AIMS K-12 College Prep Charter District

AIMS Finance Committee Meeting

Date and Time

Tuesday June 28, 2022 at 4:30 PM PDT

Location

Join Zoom Meeting
ID: 85328105592
Passcode: 383294

(US) +1 253-215-8782
Passcode: 383294

AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Tiffany Tung has been designated to receive requests for disability-related modifications or accommodations in order to enable individuals with disabilities to participate in open and public meetings at AIMS. Please notify Marisol Magana at (510) 220-9985 at least 24 hours in advance of any disability accommodations being needed in order to participate in the meeting.

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**4:30 PM**

		Purpose	Presenter	Time
A.	Record Attendance			1 m
B.	Call the Meeting to Order			
II.	**Public Comment**			**4:31 PM**
A.	Public Comment on Agenda Items			5 m
B.	Public Comment On Non-Agenda Items			5 m
III.	**Action Items**			**4:41 PM**
A.	Finance Dept. Matters	Vote	Katema Ballentine	20 m

American Indian Model Schools Exec Memo 2022-23 Adoption Budget.docx
2022 23 EPA postin for Board meeting.pdf
Protected Prayer Resolutions 2223.docx
EPA Resolutions 2223.docx
Adopted Budget 2022 23.pdf
AIMS Finance Comittee Cover EPA 2223.pdf

B.	Operations Dept. Matters		MS. Tung & Ms. Magana	15 m

Illuminate Contract
Lunch Master's Contract
Powerschool Contract
Breakfast Program Funding

C.	AIMS School Site Matters		Mr. Williams, Ms. Akram,& Ms. Golden	35 m

AIMS ES (AIPCS II) SPSA
AIMS MS SPSA
AIMS HS SPSA
AIMS ES (AIPCS II) LCAP
AIMS MS LCAP
AIMS HS LCAP
AIMS ES (AIPCS II) Safety Plan
AIMS MS Safety Plan
AIMS HS Safety Plan

	Purpose	Presenter	Time

AIMS ES (AIPCS II) ESSER
AIMS MS Safety ESSER
AIMS HS Safety ESSER
Surplus Declaration
EEBG
School Calendar
COVID Safety Plan

IV. Closing Items **5:51 PM**

A. Closed Session 15 m

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

B. Adjourn Meeting Vote

Coversheet

Finance Dept. Matters

Section: III. Action Items
Item: A. Finance Dept. Matters
Purpose: Vote
Submitted by:
Related Material:
Protected_Prayer_Resolutions_2223 (1).pdf
2022_23_EPA_postin_for_Board_meeting.pdf
EPA_Resolutions_2223.pdf
AIMS_Finance_Comittee_Cover_EPA_2223.pdf
American_Indian_Model_Schools_Exec_Memo_2022-23_Adoption_Budget.pdf

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Phone: 510.893.8701
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Lakeview Campus
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Oakland, CA 94610
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AIMS School Board Resolution

2022-2023 Protected Prayer Resolution for AIMS K-12 MIDDLE

IT IS RESOLVED BY THE AIMS BOARD OF DIRECTORS that the AIMS K-12 MIDDLE LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

AIMS School Board Resolution Dated 28th of June, 2022

Director Christopher Edington President, AIMS School Board

Vacant Secretary, AIMS School Board

Vacant Treasure, AIMS School Board

Director Stephen Leung , AIMS School Board

Director Dana Lang, AIMS School Board

Director Jumoke Hinton, AIMS School Board

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AIMS School Board Resolution

2022-2023 Protected Prayer Resolution for AIPCS II

IT IS RESOLVED BY THE AIMS BOARD OF DIRECTORS that the AIPCSII LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

AIMS School Board Resolution Dated 26th of June, 28th 2022

Director Christopher Edington President, AIMS School Board

Vacant Secretary, AIMS School Board

Vacant Treasure, AIMS School Board

Director Stephen Leung , AIMS School Board

Director Dana Lang, AIMS School Board

Director Jumoke Hinton, AIMS School Board

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AIMS School Board Resolution

2022-2023 Protected Prayer Resolution for AIMS K-12 HIGH SCHOOL

IT IS RESOLVED BY THE AIMS BOARD OF DIRECTORS that the AIMS K-12 HIGH LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

AIMS School Board Resolution Dated 15th of June, 28th 2021

Director Christopher Edington President, AIMS School Board

Vacant Secretary, AIMS School Board

Vacant Treasure, AIMS School Board

Director Stephen Leung , AIMS School Board

Director Dana Lang, AIMS School Board

Director Toni Cook, AIMS School Board

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Education Protection Acction Expenditure Summary

Fiscal Year 2022-2023

General Fund, Resoruce 1400

As of 2022-23 Adoption June 26,2022

Description	AIMS K-12 MIDDLE	P
EXPENDITURES AND OTHER FINANCE USES		
Function		
Instructional Staff and Supervision		
Certificated Salaies (Object 1100)	$ 423,887.33	
Certificated benefits (Object 3100-3901)	$ 86,144.81	
Instructional Supervision Salaries	$ -	
Instructional Supervision Benefits	$ -	
Instructional-Related Services		
Instructional-related services salaries	$ -	
Instructional-related services benefits	$ -	
Instructional-related services materials and resources	$ -	
Instructional-related services contracts/services	$ -	
Pupil Services		
Counseling, pshychological, social Work, heatlh, Teasting	$ -	
Salaries	$ -	
Benefits	$ -	
Materials	$ -	
Contracts/services	$ -	
Food Services		
Salaries	$ -	
Benefits	$ -	
Materials	$ -	
Contracts/services	$ -	
Operation Services		
Maintenance and Operations	$ -	
Rents and Leases	$ -	
Other Outgo		
Debt Service	$ -	
Transfers between Agencies	$ -	
TOTAL EXPENDITURES AND OTHER FINANCING USES	$ 510,032.14	
AMOUNT AVAILIBLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	$ -	
LCFF Resources (object 8012)	$ 510,032.14	
TOTAL AVAILABLE	$ 510,032.14	
BALANCE(Total Availiable minus Expenditures & Other Financing Uses)	$ -	

American Indian Public School Charter II	AIMS K-12 High School
$ 1,090,793.00	$ 1,111,797.00
$ 274,803.83	$ 173,030.00
$ 1,365,596.83	$ 1,284,827.00
$ 1,365,596.83	$ 1,284,827.00
$ 1,365,596.83	$ 1,284,827.00
$ -	$ -

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AIMS K-12 College Prep School Board Resolution

2022-2023 AIMS K-12 MIDDLE Education Protection Account Resolution

IT IS RESOLVED that the Education Protection Account funds to be received by the school in FY 2022-2023 in the estimated amount of $510,032, will be used solely for instructional non-administrative expenses.

AIMS School Board Resolution Dated 28th of June, 2022

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Director Dana Lang, AIMS School Board

Jumoke Hinton Cook, AIMS School Board

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AIMS K-12 College Prep School Board Resolution

2022-2023 AIPCS II Education Protection Account Resolution

IT IS RESOLVED that the Education Protection Account funds to be received by the school in FY 2021-2022 in the estimated amount of $1,365,597 will be used solely for instructional non-administrative expenses.

AIMS School Board Resolution Dated 26th of June, 28th 2022

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AIMS K-12 College Prep School Board Resolution

2020-2021 AIMD K-12 HIGH SCHOOL Education Protection Account Resolution

IT IS RESOLVED that the Education Protection Account funds to be received by the school in FY 2022-2023 in the estimated amount of $1,284,827 will be used solely for instructional non-administrative expenses.

AIMS School Board Resolution Dated 26th of June, 28th 2022

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Vacant Secretary, AIMS School Board

Vacant Treasure, AIMS School Board

Director Stephen Leung , AIMS School Board

Director Dana Lang, AIMS School Board

Director Jumoke Hinton, AIMS School Board

AIMS Board Meeting Item Cover Letter

Item: EPA Resolution

Presented By: Katema Ballentine, CBO

Staff Recommendation:

In compliance with the State allocated Education Protection Account (EPA) funds within the LCFF calculation, staff requests that AIMS Board approves the resolution to receive the funds.
Attached is a resolution for each school within the AIMS K-12 community.

Committee Approval: Finance Committee

Total Associated Cost: 3,160,455.97

Included in Budget? Y

Over or Under Budget?

Amount Over/Under Budget?

Included in LCAP? Yes

Which LCAP?

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AIMS K-12 COLLEGE PREP

2022-2023 Adoption Budget Executive Summary

AIMS K-12 College Prep, formerly known as, American Indian Model Schools, is a Charter District comprised of 3 schools. AIMS College Prep Middle School was initially established in 1996, celebrating its' 25th Anniversary in June 2022. The AIMS K-12 College Prep Charter District was formed in 2006 with the expansion of schools, adding AIMS College Prep High School and American Indian Public Charter II, (K-8). The Charter is located in the city of Oakland in Alameda County.

AIMS K-12 College Prep 2022-2023 projects enrollment of 1340 students in 3 schools; One K-8, One Middle School (6-8) and One High School. AIMS K-12 currently employs 1 part-time and 127 full-time staff to serve our students.

Governance

The Charters are governed by a volunteer Board of Directors. There are five members of the board, each volunteering their term. The school board meets once a month on the third Tuesday of each month. The Board of Directors are supported by a several other committees such as the Governance, Finance, Facility and LCAP Advisory Committees' that also meet monthly. Charter operations are led by Superintendent Maya Woods-Cadiz.

Enrollment

In accordance to the Charter Agreement with Oakland Unified School District, AIMS K12 has nearly reached its full enrollment capacity. AIMS College Prep Middle School is capped at 250 students, American Indian Public Charter II (AIPCS II) 675, and AIMS College Prep High School at 450. The report below reflects enrollment numbers, the Average Daily Attendance (ADA) number and the Average Daily Attendance (ADA) percentages used in projecting the budgets.

These numbers have had an impact on the LCFF General Fund allocations however other State and Federal supports have been fundamental in maintaining AIMS K 12 standards. For the 2022-2023 Adoption Budget projections enrollment numbers have remained flat.

2021-22 2nd INTERIM	AIMS MIDDLE	AIPCS II	AIMS HIGH	TOTAL
ENROLLMENT	240	655	440	**1335**
Average Daily Attendance	97%	97%	95%	
Average Daily Enrollment	233	635	418	**1286**

2022-2023 Adoption Budget	AIMS MIDDLE	AIPCS II	AIMS HIGH	TOTAL
Enrollment	240	660	440	1340
Average Daily Attendance %	96%	97%	96%	
Average Daily Enrollment	230.4	640.2	422.4	1293

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2022-2023 State Budget

INTRODUCTION MAY REVISION — 2022-23

The Budget includes total funding of $128.3 billion for K-12 education. K-12 per-pupil funding totals $16,991 Proposition 98 General Fund—its highest level ever—and $22,850 per pupil when accounting for all funding sources. In addition to this funding, The May Revision includes an additional $1.8 billion General Fund for K-12 school facilities, in addition to the $2.1 billion General Fund included in the Governor's Budget.

The increased revenues in the May Revision result in $19.6 billion Proposition 98 funds above the Governor's Budget for K-14 education, enabling further progress in reshaping California public schools to make them more student- and family-centered. To make this a reality, the May Revision includes more funding for community schools and universal high-quality school meals. It also accelerates full funding for extended learning opportunities that will provide families the opportunity for a 9-hour day filled with developmentally appropriate academics and enrichment, including six weeks during the summer. The COVID-19 Pandemic has strained school communities and the May Revision invests in an initiative to support K-12 schools with meaningful community engagement. The pandemic has also had a significant impact on average daily attendance at K-12 schools in the 2021-22 school year. The May Revision includes fiscal protections for schools that experienced significant attendance declines.

What does the Governor's May Revise mean for AIMS K-12?

- Increase to the LCFF COLA (Cost of Living Allowance) to 10% for 22-23
- Added $1350 per 21-22 ADA One Time Grant for 22-23

The increase to COLA provides a base line for future funding, therefore creating a steady stream of State income for the next few years to assist in the stabilization of the AIMS Standards.

Budget

AIMS K-12 College Prep fiscal year is from July 1 to June 30, as prescribed for all governmental agencies in the state. AIMS K-12 2022-2023 Adoption Budget is projected as a $22,489,961 a 4% increase from the 2021-2022 2nd Interim. The projections defined in the 2022-2023 Governors' May revise dramatically impacted this growth. AIMS K-12 is projected to receive $1.7M in additional revenue in the 2022-2023 school year, based on the projected on-going increases to LCFF revenue. The One-time Block grant provided an additional $1.4M in general purpose revenue to offset the loss of 2.4M in State and Federal funds granted during the pandemic for distance and in-person learning.

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Downtown Oakland Campus
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REVENUES	AIMS K-12 COLLEGE PREP			
	21-22 2nd Interim	22-23 Adoption Budget	Variance	%
TOTALS	$ 19,542,843	$ 22,489,961	$ 2,947,118	4%

**LCFF: Local Control Funding Formula*

The General Fund *(LCFF + Other State Revenue)* is used to record the day-to-day operations of the charter. There are nine special purpose funds to capture the remaining budget.

- GENERAL PURPOSE: State Apportionments include the LCFF calculations based on Average Daily Attendance enrollment and percentages (ADA) and Other State Revenue: State Food Revenue, State Lottery and State Mandated Block Grant

Special State Funds

- ASES: Afterschool Program
- A-G Grants (for High School Only)
- Educator Effectiveness Block Grant *(Revenue recognized in 21-22)*

Local Funds

- LOCAL FUNDS (Measure G1, Donations & Grants)

Federal

American Indian Model Schools receives direct funding* of federal funds for at risk students:
**Direct Funding: Federal allocation is directly provided to Charter. The funds do not "pass-through" the Authorizing District (Oakland Unified School District). These funds are issued at a reimbursement rate, funds must be expended and applied for reimbursement quarterly.*

- Title I, Part A Low Income at Risk
- Professional Development (Title II)
- English Learners (Title III)
- Title VI,
- NSLP/SSO: Funding to provide meals to those students qualifying for free or reduced lunches. *(SSO (Pandemic Support) annual plan expired June 30,2022)*
- Facilities Grant *(Expired June 2022)*
- CARES Act: ESSER Funding (1st and 2nd Round) *(Expired June 2022)*
- ESSER III (3 Year grant 21-22 thru 23-24)
- Expanded Learn Opportunity Plan *(Expired June 2022)*
- Expanded Learning Opportunity Plan -Para-professional *(Expired June 2022)*
- COVID response- In-Person Learning Grant *(Expired June 2022)*
- Extended Learning Opportunity Grant *(Revenue recognized in 21-22)*
- Pre-K Grant (Planning) *(Revenue recognized in 21-22)*

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Budget Benchmarks – Process timeline

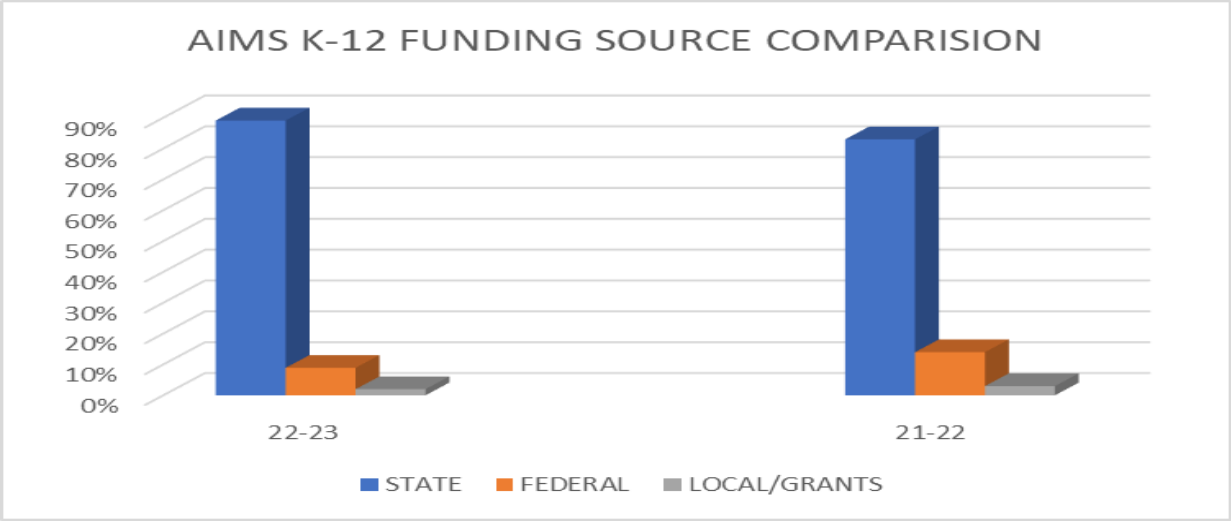
- AIMS K-12 2021-2022 Budget Adoption: June 15,2021
- State's 2021-2022 June Budget Adoption: June 30,2021
- 45 Day Budget Revision (not required): Mid-August
- Unaudited Actuals (2020-21 Closing): September 01,2020
- First Interim (Realignment based on July – Oct 31 Activity): December 1, 2021
- January Governors Release (Projections for 2021-2022): January 2022
- Second Interim (Realignment based on Nov 1, 2021– Jan 31, 2022)- March 1,2022
- Governors May Revise (Revision to Jan. Gov. Release): May 2022
- **2022-23 Budget Adoption – June 15, 2022**

Adoption Budget

Adopted Budget is the plan of financial operation consisting of an estimate of proposed revenue and expenditures for the upcoming fiscal year. School district budgets are adopted based on estimates of State funding. Once the State adopts their budget, school district budgets are subsequently updated.

Revenues

AIMS K12 is primarily funded by State and Federal revenues. AIMS receives 89% of its revenue from State resources, 9% from Federal Resources and 2% of revenues are based on grants and/or local revenues. The demographic displays the change in the revenue sources, during the 2nd Interim AIMS K-12 received 83% of resources from State revenues, 14% from Federal Revenues and 3% from Local.



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AIMS K-12 REVENUE CHANGES SUMMARY

Below is a Breakdown of Revenue Loss for the 22-23 Fiscal year. Some programs have expired completely while others have a revenue recognition in the 2021-22 fiscal year but have allowances for spending in the 22-23 and out years.

AIMS MIDDLE-020		
Revenue Changes		
$	301,887.00	One-time Funding GP to Support Staff structure and student learning loss
$	260,031.00	Additonal ongoing LCFF funding based on Cola increase and infrusture support
$	(363,891.00)	Reduction in funds due to grant expreation ESSER and Covid Support funding
$	**198,027.00**	**NET GAIN REVENUE**
AIPCS II-030		
Revenue Changes		
$	837,297.00	One-time Funding GP to Support Staff structure and student learning loss
$	993,448.00	Additonal ongoing LCFF funding based on Cola increase and infrusture support
$	(1,669,017.00)	Reduction in funds due to grant expreation ESSER and Covid Support funding
$	**161,728.00**	**NET GAIN REVENUE**
AIMS High-040		
Revenue Changes		
$	578,030.00	One-time Funding GP to Support Staff structure and student learning loss
$	373,434.00	Additonal ongoing LCFF funding based on Cola increase and infrusture support
$	(545,200.00)	Reduction in funds due to grant expreation ESSER and Covid Support funding
$	**406,264.00**	**NET GAIN REVENUE**

STATUS	GRANT NAME	MIDDLE	AIPCS II	HIGH	TOALS
EXPIRED	In Person Learning	$ -	$ 219,206.00	$ 180,331.00	$ 399,537.00
CONTINUE	Extended Year- (ELO)	$ 76,747.00	$ -	$ -	$ 76,747.00
EXPIRED	Extended Year - Paraprofessional	$ 15,958.00	$ 45,579.00	$ 70,034.00	$ 131,571.00
CONTINUE	Extended Learning Opp Program (ELOP)	$ 50,000.00	$ 463,590.00		$ 513,590.00
CONTINUE	Educator Effectiveness	$ 41,238.00	$ 140,648.00	$ 70,034.00	$ 251,920.00
EXPIRED	Facilities Incentive Grants	$ -	$ 96,285.00		$ 96,285.00
EXPIRED	ESSER 1	$ 12,987.00	$ 118,212.00	$ 37,514.00	$ 168,713.00
EXPIRED	ESSER 2	$ 166,961.00	$ 585,497.00	$ 187,287.00	$ 939,745.00
	TOTALS	**$ 363,891.00**	**$ 1,669,017.00**	**$ 545,200.00**	**$ 2,578,108.00**

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EXPIRED PROGRAMS

COVID RESPONSE FUNDING:

SSO Grant:

On September 17, 2020 AIMS K12 was approved to participate in the SSO Food program and will continue through the 2021-2022 fiscal year. This program was designed to ensure that students and families were provided with meals during the pandemic. The State funded program, reimburses full cost of meals AIMS K12 distributes to its students and surrounding community. The program differs from the NSLP program as it does not require the same level of record maintenance for reimbursement as this program tracks the meals distributed not the child it is distributed to. The language also allows AIMS to provide meals for any community member under the age of 18. The program allows for full reimbursement of cost.

ESSER I: ESSER funding was initially outlined in the 2020-21 Governor's budget. The funds were provided to California through the Federal Coronavirus Aid Relief and Economic Security Act (CARES) and allocated in the Governor's ESSER budget for schools. ESSER funds are available for expensing until 9/30/2022.These funds are meant to assist schools in preparing for distance or hybrid learning. AIMS approved the application for the ESSER funds during the August 18, 2020 Board Meeting. The total State budget is 1.65B of which AIMS K12 received $304,843 in 2020-2021 These funds will be completely expended in the 2021-2022 school year.

ESSER II: California Department of Education has released the new allocations for the second round of ESSER funds in which AIMS K12 has received an additional $1,260,266. The funds are available for use beginning 2020-2021 through the 2021-2022 school year. AIMS began to expense in the 2020-2021 fiscal year and the remaining funds are allocated in the current fiscal year. These funds will be fully expended by June 30, 2022.

IN-PERSON INSTRUCTION

The In-Person Instruction grant provides funding to county offices of education (COE), school districts, charter schools and state special schools to assist with offering in-person instruction to the greatest extent possible during the 2020-21 school year; and to expand in-person instructional time and provide academic interventions and pupil supports to address barriers to learning, and accelerate progress to close learning gaps. The In-Person Instruction grant is allowable for use in the 2021-22 and will be fully expended by year end.

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CONTINUED PROGRAMS *(Revenue recognized in 2021-2022)*

ESSER III: California Department of Education has released the new allocations for the third round of ESSER funds in which AIMS K12 has received an additional $2,856,649. The funds are available for use beginning 2021-2022 through the 2023-2024 school year. AIMS has allocated these funds for the duration of the program, allocating 20% in 2021-22 and the remaining balance split between the 22-23 and the 23-24 fiscal years.

EXTENDED LEARNING OPPORTUNITY GRANT (ELO)

The Extended Learning Opportunity Grant provides funding charter schools to assist with implementing a recovery program, that at a minimum provides supplemental instruction and emotional well-being. ELO Grants shall be expended only for any of the following purposes: extending instructional learning time, accelerating progress to close learning gaps, integrated pupil supports, community learning hubs, supports for credit deficient pupils, additional academic services, and training for school staff. An additional requirement of the use of funds, is to allocate 10% of the LCFF portion of the grant to hire/rehire paraprofessionals to provide supplemental education. AIMS K-12 ELO Grant Plans were presented and approved by the Board of Trustees in May 2021 and submitted to the State and OUSD prior to the June 1,2021 deadline. The ELO grant is allowable for use in the 2021-22 and will be fully expended by year end. These funds change distribution methods to federal reimbursement in 2021-2022, revenue is still available for reimbursement.

EDUCATOR EFFECTIVENESS BLOCK GRANT

Educator Effectiveness funds may be used to support the professional learning for certificated teachers, administrators, paraprofessional educators, and certificated staff. Coaching and mentoring of staff. Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science. Practices and strategies that reengage pupils and lead to accelerated learning. Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being. Practices to create a positive school climate. Strategies to improve inclusive practices. Instruction and education to support implementing effective language acquisition programs for English learners. Funding was received in 2021-2022.

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EXPANDED LEARNING OPPORTUNITY PROGRAM (ELOP)

The intent of the Expanded Learning Opportunities (ELO) Program is to supplement and not supplant services provided under existing ASES and 21st CCLC Elementary/Middle School programs. However, there is shared understanding that LEAs will need to build capacity this first operational year. In addition, ASES, 21st CCLC Elementary/Middle School, and the ELO Program should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance.

The funding was provided during the 2021-2022 fiscal year, the midyear allocation disbursement has eased the plan requirements for the mandates of funding. The Board Approved plan for the use of funding is not due to the state until June 2022. Funding was received in 2021-2022.

PRE_K GRANT (Planning Year)

The California Pre-kindergarten Planning and Implementation Grant Program was established as a state initiative with the goal of expanding access to classroom-based prekindergarten program at LEAs and planning for the increased number of teachers needed to fully implement Universal Prekindergarten. American Indian Public Charter II (AIPCS II) was the only school within AIMS K-12 District to qualify for the funding. Funding was received in 2021-2022.

ROBERTO FAMILY TRUST DONATION

In 2012 American Indian Public Charter (AIMS MIDDLE) and American Indian Public High School (AIMS HIGH) were named in the Roberto Family Trust each school was granted $127,964. AIMS K-12 Board of trustees recognized these funds during 2020-2021 1st Interim. As of 2021-2022 1st Interim, the final paperwork for the release of funds have been submitted and anticipate receipt by the 2nd Interim.

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Oakland, CA 94607
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Lakeview Campus
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Revenues

REVENUES	AIMS K-12 COLLEGE PREP			
	21-22 2nd Interim	22-23 Adoption Budget	Variance	%
LCFF SOURCES	$ 14,329,453	$ 15,956,366	$ 1,626,913	11.4%
FEDERAL REVENUES	$ 2,732,745	$ 2,030,555	$ (702,190)	-26%
OTHER STATE REVENUES	$ 2,192,466	$ 4,345,064	$ 2,152,598	98%
LOCAL REVENUES	$ 288,179	$ 453,638	$ 165,459	57.4%
TOTALS	$ 19,542,843	$ 22,785,623	$ 3,242,780	4%

LCFF SOURCES:

2022-23 Adoption Budget: Increases to LCFF based on May Revise

FEDERAL REVENUES:

2022-23 Adoption Budget: Loss of Pandemic Support/Recognition of Special Ed Resources

OTHER STATE REVENUES:

2022-23 Adoption Budget: One Time Funds & Other State Adjustments

LOCAL REVENUES:

2022-23 Adoption Budget: Roberto Trust Received in 21-22, Measure G1 and Fundraising adjusted

The 2022-2023 FCMAT Adoption Budget calculator was used to for the projection for the Adopted Budget. Below highlight the changes in summary and per school:

AIMS MIDDLE			
21-22 2nd Interim	22-23 Adoption Budget	Variance	%
$ 2,381,406	$ 2,641,437	$ 260,031	10.92%
$ 431,047	$ 383,999	$ (47,048)	-10.91%
$ 513,616	$ 772,095	$ 258,479	50.33%
$ 221,112	$ 256,147	$ 35,035	15.84%
$ 3,547,181	**$ 4,053,678**	**$ 506,497**	

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Lakeview Campus
746 Grand Avenue
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LCFF SOURCES:

2022-23 Adoption Budget: Increases to LCFF based on May Revise

FEDERAL REVENUES:

2022-23 Adoption Budget: Loss of Pandemic Support/Recognition of Special Ed Resources.

OTHER STATE REVENUES:

2022-23 Adoption Budget: One Time Funds & Other State Adjustments

LOCAL REVENUES:

2022-23 Adoption Budget: Roberto Trust received in 21-22, Measure G1 and Fundraising adjusted

REVENUES	AIPCS II			
	21-22 2nd Interim	22-23 Adoption Budget	Variance	%
LCFF SOURCES	$ 6,632,884	$ 7,626,332	$ 993,448	14.98%
FEDERAL REVENUES	$ 1,655,744	$ 1,331,448	$ (324,296)	-19.59%
OTHER STATE REVENUES	$ 1,428,115	$ 2,200,631	$ 772,516	54.09%
LOCAL REVENUES	$ 192,637	$ 174,270	$ (18,367)	-9.53%
TOTALS	**$ 9,909,380**	**$ 11,332,681**	**$ 1,423,301.00**	

LCFF SOURCES:

2022-23 Adoption Budget: Increases to LCFF based on May Revise

FEDERAL REVENUES:

2022-23 Adoption Budget: Loss of Pandemic Support/Recognition of Special Ed Resources

OTHER STATE REVENUES:

2022-23 Adoption Budget: One Time Funds & Other State Adjustments

LOCAL REVENUES:

2022-23 Adoption Budget: Adjustment to Measure G1

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REVENUES	AIMS HIGH SCHOOL			
	21-22 2nd Interim	22-23 Adoption Budget	Variance	%
LCFF SOURCES	$ 5,315,163	$ 5,688,597	$ 373,434	7.03%
FEDERAL REVENUES	$ 752,318	$ 315,108	$ (437,210)	-58.12%
OTHER STATE REVENUES	$ 693,704	$ 1,372,338	$ 678,634	97.83%
LOCAL REVENUES	$ 201,214	$ 23,221	$ (177,993)	-88.46%
TOTALS	**$ 6,962,399**	**$ 7,399,264**	**$ 436,865**	

LCFF SOURCES:

2022-23 Adoption Budget: Increases to LCFF

FEDERAL REVENUES:

2022-23 Adoption Budget: Loss of Pandemic Support/Recognition of Special Ed Resources.

OTHER STATE REVENUES:

2022-23 Adoption Budget One Time Funds & Other State Adjustments

LOCAL REVENUES:

2022-23 Adoption Budget: Roberto Trust Received in 21-22 and Fundraising adjusted

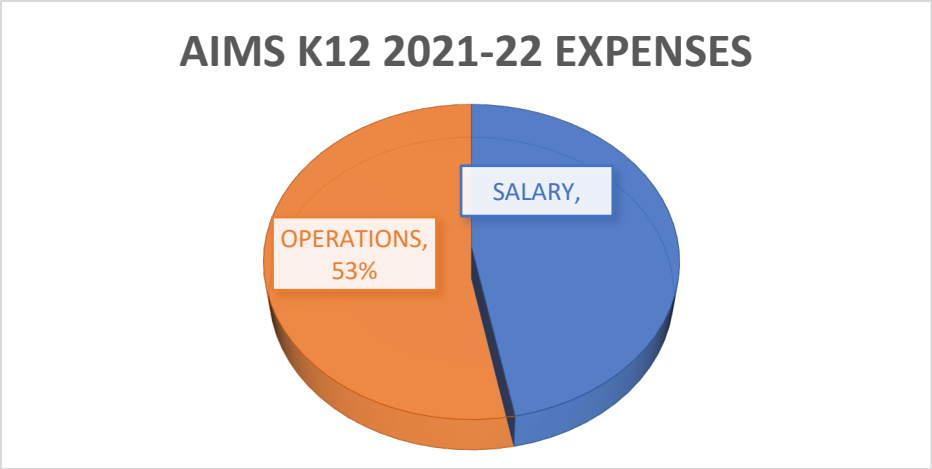
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Expenses

AIMS K-12 College Prep 2022-23 Adoption Budget reflects a 49% investment in Personnel expenses and 51% allocated to the operations of the organization. This investment composition remains flat between the 2021-22 and 2022-23 fiscal years. Salary and compensation cost saw a 14% increase as health and welfare cost and the needs for additional instructional support for student success increases. Although increase cost of facility operations, substitute services, insurance rates as well as other maintenance and cleaning factors continue to plague the District, the acceptance into the El Dorado SELPA (Special Education Program), decreased the other outgo cost from the prior MOU. AIMS K-12 expenses increased by 11% from the 2nd Interim to Adoption Budget reflecting the increase in LCFF Revenue and the recognition of the one-time funds. One-time funding recognized by AIMS K-12 in the 2022-2023 Adoption budget was mandated to cover one-time expenses and was not allowed to support personnel. The total expenses for the 2022-2023 school year are projected at $22,348,753.



Expense Allocation for each school is reflected below. Any changes to budget allocation are outlined as well.

EXPENSE CLASSIFICATIONS		AIMS K-12 COLLEGE PREP			NOTES
		20-21 2nd Interim	22-23 Adoption Budget	Variance	
1000	Certificated Salaries	$ 5,666,577	$ 6,507,351	$ 840,774	*Special Education FTE Additional Teachers*
2000	Classified Salaries	$ 1,726,551	$ 2,108,776	$ 382,225	*Additional Instructional Assistants*
3000	Benefits	$ 1,941,723	$ 2,392,504	$ 450,781	*Benefits for additional positions*
4000	Books and Supplies	$ 1,634,539	$ 2,486,656	$ 852,117	*One Time expenses for Books and IT Programs*
5000	Services and Other Operating Expenses	$ 5,724,995	$ 7,511,496	$ 1,786,501	*Increase in Facility, Operational and Substitute supports;Professional Development*
6000	Capital Outlay	$ 315,924	$ 303,999	$ (11,925)	*Decrease in Depreciation*
7000	Other Outgoing	$ 2,875,365	$ 1,037,971	$ (1,837,394)	*Expiration of OUSD SELPA*
	Total Expenses	**$ 19,885,674**	**$ 22,348,753**	$ 2,463,079	

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EXPENSE CLASSIFICATIONS		AIMS MIDDLE			
		20-21 2nd Interim	22-23 Adoption Budget	Variance	COMMENTS
1000	Certificated Salaries	$ 941,268	$ 1,146,148	$ 204,880.00	*Special Education FTE , Additional Middle PE Teachers*
2000	Classified Salaries	$ 247,669	$ 530,430	$ 282,761.00	*Additional Middle School Instructional Assistants*
3000	Benefits	$ 287,021	$ 389,422	$ 102,401.00	*Benefits for additional positions*
4000	Books and Supplies	$ 292,437	$ 299,260	$ 6,823.00	*One Time expenses for Books and IT Programs*
5000	Services and Other Operating Expenses	$ 1,062,946	$ 1,305,689	$ 242,743.00	*Increase in Facility, Operational and Substitute supports*
6000	Capital Outlay	$ 45,000	$ 31,842	$ (13,158.00)	*Decrease in Depreciation*
7000	Other Outgoing	$ 577,848	$ 254,765	$ (323,083.00)	*Expiration of OUSD SELPA*
	Total Expenses	**$ 3,454,189**	**$ 3,957,556**	$ 503,367.00	

EXPENSE CLASSIFICATIONS		AIPCS II			
		20-21 2nd Interim	22-23 Adoption Budget	Variance	COMMENTS
1000	Certificated Salaries	$ 2,861,140	$ 3,097,169	$ 236,029	*Special Education FTE , Additional Middle PE / Elementary Teachers*
2000	Classified Salaries	$ 837,077	$ 838,912	$ 1,835	
3000	Benefits	$ 1,010,925	$ 1,290,564	$ 279,639	*Benefits for additional positions*
4000	Books and Supplies	$ 599,902	$ 1,409,893	$ 809,991	*One Time expenses for Books and IT Programs*
5000	Services and Other Operating Expenses	$ 2,655,518	$ 3,580,872	$ 925,354	*Increase in Facility, Operational and Substitute supports*
6000	Capital Outlay	$ 255,000	$ 255,000	$ -	
7000	Other Outgoing	$ 1,414,606	$ 485,797	$ (928,809)	*Expiration of OUSD SELPA*
	Total Expenses	**$ 9,634,168**	**$ 10,958,207**	$ 1,324,039	

EXPENSE CLASSIFICATIONS		AIMS HIGH SCHOOL			
		20-21 2nd Interim	22-23 Adoption Budget	Variance	COMMENTS
1000	Certificated Salaries	$ 1,864,169	$ 2,264,034	$ 399,865	*Special Education FTE , Additional Middle Teachers*
2000	Classified Salaries	$ 641,805	$ 744,087	$ 102,282	*Additional Instructional Assistants*
3000	Benefits	$ 643,777	$ 818,041	$ 174,264	*Benefits for additional positions*
4000	Books and Supplies	$ 742,200	$ 627,503	$ (114,697)	*One Time expenses for Books and IT Programs*
5000	Services and Other Operating Expenses	$ 2,006,531	$ 2,748,069	$ 741,538	*One Time expenses for Professional Development/Professional Consulting Services*
6000	Capital Outlay	$ 15,924	$ 17,157	$ 1,233	
7000	Other Outgoing	$ 882,911	$ 297,409	$ (585,502)	*Expiration of OUSD SELPA*
	Total Expenses	**$ 6,797,317**	**$ 7,516,300**	$ 718,983	

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Salaries & Benefits

Salary compensation represents 49% of expenses across all AIMS K-12 College Prep Schools. AIMS offers a competitive compensation package for both certificated and classified staff. Employee Benefit expense at AIMS averages 22% across all schools. This can vary greatly due to two primary factors: Health and Welfare benefits and PERS. AIMS K-12 covers the employee portion of all AIMS employer-based Health and Welfare options that the employee participates in. Health and welfare benefits (medical/dental/vision insurance premiums), if requested by the employee, can vary due a number of factors, including an employee's age and number of dependents. AIMS tracks and reports health and welfare benefits as precisely as possible, reflects as a variance in the percentage of benefits for employees at AIMS.

AIMS MIDDLE

Compensation for staff at AIMS College Prep Middle School, formerly known as American Indian Public Charter (AIPCS), is split between AIPCS and the middle school component of American Indian Public Charter School II (6-8). The expenses reflected are split by assignment and student Average Daily Attendance (ADA). All staff, with the exception of 5 teachers are split funded between AIMS Middle and AIPCS II.

AIPCS II

American Indian Public Charter II (AIPCS II) is a K – 8. The staff for the K – 5 components are fully funded at AIPCS II and the middle school component reflects the following Full Time Equivalent (FTE) split:

AIPCS	52%
AIPCS II	48%
	100%

Books and Supplies

Records expenditures for books and supplies, including any associated sales tax or use tax and freight and handling charges.

The category of Book and Supplies captures more than classroom textbooks and materials, it itemizes Non- Capitalized student equipment such as tables, chairs, computers and software.

Services and Other Operating Expenses

Record expenditures for services, rentals, leases, maintenance contracts, dues, travel, insurance, utilities, and legal and other operating expenditures. Expenditures may be authorized by contracts, agreements, purchase orders, and so forth.

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Capital Outlay

Capital Outlay records expenditures for land, buildings, books, and equipment, including leases with option to purchase. In accordance with the State guidelines for school finance, to capitalize an expense in the individual item must cost $5000 or more.

Other Outgo

Other Outgo captures interest, debt service and transfers (payments) to other LEAs (Authorizer)

In 2021-2022 AIMS partnered with Oakland Unified School District to provide the Special Education services for their students. For the 2022-2023, AIMS K-12 began a partnership with the Eldorado Charter SELPA in the 2022-2023 school year. This required the staff and program to be built at the site level and reduced the cost to pay OUSD.

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Summary

For the 2022-2023 Adoption Budget, AIMS K-12 College Prep has projected $22,785,623 in revenue and $22,190,752 in expenses. This provides a $594,871 surplus and represents a 4% contribution to be added to the Ending Fund Balance. Bringing the total Ending Fund Balance $6,408,044, providing approximately 62.09 days of operation. The composition of those funds are as follows:

	REVENUES	AIMS K-12 COLLEGE PREP
		22-23 Adoption Budget
	LCFF SOURCES	$ 15,956,366
	FEDERAL REVENUES	$ 2,030,555
	OTHER STATE REVENUES	$ 4,345,064
	LOCAL REVENUES	$ 453,638
	TOTALS	**$ 22,785,623**

EXPENSE CLASSIFICATIONS		AIMS K-12 COLLEGE PREP
		22-23 Adoption Budget
1000	Certificated Salaries	$ 6,507,351
2000	Classified Salaries	$ 1,845,253
3000	Benefits	$ 2,498,027
4000	Books and Supplies	$ 2,336,656
5000	Services and Other Operating	$ 7,661,495
6000	Capital Outlay	$ 303,999
7000	Other Outgoing	$ 1,037,971
Total Expenses		**$ 22,190,752**
		$ 594,871
As a % of LCFF Revenue		4%
Beginning Fund Balance		$ 5,665,422
Ending Fund Balance		$ 6,408,044
As a % of Expenditures		29%
Daily expenditure rate (Total Expenses/215 days)		$ 103,212.80
Days of Operation		**62.09**

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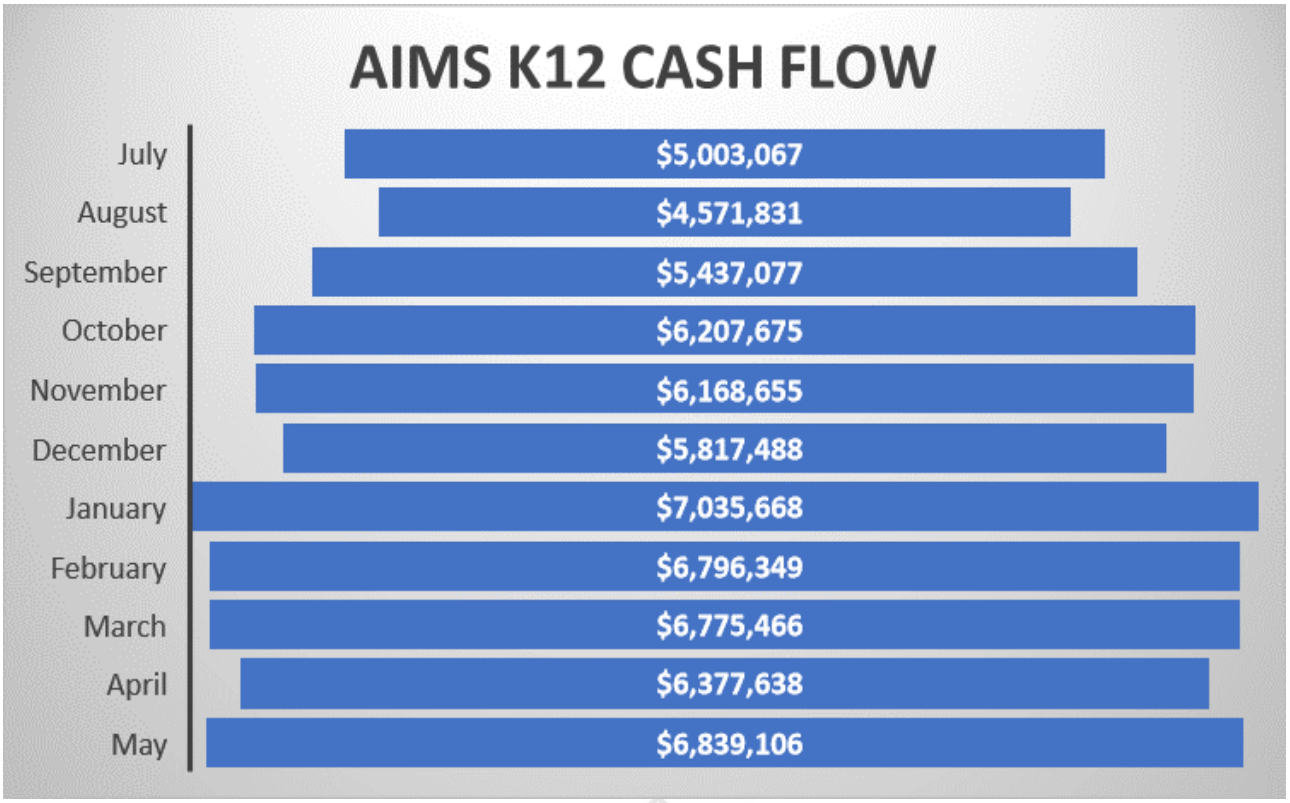
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Cash Flow Statement

As of Adoption presentation the Month of June has not been closed. The following reflects the MAY 2022 (the last month closed as of June 13,2022). As of May 31, 2022, AIMS K-12 College Prep maintained $6,839,106 in cash



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Lakeview Campus
746 Grand Avenue
Oakland, CA 94610
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Multi Year Reports

AIMS K-12 COLLEGE PREP MIDDLE
Budget Summary

AIMS K-12 COLLEGE PREP MIDDLE

SACS Ol	Code Description	2022-23	2023-24	2024-25	2025-26	2026-27
	State	3,182,636	2,913,572	3,128,460	3,056,834	3,162,759
	Federal	383,999	383,999	236,617	237,829	237,829
	Local	487,043	487,043	501,030	501,030	501,030
Total Revenue		**$ 4,053,679**	**$ 3,784,615**	**$ 3,866,107**	**$ 3,795,694**	**$ 3,901,619**
1000	Certificated Salaries	1,146,148	1,140,498	1,167,072	1,200,917	1,235,744
2000	Classified Salaries	266,907	143,701	147,049	151,314	155,702
3000	Benefits	389,422	334,247	342,035	351,954	362,161
4000	Books and Supplies	299,260	304,856	270,721	278,572	286,651
5000	Services and Other Operating Expenses	1,332,554	1,357,778	1,389,415	1,289,436	1,326,830
6000	Capital Outlay	31,842	31,842	31,842	31,842	31,842
7000	Other Outgoing	254,765	277,775	284,247	292,490	300,973
Total Expenses		**$ 3,720,898**	**$ 3,590,698**	**$ 3,632,381**	**$ 3,596,525**	**$ 3,699,901**
eficit)		**$ 332,780**	**$ 193,917**	**$ 233,726**	**$ 199,169**	**$ 201,718**
As a % of LCFF revenue		13%	7%	8%	7%	7%
und Balance		$ 1,743,125	$ 2,075,905	2,269,822	2,503,548	$ 2,702,716
l Balance		**$ 2,075,905**	**$ 2,269,822**	**$ 2,503,548**	**$ 2,702,716**	**$ 2,904,434**

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AMERICAN INDIAN CHARTER SCHOOL (AIPCS II)

SAC	Code	Description	2022-23	2023-24	2024-25	2025-26	2026-27
Revenue							
		State	9,611,001	8,775,273	8,627,033	8,749,934	9,057,508
		Federal	1,321,694	1,337,861	667,866	680,451	693,084
		Local	733,822	744,380	745,978	745,978	745,978
	Total Revenue		**$ 11,666,517**	**$10,857,515**	**$ 10,040,876**	**$10,176,363**	**$10,496,570**
Expenses							
	1000	Certificated Salaries	3,097,169	3,143,627	3,190,781	3,237,590	3,287,223
	2000	Classified Salaries	838,912	710,539	369,783	375,330	380,960
	3000	Benefits	1,290,564	1,280,669	1,306,064	1,229,263	1,266,669
	4000	Books and Supplies	1,409,893	951,572	509,697	524,478	539,688
	5000	Services and Other Operat	3,580,872	3,515,723	3,593,506	3,515,191	3,617,132
	6000	Capital Outlay	255,000	255,000	255,000	255,000	255,000
	7000	Other Outgoing	485,797	494,881	506,412	521,098	536,210
	Total Expenses		**$ 10,958,207**	**$10,352,012**	**$ 9,731,243**	**$ 9,657,950**	**$ 9,882,882**
Surplus / (Deficit)			**$ 708,310**	**$ 505,503**	**$ 309,634**	**$ 518,413**	**$ 613,689**
	As a % of LCFF revenue		9%	6%	4%	6%	7%
Beginning Fund Balance			$ 2,529,345	$ 3,237,656	$ 3,743,158	$ 4,052,792	$ 4,571,205
Ending Fund Balance			**$ 3,237,656**	**$ 3,743,158**	**$ 4,052,792**	**$ 4,571,205**	**$ 5,184,893**

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AIMS COLLEGE PREP HIGH SCHOOL

Budget Summary

CSMC

SAC	Code	Description	2022-23	2023-24	2024-25	2025-26	2026-27
Revenue							
		State	6,684,567	5,981,445	6,195,926	6,415,786	6,633,785
		Federal	620,862	320,521	320,521	320,521	320,521
		Local	399,589	399,897	399,897	399,897	399,897
	Total Revenue		**$ 7,705,017**	**$ 6,701,863**	**$ 6,916,344**	**$ 7,136,204**	**$ 7,354,203**
Expenses							
	1000	Certificated Salaries	2,264,034	2,294,950	2,329,374	2,364,314	2,399,779
	2000	Classified Salaries	744,087	749,158	760,396	771,801	783,378
	3000	Benefits	818,041	836,884	848,916	861,127	873,522
	4000	Books and Supplies	627,503	520,602	532,732	435,849	511,343
	5000	Services and Other Operating Expenses	2,748,069	1,847,205	1,890,633	1,945,900	2,002,768
	6000	Capital Outlay	17,157	6,924	6,924	6,924	6,924
	7000	Other Outgoing	297,409	298,888	305,852	314,722	323,849
	Total Expenses		**$ 7,516,301**	**$ 6,554,610**	**$ 6,674,826**	**$ 6,700,638**	**$ 6,901,564**
Surplus / (Deficit)			**$ 188,717**	**$ 147,252**	**$ 241,517**	**$ 435,565**	**$ 452,639**
	As a % of LCFF revenue		3%	3%	4%	7%	7%
Beginning Fund Balance			$ 1,343,153	$ 1,531,870	$ 1,679,122	$ 1,920,640	$ 2,356,205
Ending Fund Balance			**$ 1,531,870**	**$ 1,679,122**	**$ 1,920,640**	**$ 2,356,205**	**$ 2,808,844**

Powered by BoardOnTrack

Coversheet

Operations Dept. Matters

Section: III. Action Items
Item: B. Operations Dept. Matters
Purpose:
Submitted by:
Related Material: Q-549585-20220530-1111_(1) (1).pdf
Invoice_INV0000066252 (2).pdf
Breakfast Propgram Proposal .pdf
LM ADDENDUM EXTENSION 22-23 - AIMS.pdf

PowerSchool
Powering Brighter Futures

150 Parkshore Dr, Folsom, CA 95630
Remit Email: cs@powerschool.com
Quote Date: 30-MAY-2022
Quote #: Q-549585-1

Prepared By:	Dhanya Ramesh	Customer Contact:	Vannee Chand
Customer Name:	American Indian Model Schools	Title:	Education Coordinator
Contract Term:	12 Months	Address:	171 12th St #200
Start Date:	1-JUL-2022	City:	Oakland
End Date:	30-JUN-2023	State/Province:	California
Billing Frequency:	Annually	Zip Code:	94607
		Phone #:	(510) 893-8701

Product Description	Quantity	Unit	Extended Price
Initial Term 1-JUL-2022 - 30-JUN-2023 License and Subscription Fees			
Unified Insights Platform Hosted	1,295.00	Students	USD 2,719.50
Unified Insights Student Essentials Hosted	1,295.00	Students	USD 5,439.00

License and Subscription Totals: **USD 8,158.50**

Quote Total

Initial Term	**1-JUL-2022 - 30-JUN-2023**
Payment Total	**USD 8,158.50**

Fees charged in subsequent periods after the duration of this quote will be subject to an annual uplift. On-Going PowerSchool Subscription/Maintenance and Support Fees are invoiced at the then current rates and enrollment per existing terms of the executed agreement between the parties. Any applicable state sales tax has not been added to this quote. Subscription Start and expiration Dates shall be as set forth above, which may be delayed based upon the date that PowerSchool receives your purchase order. If this quote includes promotional pricing, such promotional pricing may not be valid for the entire duration of this quote.

