. This grant allowed our school district to have the opportunity to excel academically and to also have the access to musical and artistic enrichment.

# AIPCS II (AIMS ES)- Priority 3

## Building Relationships

**1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

**School's Answer: 4 - Full Implementation:**

**2. Rate the LEA's progress in creating welcoming environments for all families in the community. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

**School's Answer: 4 - Full Implementation**

**3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.** Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

**School's Answer: 4 - Full Implementation**

**4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

**School's Answer: 4 - Full Implementation**

# AIPCS II (AIMS ES)- Priority 3

## Building Partnerships for Student Outcomes

### 5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. \*

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

**School's Answer: 4 - Full Implementation**

### 6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. \*

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

**School's Answer: 4 - Full Implementation**

### 7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. \*

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

**School's Answer: 4 - Full Implementation**

### 8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. \*

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

**School's Answer: 4 - Full Implementation**

# AIPCS II (AIMS ES)- Priority 3

## Seeking Input for Decision Making

**9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.\***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

**School's Answer: 4 - Full Implementation**

**10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.\***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

**School's Answer: 4 - Full Implementation**

**11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.\***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

**School's Answer: 4- Full Implementation**

**12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.\***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

**School's Answer: 4 - Full Implementation**

# AIPCS II (AIMS ES)- Priority 6

## Priority 6 - School Climate: Met

We conducted an annual survey to get results on school climate. The survey is given to K-8th students/families. Below are the results for students and families.

### Student Survey Results (Strongly agree or agree responses)

- 1: At school I am able to do my work without worrying about my physical and/or emotional safety. 85.4%
- 2: I feel I am part of this school. 92.1%
- 3: Teachers and other grown-ups at school care about me. 96.1%

### Family Survey (Strongly agree or agree responses)

- 1: At school my child is able to do his/her work without worrying about his/her physical or emotional safety. 84.6%
- 2: This school has a supportive learning environment for my child. 91.2%

Providing students a healthy and inviting learning environment where they are protected from physical and emotional harm is essential to the mission of our schools. Safe schools are not just places with advanced security procedures. They are also places that help students develop that allow them to succeed even in difficult circumstances. Safe schools encourage healthy behaviors that help students learn about fitness, nutrition, and healthy choices.

# AIPCS II (AIMS ES)- Priority 7

## Priority 7- Access to a Broad Course of Study: Met

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

All students were enrolled in the following courses:

- English Language Arts
- Mathematics
- Social Studies
- Science
- Physical Education
- World Languages Courses (Mandarin/Spanish)
- Visual & Performing Art courses (Art/Graphic Design/Music)

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

During the 2020-21 academic school year, all students were enrolled in the following courses both in distance & hybrid learning settings. :

- English Language Arts
- Mathematics
- Social Studies
- Science
- Physical Education
- World Languages Courses (Mandarin/Spanish)
- Visual & Performing Art courses (Art/Graphic Design/Music)

This is ensured by enrollment as well as consistent progress monitoring. Students who required additional support in core subjects, through pull-out support (in stable cohorts and/or zoom breakout rooms), received services from instructional aides. Students with exceptional needs, as mandated by their IEP or 504, will still have access to general education classrooms based on standard compliance with IEPs. Additionally, students who are English learners either received push-in and/or pull-out services so that they could access coursework in the general education classroom. Newcomer ELs had designated ELD class at the middle school level.

# AIPCS II (AIMS ES)- Priority 7

## Priority 7- Access to a Broad Course of Study: Met

**3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.**

There were no barriers to accessing the course materials. We did everything we could to ensure that students had access to everything. Every single student had their own laptop, connecting to the internet through hotspots, all curriculum material and books.

**4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?**

Taking our core curriculum and transferring it to digital material had a big impact on the implementation of our program. We were able to get textbook lessons directly to students without them having the actual textbooks. All of the core curricula had an online component that teachers were trained to use.

# AIMS HS - Priority 1

## Priority 1 - Basic Services and Conditions: Met

- Teacher misassignment - 30%
- Student access to instructional material - 100%
- Conditions of school facilities - Good

The majority of AIMS HS teachers are credentialed and teach in their corresponding subject in every classroom. Teachers who are not yet credentialed are enrolled in university credential or intern programs.

AIMS HS has up-to-date AP-aligned textbooks/curriculum, AP test prep books, and novels based upon Lexile reading scores, AP frequency, and diversity. Efforts are underway to enhance science classrooms to become more technology and lab ready.

During reopening for 2021-22, state and county health guidelines were strictly followed for safe in-person learning. Students are placed in stable cohorts, masks for students and staff are required and provided, and facilities are checked, sanitized and maintained throughout the day. The school has partnered with an on-site janitorial company to provide additional daily cleaning, nightly spraying, and sanitization and maintenance services. Hand sanitizer dispensers and air purifiers are placed throughout the building and in each classroom. Air conditioners and solar blinds were installed in the classrooms to enhance the learning environment.

This provides students a COVID-19 safe, healthy and inviting learning environment where they are protected from physical and emotional harm. This is essential to the mission of our schools.

Safe schools are not just places with advanced security procedures. They are also places that help students develop and that allow them to succeed, even in difficult circumstances. We believe safe schools encourage healthy behaviors that help students learn about fitness, nutrition, and healthy choices.