All invoices shall be paid before or on the due date set forth on invoice. All purchase orders must contain the exact quote number stated within. Customer agrees that purchase orders are for administrative purposes only and do not impact the terms or conditions reflected in this quote and the applicable agreement. Any credit provided by PowerSchool is nonrefundable and must be used within 12 months of issuance. Unused credits will be expired after 12 months.

This renewal quote will continue to be subject to and incorporate the terms and conditions of the main services agreement executed between PowerSchool and Customer that is in effect at the time of this quote, or if no such agreement is in effect, then the terms and conditions found at https://www.powerschool.com/MSA_Feb2022/, as may be amended.

THE PARTIES BELOW ACKNOWLEDGE THAT THEY HAVE READ THE AGREEMENT, UNDERSTAND IT AND AGREE TO BE BOUND BY ITS TERMS.

POWERSCHOOL GROUP LLC

Signature:



Printed Name: Eric Shander

Title: Chief Financial Officer

Date: 21-MAR-2022

American Indian Model Schools

Signature:

Printed Name:

Title:

Date:

PO Number: _____

Illuminate Education, Inc.
PO Box 207833
Dallas, TX 75320-7833

Invoice

illuminate education

BILL TO	SHIP TO
American Indian Model School 171 12th St Oakland CA 94607-4900	American Indian Model School 171 12th St Oakland CA 94607-4900

INVOICE #	DATE	DUE DATE	TERMS
INV0000066252	5/17/2022	6/16/2022	Net 30

SERVICE PERIOD	PO#	DESCRIPTION	QTY	RATE	AMOUNT
07/01/2022 - 06/30/2023		**DnA Software License Bundle**	1	$7,956.75	$7,956.75
		DnA, Software License		Included	
		Grading Software		Included	
07/01/2022 - 06/30/2023		**Inspect Premium**	1,324	$2.50	$3,310.00
07/01/2022 - 06/30/2023		**Learning Community, DnA**	3	$75.00	$225.00

OFFICE ADDRESS:
530 Technology Dr., Ste 100
Irvine, CA 92618

PAYMENT REMIT ADDRESS:
PO Box 207833
Dallas. TX 75320-7833

Purchase Order can be sent:
Email: AR@illuminateed.net

INVOICE SUBTOTAL	$11,491.75
PAYMENT/DEPOSIT	$0.00
CREDITS APPLIED	$0.00
TAX TOTAL	$0.00
BALANCE DUE	$11,491.75

INV0000066252

AIMS K-12 College Prep Breakfast Program

June 14, 2022

Universal Meals Program

Beginning in School Year (SY) 2022–23, California will become the first state to implement a statewide Universal Meals Program for all school children. California's Universal Meals Program is designed to build on the foundations of the federal National School Lunch Program (NSLP) and School Breakfast Program (SBP). There are three key pillars that have been established to ensure that the program is a success:

1. California's State Meal Mandate is expanded to include **both** a nutritiously adequate breakfast **and** lunch for **all** children each school day.

2. California's Universal Meals Program requires very high poverty schools to participate in a federal provision.

3. The California State Legislature will be allocating funds to provide additional state meal reimbursement to cover the cost of the Universal Meals Program.

California Universal Meals updates *Education Code (EC)*, Section 49501.5 that requires public school districts, county offices of education, and charter schools to provide a breakfast and lunch to students that request a meal, free of charge for each school day beginning in SY 2022–23.

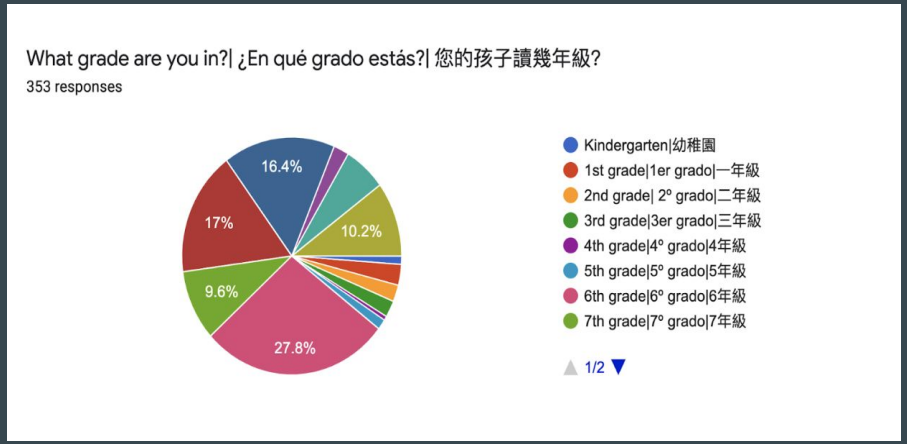
In order to receive state reimbursement for the two meals, local educational agencies (LEA) must participate in both the NSLP and SBP.

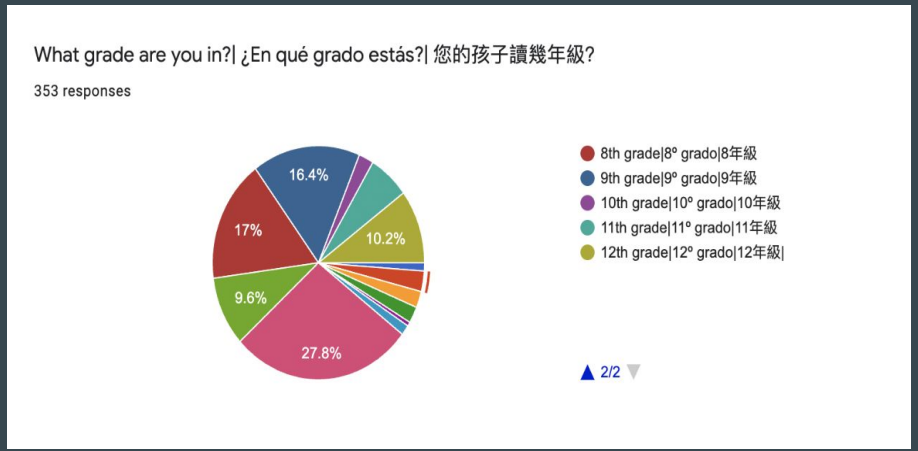
Breakfast Program Benefits: Why Should AIMS Participate?

- School Breakfast program (SBP) is a federally funded program that will provide free and reduced low-income families breakfast.
- Studies show benefits of students that eat breakfast and relation to academic performance.
- The School Breakfast program(SBP) is a federally assisted program that provides encourages schools to provide breakfast, lunch and snack to fulfill the hunger gap for students participating in public schools.



Survey Results: Grade Level of Students

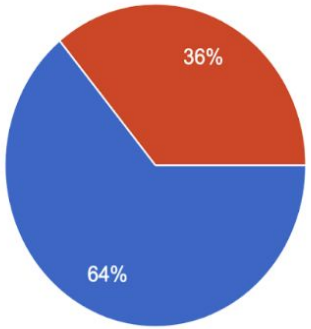




Survey Results: Percentage of Students Interested

If AIMS were to offer breakfast for the 2022-2023 school year, would you participate in the program?|Si AIMS ofreciera desayuno ...a?|如果AIMS為2022-2023學年提供早餐，你會參加該計劃嗎?

353 responses



- Yes [I would participate in the breakfast program] Sí [participaría en el programa de desayuno]是的[我會參加早餐計劃]
- No [I would not participate in the breakfast program]No [No participaría en el programa de desayuno]否 [我不會參加早餐計劃]

Participation, Cost Projections & Assumptions

Participation	AIPCS & AIPCS II K-8th: 400 AIPHS-100			
Cost Projections	Free: $2.50 Reduced: $2.50 Paid $2.50	Vendor Meal Pricing $2.25 per breakfast		
Cost Assumptions	AIPCS & AIPCS II K-8th: 400 AIPHS-100 Days of School: 185	AIPCS & AIPCS II Breakfast cost: $166,500 AIPHS: Breakfast cost: $41,625	Revenue AIPCS & AIPCS II: $185,000 Revenue AIPHS Revenue: $46,250	Breakfast program grant 2022-23: $64,001 Supply Chain grant 2022-23: $5,000

Cost neutral program, AIMS will be reimbursed for 100% of all students that participate within the Breakfast program regardless of FRL status due to the Universal Breakfast program. SFAs must still claim each breakfast according to the number of breakfast meals served to free, reduced-price, and paid students.

Program Requirements

There are many similarities between the School Breakfast Program (SBP) and the National School Lunch Program (NSLP). Both programs must be open to all enrolled children. If a child already qualifies for free or reduced-price lunches, then the child would also qualify for free or reduced-price breakfasts. Also, records must be kept to document that the breakfast program follows all federal and state rules and regulations. Such records include:

- Meal production records and inventory records which document the amounts and types of food used.
- The number of breakfasts served each day, by site and by category (free, reduced-price, and full price).

The California Department of Education's review of each agency's breakfast program is generally done in conjunction with the review of the agency's National School Lunch Program. AIMS typically receives more than $500,000 annually with the combination with AIMS lunch program in federal funds therefore AIMS will be audited each year.

How will AIMS K-12 College Prep be funded?

- The School Breakfast Program (SBP) is operated on a reimbursement basis, with agencies paid on the number of meals served. Agencies submit a monthly reimbursement claim through the Child Nutrition Information Payment System (CNIPS). After the Department reviews and approves the claim, it is processed by the State Controller's Office and a check is issued. Agencies typically receive reimbursement within four to six weeks after submitting the reimbursement claim.

- SFAs must still claim each breakfast according to the number of breakfast meals served to free, reduced-price, and paid students.

Questions

ADDENDUM TO AGREEMENT TO PROVIDE FOOD SERVICE

Between **THE LUNCHMASTER and AMERICAN INDIAN MODEL SCHOOLS**

This addendum made on May 24, 2022, between THE LUNCHMASTER, and AMERICAN INDIAN MODEL SCHOOLS is created for the purpose of providing meals under the National School Lunch Program (NSLP) and the School Breakfast Program (SBP).

1. **Addendum Purpose**
   This addendum contains the renewal rates and fees for the delivery of vended meals under the National School Lunch and School Breakfast Program for the period beginning July 1, 2022 and ending on June 30, 2023. The terms and conditions of the original Base Year service agreement are applicable to this contract renewal.

2. **Service Agreement Period**

Base Year:	July 1, 2018 – June 30, 2019
1st Renewal Year:	July 1, 2019 – June 30, 2020
2nd Renewal Year:	July 1, 2020 – June 30, 2021
3rd Renewal Year:	July 1, 2021 – June 30, 2022
4th Renewal Year:	July 1, 2022 – June 30, 2023

3. **Pricing**
   Vendor will charge the following prices starting July 1, 2022.

MEAL	RATE SY21/22	RATE SY22/23
Breakfast – NSLP	$ 2.05	$ 2.25
K-8 Lunch – NSLP	$ 3.20	$ 3.50
9-12 Lunch – NSLP	$3.20	$3.75
Snack – NSLP	$ 0.82	$ 0.98

4. **Additional Pricing Disclosures**

   a. Meals for Staff Members: **PRICED ON REQUEST**
   b. Soymilk per meal: (non-medically required): **PRICED ON REQUEST**
   c. Meal labels: **PRICED ON REQUEST**
   d. If a minimum of **80 lunches per day per delivery** cannot be maintained, a **delivery fee of $75.00 per day per site** will need to be added to the weekly / monthly invoices.

School and Vendor hereby mutually exercise the option to renew the service agreement from Base Year 2018 – 2019.

Name & Title of Sponsor Representative	**Telephone Number**
Mailing Address	
Signature	**Date**
Name & Title of Vendor Representative	**Telephone Number**
Mailing Address	
Signature	**Date**

Coversheet

AIMS School Site Matters

Section: III. Action Items
Item: C. AIMS School Site Matters
Purpose:
Submitted by:
Related Material:
AIPCS II 2022-23 SPSA.docx.pdf
_AIMS MS 2022-23 SPSA.docx.pdf
AIMS HS 2022-23 SPSA (1).pdf
LCAP 2022-23 - AIPCS II Revised as of 6_23_22 3_02 PM.docx (1).pdf
LCAP 2022-23 - AIMS MS.docx.pdf
AIMS HS 2022-23 LCAP Cover Letter (2).pdf
AIMS MS - ESSER III- Update 2022-23.docx.pdf
AIMS HS 2022-23 ESSER III Cover Letter.pdf
AIPCS II - ESSER III - Update 2022-23.docx.pdf
AIMS HS Declaring Guitars as Surplus Cover Letter.pdf
COVID-19 Safety Plan.pdf
AIMS HS 2022-23 Educator Effectiveness Block Grant Cover Letter (1).pdf
School+Calendar+2022-2023-v06092022.pdf
Safe School Plan 2022-2023.pdf
Safe_School_Plan_2022-2023.pdf
Safe_School_Plan_-_AIMS_HS_2022-2023.pdf

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	School Site Council (SSC) Approval Date	Local Board Approval Date
American Indian Public Charter School II	01-61259-0114363	6/10/2022	[Add Local Board Approval date here]

Purpose and Description

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

Schoolwide Program

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

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

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

The culmination of these and other stakeholder, staff, and Board meetings took place to develop this document.
SSC - School Site Council
AIMS K-12 School Board

Resource Inequities

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

[Add text here]

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1

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

Identified Need

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

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

K-5 - 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 additonal intervention oportunities will be provided through out the year. This will be an authorized over and above use of funds.

6-8 - 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 in all areas that support students performance and growth. This work will be geared towards working with identified students that are struggling and performing below grade level and will be over and above support. In addition intervention opportunities will be provided for identified students and will be over and above support.

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)
$ 232,142.99	Federal - Title I, Part A
$ 17,206.20	Federal - Title IV, Part A
$99,285.17	General Funds (LCFF)

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	55%	At least 60% of English Language Learners will make at least one year's progress in learning English
English Learner Reclassification Rate	10% EL Reclassification	15% 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 TSA 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

ELD Teacher on Special Assignment will organize the ELD program for teachers

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)
$ 38,553.00	Federal - Title III
$75,000.00	Federal - Title I, Part A
$33,801.09	General Funds (LCFF)

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	85% Attendance rate	95% Attendance Rate
Teachers will show improvement from 1st teachers evaluation raw score to 2nd teacher evaluation raw score.	60%	75% 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.

- Hiring mangers and Credential Analyst 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 and will be in alignment with AIMS plans for Professional Development

- 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.

This activities will be in compliance with the appropriate use of Title II funds.

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)
$ 28,507.28	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 an after school program 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)
$ 177,382.00	ASES Grant

Goal 5

1) Increase rate of students participating in Visual & Performing Art courses in compliance with the Measure G1 Grant
2) Promote positive school climate & culture

Identified Need

All Students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All students attend Art/Graphic Design, Music and world language courses.		All students will have at minimum one VPA

PBIS Incentives & Rewards		All students enrolled PBIS online platform and receive rewards & incentives.

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

- Art & Music teachers' Salaries
- PBIS Online Platform
- PBIS Incentives & Rewards for 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)
$109,701.78	Measure G1

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	$305,117.47
Total Federal Funds Provided to the School from the LEA for CSI	0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$725,287.51

Other Federal, State, and Local Funds

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

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

[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]

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

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

State or Local Programs	Allocation ($)
After School Education and Safety Program	$177,382
Measure G1	109,701.78
General Funds (LCFF)	$133,086.26
[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: $420,170.04

Total of federal, state, and/or local funds for this school: $725,287.51

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

[When completing this section for CSI, the LEA shall describe the process used to develop, in partnership with stakeholders, the CSI plan.]

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

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

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

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

- A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
  1. The comprehensive needs assessment of the entire school shall:
     - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
     - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
       - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
       - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
       - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
       - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
       - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
- B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

b. use methods and instructional strategies that:

i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1. Ensure that those students' difficulties are identified on a timely basis; and
2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

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	School Site Council (SSC) Approval Date	Local Board Approval Date
AIMS College Prep Middle School	01-61259-6113807	6/10/2022	[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 in all areas that support students performance and growth. This work will be geared towards working with identified students that are struggling and performing below grade level and will be over and above support. In addition intervention opportunities will be provided for identified students and will be over and above support.

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)
$ 52,228.53	Federal - Title I, Part A
$10,000.00	Federal - Title IV, Part A

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	55%	At least 60% of English Language Learners will make at least one year’s progress in learning

		English
English Learner Reclassification Rate	10% EL Reclassification	15% 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 lesson planning 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 TSA 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

ELD Teacher on Special Assignment will organize the ELD program for teachers

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)
$8769.82	Federal - Title III

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	90% Attendance rate	95% Attendance Rate
Teachers will show improvement from 1st teachers evaluation raw score to 2nd teacher evaluation raw score.	60%	75% 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.

- Hiring mangers and Credential Analyst 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 and will be in alignment with AIMS plans for Professional Development

- 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.

This activities will be in compliance with the appropriate use of Title II funds.

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)
$ 10,868.58	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 an after school program 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)
$ 177,382.00	ASES

Goal 5

1) Increase rate of students participating in Visual & Performing Art courses in compliance with the Measure G1 Grant
2) Promote positive school climate & culture

Identified Need

All Students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All students attend Art/Graphic Design, Music and other Measure G1 approved courses.		All students will have at least one VPA class per year.
PBIS Incentives & Rewards		All students enrolled in the PBIS online platform. All students will receive rewards & incentives.

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

- Art & Music teachers' Salaries
- PBIS Online Platform

- PBIS Incentives & Rewards for 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)
$111,349.87	Measure G1

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	$81,867.03
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$370,598.90

Other Federal, State, and Local Funds

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

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

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

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

State or Local Programs	Allocation ($)
After School Education and Safety Program	$177,382.00
Measure G1	$111,349.87
[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: $288,731.87

Total of federal, state, and/or local funds for this school: $370,598.90

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

[When completing this section for CSI, the LEA shall describe the process used to develop, in partnership with stakeholders, the CSI plan.]

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

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

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

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

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Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

- A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
  1. The comprehensive needs assessment of the entire school shall:
     - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
     - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
       - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
       - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
       - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
       - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
       - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
- B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

b. use methods and instructional strategies that:

i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1. Ensure that those students' difficulties are identified on a timely basis; and
2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

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

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Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

AIMS Board of Directors Meeting Item Cover Letter

Item: AIMS HS 2022-23 School Plan For Student Achivement

Presented By: Maurice Williams

Staff Recommendation:

During Thursday, June 24's SSC Meeting, the SSC recommended to approve AIMS HS's 2022-23 SPSA, pending additional data Analysis. In order to remain complaint with federal guidelines, all Title funds must be contained in an SPSA and approved by prior to its spending in the 2022-23 LCAP.

Committee Approval: Yes Finance Committee

Total Associated Cost: $137,443.82

Included in Budget? No

Funding Source: Title I, Title II, Title III, and Title IV funds

Over/Under Budget? N/A

Amount Over/Under Budget? N/A

Included in LCAP? No

Which LCAP?

Will be included in 2022-2023 LCAP

2022-23 AIMS HS SPSA - EZ Read Version	
Goal 1.1	ELD Coordinator will continue to analyze and discuss students progress to: Monitor the progress of English Learners (ELs) including Long Term English Learner (LTELs) and reclassified students Hold DELAC/ELAC meetings to inform families of supplemental resources that are provided to EL students. Evaluate the effectiveness of the current ELD program.
Goal 1.2	1 IXL license renewal for high school EL's 1 NewsELA License for high school ELD teacher. Datawork-ELD Curriculum License for high school ELD teacher.
Goal 1 Total	$2199 - Title III Funds (4139.14)
Goal 2.1	Staff will help AIMS HS students during Academic Saturday School to help mitigate academic learning loss actions will better help mitigate student learning loss
Goal 2.2	Hire one Academic Counselor to provide academic support to all 9-12 students.
Goal 2.3	Professional Development for Teachers
Goal 2 Total	$110315.82 - Title I Funds; $14,929 - Title II Funds
Goal 3.1	Provide appropriate instruments, art supplies, or materials for Drama / Musical Theater showcases
Goal 3 Total	$10000 - Title IV Funds

School Year: 2022-23

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 High School	01612590111856076 5	Thursday, June 23, 2022	[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

Targeted Support and Improvement

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.

LCAP Advisory Committee
AIMS HS SSC
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.

N/A

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 scores of our second language learners and students who are new to the AIMS school system. Expenditures have been allocated for increasing our ELD program by providing professional development in Integrated and Designated ELD. Tutoring, and intervention support have been funded to help students new to the AIMS system. To enhance the ELD program, a consultant has been contracted to help evaluate best practices.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EL Reclassification Rate	2020-2021 Baseline English Learner Reclassification rate 5%	2021-22 Baseline English Learner Reclassification rate 6%
English Learners making annual growth as measured by ELPAC annual growth data	2019-2020 ELPAC Year, 25% Progressed at least one ELPAC Level	2021-22 ELPAC Year, 27% Progressed at least one ELPAC Level
Teachers Fully Credentialed	85% of teachers will be credentialed during the school year	90% of teachers will be credentialed during the school year
Teacher Misassignments	15% of teacher misassignment	10% of teacher misassignment
Percent of Students Passing AP Exams with AP Score of 3+	33%	35%

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)

ELL Students

Strategy/Activity

ELD Coordinator and the Department of Data and Academics will continue to analyze and discuss students progress to:

- Monitor the progress of English Learners (ELs) including Long Term English Learner (LTELs) and reclassified students
- Hold DELAC/ELAC meetings to inform families of supplemental resources that are provided to EL students.
- Evaluate the effectiveness of the current ELD program.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Under performing students identified by performance data, in cluding ELD students

Strategy/Activity

- 1 IXL license renewal for high school EL's
- 1 NewsELA License for high school ELD teacher.
- Datawork-ELD Curriculum License for high school ELD teacher.

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)
$2199	Federal - Title III

Goal 2

Instruction, Development, and 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

All Teachers

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
On going Professional Development meetings	92%	95%
Teachers will show improvement from 1st teachers evaluation raw score to 2nd teacher evaluation raw score.	100%	95%

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

Staff will help AIMS HS students during Academic Saturday School to help mitigate academic learning loss actions will better help mitigate student learning loss
AIMS will provide intervention support, activities and programs for underperforming students.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Hire one Academic Counselor to provide academic support to all 9-12 students.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide professional development to train and develop highly effective teachers

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)
110315.82 14929.00	Title I Title II

Goal 3

Provide appropriate instructional materials to all, particularly within the Visual Performing Arts Department

Identified Need

All Students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Visual Performing Arts Showcases	2 per year	2 per year

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

Provide appropriate instruments, art supplies, or materials for Drama Theater showcases

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)
$10,000	Title IV

Annual Review

SPSA Year Reviewed:2019–20

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

ANALYSIS

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

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

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.

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	
Total Federal Funds Provided to the School from the LEA for CSI	[N/A]

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	

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 ($)**
Federal Child Nutrition Programs	$102,924
Special Education, Federal	$72,800
All Other Federal, Including Facilities Incentive Grants Programs	
ESSER III	$305,754

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

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 ($)
LCFF for all grades; state aid portion	$3,102,697
LCFF for all grades; EPA portion	$1,284,827
In-Lieu of Property Taxes, all grades	$1,301,073
State Food Revenue	$3,663
Lottery	$69,792
Restricted Lottery	$27,831
Mandate Block Grant	$20,993

One Time Block Grant	$578,030
Educator Effectiveness Block Grant	
Access A-G	$220,662
Learning Loss A-G	$75,000
Extended Learning Opportunity	$272,818
Interest	$340
Student Lunch Revenue	$3,054
Foundation Grants	$9,827
Student Body (ASB) Fundraising Revenue	$10,000

Subtotal of state or local funds included for this school: $ [6,980,607]

Total of federal, state, and/or local funds for this school: $[7,462,085]

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

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

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

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

- A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
  1. The comprehensive needs assessment of the entire school shall:
     - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
     - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
       - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
       - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
       - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
       - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
       - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
- B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

b. use methods and instructional strategies that:

i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1. Ensure that those students' difficulties are identified on a timely basis; and
2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
American Indian Public Charter School II	Maryetta Golden, Head of School K-5 Riffat Akram, Head of School 6-8 Maya Woods-Cadiz, Superintendent	maryetta.golden@aimsk12.org riffat.akram@aimsk12.org Maya.woods-cadiz@aimsk12.org 510-893-8701

Plan Summary 2022-2023

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

American Indian Public Charter School II is located in downtown Oakland. We serve 653 students. The school community prides itself on being family oriented. The overarching goal is college and career readiness for all students and joint stakeholder strategic planning through the annual local control process aligns our resources and actions to serve our students in pursuit of this goal.

AIMS Mission Statement
Our mission at AIMS is to cultivate a community of diverse learners who achieve academic excellence. Our commitment to high expectations in attendance, academic achievement, and character development results in our students being prepared for lifelong success. The results driven culture at AIMS and the adherence to it with fidelity guarantees that all graduates earn admission into four year post-secondary programs and become productive members of society

AIMS Credo The Family:
The Family: We are a family at AIM Schools
The Goal: We are always working for academic and social excellence.
The Faith: We will prosper by focusing and working toward our goals.
The Journey: We will go forward, continue working, and remember we will always be a part of the AIM Schools family.

AIMS Values At AIMS we value:
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
Citizenship - Social awareness and justice that leads to action
Legacy - The continued preservation and development of AIMS methodologies for 21st century learners and educators.

LCAP Goals

1) **Academics & 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).
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.
3) **Measurement of Data:** Use technology and supplemental education resources to increase staff effectiveness, progress monitor, and improve student outcomes in becoming 21st century learners and educators.
4) **School Culture & Climate:** Create a safe and positive school that's based upon the principles of family and community, the recognition of dignity and worth of every human being, and social awareness and justice that leads to action.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The California School Dashboard reveals that our school performed very well in both ELA and mathematics. We scored in the GREEN range for English Language Arts. For Mathematics, we scored in the BLUE range, which is the highest range on the dashboard. We ranked as “HIGH” in terms of our English Language Learners making progress towards English Language Proficiency at 55.9%.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The Dashboard revealed a range of ORANGE in terms of our suspension rates. Since then, we have implemented a Positive Behavior Intervention System and incorporated more restorative justice practices in daily routines and the classroom setting.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The LCAP serves as the school's annual work plan

LCAP Goals1)**Academics & 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).

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.

3) **Measurement of Data:** Use technology and supplemental education resources to increase staff effectiveness, progress monitor, and improve student outcomes in becoming 21st century learners and educators.

4) **School Culture & Climate: C**reate a safe and positive school that's based upon the principles of family and community, the recognition of dignity and worth of every human being, and social awareness and justice that leads to action. Finally, we will continue to expand School Culture and climate by promoting student activities that develop the holistic needs of each child and by teaching students how to value the intrinsic worth and human life of all individuals, regardless of their differences.

Key themes that are evident in this LCAP include:

• A focus on making up for the loss of learning during virtual learning/COVID-19

• An emphasis on Social Emotional Learning in the classroom and training for the staff

• Community Building

• Professional Development and Teacher Collaboration

• Extra support staff in the form of intervention aides to make up for any learning losses

• Assessments and data tracking

• Family and Community Engagement

• Safe and clean facilities

• A safe environment where students can go to learn

• Equity and Access

• Knowledge of the whole child
• Student centered approaches

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The LEA consulted, worked with, and developed plans based on the feedback from many stakeholders during the year and will continue to do so throughout the implementation of this LCAP. Administrators held meetings where they presented information about grants, expenditures, and plans to families and staff members. Family Advisory Committee meetings were held to gather stakeholder feedback and plan with their input. ELAC/DELAC meetings were also held to gather input. Annual parent and student surveys were compiled for consideration on the LCAP. Professional development and staff development days were also held to gather feedback from teachers and get input for current and future plans.

A summary of the feedback provided by specific educational partners.

•Stakeholders believed that we were allocating funds into the proper places to benefit students

•Stakeholders felt that we needed more intervention support in terms of small group instruction and pull-outs

•Stakeholders wanted more Social Emotional Learning and training because of the pandemic

•Stakeholders wanted a full-time counselor who was on-site for K-8 to help the students who were most in need

•Stakeholders felt that we handled virtual learning really well as we provided the same amount of instruction as in-person learning

•Stakeholders believed that English Learners needed more support with ELD.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

For the creation of this LCAP, we took into account all of the stakeholders' feedback from our various forms of engagement. To start out with, we hired more intervention staff. These intervention aides are now only serving 3-6 classes per week, which is a lot less than before. They are going to provide small-group instruction, push in and pull out services, as well as help to assess students. Stakeholders realized that we needed more SEL in the classrooms and the training to implement it correctly. We agreed and we are setting aside money for professionals to come out and train our teachers on how to correctly implement SEL practices. To help with emotional support, we are hiring an additional counselor who will be on-site at our 12th st campus for the full day. This counselor will be responsible for working with and supporting the students with the most emotional and behavioral needs. ELD support was something that many stakeholders mentioned during our engagement meetings. In this LCAP, we outlined our plan. This includes hiring an additional ELD teacher to support, using ELA curriculum with ELD components embedded, hiring an ELD consultant to train administrators, teachers, and look over lesson plans, and having more professional development specifically focused on how to implement ELD lessons effectively in the classroom.

Goals and Actions

Goal 1

Goal #	Description
[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).

An explanation of why the LEA has developed this goal.

By strengthening our commitment to Academics and Instruction, teachers and students will receive appropriately assigned instructional materials that are based upon the standards and facilitate student learning and achievement. Teachers that deliver high-quality instruction through the implementation of State Standards. An achievement gap exists for at-risk students, including English Learners, Foster Youths, and Low Income Subgroups.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Assessment of Student Performance and Progress - Mathematics	55% of all students will reach proficiency in mathematics	No CAASPP Data Available as of 6/14/2022			65% of all students will reach proficiency in mathematics or higher.
California Assessment of Student Performance and Progress - English Language Arts	45% of all students will reach proficiency in English Language Arts	No CAASPP Data Available as of 6/14/2022			55% of all students will reach proficiency in English Language Arts or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Assessment of Student Performance and Progress Science	40% of all students will reach proficiency in Science	No CAASPP Data Available as of 6/14/2022			60% of all students will reach proficiency in Science
English Learners making annual growth as measured by ELPAC annual growth data	At least 60% of English Language Learners will make at least one year's progress in learning English	64% of English Language Learners made at least one year's progress based on ELPAC data available as of 6/15/22			65% of English Language Learners will make at least one year's progress in learning English
English Learner Reclassification Rate	40% EL Reclassification Rate	10% of EL students were reclassified in 21-22			45% EL Reclassification Rate

Actions

Action #	Title	Description	Total Funds	Contributing
[Action #]	[A short title for the action; this will appear in the Action tables]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[$ 0.00]	[Y/N]
1.1	Approved Textbooks & Core curricula materials + Curriculum Supporting Software	CDE approved textbooks and standards aligned instructional materials will ensure that students will have access to appropriate curriculum in English Language, Mathematics, Social Science, and Science, PE, Foreign Language and Visual Performing Arts Enhance and modify curriculum and instruction to ensure English Learners have access to CCSS and ELD Standards. This enhancement	$87,216.00 Elementary School 4100-$77,216.00 +	

Action #	Title	Description	Total Funds	Contributing
		will be improved professional development and support for instructional staff, and increased planning time to incorporate ELD standards into integrated instructional time.	4410- $10,000	
1.2	Special Intensive Saturday + School Summer Intervention + Intensive Academic Saturday School	Materials and Resources will be provided to implement a Special Intensive Saturday School for State testing preparation, Math Inventory, and SRI test preparation AIMS Summer Intervention will be held each year in July. Students who failed the AIMS Finals, benchmarks, or have grades of a C- or below will be required to attend. Materials and Resources will be provided to implement a Special Intensive Saturday School for State testing preparation, Math Inventory, and SRI test preparation	$93,000.00	
1.3	ALEKS Program for Middle School Middle School Students	ALEKS helps students master course topics through a continuous cycle of mastery, knowledge retention, and positive feedback. Each student begins a new course with a unique set of knowledge and prerequisite gaps to fill. By determining the student's baseline of knowledge, ALEKS creates an individual and dynamic path to success where students learn and then master topics.		
1.4	VPA Materials for Elementary School Students	Additional materials and resources will be purchased to support the Visual Performing Arts Department	4315 $41,148.00	
1.5	VPA Materials for Middle School Students	Additional materials and resources will be purchased to support the Visual Performing Arts Department		
1.6	Academic Saturday School	Students who are failing benchmarks with a score of a 60% or below will be required to go to Academic Saturday School each week to review various Common Core State Standards in both ELA and mathematics.	[see 1.2 above]	

Action #	Title	Description	Total Funds	Contributing
1.7	Matching Books with Lexile Levels (Elementary)	Students will be assigned appropriately leveled books based on their Lexile level taken from the Scholastic Reading Inventory, using the program Raz-Kids.	Elementary 4410- $10,000	
1.8	Professional Development on Implementing the Curriculum + Pedagogy	Professional development and evaluation cycles will be used across the school to ensure effective implementation of curriculum.	Elementary 5210- $27,983.99	
1.9	NGSS Standards Based Curriculum	The school will purchase a new science curriculum that is based on the NGSS Standards.	Elementary 4100- 77,216.00	
1.10	ELD Consultant	Contract out an ELD consultant to help train staff on how to use effective integrated and designated ELD	5810 $20,000.00	
1.11	Purchase Independent Learning Programs	Purchase online learning programs that deliver Common Core Standards based questions, logs student progress, and assesses their learning	Elementary 4200- $51,132	
1.12	Student Field Trip + Transportation	Students will attend field trips pertaining to their academics.	5811 $40,000.00	
MS1.1	Approved Textbooks & Core curricula materials + Curriculum Supporting Software	CDE approved textbooks and standards aligned instructional materials will ensure that students will have access to appropriate curriculum in English Language, Mathematics, Social Science, and Science, PE, Foreign Language and Visual Performing Arts Enhance and modify curriculum and instruction to ensure English Learners have access to CCSS and ELD Standards. This enhancement will be improved professional development and support for instructional staff, and increased planning time to incorporate ELD standards into integrated instructional time.	Elementary School 4100- $77,216.00 + 4410- $10,000	

Action #	Title	Description	Total Funds	Contributing
1.2	Music and Art Program VPA for Elementary School Students	Music Recorders and Art materials will be purchased to support a VPA Program for Elementary Students.	[see 1.4 above]	
1.3	ALEKS Program for **Middle School Middle School Students**	ALEKS helps students master course topics through a continuous cycle of mastery, knowledge retention, and positive feedback. Each student begins a new course with a unique set of knowledge and prerequisite gaps to fill. By determining the student's baseline of knowledge, ALEKS creates an individual and dynamic path to success where students learn and then master topics.		
1.4	Materials and Resources for Elementary Students	Materials and Special Incentives will be purchased for Monthly award ceremonies.	$41,148.00	
1.5	**VPA Materials for Middle School Students**	Additional materials and resources will be purchased to support the Visual Performing Arts Department		
1.6	Academic Saturday School	Students who are failing benchmarks with a score of a 60% or below will be required to go to Academic Saturday School each week to review various Common Core State Standards in both ELA and mathematics.	(see1.4 above)	
1.7	Matching Books with Lexile Levels (Elementary)	Students will be assigned appropriately leveled books based on their Lexile level taken from the Scholastic Reading Inventory, using the program Raz-Kids.	Elementary 4410- $10,000	
1.8	Professional Development on Implementing the Curriculum + Pedagogy	Professional development and evaluation cycles will be used across the school to ensure effective implementation of curriculum.	Elementary 5210- $27,983.99	
1.9	NGSS Standards Based Curriculum	The school will purchase a new science curriculum that is based on the NGSS Standards.	Elementary 4100- 77,216.00	
1.10	ELD Consultant	Contract out an ELD consultant to help train staff on how to use effective integrated and designated ELD		

Action #	Title	Description	Total Funds	Contributing
1.11	Purchase Independent Learning Programs	Purchase online learning programs that deliver Common Core Standards based questions, logs student progress, and assesses their learning	Elementary 4200-$51,132	

Goal Analysis for [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We implemented all the actions in Goal 1 except actions 1.2, 1.4 & 1.10

We did not use these programs, instead we adopted Benchmark Advance & iXL that was more suitable for students' needs and recovery learning loss.

We used ELPAC Testing coordinator instead.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

After making adjustments in replacing the above mentioned programs, we were able to spend the expenditures as planned.

An explanation of how effective the specific actions were in making progress toward the goal.

They met the students' needs successfully.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes were made.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal 2

Goal #	Description
[Goal #2]	**Instruction, Development, and 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.

An explanation of why the LEA has developed this goal.

AIMS caters to the holistic needs of students by fully-funding all relevant and necessary instructional materials for students, school uniforms, and supplemental resources. Together, these two elements will help students, teachers, staff, and administrators thrive. We make sure to screen potential candidates and hire only those who are qualified to teach in an AIMS classroom. Our teachers go through weeks of professional development during the school year to ensure they are teaching up to our high standards.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately credentialed and assigned teachers	85% of teachers will be credentialed during the school year	Need data for teachers			100% of teachers are appropriately credentialed and assigned.
Teacher misassignment	15% of teacher misassignment	Need data			0% of teacher misassignment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student access to instructional materials and supplies	100% of students have access to board adopted materials and instructional supplies	100% of students have access to board adopted materials and instructional supplies			100% of students have access to board adopted materials and instructional supplies
Professional Development Attendance	At least 90% of the staff will attend professional development when it occurs	95% Staff attendance for PDs			At least 90% of the staff will attend professional development when it occurs

Actions

Action #	Title	Description	Total Funds	Contributing
[Action #]	[A short title for the action; this will appear in the Action tables]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[$ 0.00]	[Y/N]
2.1	Administrative Staff	The Head of School, Head of Division for Academics, and Student Services Coordinator will run the day to day operations of the school	$456,312.00	
2.2	Teachers, Substitutes, and Teacher Incentives	Appropriately assigned, trained, and credentialed Teachers (including SPED ELD, VPA, Foreign Language) and will provide high quality instruction to all students using AIMS practices and data driven strategies. Substitute teachers will also provide temporary classroom coverage for absent teachers. AIMS will also provide teacher bonuses and incentives for perfect attendance.	$2,301,930.00	
2.3	Professional Development for Teachers	Ongoing professional development and learning opportunities and resources for teachers will enhance their skills to improve student outcomes. In addition, Integrated and Designated ELD PD will support	$37,00.00	

Action #	Title	Description	Total Funds	Contributing
		general ed teachers in support of ELLs. Differentiated Instruction, Modified and Adapted Curriculum for EL and SPED students, and culturally responsive pedagogy. There will be some form of professional development or teacher collaboration every week in regards to academics. This will be led by Teachers on Special Assignment, Administrators, Lead Teachers, Educational Consultants, and representatives from all of our curricula and programs		
2.4	Teacher Induction	The school will continue to provide an Induction Program for beginning teachers and interns.	$16,500	
2.5	Instructional Aides	Instructional Aides will provide regular and equitable instructional "push-in" and "pull-out" support to students that are most in need. IAs will also substitute for teachers on an as-need basis. Hire additional intervention aides to work closely with teachers to help support students with learning loss and students who are behind grade level. IAs will provide music and art support to students on a regular basis as assigned.	$481,507.00	
2.6	Administrative Assistants and Clerks	Administrative Assistants, clerks will provide promote a positive, proactive, professional, and efficient environment The school will recruit, hire, and train effective clerical and support staff who promote a welcoming school climate, support student attendance, and provide effective operations and support for students, parents and staff. PD training will be provided support staff as needed.	$352,753.00	
2.7	School Supplies, Uniforms, and	The school will provide all necessary resources and components to	4300	

Action #	Title	Description	Total Funds	Contributing
	Instructional Materials	support student learning, including school supplies, uniforms, science lab kits, and other instructional materials.	$30,000.00	
2.8	OUSD SpEd Encroachment	The school contributes an annual encroachment fee of nearly $1800 per eligible student to the Oakland Unified School District (OUSD) SELPA for SPED Services. OUSD is responsible for providing individualized education plans, resources, and services for students with disabilities to be successful in the school.	$381,343.17	
2.9	Summer Intervention	AIMS Summer Intervention will be held each year in July. Students who failed the AIMS Finals, benchmarks, or have grades of a C- or below will be required to attend.	[see Elementary 1.2 above]	
2.10	Teachers on Special Assignment and Lead Teachers.	Teachers on Special Assignment will lead teacher collaboration, deliver professional development, help with lesson planning, observe teacher pedagogy, and give feedback.	$16,000	

Goal Analysis for [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

No changes were made.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A

An explanation of how effective the specific actions were in making progress toward the goal.

They helped the most vulnerable students as well as enrichment.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes were made.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal 3

Goal #	Description
[Goal #3]	**Measurement of Data:** Use technology and supplemental education resources to increase staff effectiveness, progress monitor, and improve student outcomes in becoming 21st century learners and educators.

An explanation of why the LEA has developed this goal.

Due to COVID-19 school related closures, AIPCS II will continue to analyze and assess verifiable data that is norm-referenced for reporting to the state and our charter authorizer, as this information will help determine how best to mitigate any potential student learning loss. AIMS. We will also use technology and various online programs to track student performance data, share the data, and plan with it. Our goal is to give assessments during the year to track a student's progress throughout the year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Formative Assessment Scholastic Math Inventory (SMI)	50% of students will be at grade the grade level proficiency	72% of students are at grade level proficiency			70% of students will be at grade the grade level proficiency
Formative Assessment Scholastic Reading Inventory (SRI)	40% of students will be at grade the grade level proficiency	65.5% of students are at grade level proficiency			60% of students will be at grade the grade level proficiency
Illuminate Math	Each K-5 grade level will have a proficiency rate of at least 50% or above	84% of students are at grade level proficiency			Each grade level will have a proficiency rate of at least 55%
Illuminate ELA	Each K-5 grade level will have a proficiency rate of at least 45% or above	63% of students are at grade level proficiency			Each grade level will have a proficiency rate of at least 50%

Actions

Action #	Title	Description	Total Funds	Contributing
[Action #]	[A short title for the action; this will appear in the Action tables]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[$ 0.00]	[Y/N]
3.1	HMH Math Inventory	HMH Math Inventory is an adaptive, research-based assessment that reliably measures math ability and progress from Kindergarten to Algebra II in significantly less time than traditional assessments. Smart praise, based on mindset research, reinforces student knowledge and	$4,758.80	

Action #	Title	Description	Total Funds	Contributing
		keeps confidence high throughout the assessment. Once complete, teachers are provided with data that have been transformed into actionable teaching strategies for each student. Proficiency levels dictate Statewide assessment trajectory.		
3.2	Scholastic Reading Inventory (SRI)	SRI: Scholastic Reading Inventory (SRI) Interactive is a computer-adaptive assessment designed to measure how well students read literature and expository texts of varying difficulties. This psychometrically valid assessment instrument can be used as a diagnostic tool to place students at the best level in the program so they can read with success. Includes professional development for teachers. Student Lexile Levels (reading levels) will be measured quarterly by using the Scholastic Reading Inventory	$2,800.00	
3.3	District-Wide Assessment & Data Platform	The school will contract with a third-party entity to collect, analyze, and report academic data for school improvement, monitor student student progress, analyze trends, and meet local, state, and federal reporting requirements. Monitor RFEPs for continued academic success. Monitor progress to strengthen implementation in assessments and intervention. (Benchmark, ELPAC and SBAC) ensuring efficient and effective classroom/course and intervention placement. The school will use formative assessments to help teachers develop goals for students, monitor progress, and adjust instructional plans throughout the year. Relevant data will be accessible and readily available for staff to use in developing plans, setting goals, monitoring progress and evaluating effectiveness.	$15,000.00	
3.4	PowerSchool	PowerSchool is the Student Information System that is used to keep track of Attendance, gradebook and student demographic information	$9,000	

Action #	Title	Description	Total Funds	Contributing

Goal Analysis for [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

No changes were made

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A

An explanation of how effective the specific actions were in making progress toward the goal.

It helped us to plan instructions strategically. Especially in recovering the learning loss of the most vulnerable students.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes were made.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal 4

Goal #	Description
[Goal #4]	**School Culture and Climate:** Create a safe and positive school that's based upon the principles of family and community, the recognition of dignity and worth of every human being, and social awareness and justice that leads to action.

An explanation of why the LEA has developed this goal.

To provide students and families with appropriate health services interventions to be healthy and be able to learn. These services are principally directed and are an effective use of funds, targeting our unduplicated students. COVID-19 has reminded us that the holistic needs of students (particularly mental health) must be taken into account in order to facilitate student and community success. Our goal is to provide a positive, safe, and comfortable environment where students and teachers only need to worry about teaching and learning. We also want to focus on positive interactions with staff and students. We want to teach students how to learn from their mistakes, interact with their peers, and build trust within the school community.

With the rise of racial/ethnic violence spreading throughout the Bay Area, we at AIMS want to show that we are doing more than just providing verbal support. Through our practices in restorative justice, we have developed and will continue to practice using community circles. We find that this is the best way for students to create dialogue, learn about each other's background, cultures, and mannerisms. Our goal is for everyone to talk about these issues head on and to learn to build friendships by discussing the current issues as well as their feelings. Teaching students to learn to accept others for who they are is one of the main goals which is rooted in Goal 4. As for students who have been victims or witnessed acts of violence because of their skin color or race, we will have an on-site counselor who will be there for emotional support. We want to make a stand and teach students to love thy neighbor. We want to show that the classroom is a safe space for students of all races.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	95% ADA	96.49% ADA			97.5% ADA
School Survey - Question regarding Safety	Student Response : 80% Family Response: 80%	Student Response : 85.5% Family Response: 96.9%			Student Response: 85% Family Response: 85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Family Survey - Question regarding High Expectations	Family Response: 85%	Family Response: 98.4%			Family Response: 90%
Student Survey Student - Caring Relationships	Student Survey Response: 80%	Student Survey Response: 94.2			Student Survey Response: 85%
School Wide Suspension Rate	School Wide Suspension Rate 5%	School Wide Suspension Rate			< 3%
School facility is maintained and in good repair. The facility received Good rating on the Facilities Inspection Tool	School facility is maintained and in good repair. For 2020-2021 the facility received Good rating on the Facilities Inspection Tool	School facility is maintained and in good repair. For 2021-20212 the facility received Good rating on the Facilities Inspection Tool			The facility receives at least a Good rating on the Facilities Inspection Tool
Food Service Survey- Quality of meals and interest to enhance overall wellbeing	Positive Response of at least 70% or above	91% Positive Response			Positive Response of at least 75% or above

Actions

Action #	Title	Description	Total Funds	Contributing
[Action #]	[A short title for the action; this will appear in the Action tables]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[$ 0.00]	[Y/N]

Action #	Title	Description	Total Funds	Contributing
4.1	Healthy and Nutritious Meals - All Students Child Nutrition-Food Services NSLP/SSO	Healthy and Nutritious Meals - All Students 1. AIPCS II will continue to implement its free-and reduced lunch program to ensure that students are well-nourished and prepared to learn. Additionally, AIPCS II will continue to provide resources for nutrition education and materials to promote healthy alternatives that meet wellness policy and state and federal guidelines. 2. The school will continue its existing snack program to ensure students are well-nourished and prepared to learn.	$238,560	
4.2	SEL PD	Social Emotional Learning Professional Development Sessions will be provided to staff so they can use these strategies in the classroom with their students	$37,000	
4.3	SEL Counselors	Continue to receive support from our current counselor and also hire an additional on-site counselor to service K-8 students. The counselors will provide counseling services that address student social and emotional needs.	$270,789.00	
4.4	Positive Behavior Intervention System Elementary School (PBIS)	The school will continue to implement Positive Behavior Intervention Support (PBIS) programs and incentives to provide access to social/emotional curriculum, encourage positive behavior through student rewards, increase student attendance, and to maintain a low suspension rate.	$3,700	
4.5	Assemblies, Guest Speakers	Assemblies, School / Cultural Events, & Guest Speakers provide additional events to promote a positive and diverse environment.	$15,000.00	
4.6	School Nurse Health Clerk	The school will hire a school nurse to support student success by providing health care through assessment, intervention, and follow-up for all children within the school setting. By addressing the physical, mental, emotional, and social health needs, students will be supported in the	$70,081.34	

Action #	Title	Description	Total Funds	Contributing
		learning process and poised for achievement. A Health Clerk for Elementary School will be hired to support our health needs, i.e. Covid testing.		
4.7	Oakland Enrolls / Schoolmint	The school has partnered with Oakland Enrolls since its inception in 2016, which empowers Oakland families to make informed choices about their public school options and make the process of selecting and enrolling in a public school easy, efficient, transparent, and equitable.	$12,900.00	
4.8	Parent Square	Parent Square is an online digital communication tool that combines multiple communication streams (email, text, robocall) into one easy-to-use interface for families and staff. ParentSquare also delivers secure documents and provides translation support in Chinese and Spanish languages.	$3,500.00	
4.9	Restorative Justice	Restorative Justice provides collaboration and reintegration into the classroom to provide a positive and safe environment. Continuation of Restorative Justice Saturday School geared towards students with chronic disciplinary concerns.	$25,000.00	
4.10	Custodial Staff & Facility Maintenance	We believe that our school should continue to be clean and inviting, maintained and in good repair, and have the necessary supplies and utilities to be sustainable in an environmentally responsible manner. Custodial Staff will provide a clean and safe environment, based upon COVID-19 standards, with facilities maintained and in good repair. Ongoing staff training and updates will be provided to ensure that school staff are well-prepared and informed to remain compliant in all annual facility and safe school inspections.	$503,845.00	
4.11	Athletics	The AIMS Athletic Department will provide all necessary athletic directors, coaching staff, sport uniforms, and sports equipment for	$21,000	

Action #	Title	Description	Total Funds	Contributing
		healthy participation in school-wide athletic play.		
4.12	Community Liaison	The AIMS Community Liaison will help lead the Family Advisory Council (FAC) and will provide general support, voices, and engagement activities for all families.	$33,805	
4.13	After School & Enrichment Programs	Afterschool Clubs & Enrichment programs through third parties and/or community partners will support social, emotional, cognitive, and academic development, reduce risky behaviors, promote physical health, diversity & racial awareness, and provide a safe and supportive environment for MS students. AIMS will contract with BACR to provide after school programming to its students	$177,382.00	
4.14	AIMS K-12 College Prep Charter District CMO	The AIMS District CMO covers costs associated with the office of the Superintendent, the Business Department, Operations, and Human Resources. These departments help facilitate the management of the AIMS organization.	$1,715,571.44	

Goal Analysis for [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

No changes were made.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A

An explanation of how effective the specific actions were in making progress toward the goal.

We successfully implemented the planned actions to ensure students' health & safety.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes were made.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [LCAP Year]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$[Insert dollar amount here]	$[Insert dollar amount here]

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
[Insert percentage here]%	[Insert percentage here]%	$[Insert dollar amount here]	[Insert percentage here]%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

[Provide description here]

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

[Provide description here]

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

[Provide description here]

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	[Provide ratio here]	[Provide ratio here]
Staff-to-student ratio of certificated staff providing direct services to students	[Provide ratio here]	[Provide ratio here]

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year*:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
AIMS College Prep Middle School (AIMS MS)	Riffat Akram, Head of School Maya Woods-Cadiz, Superintendent	Riffat.akram@aimsk12.org Maya.woods-cadiz@aimsk12.org

Plan Summary 2022-2023

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

AIMS College Prep Middle School (AIMS MS) is located in downtown Oakland. We serve 239 students. The school community prides itself on being family oriented. The overarching goal is college and career readiness for all students and joint stakeholder strategic planning through the annual local control process aligns our resources and actions to serve our students in pursuit of this goal.

AIMS Mission Statement
Our mission at AIMS is to cultivate a community of diverse learners who achieve academic excellence. Our commitment to high expectations in attendance, academic achievement, and character development results in our students being prepared for lifelong success. The results driven culture at AIMS and the adherence to it with fidelity guarantees that all graduates earn admission into four year post-secondary programs and become productive members of society

AIMS Credo The Family:
The Family: We are a family at AIM Schools
The Goal: We are always working for academic and social excellence.
The Faith: We will prosper by focusing and working toward our goals.
The Journey: We will go forward, continue working, and remember we will always be a part of the AIM Schools family.

AIMS Values At AIMS we value:
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
Citizenship - Social awareness and justice that leads to action
Legacy - The continued preservation and development of AIMS methodologies for 21st century learners and educators.

LCAP Goals

1) **Academics & 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).
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.
3) **Measurement of Data:** Use technology and supplemental education resources to increase staff effectiveness, progress monitor, and improve student outcomes in becoming 21st century learners and educators.
4) **School Culture & Climate:** Create a safe and positive school that's based upon the principles of family and community, the recognition of dignity and worth of every human being, and social awareness and justice that leads to action.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

AIMS MS has shown significant improvement serving the very diverse student population. CA Dashboard for 2019 has shown the continued success in the following areas:

76.4 % Socioeconomically disadvantaged students, 26.7% English Learners

30.4 point Above standards in Math while the State average is 33.5 below standards

55% ELLs making progress towards English Language proficiency while the State average is 48.3%

Above 97% attendance rate

Met the State standards in: Academic Engagement

only 2.4% chronic absenteeism

Conditions & Climate - 3.5% suspension rate (declined 3.5%)

Met Local Indicator Standards in: Teachers, Instructional Materials, Facilities

Parent & Family Engagement

Local Climate Surveys

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

According to literacy data and progress monitoring, it shows improvement is needed with our English Learners and Low Income students. Our 2019-2020 CAASPP unduplicated pupil data indicators show that 44% English Learners are at Standards Not Met and Standards Nearly Met in English Language Arts and 32% at Standards Not Met and Standards Nearly Met in Mathematics. This specific action is principally directed to increase interventions and a multi-tiered system of supports in order to remediate skill deficits and accelerate learning to close the achievement gap. To address this need, these services and supports are offered within the school day, but not limited to beyond the school day. Interventions and support are targeted and uniquely designed to take into account additional and unique risk factors for English Learners,Foster Youth and Low Income students. To expand access and opportunity to academic intervention and supports to these targeted student groups, Middle School will:

Support school sites in providing multi- tiered systems of support that are designed to meet the unique needs of English Learners, Low Income students.

Additionally, an opportunity for no cost enrollment at AIMS specifically designed to provide access for Low Income and English Learner students to increase their participation in After-School Tutoring. Priority is given to English Learners, Foster Youth, and Homeless Youth. By providing no cost After School tutoring that includes the general ed teachers, and materials for intervention and enrichment specifically directed to create participation opportunities for these target groups.

Provide Response to Intervention (RTI) training and support to sites on processes and procedures. This action is designed to increase the capacity of staff to better identify and serve those struggling in reading and math, provide supplemental curriculum and materials as needed. Evidence-based instructional strategies, designed specifically to target the unique language needs for English-learners, as well as additional risk-factors faced by low- socio economic, Homeless and Foster Youth are used to support RTI programing and services. This specific action/service is principally directed towards and effective in, increasing and improving outcomes for low income, English Learners, and Foster and Homeless Youth.

The Dashboard revealed a range of ORANGE in terms of our suspension rates. Since then, we have implemented a Positive Behavior Intervention System and incorporated more restorative justice practices in daily routines and the classroom setting

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The LCAP serves as the school’s annual work plan

For the start of the new 2021-22 LCAP Cycle, AIMS MS has identified four new goals: Academics & Curriculum, Instruction Development & Support, Measurement of Data, and School Culture & Climate.

Academics & Curriculum: Adopted additional supplemental curriculum in Science, ELA & History to support individualized needs .

Instruction Development & Support: AIMS Ms will attempt to increase teacher effectiveness by providing significant resources into highly qualified teachers, professional development, and PLCs.

Measurement of Data: AIMS MS will be adopting several benchmark examinations that are norm-referenced for local, statewide, and federal reporting purposes.

School Culture and Climate: AIMS MS will be hiring a qualified dean of students, mandatory student and family orientations regarding the AIMS Model and student conduct, an expansion of our Positive Behavior Intervention and Support Systems, and partnerships with Kaiser Permanente and All-Tied Up, a male mentoring program to help boost student self-esteem and respect for all. Finally, AIMS MS will continue to expand its School Culture and climate by promoting student activities that develop the holistic needs of each child and by teaching students how to value the intrinsic worth and human life of all individuals, regardless of their differences.

Key themes that are evident in this LCAP supporting the four goals include:

• A focus on making up for the loss of learning during virtual learning/COVID-19

• An emphasis on Social Emotional Learning in the classroom and training for the staff

• Community Building

• Professional Development and Teacher Collaboration

• Extra support staff in the form of intervention aides to make up for any learning losses

• Assessments and data tracking

• Family and Community Engagement

• Safe and clean facilities

• A safe environment where students can go to learn

• Equity and Access

• Knowledge of the whole child

• Student centered approaches

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Trends of discussion with stakeholders - feedback & concerns etc.

The LEA consulted, worked with, and developed plans based on the feedback from many stakeholders during the year and will continue to do so throughout the implementation of this LCAP. Administrators held meetings where they presented information about grants, expenditures, and plans to families and staff members. Family Advisory Committee meetings were held to gather stakeholder feedback and plan with their input. ELAC/DELAC meetings were also held to gather input. Annual parent and student surveys were compiled for consideration on the LCAP. Professional development and staff development days were also held to gather feedback from teachers and get input for current and future plans.The District English Learner Advisory Committee received updates and gave their input on the current ELD services.

A summary of the feedback provided by specific educational partners.

•Stakeholders believed that we were allocating funds into the proper places to benefit students

•Stakeholders felt that we needed more intervention support in terms of small group instruction and pull-outs

•Stakeholders wanted more Social Emotional Learning and training because of the pandemic

•Stakeholders wanted a full-time counselor who was on-site for K-8 to help the students who were most in need

•Stakeholders felt that we handled virtual learning really well as we provided the same amount of instruction as in-person learning

•Stakeholders believed that English Learners needed more support with ELD. Need for more ELD support in intervention was expressed to support students in content subjects during the DELAC.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

For the creation of this LCAP, we took into account all of the stakeholders' feedback from our various forms of engagement. To start out with, we hired more intervention staff. These intervention aides are now only serving 3-6 classes per week, which is a lot less than before. They are going to provide small-group instruction, push in and pull out services, as well as help to assess students. Stakeholders realized that we needed more SEL in the classrooms and the training to implement it correctly. We agreed and we are setting aside money for professionals to come out and train our teachers on how to correctly implement SEL practices. To help with emotional support, we are hiring an additional counselor who will be on-site at our 12th st campus for the full day. This counselor will be responsible for working with and supporting the students with the most emotional and behavioral needs. ELD support was something that many stakeholders mentioned during our

engagement meetings. In this LCAP, we outlined our plan. This includes hiring an additional ELD teacher to support, using ELA curriculum with ELD components embedded, hiring an ELD consultant to train administrators, teachers, and look over lesson plans, and having more professional development specifically focused on how to implement ELD lessons effectively in the classroom.

Goals and Actions

Goal 1

Goal #	Description
[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).

An explanation of why the LEA has developed this goal.

By strengthening our commitment to Academics and Instruction, teachers and students will receive appropriately assigned instructional materials that are based upon the standards and facilitate student learning and achievement. Teachers that deliver high-quality instruction through the implementation of State Standards. An achievement gap exists for at-risk students, including English Learners, Foster Youths, and Low Income Subgroups.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Assessment of Student Performance and Progress: Mathematics	55% of all students will reach proficiency in mathematics or higher	No CAASPP Data Available as of 6/23/2022			65% of all students will reach proficiency in mathematics or higher
California Assessment of Student Performance and Progress: ELA	40% of all students will reach proficiency in English Language Arts or higher	No CAASPP Data Available as of 6/23/2022			55% of all students will reach proficiency in English Language Arts or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Assessment of Student Performance and Progress Science	40% of all students will reach proficiency in Science or higher	No CAASPP Data Available as of 6/23/2022			60% of all students will reach proficiency in Science or higher
English Learners making annual growth as measured by ELPAC annual growth data	2019-2020 ELPAC Year, 30% Progressed at least one ELPAC Level	2021-2022 ELPAC Year, 34% Progressed at least one ELPAC Level			2023-24 50% progressed at least one ELPAC Level
English Learner Reclassification Rate	2020-2021 Baseline English Learner Reclassification rate 10%	2021-2022 English Learner Reclassification rate 3%			2023-24 25% Reclassification rate

Actions

Action #	Title	Description	Total Funds	Contributing
[Action #]	[A short title for the action; this will appear in the Action tables]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[$ 0.00]	[Y/N]
Action 1.1	Approved Textbooks & Core curricula materials + Curriculum Supporting Software	CDE approved textbooks and standards aligned instructional materials will ensure that students will have access to appropriate curriculum in English Language, Mathematics, Social Science, and Science, PE, and Visual Performing Arts Enhance and modify curriculum and instruction to ensure English Learners have access to CCSS and ELD Standards. This enhancement will be improved professional development and support	4100 $52,571	

Action #	Title	Description	Total Funds	Contributing
		for instructional staff, and increased planning time to incorporate ELD standards into integrated instructional time.		
Action 1.2	Schoology	Schoology Learning Management System provides a learning portal for virtual conferencing, academic work submission, student engagement, collaboration, and assessments.	$4,000	
Action 1.3	ALEKS Program for Middle School Students	ALEKS helps students master course topics through a continuous cycle of mastery, knowledge retention, and positive feedback. Each student begins a new course with a unique set of knowledge and prerequisite gaps to fill. By determining the student's baseline of knowledge, ALEKS creates an individual and dynamic path to success where students learn and then master topics.	$22,171	
Action 1.4	VPA Materials for Middle School Students	Additional materials and resources will be purchased to support the Visual Performing Arts Department	$1,189.87	
Action 1.6	iXL (ELA, Science, History)	IXL is a personalized learning platform that is proven to improve learning outcomes for all students. IXL's comprehensive K-12 curriculum, Real-Time Diagnostic, personalized guidance, and actionable Analytics work together seamlessly to give teachers everything they need to differentiate instruction and help students grow	$20,000	
Action 1.9	Field Trips		10,000	

Goal Analysis for [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We implemented all the actions in Goal 1 except actions 1.2, 1.4 & 1.10

We did not use these programs, instead we adopted Benchmark Advance & iXL that was more suitable for students' needs and recovery learning loss.

We used the ELPAC Testing coordinator instead.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

After making adjustments in replacing the above mentioned programs, we were able to spend the expenditures as planned.

An explanation oThey met the students' needs successfully. f how effective the specific actions were in making progress toward the goal.

N/A

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes were made.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal 2

Goal #	Description
[Goal #2]	**Instruction, Development, and 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.

An explanation of why the LEA has developed this goal.

AIMS caters to the holistic needs of students by fully-funding all relevant and necessary instructional materials for students, school uniforms, and supplemental resources. Together, these two elements will help students, teachers, staff, and administrators thrive. We make sure to screen potential candidates and hire only those who are qualified to teach in an AIMS classroom. Our teachers go through weeks of professional development during the school year to ensure they are teaching up to our high standards.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately credentialed and assigned teachers	85% of teachers will be credentialed during the school year	Need Data			100% of teachers are appropriately credentialed and assigned.
Teacher misassignment	15% of teacher misassignment	Need Data			0% of teacher misassignment
Student access to instructional materials and supplies	100% of students have access to board adopted materials and instructional supplies	100% of students have access to board adopted materials and instructional supplies			100% of students have access to board adopted materials and instructional supplies
Professional Development Attendance	At least 80% of the staff will attend professional development when it occurs	95% Staff attendance for PDs			At least 95% of the staff will attend professional development when it occurs

Actions

Action #	Title	Description	Total Funds	Contributing
[Action #]	[A short title for the action; this will appear in the Action tables]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[$ 0.00]	[Y/N]
Action 2.1	Administrative Staff	The Head of School, Head of Division for Academics, and Academic Dean will manage the day to day operations of AIMS MS	code:1300 $ 129,929	
Action 2.2	Teachers, Substitutes, and Teacher Incentives	Appropriately assigned, trained, and credentialed Teachers (including SpEd, ELD, VPA, Foreign Language) and will provide high quality instruction to all students using AIMS practices and data driven strategies. Substitute teachers will also provide temporary classroom coverage for absent teachers. School will also provide teacher bonuses when applicable.	code:1100 815,705	
Action 2.3	Professional Development for Teachers, admin & staff	Ongoing professional development and learning opportunities and resources for teachers will enhance their skills to improve student outcomes. In addition, Integrated and Designated ELD PD will support general ed teachers in support of ELLs. Differentiated Instruction, Modified and Adapted Curriculum for EL and SPED students, and culturally responsive pedagogy.	code: 5210 26,288	
Action 2.4	Intervention Aides	Instructional Aides will provide regular and equitable instructional "push-in" and "pull-out" support to students that are most in need.	code: 2100 $176,007	
Action 2.5	Administrative Assistants and Clerks	Administrative Assistants, clerks will provide promote a positive, proactive, professional, and efficient environment	code:2400 $ 89,208	
Action 2.7	School Supplies, Uniforms, and Instructional Materials	The school will provide all necessary resources and components to support student learning, including school supplies, uniforms, science lab, and other instructional materials.	code: 4300 or 4315 PE: $15,000 Polos: $8,000	

Action #	Title	Description	Total Funds	Contributing
			CR Materials and supplies: $30, 000	
Action 2.8	Summer Academic Intervention	AIMS Summer intervention will be held each year. Students who failed the AIMS Finals, benchmarks, or have grades of a C- or below will be required to attend, as well as students new to AIMS MS.	$25,633	
Action 2.9	SELPA Contribution	For providing individualized education plans, resources, and services for students with disabilities to be successful in the school.	code 7141 $156,518	

Goal Analysis for [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

No changes were made

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A

An explanation of how effective the specific actions were in making progress toward the goal.

They helped the most vulnerable students as well as enrichment.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes were made

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal 3

Goal #	Description
[Goal #3]	**Measurement of Data:** Use technology and supplemental education resources to increase staff effectiveness, progress monitor, and improve student outcomes in becoming 21st century learners and educators.

An explanation of why the LEA has developed this goal.

Due to COVID-19 school related closures, AIPCS II will continue to analyze and assess verifiable data that is norm-referenced for reporting to the state and our charter authorizer, as this information will help determine how best to mitigate any potential student learning loss. AIMS. We will also use technology and various online programs to track student performance data, share the data, and plan with it. Our goal is to give assessments during the year to track a student's progress throughout the year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Formative Assessment - Scholastic Math Inventory (SMI)	50% of students will be at grade the grade level proficiency	51% Proficient			70% of students will be at grade the grade level proficiency
Formative Assessment Scholastic Reading Inventory (SRI)	40% of students will be at grade the grade level proficiency	59% Proficient			60 % of students will be at grade the grade level proficiency

Actions

Action #	Title	Description	Total Funds	Contributing
[Action #]	[A short title for the action; this will appear in the Action tables]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[$ 0.00]	[Y/N]
Action 3.1	Scholastic Math Inventory (SMI)	Scholastic Math Inventory (SMI) is an adaptive, research-based assessment that reliably measures math ability and progress from Kindergarten to Algebra II in significantly less time than traditional assessments. Smart praise, based on mindset research, reinforces student knowledge and keeps confidence high throughout the assessment. Once complete, teachers are provided with data that have been transformed into actionable teaching strategies for each student. Proficiency levels dictate Statewide assessment trajectory.	$1,400	
Action 3.2	Scholastic Reading Inventory (SRI)	"SRI: Scholastic Reading Inventory (SRI) Interactive is a computer-adaptive assessment designed to measure how well students read literature and expository texts of varying difficulties. This psychometrically valid assessment instrument can be used as a diagnostic tool to place students at the best level in the program so they can read with success. Includes professional development for teachers.	$1,400	
Action 3.3	District-Wide Assessment & Data Platform	AIMS will contract with a third-party entity to to collect, analyze, and report academic data for school improvement, monitor student student progress, analyze trends, and meet local, state, and federal reporting requirements Monitor RFEPs for continued academic success. Monitor progress to strengthen implementation in assessments and intervention. (Benchmark, ELPAC and SBAC) ensuring efficient and effective classroom/course and intervention placement.	$10,000	

Action #	Title	Description	Total Funds	Contributing
		The school will use formative assessments to help teachers develop goals for students, monitor progress, and adjust instructional plans throughout the year. Relevant data will be accessible and readily available for staff to use in developing plans, setting goals, monitoring progress and evaluating effectiveness.		
Action 3.4	PowerSchool Student Information System / Training Conference	Power School is a student information system (SIS) platform that houses student records and grades for local and statewide reporting. AIMS MS administrative team staff will receive training to support students and school district by gaining working knowledge of PowerSchools best practices to manage data, student test scores, develop student reports, scheduling, course management, report cards, auto communication, and support daily skill building	$5000	

Goal Analysis for [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

No changes were made

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A

An explanation of how effective the specific actions were in making progress toward the goal.

It helped us to plan instructions strategically. Especially in recovering the learning loss of the most vulnerable students.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes were made

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal 4

Goal #	Description
[Goal #4]	**School Culture and Climate:** Create a safe and positive school that's based upon the principles of family and community, the recognition of dignity and worth of every human being, and social awareness and justice that leads to action.

An explanation of why the LEA has developed this goal.

To provide students and families with appropriate health services interventions to be healthy and be able to learn. These services are principally directed and are an effective use of funds, targeting our unduplicated students. COVID-19 has reminded us that the holistic needs of students (particularly mental health) must be taken into account in order to facilitate student and community success. Our goal is to provide a positive, safe, and comfortable environment where students and teachers only need to worry about teaching and learning. We also want to focus on positive interactions with staff and students. We want to teach students how to learn from their mistakes, interact with their peers, and build trust within the school community.

With the rise of racial/ethnic violence spreading throughout the Bay Area, we at AIMS want to show that we are doing more than just providing verbal support. Through our practices in restorative justice, we have developed and will continue to practice using community circles. We find that this is the best way for students to create dialogue, learn about each other's background, cultures, and mannerisms. Our goal is for everyone to talk about these issues head on and to learn to build friendships by discussing the current issues as well as their feelings. Teaching students to learn to accept others for who they are is one of the main goals which is rooted in Goal 4. As for students who have been victims or witnessed acts of violence because of their skin color or race, we will have an on-site counselor who will be there for emotional support. We want to make a stand and teach students to love thy neighbor. We want to show that the classroom is a safe space for students of all races.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	95% ADA	95.62% ADA			97.5% ADA
School Survey - Question regarding Safety	Student Response : 80% Family Response: 80%	Student Response : 89.7% Family Response: 98.7%			Student Response: 85% Family Response: 85%
Family Survey - Question regarding High Expectations	Family Response: 85%	Family Response: 94.7%			Family Response: 90%
Student Survey Student - Caring Relationships	Student Survey Response: 80%	Student Survey Response: 89.8%			Student Survey Response: 85%
School Wide Suspension Rate	School Wide Suspension Rate 5%	School Wide Suspension Rate			< 3%
School facility is maintained and in good repair. The facility received Good rating on the Facilities Inspection Tool	School facility is maintained and in good repair. For 2020-2021 the facility received Good rating on the Facilities Inspection Tool	School facility is maintained and in good repair. For 2021-2022 the facility received Good rating on the Facilities Inspection Tool			The facility receives at least a Good rating on the Facilities Inspection Tool
Food Service Survey- Quality of meals and interest to enhance overall wellbeing	Positive Response of at least 70% or above	71% Positive Response			Positive Response of at least 75% or above

Actions

Action #	Title	Description	Total Funds	Contributing
[Action #]	[A short title for the action; this will appear in the Action tables]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[$ 0.00]	[Y/N]
Action 4.1	Healthy and Nutritious Meals - All Students Child Nutrition-Food Services NSLP/SSO	Healthy and Nutritious Meals - All Students 1. AIMS MS will continue to implement its free-and reduced lunch program to ensure that students are well-nourished and prepared to learn. Additionally, AIPCS will continue to provide resources for nutrition education and materials to promote healthy alternatives that meet wellness policy and state and federal guidelines. 2. The school will continue its existing snack program to ensure students are well-nourished and prepared to learn.	$103,744.92	
Action 4.2	SEL PD	Social Emotional Learning Professional Development Sessions will be provided to staff so they can use these strategies in the classroom with their students	$2,500	
Action 4.3	SEL Counselors	Continue to receive support from our current counselor and also hire an additional on-site counselor to service K-8 students. The counselors will provide counseling services that address student social and emotional needs.	$32,282	
Action 4.4	PBIS	AIMS MS will continue to implement Positive Behavior Intervention Support (PBIS) program and incentives to provide access to social/emotional curriculum, encourage positive behavior through student rewards, increase student attendance, and to maintain a low suspension rate.	$3,004.65	
Action 4.5	Assemblies, Guest Speakers	Assemblies, School / Cultural Events, & Guest Speakers provide additional events to promote a positive and diverse environment.	$15,000	

Action #	Title	Description	Total Funds	Contributing
Action 4.6	Health Clerk	AIMS MS will hire a health clerk to support student success by providing health care through assessment, intervention, and follow-up for all children within the school setting. By addressing the physical, mental, emotional, and social health needs, students will be supported in the learning process and poised for achievement.	Code: 2400 Health clerk: $19,169.77	
Action 4.7	Student Government Association	Student Government Association Budget (NPF) to provide opportunities for students to take on leadership roles in the school. The SGA will also help support all AIMS MS Sanctioned auxiliary Clubs and Organizations in order to promote School / Cultural Events & Assemblies, and Guest Speakers to promote a positive and diverse environment.	$250	
Action 4.8	After School Clubs & Enrichment Programs	Afterschool Clubs & Enrichment programs through third parties and/or community partners will support social, emotional, cognitive, and academic development, reduce risky behaviors, promote physical health, diversity & racial awareness, and provide a safe and supportive environment for MS students. AIMS will contract with BACR to provide after school programming to its students	$ 177,382.00	
Action 4.9	Restorative Justice	Restorative Justice provides collaboration and reintegration into the classroom to provide a positive and safe environment.	$7,500	
Action 4.10	Oakland Enrolls / Schoolmint	AIMS MS has partnered with Oakland Enrolls since its inception in 2016, which empowers Oakland families to make informed choices about their public school options and make the process of selecting and enrolling in a public school easy, efficient, transparent, and equitable.	$6000	
Action 4.11	ParentSquare	Parent Square is an online digital communication tool that combines multiple communication streams (email, text, robocall) into one easy-to-use interface for families and staff. Parent Square also delivers secure documents and provides translation support in Chinese and Spanish languages.	$1500	

Action #	Title	Description	Total Funds	Contributing
Action 4.12	Custodial Staff & Facility Maintenance	At AIMS MS, we believe that our school should continue to be clean and inviting, maintained and in good repair, and have the necessary supplies and utilities to be sustainable in an environmentally responsible manner. Custodial Staff will provide a clean and safe environment, based upon COVID-19 standards, with facilities maintained and in good repair. Ongoing staff training and updates will be provided to ensure that school staff are well-prepared and informed to remain compliant in all annual facility and safe school inspections.	$216,416	
Action 4.13	Athletics	The AIMS Athletic Department will provide all necessary athletic directors, coaching staff, sport uniforms, and sports equipment for healthy participation in school-wide athletic play.	$21,000	
Action 4.14	Community Liaison	The AIMS Community Liaison will help lead the Family Advisory Council (FAC) and will provide general support, voices, and engagement activities for all families.	Code: 2400 $13,149.42	
Action 4.15	AIMS K-12 College Prep Charter District CMO	The AIMS District CMO fee covers costs associated with the operating of the AIMS K12 Colleg Prep District which operates at the behest of AIMS Schools.Each site contributes to the cost of operation through the CMO expenditures.	$730,149	
Action 4.19	School Culture Enhancements/ SEL Curriculum/ No Bullying Schools	AIMS MS will provide positive behavior incentives to enhance school culture. This will include awards for class of the week, monthly school culture assemblies, and incentives for student of the month. AIMS will also commit to providing an SEL curriculum and a platform for bullying prevention.	$17,500	
Action 4.20	Field Trips	AIMS MS will implement regularly scheduled field trips for each grade level that align with grade level curriculum and standards, but also focus on school culture and relationship building.	$10,000	
Action 4.21	Teacher Appreciation	AIMS MS teacher appreciation will provide recognition and rewards to all teachers during teacher appreciation.	$7,500	
Action	8th Grade Promotion	AIMS MS will cover the cost of a venue, decorations, caps and gowns for	$5,000	

Action #	Title	Description	Total Funds	Contributing
4.22		the 8th grade promotion at the end of the year.		
Action 4.25	Go Guardian	AIMS will use Go Guardian to monitor student computer use.	$1,750	
4.26	Parent Engagement Meetings	AIMS MS will promote parent engagement with monthly parent meetings.	$1,500	
4.27	Student PodCast Program	AIMS MS will provide access to supplemental activities and resources through the All Tied Up PodCast Program. Students will engage in creating their own Podcasts	$7,500	
4.28	Student Orientation	AIMS MS will use student orientations to and Student Bridge to Success and SEL support to help new and returning students engage in their school.	$10,000	

Goal Analysis for [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

No Changes were made

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A

An explanation of how effective the specific actions were in making progress toward the goal.

We successfully implemented the planned actions to ensure students' health & safety.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No Changes were made.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [LCAP Year]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$[Insert dollar amount here]	$[Insert dollar amount here]

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
[Insert percentage here]%	[Insert percentage here]%	$[Insert dollar amount here]	[Insert percentage here]%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

[Provide description here]

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

[Provide description here]

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

[Provide description here]

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	[Provide ratio here]	[Provide ratio here]
Staff-to-student ratio of certificated staff providing direct services to students	[Provide ratio here]	[Provide ratio here]

Instructions

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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year*:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

AIMS Board of Directors Meeting Item Cover Letter

Item: AIMS HS 2022-23 School Plan For Student Achivement

Presented By: Maurice Williams

Staff Recommendation:

During Thursday, June 24's SSC Meeting, the SSC recommended to approve AIMS HS's 2022-23 LCAP, pending additional Data Analysis.

Committee Approval: Yes Finance Committee

Total Associated Cost: $7,306,535

Included in Budget? No

Funding Source: All Title, State, and Local Funding Sources

Over/Under Budget? N/A

Amount Over/Under Budget? N/A

Included in LCAP? No

Which LCAP?

Will be included in 2022-2023 LCAP

AIMS HS 2022-2023 LCAP
EZ Read Version

LCAP Priority	Action	Title	Description	Influenced By Stakeholder Input (Y/N)	Teacher (T), Parent (P), Student (S)	Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students	Costs
Academics and Curriculum	1.1	Textbooks and Supplemental Curriculum	New AP Collegeboard approved textbooks and standards aligned instructional materials will ensure that students will have access to appropriate curriculum in English Language, Mathematics, Social Science, and Science, PE, Visual Performing Arts, SPED and ELD. Enhance and modify curriculum and instruction to ensure English Learners have access to CCSS and ELD Standards. This enhancement will be improved professional development and support for instructional staff, and increased planning time to incorporate ELD standards into integrated instructional time	Y	T	**[Y]**	$257,831
Academics and Curriculum	1.2	AIMS U College Pathways	The AIMS U College Pathways programs provides students with dual-enrollment Peralta Community College opportunities in the Pre-Business, Pre-Design/Engineering, Pre-Law, and Pre-Medical Fields. AIMS will support all HS students in the AIMS U College Pathways program by purchasing their dual-enrollment textbooks.	N		**[N]**	See 1.1
Academics and Curriculum	1.3	ALEKS Math	ALEKS is an AI generated math resource that helps students master course topics through a continuous cycle of mastery, knowledge retention, and positive feedback. Each student begins a new course with a unique set of knowledge and prerequisite gaps to fill. By determining the student's baseline of knowledge, ALEKS creates an individual and dynamic path to success where students learn and then master topics.	N		**[N]**	$5,000
Academics and Curriculum	1.4	Rosetta Stone	To promote mastery of a second language, AIMS will provide Rosetta Stone licenses to supplement foreign language curriculum in all Foreign Language classrooms (Year 2 of 3)	N		**[N]**	$0
Academics and Curriculum	1.5	Learning Ally	Learning Ally will provide 24/7 unlimited access to over 80,000 human read audiobooks for the purposes of supporting students with reading deficits (Year 3 of a 7 Year Contract)	N		**[N]**	$0
Academics and Curriculum	1.6	Acellus Learning Accelerator	Acellus Online Learning Accelerator will help provide supplemental education and credit recovery options to all students. The Acellus learning management system contains video-based lessons with cutting-edge technology to accelerate learning, elevate standardized test scores, and reduce dropout rates	N		**[N]**	$22,500
Academics and Curriculum	1.7	Visual Performing Arts Department Resources	Additional materials and resources will be purchased to support the Visual Performing Arts Department	Y	T, P	**[N]**	$10,000

Instruction, Development, and Support	2.1	Administrative Staff	The Head of School, Head of Division for Academics, and Academic Dean will manage the day to day operations of AIMS College Prep High School (AIMS HS).	N		**[N]**	$421,567
Instruction, Development, and Support	2.2	Teachers, Substitutes, and Teacher Incentives	Appropriately assigned, trained, and credentialed Teachers (including SPED and ELD) and will provide high quality instruction to all students using AIMS practices and data driven strategies. Substitute teachers will also provide temporary classroom coverage for absent teachers. AIMS HS will also provide teacher bonuses and incentives for Hard to Fill Positions, Math / Science teachers, AP performance bonuses, perfect attendance, and CAASPP student performances.	Y	T, P, S	**[Y]**	$1,876,449
Instruction, Development, and Support	2.3	School Supplies, Uniforms, and Instructional Materials	The school will provide all necessary resources and components to support student learning, including school supplies, uniforms, science lab, and other instructional materials.	Y	T, P, S	**[N]**	$177,105
Instruction, Development, and Support	2.4	Professional Development and Coaching	Ongoing professional development and learning opportunities and resources for teachers will enhance their skills to improve student outcomes. In addition, Integrated and Designated ELD PD will support general ed teachers in support of ELLs. Identified areas of development include AP instruction, Bloom's Taxonomy, Differentiated Instruction, Modified and Adapted Curriculum for EL and SPED students, and culturally responsive pedagogy. Academic Coaches will provide extensive support for teachers through weekly coaching and professional development	Y	T, S	**[Y]**	$120,754
Instruction, Development, and Support	2.5	Instructional Aides / Administrative Assistants and Clerks	Instructional Aides will provide regular and equitable instructional "push-in" and "pull-out" support to students. Clerks and administrative Assistants will provide, promote a positive, proactive, professional, and efficient environment.	N		**[Y]**	$603,446
Instruction, Development, and Support	2.6	Academic Counseling / College Bound Kids	Hire 1.5 FTE Education coordinators, and 1 FTE academic counselor to provide academic counseling, support student retention, matriculation, A-G+ completion rates, and college readiness and attainment	Y	P, S	**[N]**	$371,466
Instruction, Development, and Support	2.7	Academic Saturday School, Student Tutors, and Summer Credit Recovery	Student Tutors and Staff will help AIMS HS students during Academic Saturday School and as needed. Summer school credit recovery will also be for students that earn a C- or below in core classes. These actions will better help mitigate student learning loss	Y	P, S	**[N]**	$66,709
Instruction, Development, and Support	2.8	Funding for AP, SAT/ACT, and PSAT Examinations For All AIMS HS Students	As part of the AIMS Standardl, and as a matter of equity, AIMS will pay for all AP, SAT / ACT, and PSAT examinations of our students	N		**[N]**	$110,000
Instruction, Development, and Support	2.9	Innovation and Design Thinking Classroom Design	AIMS HS will make upgrades and purchases to create an innovation and design thinking classroom for Freshmen students	Y	T	**[N]**	See 4.16

Instruction, Development, and Support	2.10	SELPA Agreement	AIMS HS contributes nearly $550 per eligible student to the SELPA for SPED Services,which includes individualized education plans, resources, and services for students with disabilities to be successful in school.	N		**[N]**	$264,573
Instruction, Development, and Support	2.11	AIMS HS SPED Staff	In conjunction with the AIMS K12 District, AIMS HS will contribute to the fiscal share of a SPED Director, Psychologist, Paraprofessional Aide, Speech Therapist, and Compliance Officer to provide support to AIMS HS identified students	N		**[N]**	$339,316
Instruction, Development, and Support	2.12	Academic Coach / AP & SAT/ACT Consultants	AIMS HS will contract an Academic Coach to provide mentoring, guidance, support, and professional development to developing AIMS HS teachers. AIMS HS will also contract consultants to review AP and SAT/ACT practices in order to promote exposure and enrollment in a greater range of 4-year colleges and universities	N		**[N]**	$60,000
Instruction, Development, and Support	2.13	Afterschool SGA Leadership & Drama Programming	To help expand the VPA performing arts department, AIMS HS will hire staff to provide SGA Leadership and Drama related activities to students afterschool.	Y	T, S	**[N]**	$18,000
Measurement of Data	3.1	Districtwide Academic Data Department	AIMS HS will co-fund an academic and data department to support with data use, curriculum and instruction.	Y	T	**[N]**	See action 4.1
Measurement of Data	3.2	Schoology Learning Management System	Schoology Learning Management System provides district learning portal for virtual conferencing, academic work submission, student engagement, collaboration, and assessments (2-Year Contract)	N		**[N]**	$10,000
Measurement of Data	3.3	District-Wide Assessment & Data Platform	AIMS will contract with a third-party entity to to collect, analyze, and report academic data for school improvement, monitor student student progress, analyze trends, and meet local, state, and federal reporting requirements Monitor RFEPs for continued academic success. Monitor progress to strengthen implementation in assessments and intervention. (Benchmark, ELPAC and SBAC) ensuring efficient and effective classroom/course and intervention placement.	Y	T	**[Y]**	$15,000
Measurement of Data	3.4	HMH Math Inventory	HMH Math Inventory is an adaptive, research-based assessment that reliably measures math ability and progress from Kindergarten to Algebra II in significantly less time than traditional assessments. Smart praise, based on mindset research, reinforces student knowledge and keeps confidence high throughout the assessment. Once complete, teachers are provided with data that have been transformed into actionable teaching strategies for each student. Proficiency levels dictate Statewide assessment trajectory. (Year 2 of a 5-Year Contract)	Y	T	**[N]**	$0
Measurement of Data	3.5	HMH Scholastic Reading Inventory	Scholastic Reading Inventory (SRI) Interactive is a computer-adaptive assessment designed to measure how well students read literature and expository texts of varying difficulties. This psychometrically valid assessment instrument can be used as a diagnostic tool to place students at the best level in the program so they can read with success. Includes professional development for teachers. (Year 2 of a 5-Year Contract)	Y	T	**[N]**	$0

Measurement of Data	3.6	Quill Writing	Quill Writing: Help students advance from fragmented and run-on sentences to complex and well structured ones. Using the evidence-based strategy of sentence combining, students combine multiple ideas into a single sentence. They then receive instant feedback designed to help them improve their clarity and precision. (Year 2 of a 5-Year Contract)	Y	T	**[N]**	$0
School Culture and Climate	4.1	AIMS K-12 College Prep Charter District	The AIMS District CMO fee covers costs associated with the operating of the AIMS K12 Colleg Prep District which operates at the behest of AIMS Schools.Each site contributes to the cost of operations through the CMO expenditures.	N		**[N]**	$1,411,940
School Culture and Climate	4.2	Education Coordinator for Student Affairs	The Education Coordinator for Student Affairs serves as the point person for school culture, student discipline and student activities at AIMS College Prep High School.	N		**[N]**	$100,848
School Culture and Climate	4.3	Socioemotional Counselor	The AIMS District Socioemotional Counselor provides mild to moderate socioemotional guidance, counseling, and support to help promote the holistic well-being of students - particularly with extra care towards student mental health.	Y	T, S, P	**[N]**	$32,100
School Culture and Climate	4.4	School Nurse	The AIMS HS school nurse will help to provide basic COVID-19 assessment, support student success by providing health care through assessment, intervention, and follow-up for all children within the school setting. By addressing the physical, mental, emotional, and social health needs, students will be supported in the learning process and poised for achievement.	N		**[N]**	$96,000
School Culture and Climate	4.5	Community Liaison	The AIMS Community Liaison helps lead the Family Advisory Council (FAC) and provides wrap around support, voices, and engagement activities for all families.	Y	P	**[N]**	$35,219
School Culture and Climate	4.6	Healthy and Nutritious Meals, Child Nutrition & Food Services (NSLP/SSO)	AIMS HS will implement its free-and reduced breakfast and lunch program to ensure that students are well-nourished and prepared to learn. Additionally, AIMS HS will continue to provide resources for nutrition education and materials to promote healthy alternatives that meet wellness policy and state and federal guidelines.	N		**[N]**	$122,695
School Culture and Climate	4.7	Custodial Staff & Facility Maintenance	At AIMS HS, we believe that our school should continue to be clean and inviting, maintained and in good repair, and have the necessary supplies and utilities to be sustainable in an environmentally responsible manner. Custodial Staff will provide a clean and safe environment, based upon COVID-19 standards, with facilities maintained and in good repair. Ongoing staff training and updates will be provided to ensure that school staff are well-prepared and informed to remain compliant in all annual facility and safe school inspections.	Y	S	**[N]**	$160,000
School Culture and Climate	4.8	Positive Behavior Intervention Support / Restorative Justice	AIMS HS will continue to implement Positive Behavior Intervention Support (PBIS) program and incentives to provide access to social/emotional curriculum, encourage positive behavior through student rewards. Together, with restorative justice practices, PBIS will help increase student attendance, maintain a low suspension rate, and promote a safe and positive learning environment.	Y	S	**[N]**	$15,000

School Culture and Climate	4.9	Student Government Association	Student Government Association Budget (NPF) to provide opportunities for students to take on leadership roles in the school. The SGA will also help support all AIMS HS Sanctioned auxiliary Clubs and Organizations in order to promote School / Cultural Events & Assemblies, and Guest Speakers to promote a positive and diverse environment.	Y	S	**[N]**	$20,000
School Culture and Climate	4.10	College Application Scholarships	As a matter of equity, AIMS HS will pay for 3-4 colleges per student to ensure our mission of 100% college/university acceptance rates	N		**[N]**	$20,000
School Culture and Climate	4.11	AIMS Athletic Department	The purpose of the AIMS Athletic Department is to aid in the academic, emotional, mental, and physical development of our scholar-athletes through the promotion of teamwork, leadership, sportsmanship, and organized athletic competition. In addition to its 9 existing sports (Cross Country, Boys and Girls Volleyball, Boys and Girls Soccer, Boys and Girls Volleyball, Badminton, and Swimming) the AIMS athletics department will be expanded to exclude cheerleading and a pep band.	Y	P, S	**[N]**	$286,945
School Culture and Climate	4.12	Oakland Enrolls / Schoolmint	AIMS HS has partnered with Oakland Enrolls since its inception in 2016, which empowers Oakland families to make informed choices about their public school options and make the process of selecting and enrolling in a public school easy, efficient, transparent, and equitable.	N		**[N]**	$10,000
School Culture and Climate	4.13	ParentSquare	ParentSquare is an online digital communication tool that combines multiple communication streams (email, text, robocall) into one easy-to-use interface for families and staff. Parent Square also delivers secure documents and provides translation support in Chinese and Spanish languages.	N		**[N]**	$2,200
School Culture and Climate	4.14	Public Transportation Support to Vulnerable Student Populations	AIMS will provide support to its most vulnerable student populations (low-income, homeless, foster care, etc.) by providing public transportation passes (clipper cards).	Y	P, S	**[N]**	$5,000
School Culture and Climate	4.15	IT Services / Maintenance	AIMS HS will contract IT services to help maintain and improve our wireless and technology infrastructure	N	T, S	**[N]**	$10,000
School Culture and Climate	4.16	Computer / School Furniture Inventory	AIMS HS will continue to maintain and exceed its ratio of 1:1 computers per student, in order to ensure a steady inventory of working computers at any given time. AIMS HS will also review and examine its existing school furniture inventory in order to maintain a clean and inviting environment within its school.	N	T	**[N]**	$145,872
School Culture and Climate	4.17	Campus Security / Bell System Enhancements	AIMS HS will commit to additional campus security enhancements, including the installation of additional security cameras and software, and enhancements to our digital bell system.	N	T, P, S	**[N]**	$15,000
School Culture and Climate	4.18	Field Trip Opportunities	AIMS HS will commit funding to permit students to engage in educational and senior level field trips.	N	T, P, S	**[N]**	$30,000

School Culture and Climate	4.19	The Golden Talon Yearbook	AIMS HS will commit funding to the printing and distribution of The Golden Talon Yearbook, a student yearbook production.	N		**[N]**	$30,000
School Culture and Climate	4.20	Mental Health Workshops / Presentations	Professional consultants from the mental health industry will provide training and support to the AIMS HS community.	N	T, P, S	**[N]**	$8,000

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary 2022-2023

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

AIMS College Prep High School is located in the heart of Lake Merritt, Oakland. We serve 443 students. The school community prides itself on being family oriented. The overarching goal is college and career readiness for all students and joint stakeholder strategic planning through the annual local control process aligns our resources and actions to serve our students in pursuit of this goal.