# AIMS HS - Priority 2

## Priority 2 - Implementation of State Academic Standards: Met

The district conducted several needs assessments in order to determine an appropriate English curriculum and to determine the teacher training required to build vertical alignment across grades K-12, with the ultimate goal being college-readiness. AIMS HS determined a need for a greater number of higher-order thinking materials to support a college-ready literacy program.

To ensure that we are providing and achieving academic standards, AIMS HS has aligned its English curriculum with Common Core State Standards, including the AP novels most frequently referenced on AP exams, exemplars for writing and rubric use, assessment of quality ELD programming and planning for ELD K-12 initiative. In addition, AIMS HS offers supplemental academic programs such as ALEKS Math, Rosetta Stone, Scholastic Reading Inventory, Math Inventory, Learning Ally, and Quill (Writing).

New Reading and Math Strategies are incorporated into each classroom to establish schoolwide methods that are consistent in all classrooms to promote higher-order thinking.

We offer a robust AP curriculum framework to ensure students are prepared for college. Advanced placement courses provide our students the experience with college-level opportunities to ensure college-readiness. New textbooks were purchased in alignment with updated AP standards to offer increased focus and rigor. Next Generation Science Standards (NGSS), State Visual and Performing Arts, and Physical Education standards are included as part of our core curriculum.

# AIMS HS - Priority 3

## Building Relationships

**1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

**School's Answer: 4 – Full Implementation**

**2. Rate the LEA's progress in creating welcoming environments for all families in the community. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

**School's Answer: 5 – Full Implementation and Sustainability**

**3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.** Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

**School's Answer: 4 – Full Implementation**

**4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

**School's Answer: 5 – Full Implementation and Sustainability**

# AIMS HS - Priority 3

## Building Partnerships for Student Outcomes

**5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

**School's Answer: 4 – Full Implementation**

**6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

**School's Answer: 3 – Initial Implementation**

**7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

**School's Answer: 4 – Full Implementation**

**8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

**School's Answer: 4 – Full Implementation**

# AIMS HS - Priority 3

## Seeking Input for Decision Making

**9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.\***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

**School's Answer: 4 – Full Implementation**

**10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.\***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

**School's Answer: 4 – Full Implementation**

**11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.\***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

**School's Answer: 4 – Full Implementation**

**12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.\***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

**School's Answer: 4 – Full Implementation**

# AIMS HS - Priority 6

## Priority 6 - School Climate: Met

We conducted an annual survey to get results on school climate. The survey is given to 9th-12th students/families. Below are the results for students and families.

### Student Survey (Strongly agree or agree responses)

- 1: At school I am able to do my work without worrying about my physical and/or emotional safety. 77.8%**
- 2: I feel I am part of this school. 80.2%**
- 3: Teachers and other grown-ups at school care about me. 84.5%**

### Family Survey (Strongly agree or agree responses)

- 1: At school my child is able to do his/her work without worrying about his/her physical or emotional safety. 87.7%**
- 2: This school has a supportive learning environment for my child. 91.4%**

Providing students a healthy and inviting learning environment where they are protected from physical and emotional harm is essential to the mission of our schools. Safe schools are not just places with advanced security procedures. They are also places that help students develop that allow them to succeed even in difficult circumstances. Safe schools encourage healthy behaviors that help students learn about fitness, nutrition, and healthy choices.

# AIMS HS- Priority 7

## Priority 7- Access to a Broad Course of Study: Met

**1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

At AIMS HS, we have a strict course catalogue and listed within are all the course requirements for graduation at AIMS HS, including students' A-G standards to qualify for entry into CSU and UC campuses. Except for students with Individualized Educational Plans (IEP), AIMS HS graduation requirements are universal for all AIMS HS students.

**2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

As a matter of equity, at AIMS HS, all students are enrolled in AP courses, beginning in their Freshman year. Over the course of a student's matriculation at AIMS HS, students will take at least 10-12 AP courses. AIMS HS pays for 100 percent of all AP and SAT/PSAT Examinations for our students. Freshmen students take an advisory course to help transition them into the rigors of high school and learn the importance of time management, note taking, and mental health / well-being. Additional required grade level courses include Design Thinking (Freshmen) Latin / Logic (Sophomores), SAT / AP Test Prep (Juniors), and College Planning (Seniors.) AIMS HS partners with Peralta Colleges to offer concurrent enrollment for its students through the Merritt College in a onsite program called College Pathways.

# AIMS HS- Priority 7

## Priority 7- Access to a Broad Course of Study: Met

**3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.**

There are no barriers preventing the LEA from providing access to a broad course of study for all students. AIMS provides all students access to courses to meet and exceed UC / CSU A-G state standards.

**4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?**

Implemented during the 2020-21 academic school year, AIMS HS is currently in the second year of its AIMS U College Pathways program, which allows AIMS Students the opportunity to take Pre-Business, Pre-Engineering / Design Media, Pre-Law, and Pre-Med Peralta Community College classes (Merritt, Laney College and Berkeley CC) while on campus at AIMS.

As part of the pathways program, AIMS HS students are enrolled in pathway programs, have the opportunity to earn between 18-24 UC and CSU transferable college credits, and potentially begin their college career with sophomore standing.