AIMS Mission Statement
Our mission at AIMS is to cultivate a community of diverse learners who achieve academic excellence. Our commitment to high expectations in attendance, academic achievement, and character development results in our students being prepared for lifelong success. The results driven culture at AIMS and the adherence to it with fidelity guarantees that all graduates earn admission into four year post-secondary programs and become productive members of society

AIMS Values At AIMS we value:
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
Citizenship - Social awareness and justice that leads to action
Legacy - The continued preservation and development of AIMS methodologies for 21st century learners and educators.

LCAP Goals

1) **Academics & 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).
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.
3) **Measurement of Data:** Use technology and supplemental education resources to increase staff effectiveness, progress monitor, and improve student outcomes in becoming 21st century learners and educators.
4) **School Culture & Climate:** Create a safe and positive school that's based upon the principles of family and community, the recognition of dignity and worth of every human being, and social awareness and justice that leads to action.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

AIMS HS earned the highest CAASPP math scores among all public high schools in Oakland during the 2018-19 academic school year. With a score of 63% standards met or exceeded, AIMS HS scored nearly five times higher than the Oakland Unified School District (OUSD) (13%) and nearly doubled the state's percentage of 32% students that met or exceeded the 11th Grade Math standards. In ELA, AIMS HS scored 59% standards met or exceeded, which is nearly double OUSD's (30%) and the state's (51%.) AIMS HS's economically disadvantaged Students and ethnic subgroups consistently met or exceeded standards at rates higher than OUSD and the state in most categories. AIMS HS aspires to have a 97% attendance rate, as Chronic Absenteeism is linked to low academic performance and high dropout rates. Our rates outperforms OUSD and State averages.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

While AIMS prides itself on maintaining a 100% A-G graduation rate for its students, AIMS HS's cohort graduation rate was listed at 80% during the 2018-19 academic school year, which was lower than the state average. For these reasons, AIMS HS has increased its overall offerings by adding programs such as the AIMS U College Pathways program, new core elective classes, and expanding our clubs and organizations in an effort to increase student retention and overall satisfaction with school. This has resulted in increased student retention (from 260 students - 445 students since 2016) and increases in the numbers of AIMS HS graduates (from 29 students to 95 students since 2016.) As of the 2019-20 academic school year, AIMS HS's graduation rate increased to 90%.

While school-wide ELA economically disadvantaged students score higher than the state and are nearly twice OUSD averages, AIMS HS is taking steps to improve its overall scores, particularly among its African American and LatinX subgroup populations. AIMS has hired a highly qualified Head of Academics, increased the frequency of ELA benchmark assessments, provided increased AP workshop training for teachers, and will hire an additional academic counselor to help provide academic support and guidance to at-risk students.

During the 2018-19 academic school year, AIMS HS held a 5.1% schoolwide suspension rate, and an African-American suspension rate of 10.83%. AIMS HS's *suspension rates were disproportionately impacted, due to our* small demographic of African-American students. Since, AIMS HS's schoolwide suspension rate fell to 0.9% during the 2019-20 academic school year and declined to a 1% *African-American Suspension Rates. AIMS HS contributes this steep decline to the hiring for a qualified dean of students, mandatory student and family orientations regarding the AIMS Model and student conduct, an expansion of our Positive Behavior Intervention and Support Systems, and partnerships with Kaiser Permanente and All-Tied Up, a male mentoring program to help boost student self-esteem and respect for all.*

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

For the start of the new 2021-22 LCAP Cycle, AIMS HS has identified four new goals: Academics & Curriculum, Instruction Development & Support, Measurement of Data, and School Culture & Climate.

Under Academics & Curriculum, one key action features attempts to adopt a new AP curriculum across several grade spans and provide textbooks for our AIMS U College Pathways program. Second, among others, AIMS HS will attempt to increase teacher effectiveness by providing significant resources into highly qualified teachers, professional development, academic coaching, and funding to pay for 100% of all SAT/ ACT and AP student examinations. Third, AIMS is supporting Measurement of Data by adopting several benchmark examinations that are norm-referenced for local, statewide, and federal reporting purposes. Finally, AIMS HS will continue to expand its School Culture and climate by promoting student activities that develop the holistic needs of each child and by teaching students how to value the intrinsic worth and human life of all individuals, regardless of their differences.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

LCAP Engagement meetings were held with all AIMS HS Staff and Teachers, Parents, and the Student Government Association. For constituency groups that were unable to attend these engagement meetings, all stakeholders were provided with an opportunity to provide their suggestions via survey.

The District English Learner Advisory Committee received updates and gave their input on the current ELD services.

A summary of the feedback provided by specific educational partners.

Among the key feedback among teacher stakeholder groups, teachers desired to see more AP professional development and teacher led-professional development opportunities; a bootcamp for incoming students to help mitigate learning loss; a district-wide data analyst to help analyze benchmark and assessment data, and an expansion of the Arts Department, to include Drama or the Pep Band. Teachers also expressed a need to reduce the number of LCAP goals to make them more streamlined and palatable for all.

Similarly, like teachers, some parents expressed a desire to form a state of the Art Visual Performing Arts Program, and include a greater variety of non-athletic activities, like cheerleading or Pep Band.

Students aspired to have an increased variety in the school dress code, and wanted highly qualified teachers to better prepare them for the AP exam; and a faster explicit teacher training on how to communicate and deal with teenage students. Lastly, a significant number of students expressed a desire to improve the cleanliness of campus bathroom facilities.

More ELD support in intervention was expressed to support students in content subjects during the DELAC.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

A description of the aspects of the LCAP that were influenced by stakeholder input are as follows:

Teachers - Creation of a Freshman Advisory Class to help with study skills; Expansion of Arts Department to include Yearbook, and Pep Band, Increases in Science Lab Materials to support STEM students; Dedicated member of the community to help analyze AIMS data with essential progress checkpoints; increased cultural activities

Parents - Increase Visual Performing Arts Department to include Yearbook, and Drama. Formation of the Pep Band and Cheerleading will

help create a better variety of student involvement and interest into school culture and climate.

Students - Clean restroom facilities, new AP textbooks, increased teacher professional development to help relate to students, e.g. culturally responsive pedagogy particularly within the field of STEM, increased campus-wide on-campus activities.

Goals and Actions

Goal 1

Goal #	Description
[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).

An explanation of why the LEA has developed this goal.

By strengthening our commitment to Academics and Instruction, teachers and students will receive appropriately assigned instructional materials that are based upon the standards and facilitate student learning and achievement. Teachers that deliver high-quality instruction through the implementation of State Standards. An achievement gap exists for at-risk students, including English Learners, Foster Youths, and Low Income Subgroups.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learners making annual growth as measured by ELPAC annual growth data	2019-2020 ELPAC Year, 25% Progressed at least one ELPAC Level	In 2021-2022 ELPAC year, 46% progressed at least one ELPAC level based on data available as of 6/15/22			2023-24 45%-50% progressed at least one ELPAC Level
English Learner Reclassification Rate	2020-2021 Baseline English Learner Reclassification rate 5%	In 2021-2022 the English Learner Reclassification rate was 8%			2023-24 <10% Growth over Baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of High School Graduates Eligible for the California State Biliteracy Seal	< 10%	7.75%			> 20%
The percentage of students who have passed an Advanced Placement (AP) examination with a score of three or higher.	30% students who have passed an Advanced Placement (AP) examination with a score of three or higher.	TBD [Data Not Released Until July 5, 2022]			2023-24 40% students who have passed an Advanced Placement (AP) examination with a score of three or higher
The percentage of students scoring above state average in SAT	25% percentage of students scoring above state average in SAT	50.26% percentage of students scoring above state average in SAT (October 21' and April 22' State SAT Averages)			40% percentage of students scoring above state average in SAT

Actions

Action #	Title	Description	Total Funds	Contributing
[Action #]	[A short title for the action; this will appear in the Action tables]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[$ 0.00]	[Y/N]
1.1	Textbooks and Supplemental Curriculum	New AP Collegeboard approved textbooks and standards aligned instructional materials will ensure that students will have access to appropriate curriculum in English Language, Mathematics, Social Science, and Science, PE, Visual Performing Arts, SPED and ELD.	$257,831	**[Y]**

Action #	Title	Description	Total Funds	Contributing
		Enhance and modify curriculum and instruction to ensure English Learners have access to CCSS and ELD Standards. This enhancement will be improved professional development and support for instructional staff, and increased planning time to incorporate ELD standards into integrated instructional time.		
1.2	AIMS U College Pathways	The AIMS U College Pathways programs provides students with dual-enrollment Peralta Community College opportunities in the Pre-Business, Pre-Design/Engineering, Pre-Law, and Pre-Medical Fields. AIMS will support all HS students in the AIMS U College Pathways program by purchasing their dual-enrollment textbooks.	See 1.1	**[N]**
1.3	ALEKS Math	ALEKS is an AI generated math resource that helps students master course topics through a continuous cycle of mastery, knowledge retention, and positive feedback. Each student begins a new course with a unique set of knowledge and prerequisite gaps to fill. By determining the student's baseline of knowledge, ALEKS creates an individual and dynamic path to success where students learn and then master topics.	$5,000.00	**[N]**
1.4	Rosetta Stone	To promote mastery of a second language, AIMS will provide Rosetta Stone licenses to supplement foreign language curriculum in all Foreign Language classrooms	$0	**[N]**
1.5	Learning Ally	Learning Ally will provide 24/7 unlimited access to over 80,000 human read audiobooks for the purposes of supporting students with reading deficits (Purchased during 2019-20 Academic School Year)	$0	**[N]**
1.6	Acellus Learning Accelerator	Acellus Online Learning Accelerator will help provide supplemental education and credit recovery options to all students. The Acellus learning management system contains video-based lessons with cutting-edge technology to accelerate learning, elevate standardized test scores, and reduce dropout rates	$22,500.00	**[N]**
1.7	Visual Performing Arts Department Resources	Additional materials and resources will be purchased to support the Visual Performing Arts Department	$10,000.00	**[N]**

Goal Analysis for [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

N/A

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Due to the adoption of new textbooks, the LEA has allocated funding increases in Goal 1.1 (Textbooks and Supplemental Curriculum). Additionally, the LEA has also allocated additional resources to goal 1.6 (Acellus Learning Accelerator), due to increased costs from the program provider.

An explanation of how effective the specific actions were in making progress toward the goal.

These actions were effective in helping at least 46% of students to increase at least one ELPAC level, which is nearly double the ELPAC baseline from the baseline year. Additionally, the ELA reclassification rate was 8%, or 60% higher than the 5% baseline year. Lastly, based upon statewide averages during the October ‘21 and April ‘22 SAT test dates, slightly more than half of our tested students scored higher than the SAT state averages.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal 2

Goal #	Description
[Goal #2]	**Instruction, Development, and 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.

An explanation of why the LEA has developed this goal.

Since the 2019-20 academic school year, AIMS HS has shifted towards a significant need in increasing teacher retention, by increasing the salary scale from 5-10 years, providing a $5K per year renewable bonus for all teachers that remain the entire school year, AP performance bonuses, new evaluation processes, and various teacher awards and incentives. Additionally, AIMS caters to the holistic needs of students by fully-funding all relevant and necessary instructional materials for students, school uniforms, and supplemental resources. Together, these two elements will help students, teachers, staff, and administrators thrive.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately credentialed and assigned teachers	85% of teachers will be credentialed during the school year	Need Data			100% of teachers are appropriately credentialed and assigned.
Teacher misassignment	15% of teacher misassignment	Need Data			0% of teacher misassignment
Student access to instructional materials and supplies	100% of students have access to board adopted materials and instructional supplies	100% of students have access to board adopted materials and instructional supplies			100% of students have access to board adopted materials and instructional supplies

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Professional Development Attendance	At least 80% of the staff will attend professional development when it occurs	At least 92% of staff attended professional development			At least 90% of the staff will attend professional development when it occurs

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Administrative Staff	The Head of School, Head of Division for Academics, and Academic Dean will run the day to day operations of AIMS College Prep High School (AIMS HS).	$421,567	**[N]**
2.2	Teachers, Paraprofessionals, Substitutes, and Teacher Incentives	Appropriately assigned, trained, and credentialed Teachers (including SPED and ELD) and will provide high quality instruction to all students using AIMS practices and data driven strategies. Substitute teachers will also provide temporary classroom coverage for absent teachers. AIMS HS will also provide teacher bonuses and incentives for Hard to Fill Positions, Math / Science teachers, AP performance bonuses, and CAASPP student performances.	$1,876,449	**[Y]**
2.3	School / COVID Masks, Uniforms, and Instructional Materials	The school will provide all necessary resources and components to support student learning, including school supplies, COVID masks, uniforms, jackets, science lab, and other instructional materials.	$177,105	**[N]**
2.4	Professional Development and Coaching	Ongoing professional development and learning opportunities and resources for teachers will enhance their skills to improve student outcomes. In addition, Integrated and Designated ELD PD will support general ed teachers in support of ELLs. Identified areas of development include AP instruction, Bloom's Taxonomy, Differentiated Instruction, Modified and Adapted Curriculum for EL and SPED students, and culturally responsive pedagogy. Academic Coaches will provide extensive support for teachers through weekly coaching and	$122,754	**[Y]**

Action #	Title	Description	Total Funds	Contributing
		professional development		
2.5	Instructional Aides / Administrative Assistants and Clerks	Instructional Aides will provide regular and equitable instructional "push-in" and "pull-out" support to students. Clerks and administrative Assistants will provide, promote a positive, proactive, professional, and efficient environment.	$603,446	**[Y]**
2.6	Academic Counseling / College Bound Kids	Hire 2.8 FTE Education coordinators, and 1 FTE academic counselor to provide academic counseling, support student retention, matriculation, A-G+ completion rates, and college readiness and attainment	$371,466	**[N]**
2.7	Academic Saturday School, Student Tutors, and Summer Credit Recovery	Student Tutors and Staff will help AIMS HS students during Academic Saturday School and as needed. Summer school credit recovery will also be for students that earn a C- or below in core classes. These actions will better help mitigate student learning loss	$66,709	**[N]**
2.8	Funding for AP, SAT/ACT, and PSAT Examinations / Scholarships	As part of the AIMS Model, and as a matter of equity, AIMS will pay for all AP, SAT / ACT, and PSAT examinations of our students. AIMS will also pay for student college applications and provide scholarships to students	$110,000	**[N]**
2.9	Innovation and Design Thinking Classroom Design	AIMS HS will make upgrades and purchases to create an innovation and design thinking classroom for Freshmen students	See 4.16	**[N]**
2.10	SELPA Agreement	AIMS HS contributes nearly $550 per eligible student to the SELPA for SPED Services which includes individualized education plans, resources, and services for students with disabilities to be successful in school	$264,573.39	**[N]**
2.11	AIMS SPED Staff	In conjunction with the AIMS K12 District, AIMS HS will contribute to the fiscal share of a SPED Director, Psychologist, Paraprofessional Aide, Speech Therapist, and Compliance Officer to provide support to AIMS HS identified students	$339,316	**[N]**
2.12	Academic Coaches &	AIMS HS will contract Academic Coaches to provide mentoring,	$53,754	**[N]**

Action #	Title	Description	Total Funds	Contributing
	Consultants	guidance, support, and professional development to developing AIMS HS teachers. AIMS HS will also contract consultants to review other practices to help promote overall well-being and campus success.		
2.13	Afterschool SGA Leadership & Drama Programming	To help expand the VPA performing arts department, AIMS HS will hire SGA Leadership and Drama teachers to teach or provide programming afterschool	$18,000	**[N]**

Goal Analysis for [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal 3

Goal #	Description
[Goal #3]	**Measurement of Data:** Use technology and supplemental education resources to increase staff effectiveness, progress monitor, and improve student outcomes in becoming 21st century learners and educators.

An explanation of why the LEA has developed this goal.

In light of COVID-19 school related closures, AIMS HS must have verifiable data that is norm-referenced for reporting to the state and our charter authorizer, as this information will help determine how best to mitigate any potential student learning loss.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Formative Assessment Scholastic Math Inventory (SMI)	50.0% of students will be at grade the grade level proficiency	20% Proficient			70.0% of students will be at grade the grade level proficiency
Formative Assessment Scholastic Reading Inventory (SRI)	50.0% of students will be at grade the grade level proficiency	57% Proficient			70.0% of students will be at grade the grade level proficiency
California Assessment of Student Performance and Progress Mathematics	63% of 11th grade students will reach proficiency in mathematics	No CAASPP Data Available as of 6/23/2022			70% of 11th grade students will reach proficiency in mathematics

California Assessment of Student Performance and Progress ELA	59% of 11th grade students will reach proficiency in English Language Arts	No CAASPP Data Available as of 6/23/2022			65% of 11th grade students will reach proficiency in English Language Arts
California Assessment of Student Performance and Progress Science	29.32% of all students will reach proficiency in Science	No CAASPP Data Available as of 6/23/2022			50% of all students will reach proficiency in Science

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Districtwide Academic Data Department	AIMS HS will co-fund an academic and data deprtment to support with data use, curriculum and instruction.	4.1	**[N]**
3.2	Schoology Learning Management System	Schoology Learning Management System provides district learning portal for virtual conferencing, academic work submission, student engagement, collaboration, and assessments (2-Year Contract)	$10,000	**[N]**
3.3	District-Wide Assessment & Data Platform	AIMS will contract with a third-party entity to to collect, analyze, and report academic data for school improvement, monitor student student progress, analyze trends, and meet local, state, and federal reporting requirements Monitor RFEPs for continued academic success. Monitor progress to strengthen implementation in assessments and intervention. (Benchmark, ELPAC and SBAC) ensuring efficient and effective classroom/course and intervention placement.	$10,000	**[N]**
3.4	HMH Math Inventory	HMH Math Inventory is an adaptive, research-based assessment that reliably measures math ability and progress from Kindergarten to Algebra II in significantly less time than traditional assessments. Smart	$0	**[Y]**

Action #	Title	Description	Total Funds	Contributing
		praise, based on mindset research, reinforces student knowledge and keeps confidence high throughout the assessment. Once complete, teachers are provided with data that have been transformed into actionable teaching strategies for each student. Proficiency levels dictate Statewide assessment trajectory. (Year 2 of a 5-Year Contract)		
3.5	HMH Scholastic Reading Inventory	Scholastic Reading Inventory (SRI) Interactive is a computer-adaptive assessment designed to measure how well students read literature and expository texts of varying difficulties. This psychometrically valid assessment instrument can be used as a diagnostic tool to place students at the best level in the program so they can read with success. Includes professional development for teachers. (Year 2 of a 5-Year Contract)"	$0	**[N]**
3.6	Quill Writing	Quill Writing: Help students advance from fragmented and run-on sentences to complex and well structured ones. Using the evidence-based strategy of sentence combining, students combine multiple ideas into a single sentence. They then receive instant feedback designed to help them improve their clarity and precision. (Year 2 of a 5-Year Contract)	$0	**[N]**

Goal Analysis for [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal 4

Goal #	Description
[Goal #4]	**School Culture and Climate:** Create a safe and positive school that's based upon the principles of family and community, the recognition of dignity and worth of every human being, and social awareness and justice that leads to action.

An explanation of why the LEA has developed this goal.

To provide students and families with appropriate health services interventions to be healthy and be able to learn. These services are principally directed and are an effective use of funds, targeting our unduplicated students. COVID-19 has reminded us that the holistic needs of students (particularly mental health) must be taken into account in order to facilitate student and community success. Our goal is to provide a positive, safe, and comfortable environment where students and teachers only need to worry about teaching and learning. We also want to focus on positive interactions with staff and students. We want to teach students how to learn from their mistakes, interact with their peers, and build trust within the school community.

With the rise of racial/ethnic violence spreading throughout the Bay Area, we at AIMS want to show that we are doing more than just providing verbal support. Through our practices in restorative justice, we have developed and will continue to practice using community circles. We find that this is the best way for students to create dialogue, learn about each other's background, cultures, and mannerisms. Our goal is for everyone to talk about these issues head on and to learn to build friendships by discussing the current issues as well as their feelings.

Teaching students to learn to accept others for who they are is one of the main goals which is rooted in Goal 4. As for students who have been victims or witnessed acts of violence because of their skin color or race, we will have an on-site counselor who will be there for emotional support. We want to make a stand and teach students to love thy neighbor. We want to show that the classroom is a safe space for students of all races.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	95% ADA	94.88% ADA			97.5% ADA
School Survey - Question regarding Safety	Student Response : 80% Family Response: 80%	Student Response : 89.6% Family Response: 92%			Student Response: 85% Family Response: 85%
Family Survey - Question regarding High Expectations	Family Response: 85%	Family Response: 92%			Family Response: 90%
Student Survey Student - Caring Relationships	Student Survey Response: 80%	Student Survey Response: 90.9%			Student Survey Response: 85%
School Wide Suspension Rate	School Wide Suspension Rate 5%	4.26%			< 3%
School facility is maintained and in good repair. The facility received Good rating on the Facilities Inspection Tool	School facility is maintained and in good repair. For 2020-2021 the facility received Good rating on the Facilities Inspection Tool	School facility is maintained and in good repair. For 2021-2022 the facility received Good rating on the Facilities Inspection Tool			The facility receives at least a Good rating on the Facilities Inspection Tool

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Food Service Survey- Quality of meals and interest to enhance overall wellbeing	Positive Response of at least 70% or above	100% Positive Response			Positive Response of at least 75% or above

Actions

Action #	Title	Description	Total Funds	Contributing
[Action #]	[A short title for the action; this will appear in the Action tables]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[$ 0.00]	[Y/N]
4.1	AIMS K-12 College Prep Charter District	The AIMS District CMO fee covers costs associated with the operating of the AIMS K12 Colleg Prep District which operates at the behest of AIMS Schools.Each site contributes to the cost of operation through the CMO expenditures.	$1,411,940	**[N]**
4.2	Education Coordinator for Student Affairs	The Education Coordinator for Student Affairs serves as the point person for school culture, student discipline and student activities at AIMS College Prep High School.	$100,848	**[N]**
4.3	Socioemotional Counselor	The AIMS District Socioemotional Counselor provides mild to moderate socioemotional guidance, counseling, and support to help promote the holistic well-being of students - particularly with extra care towards student mental health.	$32,100	**[N]**
4.4	School Nurse and Health Clerk	The AIMS HS school nurse and Health Clerk will help to provide basic COVID-19 assessment, support student success by providing health care through assessment, intervention, and follow-up for all children within the school setting. By addressing the physical, mental, emotional, and social health needs, students will be supported in the learning process and poised for achievement.	$145,858	**[N]**

Action #	Title	Description	Total Funds	Contributing
4.5	Community Liaison	The AIMS Community Liaison helps lead the Family Advisory Council (FAC) and provides wrap-around support, voices, and engagement activities for all families.	$35,219	**[N]**
4.6	Healthy and Nutritious Meals, Child Nutrition & Food Services (NSLP/SSO)	AIMS HS will implement its free-and reduced breakfast and lunch program to ensure that students are well-nourished and prepared to learn. Additionally, AIMS HS will continue to provide resources for nutrition education and materials to promote healthy alternatives that meet wellness policy and state and federal guidelines.	$122,695	**[N]**
4.7	Custodial Staff & Facility Maintenance	At AIMS HS, we believe that our school should continue to be clean and inviting, maintained and in good repair, and have the necessary supplies and utilities to be sustainable in an environmentally responsible manner. Custodial Staff will provide a clean and safe environment, based upon COVID-19 standards, with facilities maintained and in good repair. Ongoing staff training and updates will be provided to ensure that school staff are well-prepared and informed to remain compliant in all annual facility and safe school inspections.	$160,000	**[N]**
4.8	Positive Behavior Intervention Support / Restorative Justice	AIMS HS will continue to implement Positive Behavior Intervention Support (PBIS) program and incentives to provide access to social/emotional curriculum, encourage positive behavior through student rewards. Together, with restorative justice practices, PBIS will help increase student attendance, maintain a low suspension rate, and promote a safe and positive learning environment.	$15,000	**[N]**
4.9	Student Government Association	Student Government Association Budget (NPF) to provide opportunities for students to take on leadership roles in the school. The SGA will also help support all AIMS HS Sanctioned auxiliary Clubs and Organizations in order to promote School / Cultural Events & Assemblies, and Guest Speakers to promote a positive and diverse environment.	$20,000	**[N]**
4.10	College Application Scholarships	As a matter of equity, AIMS HS will pay for 3-4 colleges per student to ensure our mission of 100% college/university acceptance rates	$20,000	**[N]**
4.11	AIMS Athletic Department	The purpose of the AIMS Athletic Department is to aid in the academic,	$286,945	**[N]**

Action #	Title	Description	Total Funds	Contributing
		emotional, mental, and physical development of our scholar-athletes through the promotion of teamwork, leadership, sportsmanship, and organized athletic competition. In addition to its 9 existing sports (Cross Country, Boys and Girls Volleyball, Boys and Girls Soccer, Boys and Girls Volleyball, Badminton, and Swimming) the AIMS athletics department will be expanded to exclude cheerleading and a pep band.		
4.12	Oakland Enrolls / Schoolmint	AIMS HS has partnered with Oakland Enrolls since its inception in 2016, which empowers Oakland families to make informed choices about their public school options and make the process of selecting and enrolling in a public school easy, efficient, transparent, and equitable.	$10,000	**[N]**
4.13	ParentSquare	ParentSquare is an online digital communication tool that combines multiple communication streams (email, text, robocall) into one easy-to-use interface for families and staff. Parent Square also delivers secure documents and provides translation support in Chinese and Spanish languages.	$2,200	**[N]**
4.14	Public Transportation Support to Vulnerable Student Populations	AIMS will provide support to its most vulnerable student populations (low-income, homeless, foster care, etc.) by providing public transportation passes (clipper cards).	$5,000	**[N]**
4.15	IT Services / Maintenance	AIMS HS will contract IT services to help maintain and improve our wireless and technology infrastructure	$10,000	**[N]**
4.16	Computer / School Furniture Inventory	AIMS HS will continue to maintain and exceed its ratio of 1:1 computers per student, in order to ensure a steady inventory of working computers at any given time. AIMS HS will also review and examine its existing school furniture inventory in order to maintain a clean and inviting environment within its school.	$145,872	**[N]**
4.17	Campus Security / Bell System Enhancements	AIMS HS will commit to additional campus security enhancements, including the installation of additional security cameras and software, and enhancements to our digital bell system.	$15,000	**[N]**
4.18	Field Trip Opportunities	AIMS HS will commit funding to permit students to engage in educational and senior level field trips.	$30,000	**[N]**

Action #	Title	Description	Total Funds	Contributing
4.19	The Golden Talon Yearbook	AIMS HS will commit funding to the printing and distribution of The Golden Talon Yearbook, a student yearbook production.	See 2.13	**[N]**
4.20	Mental Health Workshops / Presentations	Professional consultants from the mental health industry will provide training and support to the AIMS HS community.	$8,000	**[N]**

Goal Analysis for [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [LCAP Year]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$[Insert dollar amount here]	$[Insert dollar amount here]

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
[Insert percentage here]%	[Insert percentage here]%	$[Insert dollar amount here]	[Insert percentage here]%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

[Provide description here]

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

[Provide description here]

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

[Provide description here]

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	[Provide ratio here]	[Provide ratio here]
Staff-to-student ratio of certificated staff providing direct services to students	[Provide ratio here]	[Provide ratio here]

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year*:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

California Department of Education
July 2021

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
AIMS College Prep Middle School	Riffat Akram, Head of School	riffat.akram@aimsk12.org

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
AIMS MS LCAP	The plan can be found on the school's website under reports:
[Insert plan name here]	[Insert description of where the plan may be accessed here]

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

$385,331.00

Plan Section	Total Planned ESSER III Expenditures
Janitorial Services	$ 19,079.42
Instructional Aide and Clerks	$135,053.00
Use of Any Remaining Funds	[$ 0.00]

Total ESSER III funds included in this plan

154,132.40

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

We met with the School Site Council on June 10, 2022 to discuss our ESSER III plan. We went over the allowed expenditures and members of the SSC gave input on how we should spend those funds. Additional meetings happened with stakeholders to present this plan in full.

A description of how the development of the plan was influenced by community input.

AIMS Middle School presented the ESSER III information in the School Site Council Meeting on June 10, 2022. Families, students and teachers who joined the SSC meeting discussed the various expenditure options allowed in the ESSER III grant. Their suggestions and recommendations were taken into consideration while developing the expenditure plan. We hosted a town hall meeting later in the month and presented the ESSER III plan to all the stakeholders and shared plan details and expenditure breakdown.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

[$220,000]

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 4	Janitorial Services - Classrooms Disinfection & Cleaning Staff	Cleaning, and Disinfecting: We are putting funds to the side to ensure that proper building maintenance is done. We are also getting additional staff to support with daily disinfecting of the building.	$ 19,079.42

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

$135,053.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP	Instructional Aide and Clerks	To address any potential learning loss, we have decided that it would be best to hire additional intervention staff. These staff members will work alongside the teacher utilizing small group instruction, pull-outs, and push-ins.	$135,053.00

Use of Any Remaining Funds

A description of how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

[$ 0.00]

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[$ 0.00]
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[$ 0.00]
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[$ 0.00]

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA's plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Instructional Aids	Instructional aids work with struggling students in pull-out & push in settings. Students' progress, being served by iAs, is monitored regularly and evaluated quarterly using various diagnostic tools.	Quarterly

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
    - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at https://www.cde.ca.gov/fg/cr/arpact.asp.

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

- For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
  - **Tier 1 – Strong Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
  - **Tier 2 – Moderate Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
  - **Tier 3 – Promising Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
  - **Tier 4 – Demonstrates a Rationale**: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at https://www.cde.ca.gov/re/es/evidence.asp.

- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
  - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
  - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
  - Any activity authorized by the Adult Education and Family Literacy Act;
  - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
  - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
  - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
  - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
  - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;

- Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
    - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
    - Implementing evidence-based activities to meet the comprehensive needs of students,
    - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
    - Tracking student attendance and improving student engagement in distance education;

  Note: A definition of "underserved students" is provided in the Community Engagement section of the instructions.
- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;

- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant

insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
    - For purposes of this requirement “underserved students” include:
        - Students who are low-income;
        - Students who are English learners;
        - Students of color;
        - Students who are foster youth;
        - Homeless students;

- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
  - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
  - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);

- Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: https://www2.ed.gov/documents/coronavirus/reopening-2.pdf.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “$0”.

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021

AIMS Board of Directors Meeting Item Cover Letter

Item: AIMS HS 2022-23 ESSER III Plan

Presented By: Maurice Williams

Staff Recommendation:

During Thursday, June 24's SSC Meeting, the SSC recommended to approve AIMS HS's 2022-23 ESSER III, pending additional data Analysis.

Committee Approval: Yes Finance Committee

Total Associated Cost: $291,754

Included in Budget? No

Funding Source: ESSER III - Federal

Over/Under Budget? N/A

Amount Over/Under Budget? N/A

Included in LCAP? No

Which LCAP?

Will be included in 2022-2023 LCAP

2022-23 AIMS HS ESSER III Plan - EZ Read Version

Item	Object Code	Location	Resource	Program	Funding Source	Amount	Purpose	Rationale
School Nurse	5800	40	3213	0	ESSER III	$96,000	Continuous and Safe In-Person Learning	The AIMS HS school nurse will help provide basic COVID-19 assessment, support student success by providing health care through assessment, intervention, and follow-up for all children within the school setting. By addressing the physical, mental, emotional, and social health needs, students will be supported in the learning process and poised for achievement.
Health Clerk	2400	40	3213	0	ESSER III	$50,000	Continuous and Safe In-Person Learning	AIMS HS will continue to contract a Health Clerk to help conduct weekly rapid COVID tests to all staff and students.
Masks for Safe in Person Learning	4300	40	3213	0	ESSER III	$6,000	Continuous and Safe In-Person Learning	Masks for safe in person learning as a result of the continued prevalence of COVID-19.
Mental Health Workshops / Presentations	5800	40	3213	0	ESSER III	$8,000	Continuous and Safe In-Person Learning	Tom Thelen from Mental Health 101 will provide professional development and support services to the AIMS HS Community.
Academic Coaching	5800	40	3213	0	ESSER III	$50,754	Learning Loss	Academic Coaches will provide extensive support for teachers through weekly coaching and professional development
Student Tutor / Aides	2900	40	3213	0	ESSER III	$50,000	Learning Loss	Student Tutors / Aides will help provide academic support to AIMS HS students during Academic Saturday School and as needed.
Student Computers	4410	40	3213	0	ESSER III	$31,000	Learning Loss	AIMS HS will continue to maintain and exceed its ratio of 1:1 computers per student, in order to ensure a steady inventory of working computers at any given time.

California Department of Education
July 2022

ESSER III Expenditure Plan

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

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
AIMS HS LCAP	The plan can be found on the school's website under reports:
[Insert plan name here]	[Insert description of where the plan may be accessed here]

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

$764,385

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	$160000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	$131754
Use of Any Remaining Funds	[$ 0.00]

Total ESSER III funds included in this plan

$291,754

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

Engagements were made with the teachers and staff during staff development meetings. Engagements were also made with students during Student Government Association meetings. Engagements with families were made and continue to be made on an ongoing basis - particularly in considering the future years allocation of ESSER III funds. The ESSER III plan was approved by our school's School Site Council.

A description of how the development of the plan was influenced by community input.

Based upon community input, there was an expressed need to maintain existing chromebooks supplies for students and teachers. Additionally, the AIMS HS community responded favorably to maintaining the presence of our health clerk. Teachers also requested more opportunities and training to engage students and families in addressing mental health concerns.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

$160000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
[LCAP, Goal 4, Action 14]	School Nurse	The AIMS HS school nurse will help provide basic COVID-19 assessment, support student success by providing health care through assessment, intervention, and follow-up for all children within the school setting. By addressing the physical, mental, emotional, and social health needs, students will be supported in the learning process and poised for achievement.	$96,000
[LCAP, Goal 4, Action 14]	Health Clerk	AIMS HS will continue to contract a Health Clerk to help conduct weekly rapid COVID tests to all staff and students.	$50,000
[LCAP, Goal 2, Action 3]	Masks for Safe in Person Learning	Masks for safe in person learning as a result of the continued prevalence of COVID-19.	$6,000
[LCAP, Goal 4, Action 20]	Mental Health Workshops / Presentations	Tom Thelen from Mental Health 101 will provide professional development and support services to the AIMS HS Community.	$8,000

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

$131754

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Academic Coaching	Academic Coaches will provide extensive support for teachers through weekly coaching and professional development	$50,754
[LCAP, Goal 4, Action 16]	Student Tutor / Aides	Student Tutors / Aides will help provide academic support to AIMS HS students during Academic Saturday School and as needed.	$50,000
LCAP, Goal 4, Action 16]	Student Computers	AIMS HS will maintain a consistent inventory of student and teacher computers to help mitigate learning loss.	$31,000

Use of Any Remaining Funds

A description of how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

[$ 0.00]

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[$ 0.00]
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[$ 0.00]
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[$ 0.00]

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA's plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Mental Health Workshops / Presentations	90% of AIMS HS students, 90% of AIMS HS teachers, at least 25% of AIMS HS families will attend the Mental Health Workshops / Presentations. Progress will be monitored by collecting attendance data.	Once a Year
Student Computers	Based upon randomly assigned surveys, at least 95% of students will bring their school issued student computers to class.	Monthly

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
    - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at https://www.cde.ca.gov/fg/cr/arpact.asp.

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

- For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
  - **Tier 1 – Strong Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
  - **Tier 2 – Moderate Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
  - **Tier 3 – Promising Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
  - **Tier 4 – Demonstrates a Rationale**: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at https://www.cde.ca.gov/re/es/evidence.asp.

- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
  - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
  - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
  - Any activity authorized by the Adult Education and Family Literacy Act;
  - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
  - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
  - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
  - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
  - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;

- Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
    - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
    - Implementing evidence-based activities to meet the comprehensive needs of students,
    - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
    - Tracking student attendance and improving student engagement in distance education;

  Note: A definition of "underserved students" is provided in the Community Engagement section of the instructions.
- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;

- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant

insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
    - For purposes of this requirement “underserved students” include:
        - Students who are low-income;
        - Students who are English learners;
        - Students of color;
        - Students who are foster youth;
        - Homeless students;

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- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
  - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
  - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);

- Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: https://www2.ed.gov/documents/coronavirus/reopening-2.pdf.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “$0”.

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021

California Department of Education
July 2021

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
American Indian Public Charter School II	Maryetta Golden, Head of School (K-5th) Riffat Akram, Head of School (6th-8th)	maryetta.golden@aimsk12.org riffat.akram@aimsk12.org

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
AIPCS II LCAP	The plan can be found on the school's website under reports:
[Insert plan name here]	[Insert description of where the plan may be accessed here]

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

$1,706,933.00

Plan Section	Total Planned ESSER III Expenditures
Janitorial Services Nurse	$231,866.67
Teacher, Instructional Aide and Clerks Books and Other Reference Materials Materials and Supplies Improved Internet Performance Internet Access Points	$450,907.00

Total ESSER III funds included in this plan

$684,311.20

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

We met with the School Site Council on June 10, 2022 to discuss our ESSER III plan. We went over the allowed expenditures and members of the SSC gave input on how we should spend those funds. Additional meetings happened with stakeholders to present this plan in full.

A description of how the development of the plan was influenced by community input.

AIPCS II presented the ESSER III information in the School Site Council Meeting on June 10, 2022. Families, students and teachers who joined the SSC meeting discussed the various expenditure options allowed in the ESSER III grant. Their suggestions and recommendations were taken into consideration while developing the expenditure plan. We hosted a town hall meeting later in the month and presented the ESSER III plan to all the stakeholders and shared plan details and expenditure breakdown.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

$231,866.67

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 4, Action	Janitorial Services	We are putting funds to the side to ensure that proper building maintenance is done. We are also getting additional staff to support with daily disinfecting of the building as well as purchasing cleaning supplies.	$160,000.00
	Nurse	Salary for an onsite nurse for the school site	$ 71,866.67

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

$450,907

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 2	Teacher, Instructional Aide and Clerks	To address any potential learning loss, we have decided that it would be best to hire additional intervention staff. These staff members will work alongside the teacher utilizing small group instruction, pull-outs, and push-ins.	$250,759
LCAP Goal 1	Books and Other Reference Materials	IXL, Learning Farms, Independent Learning Programs	$ 45,148.00
LCAP Goal 1	Materials and Supplies	Classroom Supplies for students	$ 61,537.53
LCAP Goal 4	Improved Internet Performance	We will begin to run cabling and hard wire each classroom so that laptops will get a direct connection for faster performance. This will allow a smoother connection for teachers and students in the building.	$50,000
LCAP Goal 4	Internet Access Points	Additional Internet Access Points - We are planning to add additional access points so that there will be one access point per classroom. This will allow for a much faster connection in each class.	$45,000

Use of Any Remaining Funds

A description of how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

0

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Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA's plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Learning Loss	Benchmarks will be given to students throughout the year to see how they are performing	Every 6 weeks
Instructional Aids	Instructional aids work with struggling students in pull-out & push in settings. Students' progress, being served by iAs, is monitored regularly and evaluated quarterly using various diagnostic tools.	Quarterly
Online Learning Platforms	Students use online platforms as part of their daily instruction and learning tools. The effectiveness of online platforms is reviewed yearly by teachers, instructional leaders and administrators.	Yearly

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ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
    - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at https://www.cde.ca.gov/fg/cr/arpact.asp.

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

- For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
  - **Tier 1 – Strong Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
  - **Tier 2 – Moderate Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
  - **Tier 3 – Promising Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
  - **Tier 4 – Demonstrates a Rationale**: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at https://www.cde.ca.gov/re/es/evidence.asp.

- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
  - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
  - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
  - Any activity authorized by the Adult Education and Family Literacy Act;
  - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
  - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
  - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
  - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
  - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;

- Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
    - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
    - Implementing evidence-based activities to meet the comprehensive needs of students,
    - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
    - Tracking student attendance and improving student engagement in distance education;

  Note: A definition of "underserved students" is provided in the Community Engagement section of the instructions.
- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;

- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant

insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
    - For purposes of this requirement “underserved students” include:
        - Students who are low-income;
        - Students who are English learners;
        - Students of color;
        - Students who are foster youth;
        - Homeless students;

- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
  - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
  - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);

- Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: https://www2.ed.gov/documents/coronavirus/reopening-2.pdf.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “$0”.

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021

AIMS Finance Committee Meeting Item Cover Letter

Item: Declaring Guitars as Surplus

Presented By: Maurice Williams

Staff Recommendation:

AIMS HS is currently in possession of 50 guitars and guitar footstools in new / good condition that were used in previous years for a guitar class. Given our programmatic switch to Band classes, AIMS HS is requesting to have these items be declared as surplus so that they can be resold or donated to another organization.

Committee Approval: Finance Committee

Total Associated Cost: N/A

Included in Budget? N/A

Funding Source: N/A

Over/Under Budget? N/A

Amount Over/Under Budget? N/A

Included in LCAP? Yes

Which LCAP?

AIMS HS Guitar Inventory

Item	Quantity	Dates of Purchase	Original Costs
Classical Guitars	51	2018-2020	$90-$120 each
Guitar Footstools	50	2018-2020	$10-$20 each

COVID-19 Safety Plan

American Indian Public Charter School II (Grades K-8)
AIMS College Prep Middle School (Grades 6-8)
AIMS College Prep High School (Grades 9-12)

171 12th Street

Oakland, CA 94607
Tel. 510.893.8701
Fax 510.893.0345

www.aimsk12.org

Updated June 23, 2022

INTRODUCTION

AIMS K-12 is very excited to return to a full time, in-person instructional program with appropriate safety provisions to ensure the safety of our students, staff and community.

Guiding Principles of Returning in 2021-2022

- Default condition will be in-person full time instruction K-12th grade
- COVID-19 Mitigations strategies are aligned local and state guidelines from CDPH, and ACPH, as well as Cal OSHA
- Collaboration, clear, timely, transparent communication
- Safety of student and staff + social and emotional well being of our students and staff
- Access & Equity for all students to stable and rigorous learning experiences
- Independent studies will be available for students who may require/need full distance learning.

Important Contact Information

Head of Elementary School
Maryetta Golden
maryetta.golden@aimsk12.org

Head of Middle Schools
Mr. Riffat Akram
riffat.akram@aimsk12.org

Head of High School
Mr. Maurice Williams
maurice.williams@aimsk12.org

AIMS K-12 Superintendent
Ms. Maya Woods-Cadiz
maya.woods-cadiz@aimsk12.org

Updated June 23, 2022

ESSER III Assurances

1. **How the LEA will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health, and other needs, which may include student health and food services.**

AIMS will continue to provide exceptional services to help students in need during the 2021-2022 school year. To address students' academic needs, students were given multiple prerequisite skills tests as well as other benchmarks. Students were identified as Basic, Below Basic, Proficient, and Advanced during the first two weeks of school. Based on these designations, students were placed in specialized tutoring groups and will also be required to attend Academic Saturday School. Additional intervention and support staff were hired to closely work with these struggling students in areas that they are not proficient in. Each class will have their own designated support staff member in addition to their classroom teacher. In terms of Social and Emotional Needs, teachers are required to implement community circles in their classroom. These circles help students get to know each other, learn from each other, and express themselves. Students get to form a bond with each other as well as with the teacher. With these circles, we aim to have students be more open about how they feel and their emotions. Students who might need a little more help will be referred to the on-site counselor. Our future plans include hiring an additional counselor to provide more support as well as providing teachers with more professional development on Social Emotional Learning.

2. **A description of the LEA's policy or practice that provided the public with an opportunity to provide comment and feedback and how such feedback was incorporated into the development of the plan.**

Feedback was provided from multiple meetings with our stakeholders. Feedback was provided by verbal and written responses as well as survey feedback. Meetings that took place included AIMS Monthly Board Meetings, ELAC/DELAC Meetings, Parent Orientation, as well as direct communication from emails. The original Covid-19 Safety Plan was presented in the 2020-2021 school year. Feedback from the implementation of that plan helped us create this plan. We wanted to make sure to mitigate any possible learning loss. We also wanted to use stakeholder feedback to create a safe "return to school" program that was beneficial to all staff and students as well as take all safety precautions as stated in the Covid-19 guidelines set forth by the county.

Purpose and Scope of Plans

Plans, protocols, and guidance are designed to mitigate and reduce the spread of COVID-19 within our schools. As long as COVID-19 is present in our geographic community, we cannot completely prevent it from existing in our schools, but we must act to mitigate the spread and risk with strict adherence to health and safety protocols.

This comprehensive document will outline all details of the requirements, changes in practice, schedules, and safety protocols needed to maximize the safety of our students and staff while minimizing the spread of COVID-19.

Our AIMS K-12 health and safety measures will be aligned with the COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year, along with COVID-19 mitigation measures as required by ACPH, CDPH, and any related provisions of state law.

HEALTH & SAFETY PROTOCOLS

Face Coverings:

- All adults and students must wear a face covering at all times while on or around campus, except while actively eating or drinking.
- Face coverings should be worn properly which requires the covering of both the mouth and nose and fits snugly against the side of the face.
- Face coverings shall not be required if there is a medical condition verified in writing from a medical professional on file with Human Resources.
- Students in all grade levels K-12 are required to wear face coverings at all times, while at school, unless medically exempt due to illness or disability. This will include most unstructured times outdoors such as passing periods, breaks, and recess times.
- Should an individual student need an exemption, as outlined by the CDPH:
    - *Persons with a medical condition, mental health condition, or disability that prevents wearing a mask. This includes persons with a medical condition for whom wearing a mask could obstruct breathing or who are unconscious, incapacitated, or otherwise unable to remove a mask without assistance.*
    - *Persons who are hearing impaired, or communicating with a person who is hearing impaired, where the ability to see the mouth is essential for communication.*

AIMS K-12 will provide face coverings for students and staff. It is important to note that face shields are not recommended as a replacement for face coverings given concerns over their ability to minimize droplet spread to others. Teachers may consider using face shields with an appropriate seal (cloth covering extending from the bottom edge of the shield and tucked into the shirt collar) in certain limited situations: during phonological instruction to enable students to see the teacher's mouth and in settings where a mask poses a barrier to communicating with a student.

Mask Non-Compliance:

- Face coverings are required by CDPH in all school settings.

Updated June 23, 2022

- If a student is not wearing a mask, and the issue is medically related, a medical exemption form is required to be signed by a medical professional.
- If non-compliance is voluntary, a mask will be provided and the school administration will conference with the student and/or parent to discuss face covering requirements as soon as possible. While non-compliant, if not medically related, the student will be removed from the learning environment.
- Students may also be provided a face covering with appropriate draping, etc.
- Students who are not medically exempt that remain unmasked will not be allowed to remain on campus. Legal guardians who feel that their child participation in learning on campus constitutes a medical concern may have their child participate in Independent Study.

Physical Distancing:

Physical distancing will occur when possible, in the event this is not possible, teacher and other staff desks will be distanced to decrease unnecessary close proximity, while still allowing for a full in-person instructional program. As stated by the CDPH, “Recent evidence indicates that in-person instruction can occur safely without minimum physical distancing requirements when other mitigation strategies (e.g., masking) are implemented.

Handwashing Protocols:

Districtwide protocols for handwashing will be sent home and will also be reviewed with students upon return. Classroom expectations will include hand washing or sanitizing upon entering and exiting the room and before meals. While we have purchased enough sanitizer to outfit schools and classrooms adequately, students in second-grade or older should bring personal containers of hand sanitizer with them to school as an added layer of precaution.

Cleaning and Disinfecting Our Schools:

AIMS K-12 has procured equipment and supplies to disinfect its facilities. Custodial staff will clean high-touch surfaces (such as light switches, faucets, handrails, and doorknobs), classrooms, and common areas on a nightly basis. The normal cleaning process includes the use of disinfectants. The district has also procured electrostatic sprayers. Electrostatic sprayers are effective in the killing of the COVID-19 virus and are used for a deeper disinfection. The use of the Electrostatic sprayer is limited to trained professionals, and use is timed for appropriate ventilation of spaces.

While it is very important to fully clean our campus, there is mounting evidence that the prior concerns regarding surface-to-surface contact has not manifested itself as the primary method of transmission. However, cleaning and sanitizing sites will remain a top priority.

HVAC & Air Purification

Rigorous measures have been taken to provide maximum outside air to meet or exceed CDC standards:

Updated June 23, 2022

- For sites that have a HVAC we have adjusted HVAC dampers to bring in additional outside air.
- Sites that have a HVAC have been fitted with updated MERV 13 air filters these filters are often used in the ventilating of medical facilities.
- All filters will be changed at regular intervals.
- Windows (when applicable) and doors can also be opened as needed/as possible to allow additional outside air to enter the rooms.
- Air purification units are installed in all classrooms, auxiliary spaces and offices.

It is important to note, across AIMS K-12's wide range of school facilities, the filtration capacity of our HVAC units will be only part of our efforts to mitigate the spread of COVID-19. HVAC systems are only part of a comprehensive effort and multiple strategies, including wearing masks and proper hygiene procedures.

Health screenings

Health screenings refer to symptom screening, temperature screening, or a combination of both. In addition, screening questions include recent COVID exposure and/or recent COVID diagnosis. AIMS K-12 will implement the following protocols (These may adjust as state and local guidance and requirements do):

- Students will complete a home based screening each day, prior to arriving at school. The home based screening will be provided to families through ParentSquare, our communication platform.
- **If you answer yes to any of the screener questions, please DO NOT report to school and please contact your medical professional as needed**
- Staff will also use ParentSquare to fill out the health screening.
- District Health screening kiosks will be present at the entry of all campuses.
- Vendors and visitors will use the district Health Screen.

Identification and Tracing of Contacts:

AIMS K-12 has assigned a staff member to be its primary COVID-19 Liaison to be in direct communication with ACPH. That staff member, along with other AIMS K-12 staff, will work together to respond to positive cases (staff/students/visitors/contractors) of **individuals who have symptoms of COVID-19, or those who are identified to have been in close contact with another individual who has tested positive for or been diagnosed with COVID-19.**

Each school site will have a designated School Site Liaison. This Site Liaison and the District Liaison will develop a list of people with whom the positive case may have been in close contact while on campus (within six feet for 15 minutes or longer, cumulatively, within the positive case's infectious period). AIMS K-12 will provide ACPH with the case details, including the list of close contacts. ACPH and AIMS K-12 will follow-up with the positive case and the contacts per their protocols.

Parent/Volunteer Access To Offices and Campuses During Initial Return:

Updated June 23, 2022

In order to minimize potential exposure to and transmission of COVID-19, school offices will have limited access for parents and community members. Office staff will answer questions about their site's operations remotely to the extent practicable and help the public schedule appointments with the correct person. School and District Offices will remain open, but **electronic or telephonic communication to address routine issues will be the primary form of communication.**

Keeping AIMS K-12 Safe: One page summary of our COVID-19 safety measures

Protocols & Monitoring

GENERAL CONSIDERATIONS

Staff Training:
AIMS K-12 will provide a comprehensive communication and training plan regarding COVID-19 precautions for the district's employees.AIMS K-12 will utilize materials either created by or based on state and local guidelines and materials. .

AIMS K-12 Staff Trainings will include:
- Identifying COVID-19 symptoms
- Protocols for managing symptomatic students and staff
- CPR certification training with updated COVID precautions per job requirement, and/or for staff volunteering for other specialized healthcare procedures including school-wide epinephrine autoinjectors
- First aid kit training

Family Communication:
AIMS K-12 will also provide comprehensive communication for our community. Communication and related materials will be provided and will focus on educating the community on the safety protocols related to returning to campus, as well as information that may be helpful if they experience a positive COVID-19 result of someone in their household.

Employee Testing:
When possible AIMS K-12 will provide employee testing for individuals who are symptomatic of COVID-19, and/or those who may have been exposed to a positive case of COVID-19. Testing will be available for staff. In accordance with the state health order, all AIMS K-12 staff must be vaccinated or provide a weekly negative COVID-19 test result.

Handwashing and Hygiene Measures:
- AIMS K-12 will focus on the following actions to support good hygiene habits:
    - Reinforce proper handwashing technique, avoiding contact with one's eyes, nose, and mouth, and covering coughs and sneezes.
    - Post signs in highly visible areas to remind students and staff of proper handwashing, covering of coughs, sneezes and other prevention measures.

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- Ensure adequate supplies to support healthy hygiene behaviors, including soap, tissues, trash cans, face coverings and hand sanitizers (with at least 70 percent ethyl alcohol) for staff and students who can safely use hand sanitizer.
- Have students and staff wash hands at staggered intervals to minimize congregation around handwashing and hand sanitizer stations.
- Provide hand sanitizer in each classroom, and at strategic locations and designated lunch spaces for students or staff.

Cleaning and Maintenance:

- AIMS K-12 will focus on the following actions to support cleaning of schools/facilities:
  - At least daily cleaning and disinfecting of high touch surfaces (e.g., tables, desks, chairs, door handles, light switches, phones, copy/fax machines, toilets, countertops, faucets, drinking fountains, and playground equipment) pursuant to CDC guidelines
  - Provide employees training on the use of cleaning agents consistent with manufacturer's directions, Cal/OSHA requirements for safe use and as required by the Healthy Schools Act, as applicable.
  - Ensure proper ventilation during cleaning and disinfecting. Introduce fresh outdoor air as much as possible.
  - Limit access to areas used by a person displaying COVID symptoms (e.g., a student’s desk or a staff member’s office) until cleaned and disinfected.
  - Establish a cleaning and disinfecting schedule to ensure through cleaning and disinfection.

Arrival and Departure:

Please note: Upon our return to campus for in-person instruction, due to a wide range of school design, varying age ranges of students, and schedules, each of our school sites will provide additional, site specific communication related to the arrival and departure procedures. General considerations will include:

- Drivers remain in their vehicles, to the extent possible, when dropping off or picking up students.
- When in-person drop-off or pick-up is needed, only one parent or caregiver should enter the facility to pick-up or drop-off the child.
- Require adults entering campus for any in-person pick-up to wear face covering. Follow all site directions/protocol for picking up and dropping off students during the school day.
- Provide supervision to disperse student gathering during school arrival and departure.

General Classroom/Changing Rooms:

- Assign a seating chart, where feasible, for students to ensure that close contacts within classrooms are minimized and easily identifiable.
- Ensure adequate supplies to minimize sharing of high-touch materials (art supplies, equipment, electronic devices, etc.) to the extent

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practicable, or limit use of supplies and equipment to one group of students at a time.
- Keep students' belongings separate to the extent practicable.
- Reposition furniture and equipment in the classroom to facilitate distancing, as practicable.
- Increase ventilation by opening windows (when applicable) and hallway doors.
- Based on many conditions, there may also be times to utilize outdoor space for learning activities to the extent feasible.
- Conduct physical education classes outdoors whenever possible.
- When students are in the Locker Rooms preparing/changing for Physical Education classes, masks remain a requirement.

Restrooms:
- Disinfecting will take place multiple times throughout the day.
- Outside doors and windows (when applicable) open or use HVAC dampers for fresh air as practicable
- Restrooms will be stocked with soap and paper towels.

Drinking Fountains:
- Disinfecting will take place multiple times throughout the day
- AIMS K-12 encourages students to bring water bottles, or use available water bottle fillers on their sites as practicable.

School Offices:
- In order to minimize potential exposure to and transmission of COVID-19, school offices will have limited access for parents and community members. Office staff will answer questions about their site's operations remotely to the extent practicable and help the public schedule appointments with the correct person. School and District Offices will remain open, but electronic or telephonic communication will be used to address routine issues

Counseling Offices:
- Disinfect high-touch surfaces at least once daily
- Signage for cough/sneeze etiquette, handwashing
- Remove or rearrange furniture to allow for physical distancing, as practicable
- Increase ventilation by opening windows and hallway doors when practicable.

Health Office and Symptom Rooms:
- Staff working in health office will wear protective equipment when working with students
- Designated space to care for students with routine needs
- Designated, separate space to care for students/staff who are ill or symptomatic of COVID-19

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FOOD SERVICES

Cafeterias and Food Distribution will be conducted in accordance with all local and state regulations for food safety as well as all regulations related to COVID-19 protocols. AIMS K-12 will ensure the following:

- Follow all requirements issued by the County's Department of Environmental Health to prevent transmission of COVID-19 in food facilities.
- Face shields, cloth masks and gloves for all staff as outlined in current guidance.
- To the extent possible and practicable, students will be reasonably spaced out when eating, including the use of outdoor eating spaces to increase distancing.

EXTRACURRICULAR ACTIVITIES, ATHLETICS & SCHOOL EVENTS

Prior to participation in any AIMS Athletics or related extracurricular events, students must complete an assumption of risk and waiver of liability form which attests that AIMS K12 is complying with state and local guidance as well as taking reasonable steps to mitigate the risk of spreading COVID-19.

AIMS K12 is putting in place the following measures in an attempt to reduce the spread of COVID-19:

- The School shall limit the presence in team practice areas of individuals who are not partaking in or coaching the practice
- The School shall limit the number of students who may occupy locker room and changing facilities to the extent practicable
- All student athletes will undergo temperature screening prior to every team practice or other Athletic Program event
- All School-issued sports equipment will undergo regular sanitization

However, this risk cannot be completely eliminated and AIMS K12 cannot guarantee that in-person participants will not become infected with COVID-19.

Further, participating in the AIMS K12 Athletic Program in-person could increase the risk of contracting COVID-19 because of the inherent nature of sports to promote certain degrees of physical proximity and/or contact with other participants.

If Student has any of the following underlying conditions, it is strongly recommended they do not take participate in the Athletics Program at this time, even if they are not experiencing COVID-19 symptoms due to the increased health risks that are associated with COVID-19 exposure for these groups:

• Serious heart conditions
• Chronic lung disease
• Moderate to severe asthma
• Severe obesity (Body Mass Index of 40 or higher)
• Immunocompromised
• Diabetes

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• Chronic kidney disease undergoing dialysis
• Liver disease
• Reside with a family member with these high-risk underlying conditions

In addition to these requirements, all Athletics programs will be subject to NFHS, CIF-State, CIF-Oakland Section, and BACSAC requirements for participation. All BACSAC Athletic Coaches must complete a mandatory NFHS Course on COVID-19 Safety.

TRANSPORTATION

In the interest of student safety regarding the COVID-19 pandemic, it is necessary to put in place operational procedures to successfully transport those students who require our services.

Below are the guidelines that will allow AIMS K-12 to provide services when we return to in-person education:

- All District drivers and staff must perform COVID-19 Daily Self Symptom Check.
- Staff will be provided all PPE necessary to perform duties safely.
- Vans will be cleaned and sanitized regularly.
- Parents/guardians are responsible for self screening students prior to a student entering the school bus and to assure the student's temperature is below 100.0ºF (37.8ºC).
- If a student can respond "YES" to any screening question, they will not be permitted to enter the van.
- Masks required for students unless a medical or handicapping condition prevents a student from wearing a mask or face shield
- A parent/guardian will be required to pick up any symptomatic student from the school site. The Transportation Department will not transport known symptomatic students.

MONITORING

Identification and Evaluation of COVID-19 Hazards

District staff will conduct work-place specific evaluations using the **Appendix A: Identification of COVID-19 Hazards** form. This form will also be available on the District website for employees to report any observable COVID-19 hazards.

District staff will also conduct periodic inspections and document any needed corrections using the **Appendix B: COVID-19 Inspection** form.

PERSONAL PROTECTIVE EQUIPMENT (PPE)

- AIMS K-12 will provide each employee with masks.
- AIMS K-12 will provide disposable surgical masks (3 layer) or KN-94 (5 layer).
- Face shields will be provided to teachers and other staff members working directly with students and/or the public to avoid potential barriers to phonological instruction. Face shields are meant for completing work duties and must last throughout the entire COVID-19 pandemic. Face shields can build up "film" over time. After you disinfect your shield, you may wash it with hot water and soap. This will help prevent build up from the disinfectant.

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- Hand sanitizers, disinfectant spray and paper towels will be provided. Custodial staff will ensure bottles and sprays are re-filled regularly. The spray or pump bottles provided are reusable so please do not throw them away. Please notify your site custodian if bottles need to be refilled.
- Gloves will be provided and they will continue to be worn by employees who require them to do their jobs.
- Masks will be made available for students who are unable to provide their own or for those who may not have remembered their mask that day.

COVID-19 VACCINE MOBILE CLINICS

- 12th Street campus hosted a vaccine clinic on January 13, 2022 for staff and students.
- If there is a need AIMS will host additional mobile clinics
- While AIMS believes that it is wise to receive the vaccine, only you can choose for yourself.
- Receiving the vaccine is currently not a requirement for employment or student attendance; however, that may change based on state, county, or local regulations.
- This does not constitute medical advice. Only a physician can give you medical advice.
- COVID-9 Vaccine mobile clinic information can be found here.

COVID-19 VACCINE PROOF

- AIMS will be requesting that staff and student submit proof of vaccination
  - Staff vaccine proof submission: **AIMS K-12 COVID-19 Proof of Vaccination**
  - AIMS 12th Street vaccine proof submission: **https://tinyurl.com/AIMS12thStVaccine**
  - AIMS HS vaccine proof submission: **https://tinyurl.com/AIMSHSVaccine**

COVID-19 VACCINE MANDATE OUSD

Oakland Unified School District (OUSD) voted to require vaccinations starting August 1, 2022, for all students ages 12 and up. This requirement applies to all charter schools located on Oakland Unified School District properties as well as students participating in the Oakland Athletic League (OAL). All students attending AIMS College Prep High School will need to submit proof of vaccine or fill out an **EXEMPTION FORM**.

Below is the list of Exemptions:

A student is exempted from the requirement to be fully vaccinated against COVID-19 in any of the following circumstances:

A. The student has received the final dose of the COVID-19 vaccine within the prior 13 days.
B. The student received their first dose of the COVID-19 vaccine (for those two-dose vaccines) within the prior 30 days.
C. The student is enrolled in the District's long-term independent study school.
D. The student is on the waiting list to enroll in the District's long-term independent study school.

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E. The student's parent(s)/guardian(s) have completed and submitted the COVID-19 Vaccine Medical Exemption Form and it is pending review by the District.
F. The student's parent(s)/guardian(s) have completed and submitted the COVID-19 Vaccine Medical Exemption Form and it has been reviewed and approved by the District. This exemption shall last through the end of the school year to which it applies.
G. The student's parent(s)/guardian(s) have completed and submitted the COVID-19 Vaccine Personal Belief Exemption Form and it is pending review by the District.
H. The student's parent(s)/guardian(s) have completed and submitted the COVID-19 Vaccine Personal Belief Exemption Form and it has been reviewed and approved by the District. This exemption shall last through the end of the school year to which it applies.
I. For the 2021-22 school year, the student turned 12 after December 1, 2021.
J. For the 2022-23 school year and beyond, the student turned 12 after August 1 just prior to the start of school.
K. Any other legally required exemption.

All Exemption Forms need to be completed and emailed to **Enrollment@aimsk12.org**.

COVID-19 TESTING AND REPORTING

Student/Staff COVID-19 Testing

AIMS K-12 has partnered with the California Department of Public Health to offer COVID-19 testing.

This testing is through Primary.Health. To register for testing, click this link: https://my.primary.health/l/american-indian-pc

You only need to register once and each time you test, it will take no longer than 5 minutes. If you have already signed up your child you do not need to do it again. Testing program information:

- For this program we will offer the following test: BinaxNOW (rapid antigen tests with results in under 30-minutes).
- Pre-registration is required and collects necessary information and consent.
- All questions included in registration are required for California State public health reporting. Please note this program is free for all participants.
- Information and test results are only shared with the testing site, lab partners and local/state health departments. It is not used for any other purposes.
- All results are shared electronically with the contact information provided during registration.
- We'll be testing Monday-Friday based on criteria set by the state of CA at the following locations: 171 12th Street, Oakland, CA 94607 and 746 Grand Avenue, Oakland, CA 94610.
- Only registered participants with a signed consent can be tested.
- If you need assistance with registration or have questions about the CA Rapid Antigen Testing Program, you can contact a call center representative Monday - Friday, 8am - 5pm PST at 650-275-5419.

Health Insurance Portability and Accountability Act (HIPAA):
The HIPAA Privacy Rule recognizes the legitimate need for public health authorities and others responsible for ensuring public health and safety to have access to protected health information to carry out their public health mission. The Rule also recognizes that

public health reports made by covered entities are an important means of identifying threats to the health and safety of the public at large, as well as individuals. Accordingly, the Rule permits covered entities to disclose protected health information without authorization for specified public health purposes. In addition, if a covered entity engages a business associate to assist in a specified public health activity, the business associate's written agreement with the covered entity should identify these activities, and the business associate may make the disclosure for public health reasons in accordance with its written agreement.

OCR Issues Guidance on HIPAA, Health Information Exchanges, and Disclosures of Protected Health Information for Public Health Purposes:
OCR has issued guidance on how the Health Insurance Portability and Accountability Act of 1996 (HIPAA) permits covered entities and their business associates to use health information exchanges (HIEs) to disclose protected health information (PHI) for the public health activities of a public health authority (PHA). The guidance provides examples relevant to the COVID-19 public health emergency on how HIPAA permits covered entities and their business associates to disclose PHI to an HIE for reporting to a PHA conducting public health activities.

Guidance on HIPAA, Health Information Exchanges, and Disclosures of Protected Health
This policy may change in the future to align with ACPHD and Center for Disease Control policy as Covid-19 data is emerging.

Positive test results:

- Required that parents/guardians and staff notify school administration immediately if the student or staff tested positive for COVID-19 or if one of their household members or non-household close contacts tested positive for COVID-19.
- Upon receiving notification that staff or a student has tested positive for COVID-19 or been in close contact with a COVID-19 case, take actions as required in "Response to Suspected or Confirmed Cases and Close Contacts" section, below.

What if my student has been exposed to a case of COVID-19?

- The following flowchart is a helpful guide to the appropriate steps for a parent/guardian.
- COVID-19 Flowchart for Parents | Diagrama de Flujo COVID-19 para Padres | 面向家长的2019 冠状病毒病应对流程图

Quarantine Recommendations/Requirements: (From CDPH Guidance)

- Quarantine recommendations for vaccinated close contacts. For those who are vaccinated, follow the CDPH Fully Vaccinated People Guidance regarding quarantine. Fully vaccinated individuals may refrain from quarantine and testing following a known exposure if asymptomatic.
- Quarantine recommendations for unvaccinated students for exposures when both parties were wearing a mask, as required in K-12 indoor settings. These are adapted from the CDC K-12 guidance and CDC definition of a close contact.
    - When both parties were wearing a mask in the indoor classroom setting, unvaccinated students who are close contacts (more than 15 minutes over a 24-hour period within 0-6 feet indoors) may undergo a modified 10-day quarantine as follows.
        - They may continue to attend school for in-person instruction if they:
            i. Are asymptomatic;

ii. Continue to appropriately mask, as required;
iii. Undergo at least twice weekly testing during the 10-day quarantine; and
iv. Continue to quarantine for all extracurricular activities at school, including sports, and activities within the community setting.

- Quarantine recommendations for: unvaccinated close contacts who were not wearing masks or for whom the infected individual was not wearing a mask during the indoor exposure; or unvaccinated students as described above.
    - For these contacts, those who remain asymptomatic, meaning they have NOT had any symptoms, may discontinue self-quarantine under the following conditions:
        - Quarantine can end after Day 10 from the date of last exposure without testing; OR
        - Quarantine can end after Day 7 if a diagnostic specimen is collected after Day 5 from the date of last exposure and tests negative.
    - To discontinue quarantine before 14 days following last known exposure, asymptomatic close contacts must:
        - Continue daily self-monitoring for symptoms through Day 14 from last known exposure; AND
        - Follow all recommended non-pharmaceutical interventions (e.g., wearing a mask when around others, hand washing, avoiding crowds) through Day 14 from last known exposure.
        - If any symptoms develop during this 14-day period, the exposed person must immediately isolate, get tested and contact their healthcare provider with any questions regarding their care.
- Isolation recommendations
    a. For both vaccinated and unvaccinated persons, follow the CDPH Isolation Guidance for those diagnosed with COVID-19.

Response to Suspected or Confirmed Cases and Close Contacts:

Suspected COVID-19 Case(s):

- Identify a symptom room or area to separate anyone who exhibits COVID-19 symptoms.
- Isolate immediately any student/staff exhibiting symptoms with staff supervision.
- Any student/staff exhibiting symptoms shall be picked up or sent home as soon as practicable.
- Emergency protocols will remain in place for medical emergencies.
- Sibling(s) and/or household family members of suspected COVID-19 cases will be considered as close contact and will be sent home to quarantine.

Confirmed COVID-19 Case(s):

- AIMS K-12 COVID Liaison to notify Alameda County Public Health Department within 24 hr of any positive COVID-19 case who has been on campus during their infectious period or within 10 days of their positive test (per ACPHD and CPHD guidance).
- AIMS K-12 to send a site-specific notice to all staff and families in the affected school community of any positive COVID-19 case while maintaining confidentiality as required by local, state, and federal laws.
- Close off areas used by any symptomatic person and do not use before cleaning and disinfection. To reduce risk of exposure, wait 24 hours before cleaning and

disinfecting. If it is not possible to wait 24 hours, wait as long as practicable. Ensure a safe and correct application of disinfectants using personal protective equipment and ventilation.
- Identify close contacts via case investigation, by utilizing class seating charts, and by consulting with teachers/staff in all classrooms and on-campus activities. A close contact is someone who has been within six feet of the case for a total of 15 minutes or more regardless of face covering use or other barriers.
- Close contacts, cohort members, and household contacts will be advised to contact their health care provider, and follow the guidance outlined above.
- For hospitalized/severe cases, duration of isolation is varied according to health care provider recommendations.

Response to COVID Cases on Campus:

AIMS K-12 will use the metrics, determined by the California Department of Public Health and ACPHD, to determine when to close schools, if such an action is needed and/or required.

COVID-19 ACTION PLAN

	Staff with:	Action:
1)	COVID-19 Symptoms (e.g., fever, cough, loss of taste or smell, difficulty breathing)	• Employee/Student should not report to work/school • Employee notifies Supervisor. Supervisor completes Staff COVID reporting form • Student/Family notifies office • Office notifies Head of School who completes the covid student/family reporting form • Recommend testing and/or they contact their health care provider (If positive, see #3, if negative, see #4) • COVID Liaison contacts employee/student/family for next steps once report submitted • Follow-up with employee/student/family until cleared to return
2)	Close contact with a confirmed COVID-19 case	• Employee notifies supervisor - Supervisor submits COVID report. • Student/Family notifies school office • Office notified Head of School who completes the COVID student/family reporting form • COVID Liaison contacts employee/student/family for next steps once a report is submitted. • Advise anticipated quarantine timeline,

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		recommend testing & testing guidance, and recommend to contact their health care provider ● Follow-up with employee/student/family until cleared to return. ● Step by Step Flowchart for students who are a close contact
3)	Confirmed COVID-19 by positive test or diagnosis	● Head of School/Admin/Supervisor completes COVID report(covid-19 response form for employees/contractors; covid-19 student/family reporting form for students/visitors) ● Isolate case and exclude from school/work as provided in ACPH/CDPH guidance ● Head of School/Supervisor will work with Health Coordinator/COVID Liaison to identify close contacts, cohort members, and locations occupied during infectious period - areas to be closed by site for 24 hours or as long as practicable. Signage placed by site. ● Health Coordinator/COVID Liaison to notify district Ops & Grounds of disinfection request of areas identified & closed. Confirm disinfection is complete and safe to re-enter. ● Health Coordinator/COVID Liaison will conduct case investigation and contact tracing, notifies close contacts of potential exposure, advises outreach to health care provider, provides quarantine instructions and anticipated 14-day quarantine timeline, and recommended testing guidance. ● Health Coordinator/COVID Liaison submits COVID case report and line list to ACPHD. ● Human Resources will review leave options with employees when contacted.
4)	Tests negative after symptoms	● Symptomatic individuals who test negative for COVID-19 may return once they meet the public health criteria for clearance to return. *This includes:* ● Improvement of symptoms, AND ● No fever within the prior 24 hours without the use of medication, AND ● Proof of a negative PCR/molecular COVID-19 test and/or letter from the individual's health care provider stating that the symptoms are not due to COVID-19, that an alternative diagnosis has been made, and that the individual is cleared to return.

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ADDITIONAL RESOURCES

- California Executive and Public Health Orders
- Alameda County Orders and VarianceCDC Considerations for Schools
- CDC ReOpening Guidelines
- California Public Health Officials Provide COVID-19 Update
- Stronger Together - CDE
- Alameda County Office of Education COVID-19 (Coronavirus) Information and Resources
- CDC Toolkits

School Info

AIMS K-12 schools, enrollment, and staffing (as required by ACOE/ACPHD)

School - and Link to Site	Address	Site COVID Liaison	#Students Returning	Grades Served	Grades Opening	# Staff Returning *
AIMS College Prep Middle School	171 12th Street, Oakland, CA 94607	Riffat Akram		6th - 8th	All	
American Indian Public Charter School II	171 12th Street, Oakland, CA 94607	Maryetta Golden		K-8	All	
AIMS College Prep High School	746 Grand Avenue, Oakland, CA 94610	Maurice Williams		9-12	All	

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Appendix A: Identification of COVID-19 Hazards
All persons, regardless of symptoms or negative COVID-19 test results, will be considered potentially infectious. Particular attention will be paid to areas where people may congregate or come in contact with one another, regardless of whether employees are performing an assigned work task or not. For example: meetings, entrances, bathrooms, hallways, aisles, walkways, elevators, break or eating areas, cool-down areas, and waiting areas.
Evaluation of potential workplace exposure will be to all persons at the workplace or who may enter the workplace, including coworkers, employees of other entities, members of the public, customers or clients, and independent contractors. We will consider how employees and other persons enter, leave, and travel through the workplace, in addition to addressing fixed work locations.

Person conducting the evaluation: **School Site Administrator**

Date: Weekly

Name(s) of employee and authorized employee representative that participated: **School Site Administrator and Custodial staff**

Interaction, area, activity, work task, process, equipment and material that potentially exposes employees to COVID-19 hazards	**Places and times**	**Potential for COVID-19 exposures and employees affected, including members of the public and employees of other employers**	**Existing and/or additional COVID-19 prevention controls, including barriers, partitions and ventilation**

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Appendix B: COVID-19 Inspections

Date: Weekly

Name of person conducting the inspection: **School Site Administrator and Custodial staff**

Work location evaluated: **School Sites and other work locations**

Exposure Controls	Status	Person Assigned to Correct	Date Corrected
Engineering			
Barriers/partitions			
Ventilation (amount of fresh air and filtration maximized)			
Additional room air filtration			
Administrative			
Physical distancing			
Surface cleaning and disinfection (frequently enough and adequate supplies)			
Hand washing facilities (adequate numbers and supplies)			
Disinfecting and hand sanitizing solutions being used according to manufacturer instructions			
PPE (not shared, available and being worn)			
Face coverings (cleaned sufficiently often)			
Gloves			
Face shields/goggles			
Respiratory protection			

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AIMS Finance Committee Meeting Item Cover Letter

Item: 2022-23 Educator Effectiveness Block Grant

Presented By: Maurice Williams

Staff Recommendation:

AIMS HS Made Minor adjustments to its approved Effective Educator Block Grant that was board approved in December 2021. The changes were approved by the AIMS HS SSC on Thursday, June 23, 2022.

Committee Approval: Yes Finance Committee

Total Associated Cost: $29490

Included in Budget? N/A

Funding Source: Educator Effectiveness Block Grant

Over/Under Budget? N/A

Amount Over/Under Budget? N/A

Included in LCAP? Yes

Which LCAP? 2022-23

EDUCATOR EFFECTIVENESS BLOCK GRANT 2022
EXPENDITURE PLAN TEMPLATE

LEA Name:	Contact Name:	Email Address:	Phone Number:
AIMS College Prep High School	Maurice Williams	maurice.williams@aimsk12.org	510-893-8701

Total amount of funds received by the LEA:	Date of Public Meeting prior to adoption:	Date of adoption at public meeting:
$70,034	11/30/2021 6/23/2022 (Revision)	12/21/2021

EC 41480

(a)(2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision from the 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools **shall coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.**

(b) A school district, county office of education, charter school, or state special school shall expend funds apportioned pursuant to this section to provide professional learning for **teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils**, with a focus on any of the following areas:

(1) Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Total Budgeted per Activity

Harvard School of Business: Leading School Strategy & Innovation; Leading People; and Leading Learning for 10 staff.	$2990.00	$3990.00	$4990.00	$11,970
Navigator School Partner Network for Leadership Team and Teachers	$ 8500.00	$	$	$8,500.00
Navigator School Partner Network for Leadership Team and Teachers	$	$20000	$	$20,000
Academic Coaching / Consulting	$	$	$15354.66	$15,354.66
Subtotal for this section	**$11,490**	**$23,990**	**$20,344.66**	**$52,824.66**

(2) Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Total Budgeted per Activity
Midwest Clinic Training Trip for Music Teacher		$ 2500		$2500
AP College Board Teacher Trainings		$ 3000	$3000	$3000.00
Pre-Referral Intervention Manual-Fourth Edition: 30 copies	$3360	$	$	$3360
Subtotal for this section	**$3360**	**$5500**	**$3000**	**$11860**

(3) Practices and strategies that reengage pupils and lead to accelerated learning.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Total Budgeted per Activity
Teach Like a Champion Field Guide 2.0: A Practical Resource to Make the 62 Techniques Your Own: 30 copies	$1200			$1200
Teach Like a Champion 3.0: 63 Techniques that Put Students on the Path to College: 30 copies	$900			$900

Subtotal for this section	**$2100**	**$**	**$**	**$2100**

(4) Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Total Budgeted per Activity
Subtotal for this section				

(5) Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Total Budgeted per Activity
Subtotal for this section				

(6) Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Total Budgeted per Activity
Subtotal for this section	**$**	**$**	**$**	**$**

(7) Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Total Budgeted per Activity
<Enter planned activity here>	$	$	$	$
<Add table rows as necessary>				
Subtotal for this section	**$**	**$**	**$**	**$**

(8) New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Total Budgeted per Activity

<Enter planned activity here>	$	$	$	$
<Add table rows as necessary>				
Subtotal for this section	**$**	**$**	**$**	**$**

(9) Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Total Budgeted per Activity
<Add table rows as necessary>				
Subtotal for this section	**$**	**$**	**$**	**$**

(10) Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Total Budgeted per Activity
Subtotal for this section	**$**	**$**	**$**	**$**

SUMMARY OF EXPENDITURES

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Total Budgeted per Activity
Subtotal Section (1)	**$11,490**	**$23,990**	**$20,344.66**	**$55,824.66**
Subtotal Section (2)	**$3360**	**$5500**	**$3000**	**$11860**
Subtotal Section (3)	**$2100**			**$2,100**
Subtotal Section (4)				
Subtotal Section (5)				
Subtotal Section (6)				
Subtotal Section (7)				
Subtotal Section (8)				
Subtotal Section (9)				
Subtotal Section (10)				
Totals by year	**$ 23344.66**	**$23,990**	**$23344.66**	**$66784.66**

Total planned expenditures by the LEA:
$70033.98

Note:
Per EC 41480 (d)(2): On or before September 30, 2026, the LEA must report detailed expenditure information to the California Department of Education, including, but not limited to:

- specific purchases made;
- the number of the following educators who received professional development:
  - Teachers;
  - Administrators;
  - Paraprofessional educators;
  - Classified staff.

AIMS K-12 College Prep Charter District

2022-2023 School Calendar

DRAFT

July 2022

	S	M	T	W	T	F	S
						1	2
3		4	5	6	7	8	9
10		11	12	13	14	15	16
17		18	19	20	21	22	23
24		25	26	27	28	29	30
31							

August 2022

	S	M	T	W	T	F	S
		1	2	3	4	5	6
7		8	9	10	11	12	13
Q1	14	15	16	17	18	19	20
2	21	22	23	24	25	26	27
3	28	29	30	31			

*12

September 2022

	S	M	T	W	T	F	S
3						1	2	3
4	4	5	6	7	8	9	10
5	11	12	13	14	15	16	17
6	18	19	20	21	22	23	24
7	25	26	27	28	29	30	

*21

October 2022

	S	M	T	W	T	F	S
7							1
8	2	3	4	5	6	7	8
9	9	10	11	12	13	14	15
10	16	17	18	19	20	21	22
Q2	23	24	25	26	27	28	29
2	30	31					

*20

November 2022

	S	M	T	W	T	F	S
2			1	2	3	4	5
3	6	7	8	9	10	11	12
4	13	14	15	16	17	18	19
-	20	21	22	23	24	25	26
5	27	28	29	30			

*14

December 2022

	S	M	T	W	T	F	S
5					1	2	3
6	4	5	6	7	8	9	10
7	11	12	13	14	15	16	17
-	18	19	20	21	22	23	24
-	25	26	27	28	29	30	31

*13

January 2023

	S	M	T	W	T	F	S
8	1	2	3	4	5	6	7
9	8	9	10	11	12	13	14
10	15	16	17	18	19	20	21
Q3	22	23	24	25	26	27	28
2	29	30	31				

*19

February 2023

	S	M	T	W	T	F	S
2				1	2	3	4
3	5	6	7	8	9	10	11
4	12	13	14	15	16	17	18
5	19	20	21	22	23	24	25
6	26	27	28				

*19

March 2023

	S	M	T	W	T	F	S
6				1	2	3	4
7	5	6	7	8	9	10	11
8	12	13	14	15	16	17	18
9	19	20	21	22	23	24	25
Q4	26	27	28	29	30	31	

*22

April 2023

	S	M	T	W	T	F	S
Q4							1
-	2	3	4	5	6	7	8
2	9	10	11	12	13	14	15
3	16	17	18	19	20	21	22
4	23	24	25	26	27	28	29
5	30						

*14

May 2023

	S	M	T	W	T	F	S
5		1	2	3	4	5	6
6	7	8	9	10	11	12	13
7	14	15	16	17	18	19	20
8	21	22	23	24	25	26	27
9	28	29	30	31			

*21

June 2023

	S	M	T	W	T	F	S
9					1	2	3
10	4	5	6	7	8	9	10
11	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	

*11

- Schools Closed
- Schools & Office Closed
- All Staff PD
- Leadership Training
- First/Last Day of School
- Report Card Week
- Progress Report Week
- 100th Day of School
- AP/CAASPP Testing
- Teacher/Parent Conference
- *## Number of Instructional Days in the Month
- 186 Number of Instructional Days in the School Year

	JUL 04	Independence Day (School & Office Closed)
	AUG 01-15	AIMS Staff Orientation (School Closed)
	AUG 16	First Day of School for Students
	SEP 05	Labor Day (School & Office Closed)
	OCT 10	Staff Development (School Closed)
	OCT 21	End of Quarter 1 Marking Period
	NOV 04	Teacher/Parent Conference (No School For Students)
	NOV 11	Veteran's Day (School & Office Closed)
	NOV 21-25	Thanksgiving Break (School Closed)
	NOV 28	Staff Development (School Closed)
	DEC 19-JAN 02	Winter Break (School Closed)
	JAN 03	Staff Development (School Closed)
	JAN 16	MLK Jr. Day (School & Office Closed)
	JAN 20	End of Quarter 2/ Semester 1 Marking Period
	FEB 20	Presidents' Day (School & Office Closed)
	MAR 24	End of Quarter 3 Marking Period
	MAR 31	Staff Development (School Closed)
	APR 03-07	Spring Break (School Closed)
	APR 10	Staff Development (School Closed)
	MAY 01-JUN 09	AP/CAASPP Testing
	MAY 05	Teacher/Parent Conference (No School For Students)
	MAY 29	Memorial Day (School & Office Closed)
	JUN 09	End of Quarter 4/ Semester 2 Marking Period
	JUN 15	Last Day of School for Students
	JUN 15	AIMS Graduation Day
	JUN 16	Staff Development (School Closed)
	JUN 19	Juneteenth (School & Office Closed)

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WWW.AIMSK12.ORG

Safe School Plan

AIMS College Prep Middle School
American Indian Public Charter School II

"A School at Work"

171 12th Street
Oakland, CA 94607
Phone: (510) 893 - 8701
Fax: (510) 893 - 0345

12th Street Campus
Safe School Plan

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Safe School Plan
2022 - 2023

PREFACE

The School Safety Plan is designed to be used as a school resource for ensuring the creation of a safe and orderly environment for students, family, and faculty at AIPCS/AIPCS II, including an integral component of crisis preparedness and response. The School Safety Plan is also designed to meet the requirements for the annual Safety Plan process under Senate Bill 187 and the National Incident Management System. This document must be updated as necessary to meet site, district and community needs.

Following any emergency, notify the Head of Division: 510-893-8701.

STAFF AND STUDENT TRAINING STATEMENT
The staff has been trained on the contents of this plan during the annual staff training session in August. Classroom teachers train students during the first week of school. Students are aware of their individual responsibilities in implementing this plan.

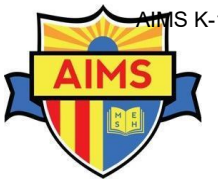
IMPLEMENTATION OF PLAN
The plan has been distributed to all departments and is available to all staff, students, parents, and the community to review.

SAFE SCHOOL PLAN COMMITTEE

The Safe School Plan Committee is responsible for developing the Safe School Plan. The Safe School Plan Committee consists of the following members:

1. Maryetta Golden, Head of Elementary Division
2. Riffat Akram, Head of Middle School Division
3. Marisol Magana, AIMS Data, Accountability, & Operations Director
4. Tiffany Tung, AIMS Data, Accountability & Operations Manager
5. Alexander Lee, AIPCS/AIPCS II Administrator Assistant

The Safe School Plan Committee may also consult and collaborate with representatives from law enforcement and emergency services personnel as well as other members of the school or community to gain valuable insight in updating the Safe School Plan. The School Safe Plan will be updated each year by March 1.



SAFE SCHOOL PLAN GOALS

AIPCS/AIPCS II does not have a parking lot for families. Some students walk to school or take public transportation. A majority of families pick up and drop off their students at AIPCS/AIPCS II. With nearly 800 students attending school at 171 12th street, pick-up and drop-off policies must be revised to accommodate this expansion and keep students safe.

Goal #1: Revise Pick-Up and Drop Off Policy
The revised pick-up and drop off policy is included on page 62. This policy will be included in the family handbook and communicated to families during the summer and at Back to School Night. In order to maintain student safety, it is important that families, students, and staff understand their individual responsibilities as outlined in the pick-up and drop off policies. Staff will be trained on their responsibilities and classroom teachers will be required to review pick-up and drop off policies with students on the first day of school. These policies will be revisited and revised as necessary during the school year.

Family Culture
Family culture is an integral part of the American Indian Model. Students loop with their classmates and teacher in self-contained classrooms. Former AIM School students enrolled in college come back and tutor currently enrolled students. In addition, we have high school students that come and tutor students in AIPCS/AIPCS II. Students and staff are expected to clean and take care of school property.

We are a family at AIMS. Accordingly, we expect students to handle disagreements and conflicts collegially. All AIM students have the right to learn in a safe place, be treated with respect, and receive the help and support of caring adults. Whenever possible, AIMS responds to major conflicts by facilitating in-school-suspensions where students receive academic assignments and pursue resolutions to conflict. In extreme cases, however, AIMS will facilitate out of school suspensions.

Goal #2: Create a Response Policy to Confrontational Parents

Goal #3: Installing Security Cameras and Security Gates and Alarm System

Goal #4: Create a Response Policy to Parents who do not pick their children on time

Goal #5: Annual Trainings for Staff (Active Shooter, Lockdown, Earthquake, CPR First Aid)

Goal #6: Create a protocol to determine evacuations and other emergencies

Goal #7: Quarterly updates of Parent/Guardian contact information

Goal #8: Create a policy for Earthquake safety bags

Goal #9: Create a training protocol for all front desk personnel

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Goal #10: Create internal codes for responses

EARTHQUAKE EMERGENCY PROCEDURES

AIMS MS/AIPCS II will conduct and log quarterly earthquake drills. Teachers will review these emergency procedures with students. The office will have an emergency supply kit and every classroom will have a first aid kit.

IN THE CLASSROOM OR OFFICE

In the event of an earthquake or earthquake drill, teachers, students, and staff should do the following:

1. At the first indication of ground movement, you should ***drop*** to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent you from being thrown to the ground.

2. You should seek protective ***cover*** under or near desks, tables, or chairs in a kneeling or sitting position.

3. You should ***hold*** onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes and your back to the windows. You should remain in the drop position until ground movement ends.

4. Teachers should count aloud to 60. Earthquakes rarely last longer than 60 seconds and counting is calming.

If the teacher is injured, two student monitors should have designated authority to give instructions.

Be prepared to **DROP, COVER,** and **HOLD** during aftershocks. After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area,

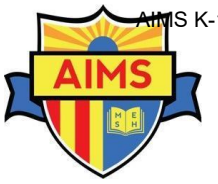
IN OTHER AREAS OF THE SCHOOL

At the first sign of an earthquake or during an earthquake drill, occupants should:

1. Drop to the ground. Move away from windows, shelves, and heavy objects that may fall.
2. Take cover under a table or desk, or in a corner or doorway
3. In halls, stairways, and other areas where no cover is available, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.
4. Stay inside. Usually the most dangerous place is outside where building debris may fall. Exit only after shaking has stopped.
5. After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

AFTER AN EARTHQUAKE

After an earthquake, building evacuation should occur as soon as possible due to possibility of aftershocks, fires, and explosions. Students should evacuate the building in single file when instructed by the teacher or monitor. Teachers should do the following:



1. Instruct students to evacuate when all shaking has stopped.
2. Lead class to the designated assembly area (see Assembly Map for Fire Drills)
3. Be prepared to choose alternative escape routes in case of fire or exit blockage.
4. Take class lists, walkies and first aid kits
5. Give first aid if necessary.

After evacuation, teachers and students should NOT reenter the building for any reason unless instructed to do so by the head of schools or emergency response team.

If walking to or from school, do not run. Stay in the open. If the student is going to school, continue to the school. If the student is going home, he/she should continue to go home. While in a vehicle, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue on until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of aftershocks, downed wires, or roads blocked by debris.

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LOCKDOWN PROCEDURES

AIMS MS/AIPCS II will conduct and log two lockdown drills per academic year.

If it is determined that a lockdown is necessary to maintain the health and safety of students and staff, an announcement will be made to alert of potential danger. The lockdown code is "Lockdown" and it will be announced through the walkie talkie on channel 4. All-Clear signal will be announced through the walkie talkie to students and staff.

After receiving a lock down notification:

1. **Teachers** are to:

a. Quickly glance outside the room and direct students or staff members from the hall into the classroom immediately.

b. Close and lock classroom doors. The front door will be locked by an administrator.

c. Place students against the wall so that students are not visible to an intruder looking through the door or windows.

d. Locate and hold on to the roll book to account for students if an evacuation becomes necessary.

e. Turn out the lights.

f. Keep students quiet and maintain a calm atmosphere in the classroom, keeping alert to emotional needs of students.

g. Have cell phone and/or laptops accessible to receive announcements/updates from administration and police officers.

h. Keep all students in the classroom until an "All Clear" has been announced through the communication system (ie. walkie talkies).

2. **Students** should know:

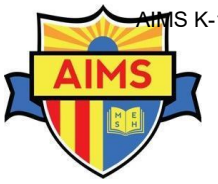
a. To remain calm and to immediately follow all directives of classroom teachers or administrators.

b. To go to the room nearest their location in the hallway.

c. That no one will be able to leave the room for any reason.

d. That silence must be maintained (students cannot use cell phones).

e. To make sure they are marked present if an evacuation occurs.



f. To not leave the classroom until directed to do so by the classroom teacher, administrator, or police officer.

Staff should also note the following:

- Administrators will use walkie talkies and cell phones to communicate to teachers and staff. Other clerical staff will deliver messages as needed and work with Head of School and Police Services.
- Upon notification of a lockdown, physical education teachers will keep students off-site and remain at their off-site PE location until they receive an All-Clear via cell phone text, walkie talkie or direct call.
- If teachers or students are in the bathrooms, they should move to a stall, lock it, and stand on the toilet until hearing an All-Clear signal
- Anyone in the hallway should move to the closest classroom immediately.
- Stay in safe areas until directed by law enforcement officers or an administrator to move or evacuate. Never open doors during a lockdown.
- If an evacuation occurs, all persons/classrooms will be directed by a law enforcement officer or administrator to a safe location. Once evacuated from the building, teachers should take roll for all students present in class. Missing students or staff should be reported to administration or law enforcement officer immediately.
- When the emergency is over, a coded "all clear" will be announced.
- Each staff member will document exactly what occurred in their area of responsibility. This will be done as soon as possible.

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FIRE EVACUATION PROCEDURES

AIMS MS /AIPCS II will conduct and log monthly fire drills using the procedures outlined below. AIMS MS /AIPCS II will also conduct quarterly fire alarm system tests, an annual fire inspection, and maintain a 5-year certification on the sprinkler system. Fire extinguishers are checked monthly.

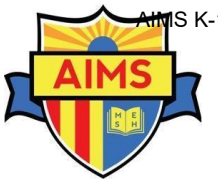
Teachers

BEFORE DRILL OR EMERGENCY

- Note locations of fire extinguishers throughout the school.
- Review these exit procedures with your class and clearly explain your expectations.
- Designate two students who can be relied on to give instructions in case a teacher is injured during a fire.
- Designate one student to lead your class to the assigned assembly point. Teachers will be the last one out of the classrooms, so it is important that your student leader knows exactly where he/she is going -- walk the student leader through the steps before the drill.
- If students are not in the classroom when the fire alarm sounds, instruct students to immediately exit to the class' designated assembly point, join their class, and check in with the teacher.

DURING DRILL OR EMERGENCY

- Take your grade book, class list, fire drill procedures, and evacuation maps with you.
- Upon hearing the alarm, instruct your students to quickly leave the building in a single file, orderly line. Running causes panic and is not allowed.
- Students must be SILENT.
- Use of elevators during an emergency is prohibited.
- Teachers leave the classroom last. Close the door and turn off your lights. Administrators will view this as a signal that your classroom is evacuated successfully and completely.
- If using the stairwells, classes must descend in single file. Overtaking other classes or individuals is not permitted.
- Teachers and students should follow the exit route in a calm and orderly fashion to their assigned assembly point (see attached for designated assembly locations).
- Teachers need to line up and exit their classes according to the attached assembly point location map and floor plan.
- Once at the assembly point, count students and take roll to ensure that every student is present.
- Inform the Head of Division or members of the Fire or Police Department if any students are missing. Do this by holding up your class's emergency attendance sign. Hold up the green sign to indicate that all of your students are accounted for and safe. Hold up the red sign if you are missing any students.
- No one is to re-enter the building until told to do so by the Fire Service or the Head of School. Wait for an **"All Clear"** signal to be given by a member of the Fire or Police Department or Head of School.
- Students cannot leave campus unless they are with an emergency services worker and have notified their teachers and the Head of School of their departure.



- No student is to leave campus with guardians until the **"All Clear"** signal is given by a member of the Fire or Police Department.
- Once the **"All Clear"** signal is given, teachers must keep tabs on the whereabouts of their students. Make note of students who leave campus with their guardians.

Oakland Fire Department Fire Station #2
822 Alice Street
Oakland, CA 94607
Emergency: (510) 444-1616
Non-Emergency: (510) 444-3322

1st Floor Staff

- Prop open the stairwell door and the two front doors quickly.
- Clear the restrooms, classrooms, and common areas on the 1st floor.
- Assist in hurrying the students out the front door in an orderly manner.
- Meet classes at 12th Street assembly location and provide first aid as appropriate

2nd Floor Staff

- Clear the restrooms, classrooms, and common areas on the 2nd floor.
- Meet students at Madison Street assembly point and check in with teachers regarding attendance
- Provide first aid as appropriate
- Report missing persons to a member of the Fire or Police Department and Head of School immediately.

3rd Floor Staff

- Clear restrooms, classrooms, and common areas on the 3rd floor.
- Meet classes at 12th Street assembly point and provide first aid as appropriate

Head of Division

- Verify that 1st-3rd floor staff protocols have been followed and then support teachers outside with evacuation.

Head of School

- Order an evacuation if the fire alarm doesn't work and call 9-1-1
- Confirm school wide clearance for all floors
- Check-in with other administrators and report missing persons to a member of the Fire or Police Department immediately.

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Safe School Plan
2022 - 2023

Review the list below for primary and secondary exits. It is vital that all students and staff follow evacuation procedures.

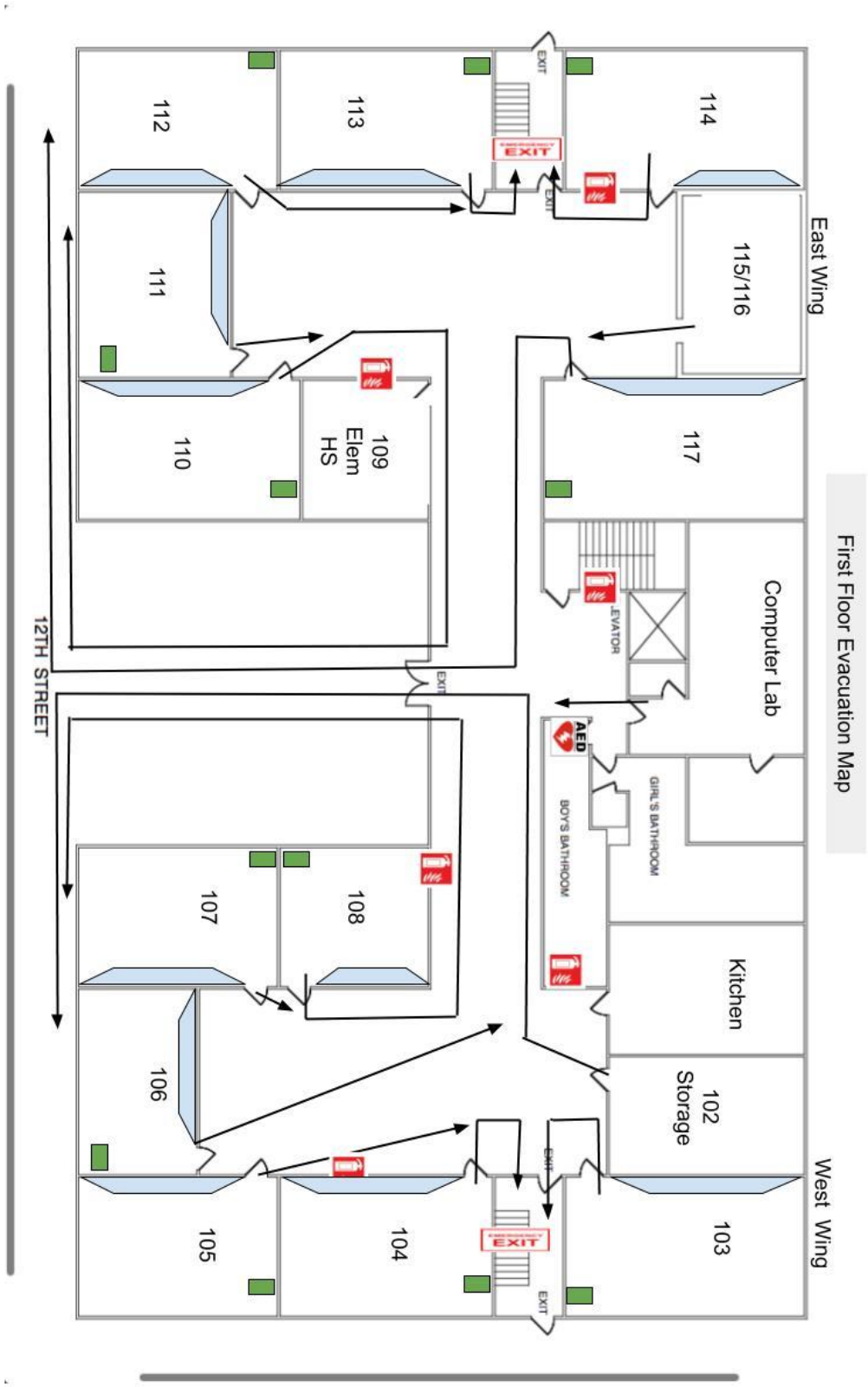
Room	Primary Fire Exit	Secondary Fire Exit
Room 108	Front Door	Emergency Exit (West - Floor 1)
Room 107	Front Door	Emergency Exit (West - Floor 1)
Room 106	Front Door	Emergency Exit (West - Floor 1)
Room 105	Emergency Exit (West - Floor 1)	Front Door
Room 104	Emergency Exit (West - Floor 1)	Front Door
Room 103	Emergency Exit (West - Floor 1)	Front Door
Room 102	Front Door	Emergency Exit (West - Floor 1)
Room 109	Front Door	Emergency Exit (East - Floor 1)
Room 110	Front Door	Emergency Exit (East - Floor 1)
Room 111	Front Door	Emergency Exit (East - Floor 1)
Room 112	Emergency Exit (East/Floor 1)	Front Door
Room 113	Emergency Exit (East/Floor 1)	Front Door
Room 114	Emergency Exit (East/Floor 1)	Front Door
115/116	Front Door	Emergency Exit (East - Floor 1)
Room 117	Front Door	Emergency Exit (East - Floor 1)
Room 208/209	Front Door	Emergency Exit (East - Floor 2)
Room 210	Front Door	Emergency Exit (East - Floor 2)
Room 211	Front Door	Emergency Exit (East - Floor 2)
Room 212	Emergency Exit (East - Floor 2)	Front Door
Room 213	Emergency Exit (East - Floor 2)	Front Door
Room 214	Emergency Exit (East - Floor 2)	Front Door
Room 215	Front Door	Emergency Exit (East - Floor 2)
Room 216	Front Door	Front Door
Room 201	Emergency Exit (West/Floor 2)	Front Door
Room 202	Emergency Exit (West/Floor 2)	Front Door
Room 203	Emergency Exit (West/Floor 2)	Front Door
Room 204	Front Door	Emergency Exit (West - Floor 2)
Room 205	Front Door	Emergency Exit (West - Floor 2)
Room 206	Front Door	Emergency Exit (West - Floor 2)
Room 207	Front Door	Emergency Exit (West - Floor 2)
Room 301	Emergency Exit (West - Floor 3)	Front Door
Room 302	Emergency Exit (West - Floor 3)	Front Door
Room 303	Emergency Exit (West - Floor 3)	Front Door
Room 304	Emergency Exit (West - Floor 3)	Front Door
Room 305	Emergency Exit (West - Floor 3)	Front Door
Room 306	Front Door	Emergency Exit (West - Floor 3)
Room 307	Front Door	Emergency Exit (West - Floor 3)
Room 308	Front Door	Emergency Exit (West - Floor 3)
Room 309	Front Door	Emergency Exit (West - Floor 3)
Room 310	Front Door	Emergency Exit (East - Floor 3)
Room 311	Front Door	Emergency Exit (East - Floor 3)
Room 312	Front Door	Emergency Exit (East - Floor 3)
Room 313	Emergency Exit (East - Floor 3)	Front Door
Room 314	Emergency Exit (East - Floor 3)	Front Door
Room 315	Emergency Exit (East - Floor 3)	Front Door
Room 316	Emergency Exit (East - Floor 3)	
Room 317	Emergency Exit (East - Floor 3)	
Room 318	Emergency Exit (East - Floor 3)	
Room 319	Emergency Exit (East - Floor 3)	

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Room 320	Front Door	Emergency Exit (East - Floor 3)
Room 321	Front Door	Emergency Exit (East - Floor 3)

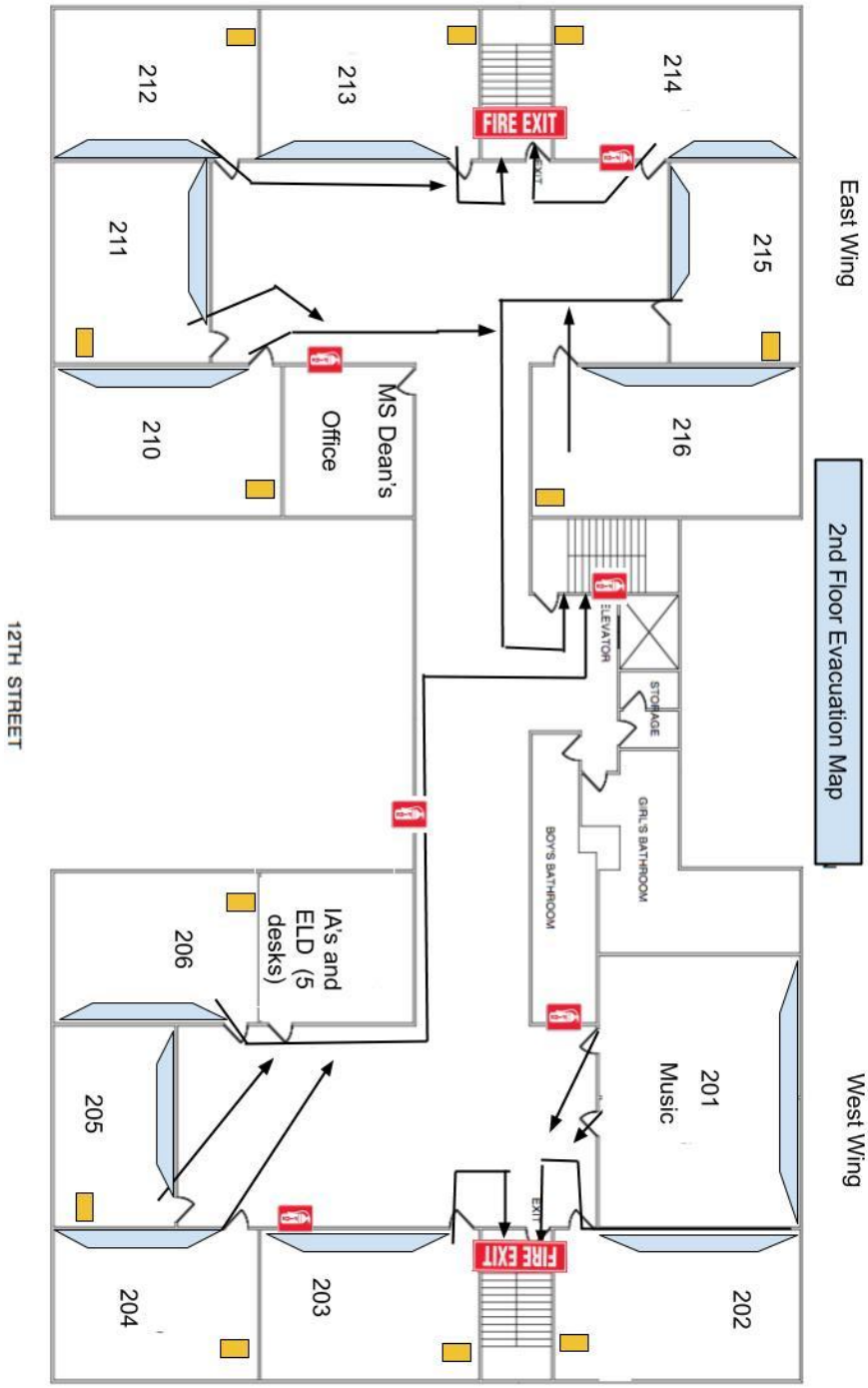
AIPCS/AIPCS II Evacuation Map – 1st Floor

Safe School Plan
2022 - 2023

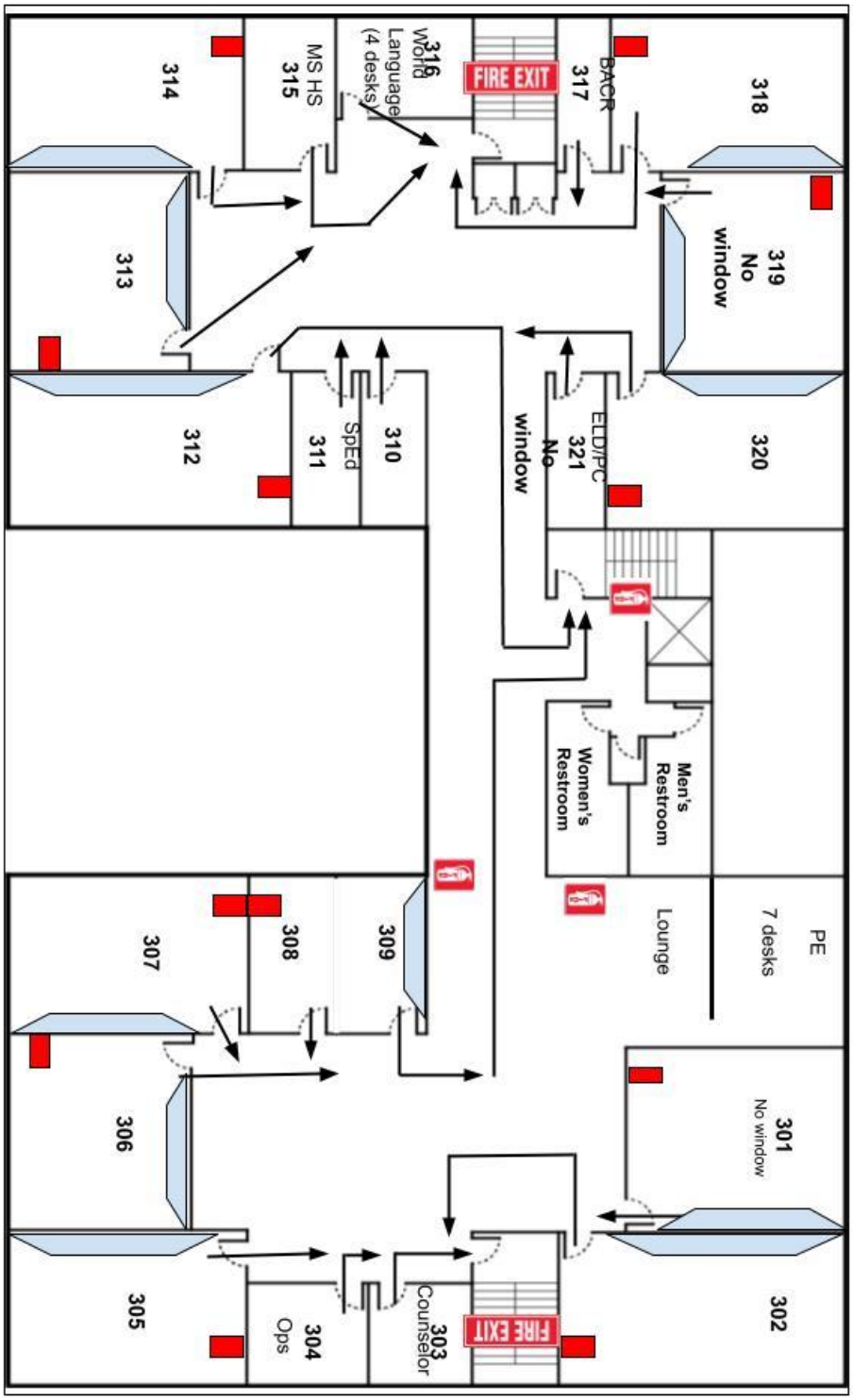


AIPCS/AIPCS II Evacuation Map – 2nd Floor

Safe School Plan
2022 - 2023

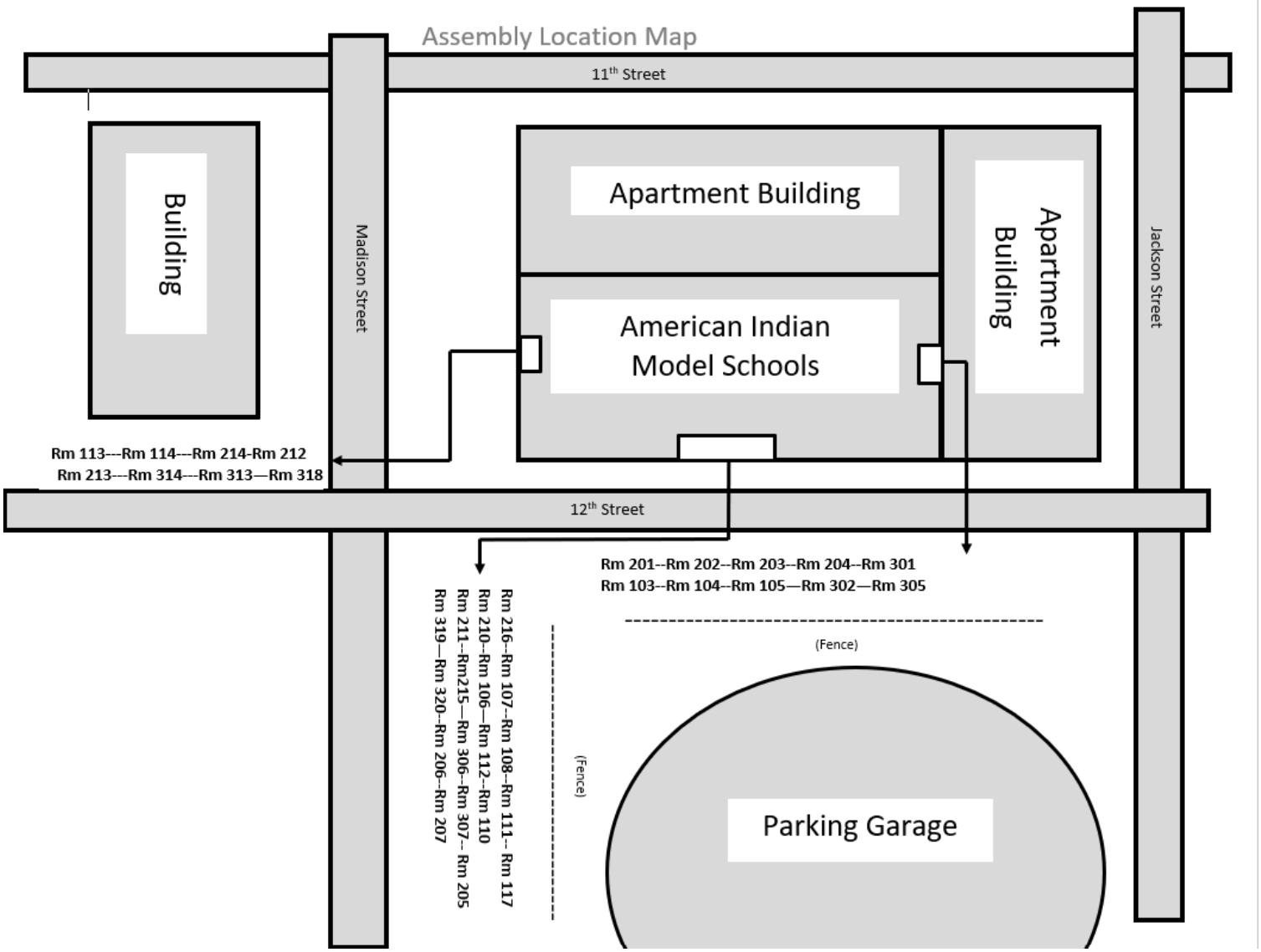


AIPCS/AIPCS II Evacuation Map – 3rd Floor



Assembly Location Map

Safe School Plan
2022 - 2023



BULLY PREVENTION AND RESPONSE POLICY

Definition
Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behavior must be aggressive and include:

- An Imbalance of Power: Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.

- Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

Bully Prevention
All AIM students have the right to learn in a safe place, be treated with respect, and receive the help and support of caring adults. School staff and families play a large role in preventing bullying. They can:

1. Help kids understand bullying. Talk about what bullying is and how to stand up to it safely. Tell kids bullying is unacceptable. Make sure kids know how to get help.

2. Keep the lines of communication open. Check in with kids often. Listen to them. Know their friends, ask about school, and understand their concerns.

3. Encourage kids to do what they love. Special activities, interests, and hobbies can boost confidence, help kids make friends, and protect them from bullying behavior.

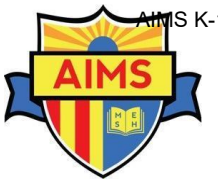
4. Model how to treat others with kindness and respect.

5. Teachers should follow the AIMS Model to minimize bullying that occurs at the school.

6. Teachers should review clear behavior expectations with class on the first day of school. Operationally define what type of behavior is not acceptable.

7. Teachers should follow through by responding immediately to inappropriate behaviors. This will send a clear message to your class and create a culture that is not tolerating of bully-like behavior.

8. Teachers should take advantage of learning opportunities that occur in the classroom, and spend time talking to your students about issues related to tolerance.



Reporting a Concern
Anyone can report a bullying concern to a staff member at AIMS MS/AIPCS II. Staff will then submit a written report to the office. Reports should include the following information:

1. The names of students who were bullied.
2. The names of students who bullied.
3. The date, time, and location of the bullying incident.
4. A description of what happened.

Role of AIMS/AIPCS II Staff
Teachers should build a safe classroom environment and reinforce positive social interactions and inclusiveness while modeling respectful behavior. In order to promote a healthy and safe student environment, AIMS staff will receive training on what bullying is, what the school's policies and rules are, and how to enforce these rules.

When adults respond quickly and consistently to bullying, they send the message that bullying is not acceptable. AIMS staff should follow these steps to stop bullying on the spot:

1. Intervene immediately.
2. Separate the kids involved.
3. Make sure everyone is safe.
4. Submit a report to
5. the Dean and talk about the next steps.

Upon learning of an alleged situation related to bullying, the AIMS/AIPCS II Head of School or designee will do the following:

1. Take immediate and appropriate action to investigate or otherwise determine what happened.
2. Interview targeted students, offending students, and witnesses, and maintain written documentation of the investigation.
3. As appropriate, communicate with families, targeted students, and offending students regarding steps taken to end the bullying.
4. Check in with targeted students to ensure that harassment has ceased.

Role of Family
Bullying can happen at school and at home. One of the most common forms of bullying in the home is

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cyberbullying, bullying that takes place using technology.

Parents should be aware of what kids are doing online. Talk with your kids about cyberbullying and other online issues regularly.

- Know the sites your kids visit and their online activities. Ask where they're going, what they're doing, and who they're doing it with.
- Tell your kids that as a responsible parent you may review their online communications if you think there is reason for concern. Installing parental control filtering software or monitoring programs are one option for monitoring your child's online behavior, but do not rely solely on these tools.
- Have a sense of what they do online and in texts. Learn about the sites they like. Try out the devices they use.
- Ask for their passwords, but tell them you'll only use them in case of emergency.
- Ask to "friend" or "follow" your kids on social media sites or ask another trusted adult to do so.
- Encourage your kids to tell you immediately if they, or someone they know, is being cyberbullied. Explain that you will not take away their computers or cell phones if they confide in you about a problem they are having.

Establish rules about appropriate use of computers, cell phones, and other technology. For example, be clear about what sites they can visit and what they are permitted to do when they're online. Show them how to be safe online.

Help your kids be smart about what they post or say. Tell them not to share anything that could hurt or embarrass themselves or others. Once something is posted, it is out of their control whether someone else will forward it.

Encourage kids to think about who they want to see the information and pictures they post online. Should complete strangers see it? Real friends only? Friends of friends? Think about how people who aren't friends could use it.

Tell kids to keep their passwords safe and not share them with friends. Sharing passwords can compromise their control over their online identities and activities.

In order to respond appropriately and to prevent bullying, it is important for all AIMS/AIPCS II staff to understand what bullying is and the many forms it comes in. The following information is meant to be used during a staff training on bully prevention and response.

Types of Bullying

There are three types of bullying:

- Verbal bullying is saying or writing mean things. Verbal bullying includes:
  - Teasing
  - Name-calling
  - Inappropriate sexual comments
  - Taunting
  - Threatening to cause harm

- Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:
  - Leaving someone out on purpose
  - Telling other children not to be friends with someone
  - Spreading rumors about someone
  - Embarrassing someone in public

- Physical bullying involves hurting a person's body or possessions. Physical bullying includes:
  - Hitting/kicking/pinching
  - Spitting
  - Tripping/pushing
  - Taking or breaking someone's things
  - Making mean or rude hand gestures

Where and When Bullying Happens
Bullying can occur during or after school hours. While most reported bullying at schools happen in the school building, a significant percentage also happens in places like on the playground or while students are at PE. It can also happen while travelling to or from school, in the youth's neighborhood, or on the Internet.

Frequency of Bullying
There are two sources of federally collected data on youth bullying:

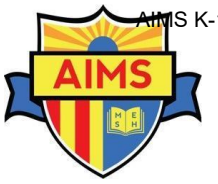
- The 2011 Youth Risk Behavior Surveillance System (Centers for Disease Control and Prevention) indicates that, nationwide, 20% of students in grades 9–12 experienced bullying.

- The 2008–2009 School Crime Supplement (National Center for Education Statistics and Bureau of Justice Statistics) indicates that, nationwide, 28% of students in grades 6–12 experienced bullying.

Federal Laws
Although no federal law directly addresses bullying, in some cases, bullying overlaps with discriminatory harassment when it is based on race, national origin, color, sex, age, disability, or religion. When bullying and harassment overlap, federally-funded schools have an obligation to resolve the harassment.

No matter what label is used (e.g., bullying, hazing, teasing), schools are obligated by these laws to address conduct that is:

- Severe, pervasive or persistent



- Creates a hostile environment at school. That is, it is sufficiently serious that it interferes with or limits a student's ability to participate in or benefit from the services, activities, or opportunities offered by a school

- Based on a student's race, color, national origin, sex, disability, or religion*
    - Although the US Department of Education, under Title VI of the Civil Rights Act of 1964 does not directly cover religion, often religious based harassment is based on shared ancestry of ethnic characteristics which is covered. The US Department of Justice has jurisdiction over religion under Title IV of the Civil Rights Act of 1964.

Federal laws do not presently prohibit discrimination based solely on sexual orientation, but they protect all students, including students who are LGBT or perceived to be LGBT, from sex-based harassment.

MANDATED REPORTING OF CHILD ABUSE

All AIPCS/AIPCS II staff are trained on their responsibilities as mandated reporters. After that training, staff sign a Statement Acknowledging Requirements to Report Suspected Child Abuse (see page 24).

Definition of Child Abuse
Child abuse means a physical injury that is inflicted by other than accidental on a child by another person; the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury); and the physical or emotional neglect of a child or abuse in out-of-home care.

Child Abuse
- Injury inflicted by another person
- Sexual abuse
- Neglect of child's physical, health, and emotional needs
- Unusual and willful cruelty; unjustifiable punishment
- Unlawful corporal punishment

Not Considered Child Abuse
- Mutual affray between minors
- Injury caused by reasonable and necessary force used by a peace officer
- To quell a disturbance threatening injury to a person or damage to property
- To prevent physical injury to another person or damage to property
- For the purposes of self-defense
- To obtain weapons or other dangerous objects within the control of a child
- To apprehend an escape

Mandated Child Abuse Reporting
Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, Penal Code 11164. The intent and purpose of the law is to protect children from abuse. The definition of a child is any person

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under 18 years of age.

Any childcare custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report: the telephone call must be made immediately or as soon as possible AND a written report must be sent within 36 hours of the telephone call to Child Protection Services.

Any childcare custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known suspected instance of child abuse to a child protective agency.

When two or more persons who are required to report are present and jointly acknowledge a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.

Contact Information:
Alameda County Child Abuse Prevention Council
Verbal Report, Call: 510-259-1800
Written Report, Fax: 510-780-8620

To access the written report form SS8572: http://ag.ca.gov/childabuse/pdf/ss_8572.pdf

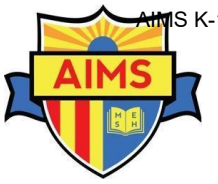
To access directions for the written report form SS8572:
http://oag.ca.gov/sites/all/files/pdfs/childabuse/8572_instruct.pdf

Additional information about mandated reporting can be obtained here:
http://www.alamedasocialservices.org/public/community/partners/accapc/about.cfm

Statement Acknowledging
Requirements to Report Suspected Child Abuse

The California Penal Code prohibits sexual abuse, sexual assault, sexual exploitation, child neglect, the infliction of cruel or inhumane corporal punishment, and unjustifiable physical pain or mental suffering on a child. In addition, the Penal Code prohibits allowing or causing a child to be placed in a situation that endangers a child's health or person.

Section 11166 of the Penal Code requires any child care custodian, health practitioner, or employee of a child



protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse report the known or suspected instance of child abuse to a child protective agency. The report must be sent to the child protective agency within 36 hours of receiving the information concerning the incident.

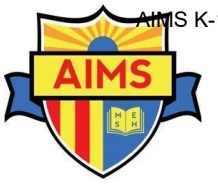
"Child Care Custodian" includes all persons who interact directly on a regular basis with pupils, including teachers, administrators, pupil service employees, paraprofessionals and volunteers. "Health practitioner" includes nurses, physicians, psychologists, and family and child counselors.

As an employee of AIMS College Prep Charter District, your employment position falls within the definition of Section 11166 of the California Penal Code. Therefore, you are mandated to comply with the child abuse reporting requirement as stated above.

I, _____ have read and understood the requirements of Section 11166 of the California Penal Code as outlined above and will comply with those provisions.

_____ _____

Signature Date



AIMS DRESS CODE AND STUDENT CONTRACT

OVERVIEW

In order to help ensure the creation of a safe and orderly environment conducive to learning, students at AIMS College Prep Charter District are required to follow the AIMS Dress Code Policy as well as Student Contract. Both policies are communicated to families during the summer before the start of school. Teachers review the dress code and contract with students on the first day of class. All students and guardians indicate their understanding of and commitment to these policies through signature. Students who do not follow these policies are subject to the schools' disciplinary procedures.

AIMS STUDENT CONTRACT

These rules and regulations must be followed at American Indian Model Schools K-8th Grades:

RESPECT SELF

1. Students must attend school each day on time. This includes summer school for K – 8th grades and summer intensive programs like SAIL. This may also include CTY, ATDP, or any other program suggested by the school.

2. Students cannot miss more than 5 days of school. Students who miss more than 5 days may be retained.

3. An absence is defined as missing two or more hours of school.

4. 3rd – 8th grade student absences must be made up during Saturday School.

5. 3rd – 8th grade students who are tardy five times during the semester must attend Saturday School.

6. 3rd – 8th grade students who receive two detentions in one week must attend Restorative Justice Saturday School.

7. An absence from Saturday School must be made up by attending two Saturday Schools.

8. Students will complete all homework and classwork given by the teacher.

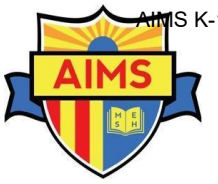
9. Students who are absent must submit their missing work and collect new homework on the day of their absence.

10. Students will not use drugs, alcohol, smoke, or chew gum.

11. Students cannot have personal electronic devices (i.e. cell phones, pagers, Game Boys, iPods, etc.) from the time they leave home for school to the time they return home from school. If any of these items are visible or go off in their possession, they will be confiscated.

12. Students must follow the school's dress code.

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13. Students who receive a C- or lower in math or language arts may be retained.

RESPECT OTHERS

1. Students will not use foul language, put-downs, or fighting.

2. Students will raise their hands to be heard and will not interrupt others.

3. Students will follow staff and teachers' directions.

RESPECT FACILITY

1. Students must bring their own lunch if they do not wish to participate in the school lunch program. Parents cannot bring a student's lunch. Students may not have fast food. Students must abide by the AIMS Healthy Student Policy.

2. Students cannot leave school grounds or campus.

3. Students are not entitled to phone privileges.

4. Students cannot loiter on school grounds before or after school.

5. Students may not leave school during school hours without a parent/guardian signing them out.

6. If a student misses school for an appointment, proof of the appointment must be submitted to the office.

7. Students will follow all pick-up/drop-off safety procedures set forth by the school.

8. Visitors must check in at the front office.

Those who choose not to follow these rules will be subject to the school's disciplinary policies up to and including suspension and expulsion. The school will not meet to debate these policies.

American Indian Model Schools' Guarantee: Follow our model and your child will be prepared to graduate from college.

STUDENT CONSEQUENCES

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AIM Schools incorporate a culture of high expectations for students. The following consequences are included in the Staff Handbook and are used to protect the safety of students, families and staff, and help ensure an environment conducive to learning.

DETENTION

Detention is used as a deterrent for misbehavior for students in grades 3rd - 8th grade. Detention lasts for one hour after school on Mondays - Thursdays. During detention, students work on detention form and once they complete the form they work on their homework without talking.

Detention slips go home with students on the day of the offense and are returned the following school day. Teachers assign detentions to their students AND to other teacher's students. Teachers do not negotiate detentions or allow students to reschedule. Teachers must be clear and concise when notating reasons for detention.

The next page illustrates a sample detention slip.

SATURDAY SCHOOL

Saturday school is held twice a month and serves as a deterrent for misbehavior as well as an opportunity for teachers/tutors to offer academic support to students who are behind. Students who miss a day of school or who have received two or more detentions in a single week are assigned Academic or Restorative Justice Saturday school. An absence from Saturday school results in two Saturday schools.

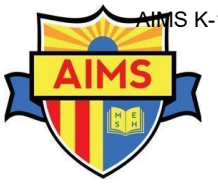
Administrators facilitate Saturday school, and teachers are encouraged to attend Saturday school and tutor students. Classroom teachers assign organized packets of work for students to work on during Saturday school. Saturday school lasts from 8:00AM to 12:00PM. Students silently work on their work packets the entire time.

RESTORATIVE JUSTICE

American Indian Model Schools practices restorative justice. This model is to help prevent bullying and other types of misbehavior. Restorative justice is practiced throughout the school and teachers are trained on how to deal with certain situations. Students attend our own AIMS Restorative Justice Saturday School. They have RJ circles where they share their story of why they are there and create a plan on what to do to prevent their misbehavior the next time. Students also give back to the community by cleaning up the local parks, cleaning up graffiti, feeding the homeless, and reading to the elderly. The aim is to help the students right their wrongs. Student data and attendance for RJ Saturday school is tracked to assess progress and growth.

DETENTION SLIP

Date: _____



Safe School Plan
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Teacher: _____

Today, I had the following behavior/academic problem(s) with _____. Please speak with your child about his or her infraction and the importance of following all school rules.

___	Not returning homework(_____)	___	Food/Drink/Gum/Candy
___	Defiant behavior toward adults	___	Out of seat without permission
___	Negative attitude/foul language	___	Talking in class/detention
___	Dress code violation (_____)	___	Not following directions
___	Speaking out of turn in class	___	Disrespect of property
___	Tardy (Time arrived:_____)	___	Missing classroom materials
___	Drop-off/Pick-up violation	___	Not organized/messy desk

___ Not returning signed: memo detention slip progress report report card

As a result, your child must serve **60** minutes of after-school detention on _____. Please note the date on your calendar and make the necessary arrangements. I appreciate your help and support.

Please sign and return this form to your student. It is due back the next school day.

_____ _____
Student's Signature Parent's Signature

- Punishment will be doubled if your child does not return with this signed detention slip or fails to attend detention on the specified date.
- Detention dates will not be rescheduled.
- If you have a question, please see the student contract.

Those who choose not to follow the dress code policy or student contract will be subject to the school's disciplinary policies up to and including suspension and expulsion. **The school will not meet to debate these policies.**

American Indian Model Schools guarantee: *Follow our model and your child will be prepared to graduate from college.*

OTHER METHODS

While detention and Saturday school serve as the main consequence systems at AIM Schools, the following

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additional consequences are also included in the staff handbook and are used to help maintain a safe learning environment:

1. Taking away a student's desk
2. Sending a student to another teacher's classroom
3. Separation during lunch
4. Written letters of apology

Teachers may not do anything that puts the health and safety of a student, or the reputation of the school, in jeopardy. Students may not sit on the floor or face corners of the wall.

CONFISCATION

To ensure safety of student property in the event of confiscation (cell phones, i-pods, etc…), staff will adhere to the following procedures:

1. During first instances of confiscation: notify parent and dean. Return item to the student at the end of the school day.
2. In subsequent instances of confiscation, fill out a Confiscated Items Form and give to the dean inside of a Ziplock bag. Dean will notify parent to pick up the item as soon as possible.
3. The confiscated item will be placed in a Ziplock bag with the student's name inside the bag. The Ziplock bag will be placed in a locked box.

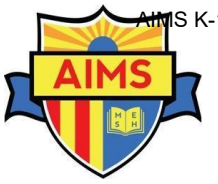
Any school employee is authorized to confiscate any prohibited weapon, imitation firearm, or dangerous instrument from any student on school These situations may include but are not limited tool grounds. Parents will be notified by administration immediately. Disciplinary consequences will be followed in a manner consistent with California law and education code.

SUSPENSION AND EXPULSION POLICY

All three AIM Schools will add here to the following procedures with regard to student suspension and expulsion. Though California Educational Code does allow the schools' administration a certain level of discretion in determining the appropriate disciplinary actions on a case-by-case basis, it does dictate that all schools operate within certain parameters. Those parameters are outlined in this document.

It should be noted that it is the intent of the Legislature that alternatives to suspensions or expulsions be imposed against any pupil who is truant, tardy, or otherwise absent from school activities. Procedures for handling truancy are outlined in AIM Schools' attendance and truancy policies. Ultimately, a School Attendance Review Board may be created to address these situations.

IMPORTANT NOTES



a. For purposes of notification to parents, and for the reporting of expulsion or suspension offenses to the CDE, AIM Schools will identify, by offense committed, in all appropriate records of a pupil each suspension or expulsion of that pupil for the commission of the offenses outlined in Education Code 48900.8.

b. The Head of School will, when necessary according to Education Code 48902, make the appropriate notification to the local law enforcement agency.

c. Whenever a situation arises that is not specifically addressed by these policies, California Education Code will be followed, as interpreted by the Superintendent or Head of School.

d. AIM Schools will notify the District within 30 days of all transfers, disciplinary or not. For all students who are expelled, the school will contact the District of residence to notify them of the terms of the expulsion.

SUSPENSION

ADMINISTRATIVE INTERVENTION AND INVESTIGATION OF PUPIL OFFENSE

1. Students who commit a zero-tolerance offense (see List One below) or whose conduct falls under Education Code 48900 (see List Two below) should be referred to the Superintendent or Head of School's office. If a teacher observes an offense that falls under subdivision (k), the teacher will make a determination as to whether or not administrative intervention is required. Otherwise, they may follow the school's discipline policies to bring about proper student conduct.

2. The California Education Code is very clear about which offenses are eligible for suspension. These codes are outlined below in Suspension and Expulsion Procedures - Education Code and are enumerated in Section 48900 of California Education Code. To determine whether or not an offense meets these guidelines the Superintendent or Head of School will meet with the pupil and school employee who referred the pupil to the principal. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. If an "emergency situation" exists, as defined in 48911 (c), the pupil may be excluded from this meeting.

The procedures that follow are only applicable if it is determined that the student committed an offense which is eligible for suspension or expulsion.

IF A ZERO-TOLERANCE OFFENSE IS NOT IDENTIFIED

The Superintendent or Head of School will determine if the student has committed a "zero-tolerance offense."

If a zero-tolerance offense is not identified, as a matter of policy, and where allowed by law, AIM Schools will consider suspension a punishment of last resort. We believe this was the intent of the legislature when they wrote, "Suspension shall be imposed only when other means of correction fail to bring about proper conduct." Therefore, our schools will first consider other disciplinary avenues before suspending or expelling a student.

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Our schools will adhere to the following procedures to determine the best approach to ensuring proper student conduct.

1. The Superintendent and Head of Schools are afforded a great deal of discretion by the legislature and by AIMS Board in determining appropriate punishments when a zero-tolerance offense is not identified. Regardless of the punishment, if a suspension-eligible offense is committed, written notification will be sent home to the student's parents or guardians. If the Superintendent or Head of School determines that suspension is not appropriate, the school's discipline policy will be followed. This may or may not include community service on school grounds, as outlined in Education Code 48900.6. Even if suspension is deemed appropriate, the Superintendent or Head of School may opt for supervised classroom suspension as outlined in Education Code 48911.1.

2. If the Superintendent or Head of School determines that suspension is appropriate, a school employee shall make a reasonable effort to contact the pupil's parent or guardian in person or by telephone. Whenever a pupil is suspended from school, the parent or guardian shall be notified in writing of the suspension.

3. A school employee shall report the suspension of the pupil, including the cause therefore to AIMS Board.

4. A parent conference will be scheduled to discuss the matter with the Superintendent or Head of School. Whenever practical, the teacher or staff member who witnessed the offense will also be present. At this time, the administration and the parent or guardian will discuss the causes, duration, school policy involved, and any other matters pertinent to the suspension.

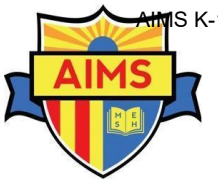
5. Any pupil who is suspended for five days or fewer must complete all assignments and tests missed during suspension within three school days of their return. Any pupil who is suspended for more than five days will have five school days to complete all assignments and tests missed during suspension. The administration has the authority to lengthen the amount of time a pupil has to make-up his or her work, as appropriate in a given situation.

IF A ZERO-TOLERANCE OFFENSE IS IDENTIFIED

The Superintendent or Head of School will determine if the student has committed a "zero-tolerance offense." These include the following two lists of offenses:

List One	List Two
Causing serious physical injury to another person, except in self-defense	Possessing, selling, or otherwise furnishing a firearm
Possession of any knife or other dangerous object of no reasonable use to the pupil	Brandishing a knife at another person
Unlawful possession of a controlled substance	Unlawfully selling a controlled substance
Robbery or extortion	Committing or attempting to commit a sexual assault
Assault or battery upon any school employee	Possession of an explosive

If a zero-tolerance offense from List One has been committed, the Superintendent or Head of School shall



recommend the expulsion of the pupil unless the Superintendent or Head of School finds that expulsion is inappropriate due to the particular circumstances. If a zero-tolerance offense from List Two has been committed, the Superintendent or Head of School shall immediately suspend, pursuant to Education Code Section 48911, and shall recommend expulsion of the pupil. The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program meeting the requirements described in Section 48915.

EXPULSION

WHEN ADMINISTRATION MAY RECOMMEND EXPULSION

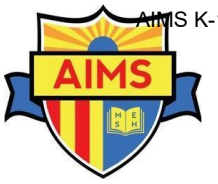
If a pupil has committed a suspension-eligible offense, then the Superintendent or Head of School has the authority to recommend expulsion. As a matter of policy, expulsion will be used as a tool of last resort for students whose conduct is so egregious that it is unlikely to be changed by any other means and whose behavior poses a threat to the safety of a member of the school community or significantly limits the ability of other students to effectively learn.

If a zero-tolerance offense from List One (see suspension procedures) has been committed, the Superintendent or Head of School shall recommend the expulsion of the pupil unless the Superintendent or Head of School finds that expulsion is inappropriate due to the particular circumstances. If a zero-tolerance offense from List Two (see suspension procedures) has been committed, the Superintendent or Head of School shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of the pupil. The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program meeting the requirements described in Section 48915.

EXPULSION HEARINGS AND PROCESS

- The Superintendent decides whether or not to recommend expulsion to AIMS Board.
- Within 30 school days of recommending expulsion, AIMS Board will hold a hearing to determine if it is appropriate to expel the pupil. The pupil may request, in writing, a postponement of no more than 30 calendar days. Any additional postponement may only be granted at the discretion of AIMS Board.
- Within 10 school days after the conclusion of the hearing, AIMS Board shall decide whether to expel the pupil, unless the pupil requests in writing that the decision be postponed.
- If compliance by the governing board with the time requirements for the conducting of an expulsion hearing under this subdivision is impracticable, the Superintendent of schools may, for good cause, extend the time period for the holding of the expulsion hearing for an additional 5 school days.
- Written notice of the hearing shall be forwarded to the pupil at least 10 calendar days prior to the date of the hearing and shall comply with subdivision (b) of Education Code 48918.
- AIMS Board shall conduct a hearing to consider the expulsion of a pupil in a session closed to the public, unless the pupil requests, in writing, at least five days before the date of the hearing, that the hearing be conducted at a public meeting. Regardless of whether the expulsion hearing is conducted in a

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closed or public session, the governing board may meet in closed session for the purpose of deliberating and determining whether the pupil should be expelled.

- A record of the hearing shall be made. The record may be maintained by any means, including electronic recording, so long as a reasonably accurate and complete written transcription of the proceedings can be made.

- Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect only if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs. A decision of the governing board to expel shall be supported by substantial evidence showing that the pupil committed any of the acts enumerated in Section 48900.

- The final action to expel a pupil shall be taken only by the governing board in a public session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation shall be sent by the superintendent of schools or his or her designee to the pupil or the pupil's parent or guardian. It will comply with subdivision (j) of Education Code 48918.

- AIMS Board shall maintain a record of each expulsion, including the cause therefore. Records of expulsions shall be a non-privileged, disclosable public record. The expulsion order and the causes therefore shall be recorded in the pupil's mandatory interim record and shall be forwarded to any school in which the pupil subsequently enrolls upon receipt of a request from the admitting school for the pupil's school records.

SUSPENDING AN EXPULSION ORDER

- AIMS Board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in AIMS Board’s determination as to whether the pupil has satisfactorily completed the rehabilitation program.

- During the period of the suspension of the expulsion order, the pupil is deemed to be on probationary status. The governing board may revoke the suspension of an expulsion order under this section if the pupil commits any of the acts enumerated in Section 48900 or violates any of the district's rules and regulations governing pupil conduct. When the governing board revokes the suspension of an expulsion order, a pupil may be expelled under the terms of the original expulsion order.

- Upon satisfactory completion of the rehabilitation assignment of a pupil, the governing board shall reinstate the pupil in a school of the district and may also order the expungement of any or all records of the expulsion proceedings.

READMISSION

- An expulsion order shall remain in effect until the Governance Board orders the readmission of a pupil. At the time an expulsion of a pupil is ordered for an act other than those described in subdivision (c) of Section 48915, the governing board shall set a date, not later than the last day of the semester following the semester in which the expulsion occurred, when the pupil shall be reviewed for readmission to a school maintained by the district or to the school the pupil last attended. For a pupil who has been expelled pursuant to subdivision (c) of Section 48915, the governing board shall set a date of one year from the date the expulsion occurred, when the pupil shall be reviewed for readmission to a school maintained by the district, except that the governing board may set an earlier date for readmission on a case-by-case basis.

- The governing board shall recommend a plan of rehabilitation for the pupil at the time of the expulsion order, which may include, but not be limited to, periodic review as well as assessment at the time of review for readmission. The plan may also include recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs.

- Any pupil who has been expelled and who seeks readmission, must submit a request to the Superintendent in writing no more than 21 (but no less than 7) calendar days before the end of the term of the expulsion. In addition, the pupil must provide documentation that all conditions for rehabilitation set by the Governance Board have been met.

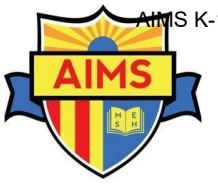
- Upon completion of the readmission process, the governing board shall readmit the pupil, unless the governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety or to other pupils or employees of the school district. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered.

- If the Governance Board denies the pupil’s request for readmission, the Board shall provide written notice to the expelled pupil and the pupil's parent or guardian describing the reasons for denying the pupil readmittance into the regular school district program.

SUSPENSION AND EXPULSION PROCEDURES
RELEVANT EDUCATION CODE

According to Education Code 48900, a “pupil” – any student at AIM Schools – may not be suspended from school or recommended for expulsion unless the Superintendent or the Head of School of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to one or more of subdivisions (a) to (o) inclusive:

a. (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
(2) Willfully used force or violence upon the person of another,except self-defense.
b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess



the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
d. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
e. Committed or attempted to commit robbery or extortion.
f. Caused or attempted to cause damage to school property or private property.
g. Stolen or attempted to steal school property or private property.
h. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
i. Committed an obscene act or engaged in habitual profanity or vulgarity.
j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
l. Knowingly received stolen school property or private property.
m. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
n. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
o. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.
(2) While going to or coming from school.
(3) During the lunch period whether on or off the campus.
(4) During, or while going to or coming from, a school sponsored activity.

A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of

physical injury to another person may suffer suspension, but not expulsion. Except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a), above.

The Superintendent or Head of School may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under the above section.

In addition to the reasons specified above, a pupil may be suspended from school or recommended for expulsion if the Superintendent or Head of School determines any of the following items:

1. The pupil has committed sexual harassment as defined in Education Code Section 212.5. The conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.

2. The pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

3. The pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

4. The pupil has made terroristic threats against school officials or school property, or both. For the purposes of this section, terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended for any of the reasons enumerated in Section 48900 upon a first offense, if the Superintendent or Head of School of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

As part of or instead of disciplinary action prescribed by this article, the principal of a school, the principal's designee, the superintendent, or the governing board may require a pupil to perform community service on

school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's non-school hours. For the purposes of this section, "community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. This section does not apply if a pupil has been suspended, pending expulsion, pursuant to Section 48915. However, this section applies if the recommended expulsion is not implemented or is, itself, suspended by stipulation or other administrative action.

The Superintendent or Head of School of the school shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that expulsion is inappropriate, due to the particular circumstance:

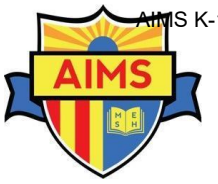
1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife or other dangerous object of no reasonable use to the pupil.
3. Unlawful possession of any controlled substance.
4. Robbery or extortion.
5. Assault or battery upon any school employee.

The Superintendent or Head of School of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

1. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
5. Possession of an explosive.

The governing board shall order a pupil expelled upon finding that the pupil committed one or more of the five acts listed above.

The governing board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the governing board's determination as to whether the pupil has satisfactorily completed the rehabilitation program.



The governing board shall apply the criteria for suspending the enforcement of the expulsion order equally to all pupils, including individuals with exceptional needs as defined in Section 56026.

During the period of the suspension of the expulsion order, the pupil is deemed to be on probationary status.

The governing board may revoke the suspension of an expulsion order under this section if the pupil commits any of the acts enumerated in Section 48900 or violates any of the district's rules and regulations governing pupil conduct. When the governing board revokes the suspension of an expulsion order, a pupil may be expelled under the terms of the original expulsion order.

Upon satisfactory completion of the rehabilitation assignment of a pupil, the governing board shall reinstate the pupil in a school of the district and may also order the expungement of any or all records of the expulsion proceedings.

A decision of the governing board to suspend an expulsion order does not affect the time period and requirements for the filing of an appeal of the expulsion order with the county board of education required under Section 48919. Any appeal shall be filed within 30 days of the original vote of the governing board.

LOCAL COMPLAINT PROCEDURES

Overview
AIMS Board recognizes that the Board has primary responsibility for ensuring that it complies with applicable state and federal laws and regulations governing educational programs.

The school shall follow the Uniform Complaint Procedures (UCP) when addressing complaints alleging discrimination based on age, ancestry and/or national origin, color, physical or mental disability, race, ethnic group identification, religion, veteran status, sex, gender, marital status, medical condition (cancer related) and/or sexual orientation, in any program or activity that receives or benefits from state and/or federal financial assistance.

The Board acknowledges and respects the experience and judgment of the schools' Superintendent and Head of Schools. As such, it has developed Local Complaint Procedures (LCP) to ensure that all complaints that do not fall under the UCP can be handled at the site level. The final authority for the handling of these complaints lies with the Superintendent.

Complaint Procedures
The following procedures shall be used to address all complaints that do not allege that the school has violated

federal or state laws concerning regulations governing educational programs.

Step 1: FILING A COMPLAINT
All complaints shall be presented to the school's Head of School in writing.

If a complainant is unable to put a complaint in writing due to a condition such as illiteracy or disability, school staff shall help him/her to file the complaint. (Title 5, CCR 4600)

If a complaint involves the school's Head of School of the school, the Superintendent or his designee, will receive and investigate the complaint.

Step 2: INVESTIGATING A COMPLAINT
Within fifteen school days, the school's Head of School (or other appropriate party as outlined above) will complete an investigation of the complaint. This investigation may include interviews with involved parties, consultation of student contract, other school policies, review of applicable educational code, and any other means necessary to resolve the complaint in an appropriate manner.

Step 3: RESOLUTION AND NOTICE OF RESOLUTION
Once the Head of School has determined the outcome, all parties will be notified by phone or in person. In addition, within 20 school days of receiving the initial complaint, the complainant will receive written notification of the outcome.

Step 4: PROCEDURES FOR APPEAL
The Superintendent or his designee has final authority in determining the outcome of complaints outlined in these procedures. If additional information becomes available, which was not included in the original complaint, the complainant may submit an additional complaint as outlined above.

If the complainant is not satisfied with the outcome of the investigation, he or she may send notice to AIMS Board secretary for the Board's review at the next regularly scheduled meeting.

Important Contact Information

Christopher Ahmad
Head of School, K-5th
171 12th Street
Oakland, CA 94607
510-893-8701

Mr. Peter Holmquist
Head of School, 6th -8th
171 12th Street
Oakland, CA 94607
510-893-8701

UNIFORM COMPLAINT PROCEDURES

Overview
AIMS Board recognizes that the Board has primary responsibility for ensuring that it complies with applicable state and federal laws and regulations governing educational programs.

The school shall follow the Uniform Complaint Procedures (UCP) when addressing complaints alleging discrimination based on age, ancestry and/or national origin, color, physical or mental disability, race, ethnic group identification, religion, veteran status, sex, gender, marital status, medical condition (cancer related) and/or sexual orientation, in any program or activity that receives or benefits from State and/or Federal financial assistance.

Upon receipt of a written complaint from an individual, public agency or organization, the uniform complaint procedures shall be initiated. The Superintendent or his designee shall distribute full information about these procedures.

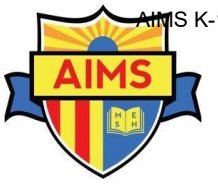
The Board acknowledges and respects students' and employees' rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the entity of the complainant confidential except to the extent necessary to carry out the investigation.

The Superintendent shall ensure that employee(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The Superintendent shall ensure that the mediation results are consistent with state and federal laws and regulations.

Complaint Definition
A complaint is an allegation that is reduced to writing by a parent/guardian, student, employee, duly authorized representative or interested third party, public agency, or organization alleging that the American Indian Model (AIM) school (AIPCS, AIPHS, and AIPCS II) violated (did not comply with) a Federal, or State regulation, or engaged in unlawful discrimination in programs and activities directly funded by the state or in receipt of any financial assistance from the state or federal government.

Timeline for Filing Complaints
All complaints must be filed no later than six (6) months after the alleged occurrence, but may be extended not to exceed ninety (90) calendar days by the consent of the Superintendent or designee for good cause.

Complaints alleging unlawful discrimination may be filed by a person who alleges that he/she suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint must be initiated no later than six (6) months from the date of when the alleged discrimination occurred, unless the timeline is extended for good cause as outlined above, or when the complainant first obtained knowledge of the facts of the alleged discrimination.



Prohibition Against Retaliation
The Superintendent prohibits retaliation in any form for the filing of a complaint, the reporting of instances of discrimination or participating in complaint procedures. Such participation shall not in any way affect the status, grades or work assignments of the complainant. (Title 5, Section 4621 and 4630)

Steps for Filing a Complaint
Procedures: The following procedures shall be used to address all complaints that allege that the school has violated federal or state laws concerning regulations governing educational programs. Records will be maintained of each complaint as required for compliance with the California Code of Regulations.

Step 1: FILING A COMPLAINT
All complaints shall be presented to the Superintendent. The Superintendent will maintain a log of complaints receivable providing each with a code number and date stamp. If the Superintendent is the subject of the complaint, the complaint shall be presented to the Superintendent's designee.

If a complainant is unable to put a complaint in writing due to a condition such as illiteracy or disability, school staff shall help him/her to file the complaint. (Title 5, CCR 4600)

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled and when a decision or ruling is made.
For complaints regarding employees, except for sexual harassment or discrimination complaints, the appropriate manager/designee shall provide a copy of the written complaint to the employee against whom the complaint is directed. The employee(s) shall have the right to respond to the complaint and to recommend an appropriate course of action.

Step 2: MEDIATION
The Superintendent shall informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make all arrangements for this process. Before initiating the mediation of a discrimination complaint, the Superintendent shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the problem within the parameters of law, the Superintendent shall proceed with his/her investigation of the complaint. The use of mediation shall not extend the school's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. (Title 5, CCR 4631)

Step 3: INVESTIGATION OF COMPLAINT
In cases of discrimination and/or sexual harassment, where the parties have declined mediation, the Superintendent shall hold an investigation meeting within ten days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally. The complainant and the school's representatives shall have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses. (Title 5, CCR 4631) To ensure that all pertinent facts are made available, the Superintendent may ask other individuals to attend this meeting and provide additional information.

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In all other cases, the Superintendent, or his designee, shall confer with the complainant and the person against whom the complaint is made in an effort to resolve the complaint, unless mutually waived. Parties shall have the option of presenting evidence related to the complaint and of meeting together to discuss the complaint or question each other and may also question each other's witnesses. (Title 5, Section 4631)

In addition to accepting information from the parties to the complaint, the investigating official in all cases will review any relevant documents and question relevant witnesses before issuing the final written decision. Within 30 days of receiving the complaint, the Superintendent shall prepare and send to the complainant a written report of the school's investigation and decision, as described in Step 5, below.

Step 4: APPEAL TO AIMS BOARD
A complaint not satisfactorily resolved by the Superintendent's decision may be appealed to the AIMS Governance Board in writing by the complainant within five (5) calendar days of receipt of the Superintendent's response. The appeal form shall be filed with the AIPCS Board Secretary or her designee. The appeal can only include the allegations outlined in the initial complaint. New allegations cannot be included in the appeal.

Upon receiving the appropriately completed appeal form from the complainant, the Board or its designee shall:

1. Notify the employee(s) to whom the complainant was directed.

2. Investigate the appeal. This may include the following steps:

    - Review the appeal filed by the complainant.
    - Review documents from the initial investigator.
    - Conduct additional interviews as necessary.
    - Allow both parties to discuss the complaint, initial decision, or question each other, except for discrimination or sexual harassment complaints.

3. Respond in writing to the complainant within ten (10) calendar days after receipt of appeal, including a resolution.

4. Notify the employee(s) of the resolution.

Step 5: FINAL WRITTEN DECISION
A written report shall be sent to the complainant via certified or U.S. Mail within sixty (60) calendar days from receipt of the complaint. The report of the Board's decision shall be written in English and in the primary language of the complainant whenever feasible or required by law. If it is not feasible to write this report in the complainant's primary language, the Board shall arrange a meeting at which a community member will interpret it for the complainant.

This report shall include:

1. The findings and disposition of the complaint, including corrective actions, if any. (Title 5, Section 4631)

2. The rationale for the above disposition. (Title 5, Section 4631)

3. Notice of the complainant's right to appeal the decision to the California Department of Education within fifteen (15) calendar days of receiving the District's decision and procedures to be followed for initiating such an appeal. (Title 5, Section 4631)

4. A detailed statement of all specific issues that were raised during the investigation and the extent to which these issues were resolved.

If an employee is disciplined as a result of the complaint, this report shall simply state that effective action was taken and that the employee was informed of the Board's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education (CDE)
If dissatisfied with the Board's decision, the complainant may appeal in writing to the California Department of Education within fifteen (15) calendar days of receiving the Board's decision. For good cause, the Superintendent of Public Instruction may grant an extension for filing appeals. (Title 5, Section 4652)

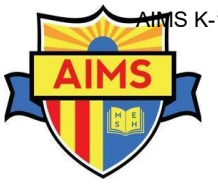
When appealing to the California Department of Education, the complainant must specify the reason(s) for appealing the Board's decision and must include a copy of the locally filed complaint and the Board's decision. (Title 5, Section 4652)

AIMS EMPLOYEE POLICY

Prohibition of Harassment Policy
AIM Schools is committed to providing a workplace free of sexual harassment, as well as any harassment based on such factors as race, religion, creed, color, national origin, ancestry age, medical condition, marital status, sexual orientation, or disability. This policy applies to all employee actions and relationships, regardless of position or gender. Please see the AIM Schools Uniform Complaint Procedures for details.

Definition of Sexual Harassment
Federal law defines sexual harassment as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexually suggestive nature when (1) submission to that conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct is used as the basis for personnel decisions, including but not limited to appraisals, promotion, salary increases, and termination; (3) that conduct has the purpose or effect of interfering with an individual's work performance or creates an intimidating, hostile or offensive working environment.

All complaints of sexual harassment will be kept confidential and only those persons with a need to know of information or the identity of a complainant will receive such information. Individuals participating in a sexual



harassment investigation will be advised that the matter is confidential and that retaliation in any form is prohibited.

Right to Privacy
Employees should be aware that desks, computers, emails, internet activity sheets, and other personal spaces provided by AIM Schools are property of AIM Schools and subject to search if necessary.

Confidential Information Regarding Students
All information relating to students including names, addresses, contact numbers, and progress information is confidential information and may not be shared with unauthorized parties. All records concerning pupils shall be kept strictly confidential and be maintained in separate files. Please note: The release of unauthorized confidential information may result in immediate dismissal and the filing of criminal charges. When in doubt, check with the Head of School.

School Facilities
Employees are responsible for cleaning up after themselves. Make sure your students keep the classrooms clean at all times in AIM Schools' facilities. All of our program staff follow California's Healthy Schools Act (HSA) and practice integrated pest management (IPM) to keep children and staff safe from pests and pesticides. Exposure to pesticides can pose a health risk to children, staff, and others.

Safety
Each employee is expected to obey safety rules and to exercise caution in work activities. Any employee who notices a dangerous or potentially dangerous situation should report it to the Head of School immediately. Employees should not transport students unless it relates to a school function and has been approved by AIM Schools.

PUBLIC AGENCY ACCESS

Public Shelters

Public shelters are managed by the American Red Cross, and all shelter operations are coordinated through the Office of Emergency Services and AIMS Administrative Service Offices Personnel. AIMS will comply with all public agencies, such as the Red Cross, to establish the school building, school grounds and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. AIMS shall cooperate with the public agency in furnishing and maintaining the services as the AIMS may deem necessary to meet the needs of the community.

Health & Nutrition
The school ensures immediate and reliable access to medications provided, special diets, treatments and emergency care. Information about the food services division is available and there are activities to increase participation in the school meal program. There is adequate time for students to obtain and consume their meals. Schools that have an after-school program offer healthy snacks provided by the food services branch.

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Accident/Injury Reporting
When an incident occurs on school property, it should be reported immediately to the Head of School. An Incident Report should be completed as soon as possible.

Incident Reporting
When an incident occurs on school property, or while conducting school business off site, it should be reported on an Incident Report Form and submitted to the Head of School within 24 hours of the time of the incident. These forms are available at the front office.

AIPCS/AIPCS II CHARTER POLICIES

A healthy and safe environment is imperative to productive teaching and learning. AIMS has adopted and implemented a comprehensive set of health, safety, and risk management policies. These policies will be reviewed and updated as required in response to any change in conditions or operations that may affect the health and safety of students and staff.

Procedures for Background Checks
Employees and contractors at AIPCS/AIPCS II will be required to submit to a criminal background check and furnish a criminal record summary as required by Educational Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit a Live Scan clearance for fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Head of School will monitor compliance with this policy and report to the AIMS Board monthly. The Financial Administrator will monitor the fingerprinting and background clearance of the Head of School.

TB Testing
AIPCS/AIPCS II will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees.

CPR/First Aid Training
Employees at AIPCS/AIPCS II should be CPR/First Aid trained. The school's administration will ensure that a CPR/First Aid trained staff member is on duty during regular school hours.

Facility Safety
AIPCS/AIPCS II will comply with Education Code Section 47610 by utilizing facilities that are compliant with the California Building Standards Code. The school agrees to maintain visitor policies and test fire extinguishers and alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The school will conduct fire drills in accordance with state law. AIPCS/AIPCS II will occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763.

Drug Free/Smoke Free Environment
AIPCS/AIPCS II will maintain a drug, alcohol, and smoke-free environment.

Transportation
AIPCS/AIPCS II will not provide transportation of students to and from school. It is the responsibility of the

students' families to provide transportation to AIPCS/AIPCS II, except as required by law for students with disabilities in accordance with a students' IEP. In these instances, transportation needs will be handled by the OUSD SELPA if the school operates as a public school of the District for special education purposes, but solely by AIPCS/AIPCS II in accordance with SELPA policy and the IDEIA if AIPCS/AIPCS II becomes an LEA and a member of the SELPA as intended by its charter.

FAMILY HANDBOOK POLICIES

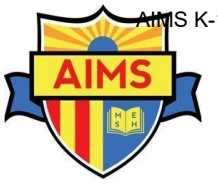
Closed Campus
Students are not allowed to leave campus under any circumstances once they have arrived on school grounds. It is unlawful for anyone to take a student away from school or a student to leave on his or her own accord during the regular school day without parent/guardian permission and notification of the School Office.

Confidentiality Policy
School personnel are legally bound to inform a parent and/or authority in the following instances:

1. When a student indicates he or she is going to physically harm himself or herself or jeopardize his or her life
2. When a student indicates he or she is going to physically harm another or jeopardize another's life or has the knowledge that another's well-being is being threatened.
3. When a student indicates he or she is being physically and/or emotionally abused.
4. When a student indicates he or she has committed a felony.

Immunizations
AIPCS/AIPCS II will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075. Every student must provide written immunization record showing the date or each required immunization listed below:

POLIO (ages 4-6)	4 doses at any age; 3 doses meet requirement if at least one dose was given on or after 4th birthday
POLIO (ages 7-17)	4 doses at any age; 3 doses meet requirement if at least one dose was given on or after 2nd birthday
DTP (age 6 and under)	5 doses at any age; 4 doses meet requirement if at least one was given on or after 4th birthday
DTP, DT, Td or Tdap (age 7 & older)	3 doses at any age; one more dose is required if last dose was given before 2nd birthday.
Tdap (grades 7th-12th)	1 dose on or after 7th birthday required for entry into 7th grade or higher.



HEPATITIS B	3 doses required for Kindergarten and 7th grade entry
MEASLES, MUMPS AND RUBELLA	2 doses for Kindergarten and 7th grade entry each given on or after 1st birthday. 1 dose for grades 1-12, given on or after 1st birthday. (Mumps immunization is not required for pupils 7 years of age or older)
TUBERCULOSIS SKIN TEST	Required test is a MANTOUX skin test given within 18 months prior to kindergarten enrollment or transfer, or within 6 months prior to enrollment in grades one through twelve.
VARICELLA (Chicken Pox)	1 dose or physician documented varicella disease or immunity for Kindergarten entry. 2 doses for students aged 13 - 17 years not admitted to CA schools before July 1, 2001

Lunch Program
There is no formal lunch program at AIPCS/AIPCS II. Students must bring their own lunch with them to school each day. Parents are not allowed to drop off lunches for students.

Medication
School personnel may only administer medication if the following guidelines are followed:

1. For the office to administer medication to students:
    A. Written statement from a physician detailing the following:
        (1) name of medication
        (2) method of administration
        (3) amount of medication
        (4) time schedules to administer administration
    B. Written statement from parent

2. For students to self-administer medication:
    A. Written statement from a physician detailing the following:
        (1) name of medication
        (2) method of administration
        (3) amount of medication
        (4) time schedules to administer administration
        (5) confirmation that student can self-administer the medication

    B. Written statement from parent that permits the school the consult with the health care provider about the medication and releasing the school from civil liability.

Physical Education
Students have PE for a minimum of 200 minutes every 10 school days. Each grade level attends PE at a designated time. PE grades are based on daily participation.

Telephone Use
Students are not allowed to use the school phone. In exceptional cases, students may be allowed to use the

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phone with staff's explicit permission. Messages will be given to the students at lunchtime or at the end of the school day.

Truancy
Upon initial concern for a student's attendance, an AIM administrator or classroom teacher will informally address this concern with the student and/or the student's parents/guardians in an effort to proactively resolve attendance issues before the student is considered truant.

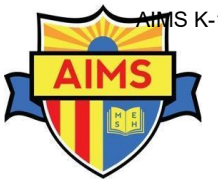
A student is truant who has accrued 3 unexcused absences in one school year, or was tardy for more than any 30-minute period during the school day on three occasions during one school year, or any combination thereof. (*EC* §48260) Upon a pupil's initial classification as a truant, a conference will be requested for the parent, truant student, teacher, and Head of School, and the pupil's parents/guardians will be notified of the following information by certified mail: (*EC* §48260.5)

1. The pupil is a truant
2. The parent or guardian is obligated to compel the student to attend school
3. Parents/guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution
4. Alternative educational programs are available
5. Parents/guardians have the right to meet with appropriate school personnel to discuss solutions to the truancy
6. The pupil may be subject to prosecution under *EC* Section 48264
7. The pupil may be subject to suspension, restriction, or delay of the pupil's driving privilege
8. A one-day recommendation to accompany the student to school and attend class with the student

Local School Attendance Review Board (SARB) Process
The parent or guardian will have 10 days to respond to this initial notification of truancy (see attached Truancy Notification/Conference Request) before being referred to the Student Attendance Review Board (SARB). A truant student who is again absent from school without valid excuse one or more days, or tardy on one or more days, will be reported again as a truant, and the truant student will be referred to the SARB. (*EC* §48261) Parents/guardians will receive notification by certified mail of referral to AIM School's SARB (see attached Notification of SARB Referral).

The SARB will consist of two AIM Schools administrators, a teacher, and the Superintendent of AIM Schools. After referral of a student to the SARB, the SARB will hold a hearing with the parent/guardian and truant student to resolve attendance and truancy problems. If the student is reported as a truant three or more times per school year, and does not follow the SARB's directive, the matter may be referred to the District Attorney for prosecution, and other appropriate action may be taken by the school. The parent/guardian must be notified of this action. (*EC* §48262, §48263, §48263.5)

Custody Concerns/Restraining Orders
Families should provide documentation and notify the office as soon as possible if there is a custody issue or restraining order related to a student who attends AIPCS/AIPCS II.



STAFF HANDBOOK
SAFETY AND LIABILITY POLICIES

1. Safety is one of our first concerns. Students must NEVER be left unsupervised. This includes times when teachers have students in their classroom and need to make copies, use the restroom, check their mailbox, use cell phones/telephones, check their emails, etc., or lunchtime.
2. Staff members must monitor students during pick-up and drop off.
3. Assign at least two students to the task of moving a desk or any other heavy object.
4. Teachers must not use their cell phones inside their classrooms when students are present, walking through the hallways, escorting students, or during lunch. In case of an emergency, families and friends should call the office and the administrative assistant will forward the message to teachers without disrupting instructional time.
5. Teachers must escort their own class to lunch and physical education.
6. Teachers should not go through students' personal items.
7. Teachers should not dispose of any student's lunch without office approval.
8. Teachers must not put their hands on any students in an inappropriate manner.
9. Teachers should not be in a classroom with a student alone when the doors are shut at any time.
10. Teachers should not share inappropriate personal life stories with students.
11. Teachers should remain calm and remember not to lose control under any circumstances - good and bad - that may arise.
12. Teachers should not "friend" or interact with any students on Facebook, Myspace, or any other social network.
13. Teachers should be careful when doing anything outside of school with students.
14. Teachers must be on guard at all times when escorting students off campus (including field trips, outings to the park, and when running the students around the block during PE).
15. Any memo or letter to family members must be approved by the office before being distributed. Let the office know about any phone calls you plan to make to parents.
16. If you schedule a meeting with parents or students after school, please let the administrative assistant know.

FIELD TRIPS

All field trips must relate to the AIPCS/AIPCS II mission statement and be pre-approved by the Head of School. At least two week in advance, teachers must submit a field trip proposal form to the Head of School (included on next page).

After the Head of School reviews and approves field trip proposals, teachers must send a Field Trip Permission Slip memo home with students. Parents/Guardians must sign the memo and return the memo to the classroom teacher. If a student's parent does not permit the student to attend the field trip, the student must still be present at school. Students not attending the field trip will spend the day with another teacher.

While on the field trip, students are expected to act as excellent representatives of the school by being in uniform and following the AIPCS/AIPCS II dress code and student contract. Students should pack a lunch,

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wear comfortable shoes, and bring a jacket (no hoods). Students are not allowed to bring money or electronics (iPods, cameras, etc.). Fare for public transportation will be provided by the school.

Teachers must ensure the following before the field trip:

1. Complete a field trip proposal form and submit it to the Head of School for approval at least 2 weeks in advance of the field trip.
2. Do not allow students to attend the field trip without merit. Students who do not deserve a field trip should stay at school on field trip day.
3. Prepare a clear assignment packet with instruction page for students who will not be attending the field trip. Give the packets to students before leaving for the field trip. The assignment should be long enough to last the entire school day.
4. Ensure that you have enough chaperones for your students. Different locations may require different chaperone to student ratios; make sure you research. Family and friend volunteers are good resources. Chaperones should know and understand the American Indian Model.
5. All students must be supervised at all times while on the field trip.
6. Students should use the bathroom in groups, not by themselves.
7. Take a cell phone and program the front desk and Head of School's numbers into your phone. In case of emergency, call the office immediately and the office will contact parents. If the situation is life-threatening or cannot wait for parent approval, call 9-1-1.
8. Teachers must take a first aid kit with them on the field trip.

FIELD TRIP PROPOSAL FORM

Submit this form to your Head of School at least 2 weeks in advance of your anticipated field trip.

Teacher: _____ Class: _____ Today's Date: _____

1. Where will the class go? _____ 2. Date of Field Trip: _____

3. How many students will attend? _____ 4. How many students will not attend? _____

5. If needed, which public transportation will you use? _____

6. How will this field trip reinforce the mission of AIPCS/AIPCS II? _____

_____

_____

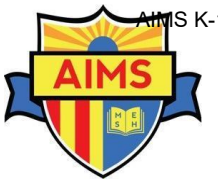
___

7. Number of chaperones: _____ (List names below)

CHAPERONE FIRST NAME	CHAPERONE LAST NAME	RELATIONSHIP
Ex: Johnny	*Ex: Zhang*	*Ex: Father of Jia Bao Zhang*

8. Use the table below to outline the costs associated with your field trip.

ITEM TO PURCHASE	WHO WILL PURCHASE	COST PER UNIT	NUMBER OF UNITS	TOTAL COST



Ex: MUNI Tickets	*Ex: Office*	*Ex: 1.50 per roundtrip (student)*	*Ex: 30 (students)*	*Ex: $45.00*

TOTAL COST:

9. Use the table below to outline the schedule of events during the proposed field trip. Include the times that students will leave school and return to school.

TIME	ACTIVITY/LOCATION
Ex:8:15 AM	Ex: Leave school and walk to BART
Ex: 8:35 AM	Ex: Board San Francisco Bound BART Train

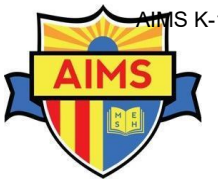
PICK UP AND DROP OFF PROCEDURES

With more than 650 students attending AIPCS/AIPCS II in 2012 - 2013, it is extremely important that the school have clear pick up and drop off procedures in place, and that these procedures be clearly communicated to all parties involved including families, students, and staff. The following procedures are included in the Family Handbook and were part of the annual staff training.

At the Beginning of the Day

1. Drop your students off on 12th Street in front of the school.
2. Follow the directives of the traffic monitors who are wearing orange reflective vests.
3. DO NOT PARK OR DOUBLE PARK ON 12TH STREET.
4. Traffic monitors will help students out of vehicles.
5. Parents must remain in the vehicle to help keep the flow of traffic moving.
6. Student backpacks and lunches should NOT be stored in the trunk of vehicles. Students need to be able to get out of the vehicle quickly.
7. Students MUST exit vehicles on the curb side of the street. Do NOT let your child exit the vehicle into oncoming traffic.
8. The loading zone on 12th Street will be marked off by orange traffic cones. Drivers will be directed to

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move as far along as possible through the loading zone before stopping to drop of their child.

At the End of the Day

1. Students are welcome to stay at the school for supervised study hall until 4:30 on Monday - Thursday and until 2:30 on Friday. Study hall takes place at the lunch tables on the first floor.
2. If your child has detention, he or she will serve detention until 4:45 on Monday - Thursday.
3. Parents who want to pick up students together (siblings, friends who carpool together, etc…) may do so. Groups of students being picked up together should be picked up according to the OLDEST student's dismissal time. The younger students should remain in supervised study hall and wait for the older students to be dismissed.

4. Students will be dismissed according to the following schedule:

Monday - Thursday	
Grade Level	Dismissal Time
K - 2	2:45 P.M.
3 - 5	3:30P.M.
6-7	3:15 P.M.
8	3:00 P.M.
Detention (3rd - 8th)	1 Hour After Dismissal Time

Friday	
Grade Level	Dismissal Time
K - 2	12:30 P.M.
3 - 5	1:15 P.M.
6-7	1:00 P.M.
8	12:45 P.M.

5. Designated traffic monitors and student supervisors will be outside on duty until 5:00 P.M. Monday - Thursday and 3:00 P.M Fridays.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Obtained from: http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:

    - School officials with legitimate educational interest;
    - Other schools to which a student is transferring;
    - Specified officials for audit or evaluation purposes;
    - Appropriate parties in connection with financial aid to a student;
    - Organizations conducting certain studies for or on behalf of the school;
    - Accrediting organizations;
    - To comply with a judicial order or lawfully issued subpoena;
    - Appropriate officials in cases of health and safety emergencies; and
    - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

AIPCS/AIPCS II will notify families and eligible students of their rights under FERPA through the Family Handbook.

Revised: March 1, 2021

AIMS K-12 College Prep

IPM Plan

AIMS K12 College Prep
171 12th St Oakland, CA 94607 & 746 Grand Ave Oakland, CA 94610
510-893-8701

INTRODUCTION
Pests are populations of living organism (animals, plants, or microorganism) that interfere with use of healthcare and other facilities for human purposes.

Integrated Pest Management (IPM) is an approach that establishes a sustainable approach to managing pests by combining biological, cultural, physical and chemical tools in a way that minimizes economic, health and environmental risks.

AIMS K12 College Prep has adopted this Integrated Pest Management Plan for the buildings and grounds AIMS K12 College Prep manages. The plan outlines procedures to be followed to protect the health and safety of staff, patients and visitors from pest and pesticide hazards. The plan is designed to voluntarily comply with policies and regulations promulgated by the Department of Agriculture for public buildings and health care facilities.

Objectives of this IPM plan include:
- Elimination of significant threats caused by pests to the health and safety of patients, staff and the public.
- Prevention of loss or damage to structures or property by pests.
- Protection of environmental quality inside and outside buildings.

This IPM plan will be stored in the office of the school maintenance room.

IPM COORDINATOR
The Superintendent or designee shall be AIMS K12 College Prep IPM Coordinator and be responsible to implement the IPM plan and to coordinate pest management-related communications between AIMS K12 College Prep its landlords, service providers, staff and patients.

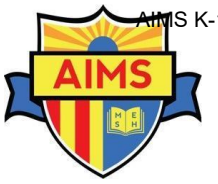
The Superintendent shall designate an employee at each AIMS K12 College Prep managed facility to serve as the IPM Site Coordinator for the site.

IPM COMMITTEE
AIMS K12 College Prep will maintain an IPM or other safety-related committee with responsibility for annual review of the IPM program and for assisting the IPM Coordinator in resolving pest-related issues. The committee will address IPM issues as needed and at least annually. Minutes will be taken of committee meetings and kept on file by the IPM Coordinator. Membership will include the IPM Coordinator and IPM Site Coordinators, and may also include community members, health advocates, patients and representatives.

POSTING AND NOTIFICATION OF PESTICIDE APPLICATIONS
The IPM Coordinator shall be responsible to annually notify patients and guardians of the procedures for requesting notification of planned and emergency applications of pesticides in facility buildings and on facility grounds.

When pesticide applications are scheduled in AIMS K12 College Prep -managed buildings or on grounds, AIMS K12 College Prep Service Providers and staff shall provide notification in accordance with law, including:

1. Posting a pest control information sign with the date, time and location of the application and the product applied in an appropriate area and including contact information for additional details.



2. Providing this information to all individuals working in the building.

3. Providing this information to all patients and guardians who have requested notification of individual applications of pesticides.

Where pests pose an immediate threat to the health and safety of patients or employees, AIMS K12 College Prep may authorize an emergency pesticide application and shall notify by telephone any guardian who has requested such notification. Disinfectants, anti-microbials and self-contained or gel-type pesticide baits applied in inaccessible areas are exempt from posting, notification and the 7-hour reentry requirement.

RECORD KEEPING & PUBLIC ACCESS TO INFORMATION

AIMS K-8 - 12th Street Campus will maintain records of all Service Provider visits and pest control treatments for at least three (3) years. Information regarding pest management activities will be made available to the public at the AIMS K-8 - 12th Street Campus HERE's administrative office. Requests to be notified of pesticide applications may also be made to this office. All guardians will be informed of their option to receive notification of all pesticide applications at enrollment and once annually.

TRAINING

All AIMS K12 College Prep staff will be provided with training on AIMS K12 College Prep IPM policy at hire and during annual update training. Training will include the rationale for the IPM policy and program and specific elements including use of the pest-sighting log and prohibition on pesticide applications by non-certified individuals.

Additionally, designated staff including the IPM Coordinator, IPM Site Coordinators and those who conduct regular inspections of AIMS K12 College Prep facilities will receive advanced training on identifying pest infestations and pest-conducive conditions. This training will improve the ability of AIMS K12 College Prep staff to oversee Service Providers and AIMS K12 College Prep staff compliance with AIMS K12 College Prep IPM policy and plan.

GENERAL IPM STRATEGIES

Pest management strategies may include education, exclusion, sanitation, maintenance, biological and mechanical controls, and pre-approved, site-appropriate pesticides.

An Integrated Pest Management decision at AIMS K12 College Prep shall consist of the following steps:

1. Identify pest species.

2. Estimate pest populations and compare to established action thresholds.

3. Select the appropriate management tactics based on current on-site information.

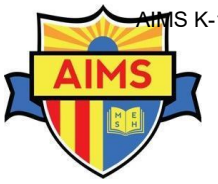
4. Assess effectiveness of pest management.

5. Keep appropriate records.

Decisions concerning whether or not pesticides should be applied in a given situation will be based on a review of all available options. Efforts will be made to avoid the use of pesticides by adequate pest proofing of facilities, good sanitation practices, selection of pest-resistant plant materials, and appropriate horticultural practices.

When it is determined that a pesticide must be used in order to meet pest management objectives, the least-hazardous material, adequate for the job, will be chosen.

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All pesticide storage, transportation, and application will be conducted in accordance with the requirement of the Federal Insecticide, Fungicide, and Rodenticide Act (7 United States Code136 et seq.), Environmental Protection Agency regulations in 40 CFR, Occupational Safety and Health Administration regulations, AIMS K12 College Prep policies and procedures, and local ordinances.

No person shall apply, store, or dispose of any pesticide on AIMS K12 College Prep managed property without an appropriate pesticide applicator license. All pesticide applicators will be trained in the principles and practices of IPM and the use of pesticides approved for use by AIMS K12 College Prep. All applicators must comply with the IPM policy and follow appropriate regulations and label precautions when using pesticides in or around AIMS K12 College Prep facilities.

Pest-specific strategies will be included in the IPM Program Specifications provided to each service provider.

AIMS K12 College Prep SERVICE PROVIDER ROLES

AIMS K12 College Prep service providers including cleaning, pest control and landscape maintenance will be guided by written and signed contracts including AIMS K12 College Prep -developed IPM program specifications for structural pest control providers.

Service providers will be directed to provide special attention to pest-vulnerable areas including food storage, preparation and serving areas; washrooms; custodial closets; mechanical rooms and entryways into the building.

Service providers or other IPM experts will be asked to provide input on any AIMS K12 College Prep facility renovation or reconstruction projects including reviewing plans for pest-conducive conditions, suggesting pest-proofing measures and inspecting construction where applicable to prevent and avoid pest problems.

AIMS K12 College Prep STAFF ROLES

AIMS K12 College Prep administration will provide support to assist the IPM Coordinator in maintaining an IPM program that relies on minimal pesticide use. Such support will include efforts to promptly address any structural, horticultural, or sanitation changes recommended by the coordinator to reduce or prevent pest problems.

Furthermore, AIMS K12 College Prep administration will assist the Coordinator in developing and delivering materials and programs for staff, students, and the public to educate them about the importance of good sanitation and pest control.

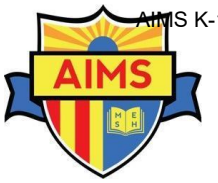
The facility operations department is responsible for ensuring staff compliance with the IPM policy and plan, including the attached check list.

PEST-SPECIFIC STRATEGIES

The following strategies will be used for frequently encountered pests:

1. ANTS
    1. Ants will be identified to species to aid in locating nesting sites, preferred food, habits and appropriate baits when necessary.
    2. Ants inside buildings will be cleaned up with soapy water, including the areas ants are traversing to eliminate any pheromone recruiting trail, which ants deposit to help other ants find the location of food and water sources.
    3. Maintenance will be informed and the opening providing entry for ants into the building will be located and repaired.
    4. Building and room occupants will be informed of any action they need to take to prevent future problems, e.g., cleaning up spilled food or drink more promptly or thoroughly, storing food in sealed containers, repairing leaking or dripping pipes or faucets, etc.
    5. If the above steps fail to correct the problem, the contractor will inform the IPM Coordinator and discuss additional steps, such as more extensive repairs, changes in the food policy, changes in exterior landscaping to remove ant habitat, or selection of least-toxic pesticide baits or gels, preferably in manufactured tamper-resistant bait stations

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placed in areas inaccessible to children or other building occupants.

Safe School Plan

AIMS College Prep Middle School
American Indian Public Charter School II

"A School at Work"

171 12th Street
Oakland, CA 94607
Phone: (510) 893 - 8701
Fax: (510) 893 - 0345

12th Street Campus
Safe School Plan

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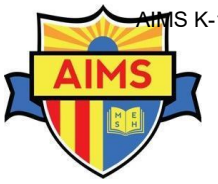
PREFACE

The School Safety Plan is designed to be used as a school resource for ensuring the creation of a safe and orderly environment for students, family, and faculty at AIPCS/AIPCS II, including an integral component of crisis preparedness and response. The School Safety Plan is also designed to meet the requirements for the annual Safety Plan process under Senate Bill 187 and the National Incident Management System. This document must be updated as necessary to meet site, district and community needs.

Following any emergency, notify the Head of Division: 510-893-8701.

STAFF AND STUDENT TRAINING STATEMENT
The staff has been trained on the contents of this plan during the annual staff training session in August. Classroom teachers train students during the first week of school. Students are aware of their individual responsibilities in implementing this plan.

IMPLEMENTATION OF PLAN
The plan has been distributed to all departments and is available to all staff, students, parents, and the community to review.



SAFE SCHOOL PLAN COMMITTEE

The Safe School Plan Committee is responsible for developing the Safe School Plan. The Safe School Plan Committee consists of the following members:

1. Maryetta Golden, Head of Elementary Division
2. Riffat Akram, Head of Middle School Division
3. Marisol Magana, AIMS Data, Accountability, & Operations Director
4. Tiffany Tung, AIMS Data, Accountability & Operations Manager
5. Alexander Lee, AIPCS/AIPCS II Administrator Assistant

The Safe School Plan Committee may also consult and collaborate with representatives from law enforcement and emergency services personnel as well as other members of the school or community to gain valuable insight in updating the Safe School Plan. The School Safe Plan will be updated each year by March 1.

Safe School Plan
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SAFE SCHOOL PLAN GOALS

AIPCS/AIPCS II does not have a parking lot for families. Some students walk to school or take public transportation. A majority of families pick up and drop off their students at AIPCS/AIPCS II. With nearly 800 students attending school at 171 12th street, pick-up and drop-off policies must be revised to accommodate this expansion and keep students safe.

Goal #1: Revise Pick-Up and Drop Off Policy
The revised pick-up and drop off policy is included on page 62. This policy will be included in the family handbook and communicated to families during the summer and at Back to School Night. In order to maintain student safety, it is important that families, students, and staff understand their individual responsibilities as outlined in the pick-up and drop off policies. Staff will be trained on their responsibilities and classroom teachers will be required to review pick-up and drop off policies with students on the first day of school. These policies will be revisited and revised as necessary during the school year.

Family Culture
Family culture is an integral part of the American Indian Model. Students loop with their classmates and teacher in self-contained classrooms. Former AIM School students enrolled in college come back and tutor currently enrolled students. In addition, we have high school students that come and tutor students in AIPCS/AIPCS II. Students and staff are expected to clean and take care of school property.

We are a family at AIMS. Accordingly, we expect students to handle disagreements and conflicts collegially. All AIM students have the right to learn in a safe place, be treated with respect, and receive the help and support of caring adults. Whenever possible, AIMS responds to major conflicts by facilitating in-school-suspensions where students receive academic assignments and pursue resolutions to conflict. In extreme cases, however, AIMS will facilitate out of school suspensions.

Goal #2: Create a Response Policy to Confrontational Parents

Goal #3: Installing Security Cameras and Security Gates and Alarm System

Goal #4: Create a Response Policy to Parents who do not pick their children on time

Goal #5: Annual Trainings for Staff (Active Shooter, Lockdown, Earthquake, CPR First Aid)

Goal #6: Create a protocol to determine evacuations and other emergencies

Goal #7: Quarterly updates of Parent/Guardian contact information

Goal #8: Create a policy for Earthquake safety bags

Goal #9: Create a training protocol for all front desk personnel

Goal #10: Create internal codes for responses

EARTHQUAKE EMERGENCY PROCEDURES

AIMS MS/AIPCS II will conduct and log quarterly earthquake drills. Teachers will review these emergency procedures with students. The office will have an emergency supply kit and every classroom will have a first aid kit.

IN THE CLASSROOM OR OFFICE

In the event of an earthquake or earthquake drill, teachers, students, and staff should do the following:

1. At the first indication of ground movement, you should ***drop*** to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent you from being thrown to the ground.

2. You should seek protective ***cover*** under or near desks, tables, or chairs in a kneeling or sitting position.

3. You should ***hold*** onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes and your back to the windows. You should remain in the drop position until ground movement ends.

4. Teachers should count aloud to 60. Earthquakes rarely last longer than 60 seconds and counting is calming.

If the teacher is injured, two student monitors should have designated authority to give instructions.

Be prepared to **DROP, COVER,** and **HOLD** during aftershocks. After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area,

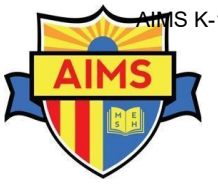
IN OTHER AREAS OF THE SCHOOL

At the first sign of an earthquake or during an earthquake drill, occupants should:

1. Drop to the ground. Move away from windows, shelves, and heavy objects that may fall.
2. Take cover under a table or desk, or in a corner or doorway
3. In halls, stairways, and other areas where no cover is available, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.
4. Stay inside. Usually the most dangerous place is outside where building debris may fall. Exit only after shaking has stopped.
5. After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

AFTER AN EARTHQUAKE

After an earthquake, building evacuation should occur as soon as possible due to possibility of aftershocks, fires, and explosions. Students should evacuate the building in single file when instructed by the teacher or monitor. Teachers should do the following:



1. Instruct students to evacuate when all shaking has stopped.
2. Lead class to the designated assembly area (see Assembly Map for Fire Drills)
3. Be prepared to choose alternative escape routes in case of fire or exit blockage.
4. Take class lists, walkies and first aid kits
5. Give first aid if necessary.

After evacuation, teachers and students should NOT reenter the building for any reason unless instructed to do so by the head of schools or emergency response team.

If walking to or from school, do not run. Stay in the open. If the student is going to school, continue to the school. If the student is going home, he/she should continue to go home. While in a vehicle, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue on until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of aftershocks, downed wires, or roads blocked by debris.

LOCKDOWN PROCEDURES

AIMS MS/AIPCS II will conduct and log two lockdown drills per academic year.

If it is determined that a lockdown is necessary to maintain the health and safety of students and staff, an announcement will be made to alert of potential danger. The lockdown code is "Lockdown" and it will be announced through the walkie talkie on channel 4. All-Clear signal will be announced through the walkie talkie to students and staff.

After receiving a lock down notification:

1. **Teachers** are to:

a. Quickly glance outside the room and direct students or staff members from the hall into the classroom immediately.

b. Close and lock classroom doors. The front door will be locked by an administrator.

c. Place students against the wall so that students are not visible to an intruder looking through the door or windows.

d. Locate and hold on to the roll book to account for students if an evacuation becomes necessary.

e. Turn out the lights.

f. Keep students quiet and maintain a calm atmosphere in the classroom, keeping alert to emotional needs of students.

g. Have cell phone and/or laptops accessible to receive announcements/updates from administration and police officers.

h. Keep all students in the classroom until an "All Clear" has been announced through the communication system (ie. walkie talkies).

2. **Students** should know:

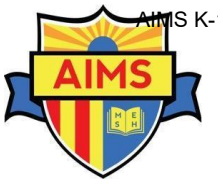
a. To remain calm and to immediately follow all directives of classroom teachers or administrators.

b. To go to the room nearest their location in the hallway.

c. That no one will be able to leave the room for any reason.

d. That silence must be maintained (students cannot use cell phones).

e. To make sure they are marked present if an evacuation occurs.



f. To not leave the classroom until directed to do so by the classroom teacher, administrator, or police officer.

Staff should also note the following:

- Administrators will use walkie talkies and cell phones to communicate to teachers and staff. Other clerical staff will deliver messages as needed and work with Head of School and Police Services.
- Upon notification of a lockdown, physical education teachers will keep students off-site and remain at their off-site PE location until they receive an All-Clear via cell phone text, walkie talkie or direct call.
- If teachers or students are in the bathrooms, they should move to a stall, lock it, and stand on the toilet until hearing an All-Clear signal
- Anyone in the hallway should move to the closest classroom immediately.
- Stay in safe areas until directed by law enforcement officers or an administrator to move or evacuate. Never open doors during a lockdown.
- If an evacuation occurs, all persons/classrooms will be directed by a law enforcement officer or administrator to a safe location. Once evacuated from the building, teachers should take roll for all students present in class. Missing students or staff should be reported to administration or law enforcement officer immediately.
- When the emergency is over, a coded "all clear" will be announced.
- Each staff member will document exactly what occurred in their area of responsibility. This will be done as soon as possible.

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FIRE EVACUATION PROCEDURES

AIMS MS /AIPCS II will conduct and log monthly fire drills using the procedures outlined below. AIMS MS /AIPCS II will also conduct quarterly fire alarm system tests, an annual fire inspection, and maintain a 5-year certification on the sprinkler system. Fire extinguishers are checked monthly.

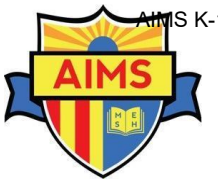
Teachers

BEFORE DRILL OR EMERGENCY

- Note locations of fire extinguishers throughout the school.
- Review these exit procedures with your class and clearly explain your expectations.
- Designate two students who can be relied on to give instructions in case a teacher is injured during a fire.
- Designate one student to lead your class to the assigned assembly point. Teachers will be the last one out of the classrooms, so it is important that your student leader knows exactly where he/she is going -- walk the student leader through the steps before the drill.
- If students are not in the classroom when the fire alarm sounds, instruct students to immediately exit to the class' designated assembly point, join their class, and check in with the teacher.

DURING DRILL OR EMERGENCY

- Take your grade book, class list, fire drill procedures, and evacuation maps with you.
- Upon hearing the alarm, instruct your students to quickly leave the building in a single file, orderly line. Running causes panic and is not allowed.
- Students must be SILENT.
- Use of elevators during an emergency is prohibited.
- Teachers leave the classroom last. Close the door and turn off your lights. Administrators will view this as a signal that your classroom is evacuated successfully and completely.
- If using the stairwells, classes must descend in single file. Overtaking other classes or individuals is not permitted.
- Teachers and students should follow the exit route in a calm and orderly fashion to their assigned assembly point (see attached for designated assembly locations).
- Teachers need to line up and exit their classes according to the attached assembly point location map and floor plan.
- Once at the assembly point, count students and take roll to ensure that every student is present.
- Inform the Head of Division or members of the Fire or Police Department if any students are missing. Do this by holding up your class's emergency attendance sign. Hold up the green sign to indicate that all of your students are accounted for and safe. Hold up the red sign if you are missing any students.
- No one is to re-enter the building until told to do so by the Fire Service or the Head of School. Wait for an **"All Clear"** signal to be given by a member of the Fire or Police Department or Head of School.
- Students cannot leave campus unless they are with an emergency services worker and have notified their teachers and the Head of School of their departure.



- No student is to leave campus with guardians until the **"All Clear"** signal is given by a member of the Fire or Police Department.
- Once the **"All Clear"** signal is given, teachers must keep tabs on the whereabouts of their students. Make note of students who leave campus with their guardians.

Oakland Fire Department Fire Station #2
822 Alice Street
Oakland, CA 94607
Emergency: (510) 444-1616
Non-Emergency: (510) 444-3322

1st Floor Staff

- Prop open the stairwell door and the two front doors quickly.
- Clear the restrooms, classrooms, and common areas on the 1st floor.
- Assist in hurrying the students out the front door in an orderly manner.
- Meet classes at 12th Street assembly location and provide first aid as appropriate

2nd Floor Staff

- Clear the restrooms, classrooms, and common areas on the 2nd floor.
- Meet students at Madison Street assembly point and check in with teachers regarding attendance
- Provide first aid as appropriate
- Report missing persons to a member of the Fire or Police Department and Head of School immediately.

3rd Floor Staff

- Clear restrooms, classrooms, and common areas on the 3rd floor.
- Meet classes at 12th Street assembly point and provide first aid as appropriate

Head of Division

- Verify that 1st-3rd floor staff protocols have been followed and then support teachers outside with evacuation.

Head of School

- Order an evacuation if the fire alarm doesn't work and call 9-1-1
- Confirm school wide clearance for all floors
- Check-in with other administrators and report missing persons to a member of the Fire or Police Department immediately.

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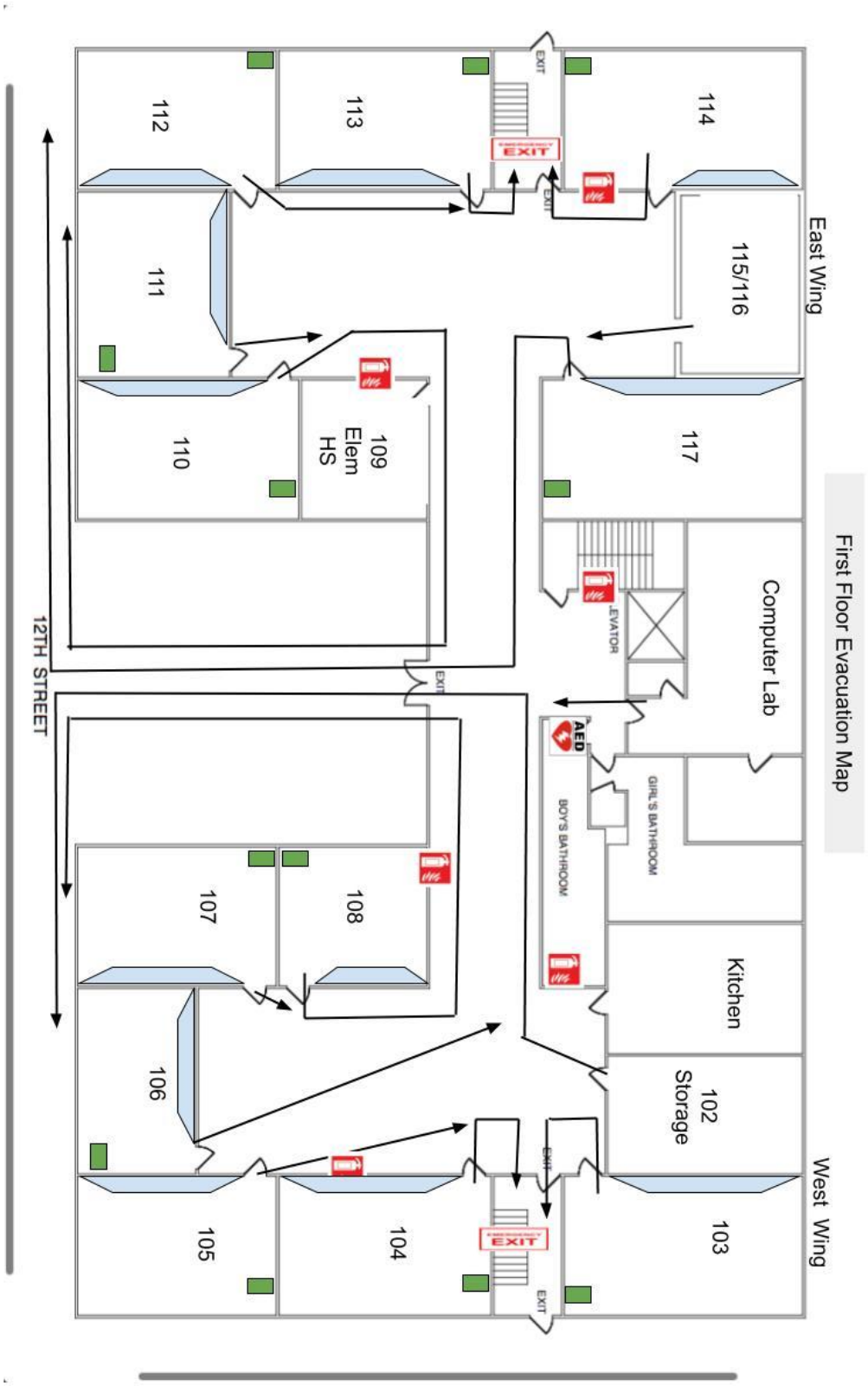
Review the list below for primary and secondary exits. It is vital that all students and staff follow evacuation procedures.

Room	Primary Fire Exit	Secondary Fire Exit
Room 108	Front Door	Emergency Exit (West - Floor 1)
Room 107	Front Door	Emergency Exit (West - Floor 1)
Room 106	Front Door	Emergency Exit (West - Floor 1)
Room 105	Emergency Exit (West - Floor 1)	Front Door
Room 104	Emergency Exit (West - Floor 1)	Front Door
Room 103	Emergency Exit (West - Floor 1)	Front Door
Room 102	Front Door	Emergency Exit (West - Floor 1)
Room 109	Front Door	Emergency Exit (East - Floor 1)
Room 110	Front Door	Emergency Exit (East - Floor 1)
Room 111	Front Door	Emergency Exit (East - Floor 1)
Room 112	Emergency Exit (East/Floor 1)	Front Door
Room 113	Emergency Exit (East/Floor 1)	Front Door
Room 114	Emergency Exit (East/Floor 1)	Front Door
115/116	Front Door	Emergency Exit (East - Floor 1)
Room 117	Front Door	Emergency Exit (East - Floor 1)
Room 208/209	Front Door	Emergency Exit (East - Floor 2)
Room 210	Front Door	Emergency Exit (East - Floor 2)
Room 211	Front Door	Emergency Exit (East - Floor 2)
Room 212	Emergency Exit (East - Floor 2)	Front Door
Room 213	Emergency Exit (East - Floor 2)	Front Door
Room 214	Emergency Exit (East - Floor 2)	Front Door
Room 215	Front Door	Emergency Exit (East - Floor 2)
Room 216	Front Door	Front Door
Room 201	Emergency Exit (West/Floor 2)	Front Door
Room 202	Emergency Exit (West/Floor 2)	Front Door
Room 203	Emergency Exit (West/Floor 2)	Front Door
Room 204	Front Door	Emergency Exit (West - Floor 2)
Room 205	Front Door	Emergency Exit (West - Floor 2)
Room 206	Front Door	Emergency Exit (West - Floor 2)
Room 207	Front Door	Emergency Exit (West - Floor 2)
Room 301	Emergency Exit (West - Floor 3)	Front Door
Room 302	Emergency Exit (West - Floor 3)	Front Door
Room 303	Emergency Exit (West - Floor 3)	Front Door
Room 304	Emergency Exit (West - Floor 3)	Front Door
Room 305	Emergency Exit (West - Floor 3)	Front Door
Room 306	Front Door	Emergency Exit (West - Floor 3)
Room 307	Front Door	Emergency Exit (West - Floor 3)
Room 308	Front Door	Emergency Exit (West - Floor 3)
Room 309	Front Door	Emergency Exit (West - Floor 3)
Room 310	Front Door	Emergency Exit (East - Floor 3)
Room 311	Front Door	Emergency Exit (East - Floor 3)
Room 312	Front Door	Emergency Exit (East - Floor 3)
Room 313	Emergency Exit (East - Floor 3)	Front Door
Room 314	Emergency Exit (East - Floor 3)	Front Door
Room 315	Emergency Exit (East - Floor 3)	Front Door
Room 316	Emergency Exit (East - Floor 3)	
Room 317	Emergency Exit (East - Floor 3)	
Room 318	Emergency Exit (East - Floor 3)	
Room 319	Emergency Exit (East - Floor 3)	

Room 320	Front Door	Emergency Exit (East - Floor 3)
Room 321	Front Door	Emergency Exit (East - Floor 3)

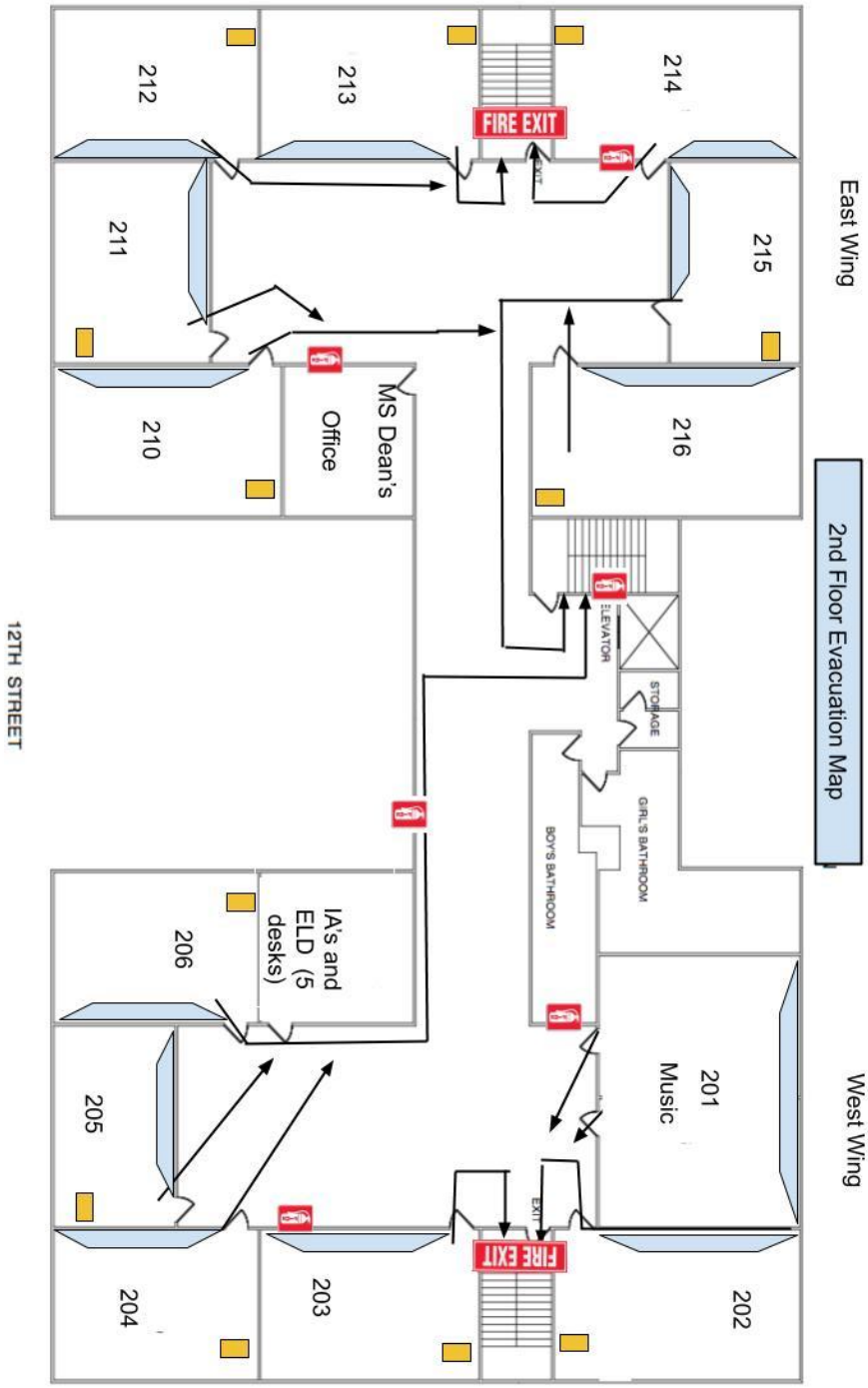
AIPCS/AIPCS II Evacuation Map – 1st Floor

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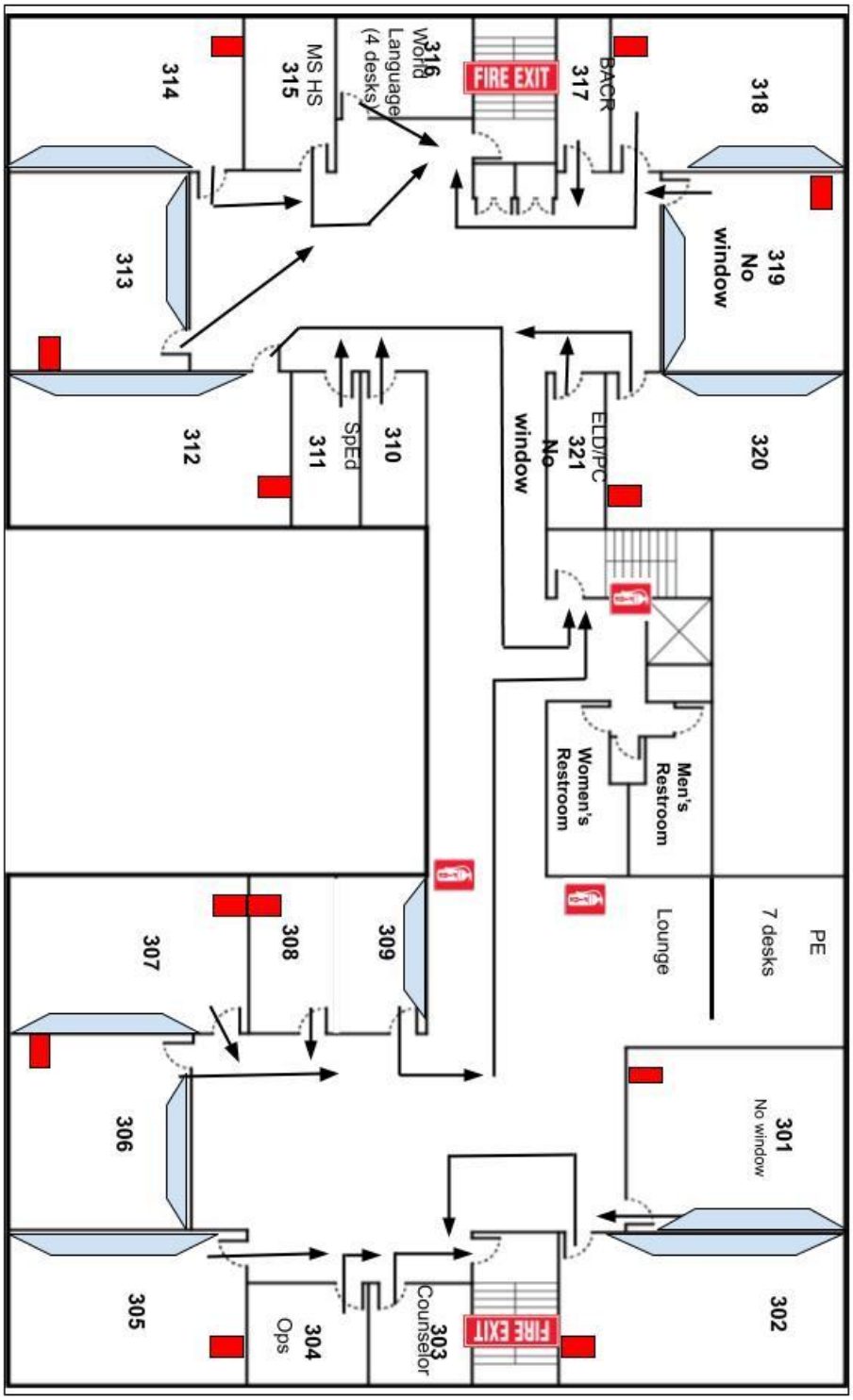
AIPCS/AIPCS II Evacuation Map – 2nd Floor

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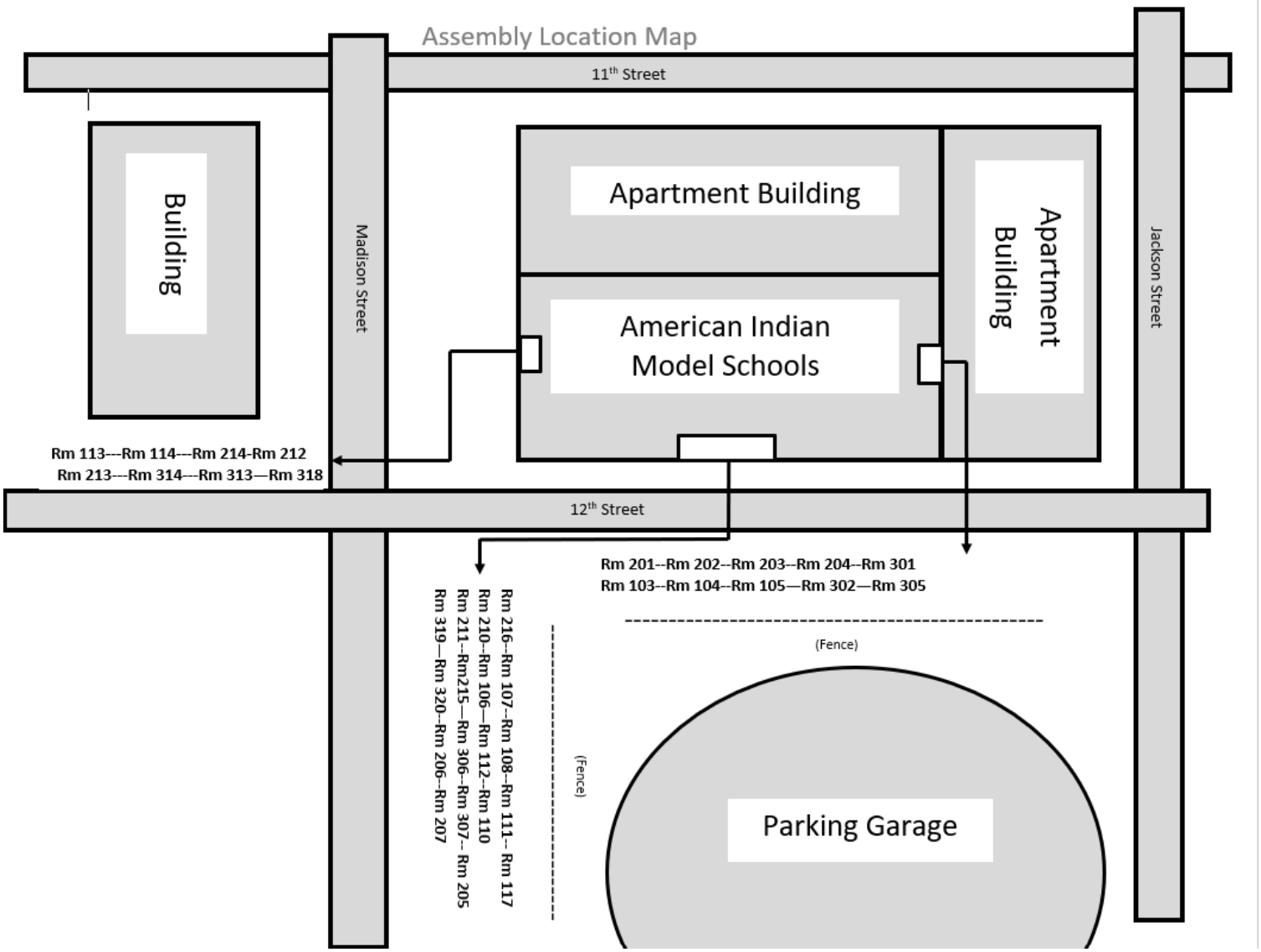
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AIPCS/AIPCS II Evacuation Map – 3rd Floor



Assembly Location Map

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BULLY PREVENTION AND RESPONSE POLICY

Definition
Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behavior must be aggressive and include:

- An Imbalance of Power: Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.

- Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

Bully Prevention
All AIM students have the right to learn in a safe place, be treated with respect, and receive the help and support of caring adults. School staff and families play a large role in preventing bullying. They can:

1. Help kids understand bullying. Talk about what bullying is and how to stand up to it safely. Tell kids bullying is unacceptable. Make sure kids know how to get help.

2. Keep the lines of communication open. Check in with kids often. Listen to them. Know their friends, ask about school, and understand their concerns.

3. Encourage kids to do what they love. Special activities, interests, and hobbies can boost confidence, help kids make friends, and protect them from bullying behavior.

4. Model how to treat others with kindness and respect.

5. Teachers should follow the AIMS Model to minimize bullying that occurs at the school.

6. Teachers should review clear behavior expectations with class on the first day of school. Operationally define what type of behavior is not acceptable.

7. Teachers should follow through by responding immediately to inappropriate behaviors. This will send a clear message to your class and create a culture that is not tolerating of bully-like behavior.

8. Teachers should take advantage of learning opportunities that occur in the classroom, and spend time talking to your students about issues related to tolerance.

Reporting a Concern
Anyone can report a bullying concern to a staff member at AIMS MS/AIPCS II. Staff will then submit a written report to the office. Reports should include the following information:

1. The names of students who were bullied.
2. The names of students who bullied.
3. The date, time, and location of the bullying incident.
4. A description of what happened.

Role of AIMS/AIPCS II Staff
Teachers should build a safe classroom environment and reinforce positive social interactions and inclusiveness while modeling respectful behavior. In order to promote a healthy and safe student environment, AIMS staff will receive training on what bullying is, what the school's policies and rules are, and how to enforce these rules.

When adults respond quickly and consistently to bullying, they send the message that bullying is not acceptable. AIMS staff should follow these steps to stop bullying on the spot:

1. Intervene immediately.
2. Separate the kids involved.
3. Make sure everyone is safe.
4. Submit a report to
5. the Dean and talk about the next steps.

Upon learning of an alleged situation related to bullying, the AIMS/AIPCS II Head of School or designee will do the following:

1. Take immediate and appropriate action to investigate or otherwise determine what happened.
2. Interview targeted students, offending students, and witnesses, and maintain written documentation of the investigation.
3. As appropriate, communicate with families, targeted students, and offending students regarding steps taken to end the bullying.
4. Check in with targeted students to ensure that harassment has ceased.

Role of Family
Bullying can happen at school and at home. One of the most common forms of bullying in the home is

cyberbullying, bullying that takes place using technology.

Parents should be aware of what kids are doing online. Talk with your kids about cyberbullying and other online issues regularly.

- Know the sites your kids visit and their online activities. Ask where they're going, what they're doing, and who they're doing it with.
- Tell your kids that as a responsible parent you may review their online communications if you think there is reason for concern. Installing parental control filtering software or monitoring programs are one option for monitoring your child's online behavior, but do not rely solely on these tools.
- Have a sense of what they do online and in texts. Learn about the sites they like. Try out the devices they use.
- Ask for their passwords, but tell them you'll only use them in case of emergency.
- Ask to "friend" or "follow" your kids on social media sites or ask another trusted adult to do so.
- Encourage your kids to tell you immediately if they, or someone they know, is being cyberbullied. Explain that you will not take away their computers or cell phones if they confide in you about a problem they are having.

Establish rules about appropriate use of computers, cell phones, and other technology. For example, be clear about what sites they can visit and what they are permitted to do when they're online. Show them how to be safe online.

Help your kids be smart about what they post or say. Tell them not to share anything that could hurt or embarrass themselves or others. Once something is posted, it is out of their control whether someone else will forward it.

Encourage kids to think about who they want to see the information and pictures they post online. Should complete strangers see it? Real friends only? Friends of friends? Think about how people who aren't friends could use it.

Tell kids to keep their passwords safe and not share them with friends. Sharing passwords can compromise their control over their online identities and activities.

In order to respond appropriately and to prevent bullying, it is important for all AIMS/AIPCS II staff to understand what bullying is and the many forms it comes in. The following information is meant to be used during a staff training on bully prevention and response.

Types of Bullying

There are three types of bullying:

- Verbal bullying is saying or writing mean things. Verbal bullying includes:
  - Teasing
  - Name-calling
  - Inappropriate sexual comments
  - Taunting
  - Threatening to cause harm

- Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:
  - Leaving someone out on purpose
  - Telling other children not to be friends with someone
  - Spreading rumors about someone
  - Embarrassing someone in public

- Physical bullying involves hurting a person's body or possessions. Physical bullying includes:
  - Hitting/kicking/pinching
  - Spitting
  - Tripping/pushing
  - Taking or breaking someone's things
  - Making mean or rude hand gestures

Where and When Bullying Happens
Bullying can occur during or after school hours. While most reported bullying at schools happen in the school building, a significant percentage also happens in places like on the playground or while students are at PE. It can also happen while travelling to or from school, in the youth's neighborhood, or on the Internet.

Frequency of Bullying
There are two sources of federally collected data on youth bullying:

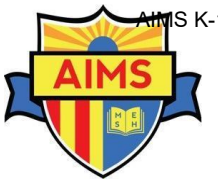
- The 2011 Youth Risk Behavior Surveillance System (Centers for Disease Control and Prevention) indicates that, nationwide, 20% of students in grades 9–12 experienced bullying.

- The 2008–2009 School Crime Supplement (National Center for Education Statistics and Bureau of Justice Statistics) indicates that, nationwide, 28% of students in grades 6–12 experienced bullying.

Federal Laws
Although no federal law directly addresses bullying, in some cases, bullying overlaps with discriminatory harassment when it is based on race, national origin, color, sex, age, disability, or religion. When bullying and harassment overlap, federally-funded schools have an obligation to resolve the harassment.

No matter what label is used (e.g., bullying, hazing, teasing), schools are obligated by these laws to address conduct that is:

- Severe, pervasive or persistent



- Creates a hostile environment at school. That is, it is sufficiently serious that it interferes with or limits a student's ability to participate in or benefit from the services, activities, or opportunities offered by a school

- Based on a student's race, color, national origin, sex, disability, or religion*
    - Although the US Department of Education, under Title VI of the Civil Rights Act of 1964 does not directly cover religion, often religious based harassment is based on shared ancestry of ethnic characteristics which is covered. The US Department of Justice has jurisdiction over religion under Title IV of the Civil Rights Act of 1964.

Federal laws do not presently prohibit discrimination based solely on sexual orientation, but they protect all students, including students who are LGBT or perceived to be LGBT, from sex-based harassment.

MANDATED REPORTING OF CHILD ABUSE

All AIPCS/AIPCS II staff are trained on their responsibilities as mandated reporters. After that training, staff sign a Statement Acknowledging Requirements to Report Suspected Child Abuse (see page 24).

Definition of Child Abuse
Child abuse means a physical injury that is inflicted by other than accidental on a child by another person; the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury); and the physical or emotional neglect of a child or abuse in out-of-home care.

Child Abuse
- Injury inflicted by another person
- Sexual abuse
- Neglect of child's physical, health, and emotional needs
- Unusual and willful cruelty; unjustifiable punishment
- Unlawful corporal punishment

Not Considered Child Abuse
- Mutual affray between minors
- Injury caused by reasonable and necessary force used by a peace officer
- To quell a disturbance threatening injury to a person or damage to property
- To prevent physical injury to another person or damage to property
- For the purposes of self-defense
- To obtain weapons or other dangerous objects within the control of a child
- To apprehend an escape

Mandated Child Abuse Reporting
Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, Penal Code 11164. The intent and purpose of the law is to protect children from abuse. The definition of a child is any person

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under 18 years of age.

Any childcare custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report: the telephone call must be made immediately or as soon as possible AND a written report must be sent within 36 hours of the telephone call to Child Protection Services.

Any childcare custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known suspected instance of child abuse to a child protective agency.

When two or more persons who are required to report are present and jointly acknowledge a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.

Contact Information:
Alameda County Child Abuse Prevention Council
Verbal Report, Call: 510-259-1800
Written Report, Fax: 510-780-8620

To access the written report form SS8572: http://ag.ca.gov/childabuse/pdf/ss_8572.pdf

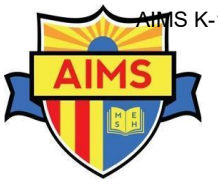
To access directions for the written report form SS8572:
http://oag.ca.gov/sites/all/files/pdfs/childabuse/8572_instruct.pdf

Additional information about mandated reporting can be obtained here:
http://www.alamedasocialservices.org/public/community/partners/accapc/about.cfm

Statement Acknowledging
Requirements to Report Suspected Child Abuse

The California Penal Code prohibits sexual abuse, sexual assault, sexual exploitation, child neglect, the infliction of cruel or inhumane corporal punishment, and unjustifiable physical pain or mental suffering on a child. In addition, the Penal Code prohibits allowing or causing a child to be placed in a situation that endangers a child's health or person.

Section 11166 of the Penal Code requires any child care custodian, health practitioner, or employee of a child



protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse report the known or suspected instance of child abuse to a child protective agency. The report must be sent to the child protective agency within 36 hours of receiving the information concerning the incident.

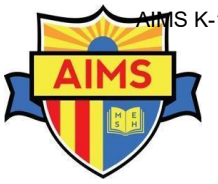
"Child Care Custodian" includes all persons who interact directly on a regular basis with pupils, including teachers, administrators, pupil service employees, paraprofessionals and volunteers. "Health practitioner" includes nurses, physicians, psychologists, and family and child counselors.

As an employee of AIMS College Prep Charter District, your employment position falls within the definition of Section 11166 of the California Penal Code. Therefore, you are mandated to comply with the child abuse reporting requirement as stated above.

I, _____ have read and understood the requirements of Section 11166 of the California Penal Code as outlined above and will comply with those provisions.

_____ _____

Signature Date



AIMS DRESS CODE AND STUDENT CONTRACT

OVERVIEW

In order to help ensure the creation of a safe and orderly environment conducive to learning, students at AIMS College Prep Charter District are required to follow the AIMS Dress Code Policy as well as Student Contract. Both policies are communicated to families during the summer before the start of school. Teachers review the dress code and contract with students on the first day of class. All students and guardians indicate their understanding of and commitment to these policies through signature. Students who do not follow these policies are subject to the schools' disciplinary procedures.

AIMS STUDENT CONTRACT

These rules and regulations must be followed at American Indian Model Schools K-8th Grades:

RESPECT SELF

1. Students must attend school each day on time. This includes summer school for K – 8th grades and summer intensive programs like SAIL. This may also include CTY, ATDP, or any other program suggested by the school.

2. Students cannot miss more than 5 days of school. Students who miss more than 5 days may be retained.

3. An absence is defined as missing two or more hours of school.

4. 3rd – 8th grade student absences must be made up during Saturday School.

5. 3rd – 8th grade students who are tardy five times during the semester must attend Saturday School.

6. 3rd – 8th grade students who receive two detentions in one week must attend Restorative Justice Saturday School.

7. An absence from Saturday School must be made up by attending two Saturday Schools.

8. Students will complete all homework and classwork given by the teacher.

9. Students who are absent must submit their missing work and collect new homework on the day of their absence.

10. Students will not use drugs, alcohol, smoke, or chew gum.

11. Students cannot have personal electronic devices (i.e. cell phones, pagers, Game Boys, iPods, etc.) from the time they leave home for school to the time they return home from school. If any of these items are visible or go off in their possession, they will be confiscated.

12. Students must follow the school's dress code.

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13. Students who receive a C- or lower in math or language arts may be retained.

RESPECT OTHERS

1. Students will not use foul language, put-downs, or fighting.

2. Students will raise their hands to be heard and will not interrupt others.

3. Students will follow staff and teachers' directions.

RESPECT FACILITY

1. Students must bring their own lunch if they do not wish to participate in the school lunch program. Parents cannot bring a student's lunch. Students may not have fast food. Students must abide by the AIMS Healthy Student Policy.

2. Students cannot leave school grounds or campus.

3. Students are not entitled to phone privileges.

4. Students cannot loiter on school grounds before or after school.

5. Students may not leave school during school hours without a parent/guardian signing them out.

6. If a student misses school for an appointment, proof of the appointment must be submitted to the office.

7. Students will follow all pick-up/drop-off safety procedures set forth by the school.

8. Visitors must check in at the front office.

Those who choose not to follow these rules will be subject to the school's disciplinary policies up to and including suspension and expulsion. The school will not meet to debate these policies.

American Indian Model Schools' Guarantee: Follow our model and your child will be prepared to graduate from college.

STUDENT CONSEQUENCES

AIM Schools incorporate a culture of high expectations for students. The following consequences are included in the Staff Handbook and are used to protect the safety of students, families and staff, and help ensure an environment conducive to learning.

DETENTION

Detention is used as a deterrent for misbehavior for students in grades 3rd - 8th grade. Detention lasts for one hour after school on Mondays - Thursdays. During detention, students work on detention form and once they complete the form they work on their homework without talking.

Detention slips go home with students on the day of the offense and are returned the following school day. Teachers assign detentions to their students AND to other teacher's students. Teachers do not negotiate detentions or allow students to reschedule. Teachers must be clear and concise when notating reasons for detention.

The next page illustrates a sample detention slip.

SATURDAY SCHOOL

Saturday school is held twice a month and serves as a deterrent for misbehavior as well as an opportunity for teachers/tutors to offer academic support to students who are behind. Students who miss a day of school or who have received two or more detentions in a single week are assigned Academic or Restorative Justice Saturday school. An absence from Saturday school results in two Saturday schools.

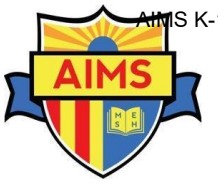
Administrators facilitate Saturday school, and teachers are encouraged to attend Saturday school and tutor students. Classroom teachers assign organized packets of work for students to work on during Saturday school. Saturday school lasts from 8:00AM to 12:00PM. Students silently work on their work packets the entire time.

RESTORATIVE JUSTICE

American Indian Model Schools practices restorative justice. This model is to help prevent bullying and other types of misbehavior. Restorative justice is practiced throughout the school and teachers are trained on how to deal with certain situations. Students attend our own AIMS Restorative Justice Saturday School. They have RJ circles where they share their story of why they are there and create a plan on what to do to prevent their misbehavior the next time. Students also give back to the community by cleaning up the local parks, cleaning up graffiti, feeding the homeless, and reading to the elderly. The aim is to help the students right their wrongs. Student data and attendance for RJ Saturday school is tracked to assess progress and growth.

DETENTION SLIP

Date: _____



Safe School Plan
2022 - 2023

Teacher: _____

Today, I had the following behavior/academic problem(s) with _____. Please speak with your child about his or her infraction and the importance of following all school rules.

___	Not returning homework(_____)	___	Food/Drink/Gum/Candy
___	Defiant behavior toward adults	___	Out of seat without permission
___	Negative attitude/foul language	___	Talking in class/detention
___	Dress code violation (_____)	___	Not following directions
___	Speaking out of turn in class	___	Disrespect of property
___	Tardy (Time arrived:_____)	___	Missing classroom materials
___	Drop-off/Pick-up violation	___	Not organized/messy desk

___ Not returning signed: memo detention slip progress report report card

As a result, your child must serve **60** minutes of after-school detention on _____. Please note the date on your calendar and make the necessary arrangements. I appreciate your help and support.

Please sign and return this form to your student. It is due back the next school day.

_____ _____
Student's Signature Parent's Signature

- Punishment will be doubled if your child does not return with this signed detention slip or fails to attend detention on the specified date.
- Detention dates will not be rescheduled.
- If you have a question, please see the student contract.

Those who choose not to follow the dress code policy or student contract will be subject to the school's disciplinary policies up to and including suspension and expulsion. **The school will not meet to debate these policies.**

American Indian Model Schools guarantee: *Follow our model and your child will be prepared to graduate from college.*

OTHER METHODS

While detention and Saturday school serve as the main consequence systems at AIM Schools, the following

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additional consequences are also included in the staff handbook and are used to help maintain a safe learning environment:

1. Taking away a student's desk
2. Sending a student to another teacher's classroom
3. Separation during lunch
4. Written letters of apology

Teachers may not do anything that puts the health and safety of a student, or the reputation of the school, in jeopardy. Students may not sit on the floor or face corners of the wall.

CONFISCATION

To ensure safety of student property in the event of confiscation (cell phones, i-pods, etc…), staff will adhere to the following procedures:

1. During first instances of confiscation: notify parent and dean. Return item to the student at the end of the school day.
2. In subsequent instances of confiscation, fill out a Confiscated Items Form and give to the dean inside of a Ziplock bag. Dean will notify parent to pick up the item as soon as possible.
3. The confiscated item will be placed in a Ziplock bag with the student's name inside the bag. The Ziplock bag will be placed in a locked box.

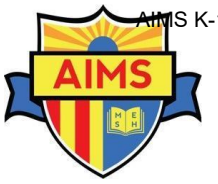
Any school employee is authorized to confiscate any prohibited weapon, imitation firearm, or dangerous instrument from any student on school These situations may include but are not limited tool grounds. Parents will be notified by administration immediately. Disciplinary consequences will be followed in a manner consistent with California law and education code.

SUSPENSION AND EXPULSION POLICY

All three AIM Schools will add here to the following procedures with regard to student suspension and expulsion. Though California Educational Code does allow the schools' administration a certain level of discretion in determining the appropriate disciplinary actions on a case-by-case basis, it does dictate that all schools operate within certain parameters. Those parameters are outlined in this document.

It should be noted that it is the intent of the Legislature that alternatives to suspensions or expulsions be imposed against any pupil who is truant, tardy, or otherwise absent from school activities. Procedures for handling truancy are outlined in AIM Schools' attendance and truancy policies. Ultimately, a School Attendance Review Board may be created to address these situations.

IMPORTANT NOTES



a. For purposes of notification to parents, and for the reporting of expulsion or suspension offenses to the CDE, AIM Schools will identify, by offense committed, in all appropriate records of a pupil each suspension or expulsion of that pupil for the commission of the offenses outlined in Education Code 48900.8.

b. The Head of School will, when necessary according to Education Code 48902, make the appropriate notification to the local law enforcement agency.

c. Whenever a situation arises that is not specifically addressed by these policies, California Education Code will be followed, as interpreted by the Superintendent or Head of School.

d. AIM Schools will notify the District within 30 days of all transfers, disciplinary or not. For all students who are expelled, the school will contact the District of residence to notify them of the terms of the expulsion.

SUSPENSION

ADMINISTRATIVE INTERVENTION AND INVESTIGATION OF PUPIL OFFENSE

1. Students who commit a zero-tolerance offense (see List One below) or whose conduct falls under Education Code 48900 (see List Two below) should be referred to the Superintendent or Head of School's office. If a teacher observes an offense that falls under subdivision (k), the teacher will make a determination as to whether or not administrative intervention is required. Otherwise, they may follow the school's discipline policies to bring about proper student conduct.

2. The California Education Code is very clear about which offenses are eligible for suspension. These codes are outlined below in Suspension and Expulsion Procedures - Education Code and are enumerated in Section 48900 of California Education Code. To determine whether or not an offense meets these guidelines the Superintendent or Head of School will meet with the pupil and school employee who referred the pupil to the principal. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. If an "emergency situation" exists, as defined in 48911 (c), the pupil may be excluded from this meeting.

The procedures that follow are only applicable if it is determined that the student committed an offense which is eligible for suspension or expulsion.

IF A ZERO-TOLERANCE OFFENSE IS NOT IDENTIFIED

The Superintendent or Head of School will determine if the student has committed a "zero-tolerance offense."

If a zero-tolerance offense is not identified, as a matter of policy, and where allowed by law, AIM Schools will consider suspension a punishment of last resort. We believe this was the intent of the legislature when they wrote, "Suspension shall be imposed only when other means of correction fail to bring about proper conduct." Therefore, our schools will first consider other disciplinary avenues before suspending or expelling a student.

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Safe School Plan
2022 - 2023

Our schools will adhere to the following procedures to determine the best approach to ensuring proper student conduct.

1. The Superintendent and Head of Schools are afforded a great deal of discretion by the legislature and by AIMS Board in determining appropriate punishments when a zero-tolerance offense is not identified. Regardless of the punishment, if a suspension-eligible offense is committed, written notification will be sent home to the student's parents or guardians. If the Superintendent or Head of School determines that suspension is not appropriate, the school's discipline policy will be followed. This may or may not include community service on school grounds, as outlined in Education Code 48900.6. Even if suspension is deemed appropriate, the Superintendent or Head of School may opt for supervised classroom suspension as outlined in Education Code 48911.1.

2. If the Superintendent or Head of School determines that suspension is appropriate, a school employee shall make a reasonable effort to contact the pupil's parent or guardian in person or by telephone. Whenever a pupil is suspended from school, the parent or guardian shall be notified in writing of the suspension.

3. A school employee shall report the suspension of the pupil, including the cause therefore to AIMS Board.

4. A parent conference will be scheduled to discuss the matter with the Superintendent or Head of School. Whenever practical, the teacher or staff member who witnessed the offense will also be present. At this time, the administration and the parent or guardian will discuss the causes, duration, school policy involved, and any other matters pertinent to the suspension.

5. Any pupil who is suspended for five days or fewer must complete all assignments and tests missed during suspension within three school days of their return. Any pupil who is suspended for more than five days will have five school days to complete all assignments and tests missed during suspension. The administration has the authority to lengthen the amount of time a pupil has to make-up his or her work, as appropriate in a given situation.

<u>IF A ZERO-TOLERANCE OFFENSE IS IDENTIFIED</u>

The Superintendent or Head of School will determine if the student has committed a "zero-tolerance offense." These include the following two lists of offenses:

List One	List Two
Causing serious physical injury to another person, except in self-defense	Possessing, selling, or otherwise furnishing a firearm
Possession of any knife or other dangerous object of no reasonable use to the pupil	Brandishing a knife at another person
Unlawful possession of a controlled substance	Unlawfully selling a controlled substance
Robbery or extortion	Committing or attempting to commit a sexual assault
Assault or battery upon any school employee	Possession of an explosive

If a zero-tolerance offense from List One has been committed, the Superintendent or Head of School shall

recommend the expulsion of the pupil unless the Superintendent or Head of School finds that expulsion is inappropriate due to the particular circumstances. If a zero-tolerance offense from List Two has been committed, the Superintendent or Head of School shall immediately suspend, pursuant to Education Code Section 48911, and shall recommend expulsion of the pupil. The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program meeting the requirements described in Section 48915.

EXPULSION

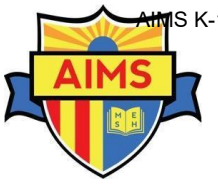
WHEN ADMINISTRATION MAY RECOMMEND EXPULSION

If a pupil has committed a suspension-eligible offense, then the Superintendent or Head of School has the authority to recommend expulsion. As a matter of policy, expulsion will be used as a tool of last resort for students whose conduct is so egregious that it is unlikely to be changed by any other means and whose behavior poses a threat to the safety of a member of the school community or significantly limits the ability of other students to effectively learn.

If a zero-tolerance offense from List One (see suspension procedures) has been committed, the Superintendent or Head of School shall recommend the expulsion of the pupil unless the Superintendent or Head of School finds that expulsion is inappropriate due to the particular circumstances. If a zero-tolerance offense from List Two (see suspension procedures) has been committed, the Superintendent or Head of School shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of the pupil. The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program meeting the requirements described in Section 48915.

EXPULSION HEARINGS AND PROCESS

- The Superintendent decides whether or not to recommend expulsion to AIMS Board.
- Within 30 school days of recommending expulsion, AIMS Board will hold a hearing to determine if it is appropriate to expel the pupil. The pupil may request, in writing, a postponement of no more than 30 calendar days. Any additional postponement may only be granted at the discretion of AIMS Board.
- Within 10 school days after the conclusion of the hearing, AIMS Board shall decide whether to expel the pupil, unless the pupil requests in writing that the decision be postponed.
- If compliance by the governing board with the time requirements for the conducting of an expulsion hearing under this subdivision is impracticable, the Superintendent of schools may, for good cause, extend the time period for the holding of the expulsion hearing for an additional 5 school days.
- Written notice of the hearing shall be forwarded to the pupil at least 10 calendar days prior to the date of the hearing and shall comply with subdivision (b) of Education Code 48918.
- AIMS Board shall conduct a hearing to consider the expulsion of a pupil in a session closed to the public, unless the pupil requests, in writing, at least five days before the date of the hearing, that the hearing be conducted at a public meeting. Regardless of whether the expulsion hearing is conducted in a



closed or public session, the governing board may meet in closed session for the purpose of deliberating and determining whether the pupil should be expelled.

- A record of the hearing shall be made. The record may be maintained by any means, including electronic recording, so long as a reasonably accurate and complete written transcription of the proceedings can be made.

- Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect only if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs. A decision of the governing board to expel shall be supported by substantial evidence showing that the pupil committed any of the acts enumerated in Section 48900.

- The final action to expel a pupil shall be taken only by the governing board in a public session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation shall be sent by the superintendent of schools or his or her designee to the pupil or the pupil's parent or guardian. It will comply with subdivision (j) of Education Code 48918.

- AIMS Board shall maintain a record of each expulsion, including the cause therefore. Records of expulsions shall be a non-privileged, disclosable public record. The expulsion order and the causes therefore shall be recorded in the pupil's mandatory interim record and shall be forwarded to any school in which the pupil subsequently enrolls upon receipt of a request from the admitting school for the pupil's school records.

SUSPENDING AN EXPULSION ORDER

- AIMS Board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in AIMS Board’s determination as to whether the pupil has satisfactorily completed the rehabilitation program.

- During the period of the suspension of the expulsion order, the pupil is deemed to be on probationary status. The governing board may revoke the suspension of an expulsion order under this section if the pupil commits any of the acts enumerated in Section 48900 or violates any of the district's rules and regulations governing pupil conduct. When the governing board revokes the suspension of an expulsion order, a pupil may be expelled under the terms of the original expulsion order.

- Upon satisfactory completion of the rehabilitation assignment of a pupil, the governing board shall reinstate the pupil in a school of the district and may also order the expungement of any or all records of the expulsion proceedings.

READMISSION

- An expulsion order shall remain in effect until the Governance Board orders the readmission of a pupil. At the time an expulsion of a pupil is ordered for an act other than those described in subdivision (c) of Section 48915, the governing board shall set a date, not later than the last day of the semester following the semester in which the expulsion occurred, when the pupil shall be reviewed for readmission to a school maintained by the district or to the school the pupil last attended. For a pupil who has been expelled pursuant to subdivision (c) of Section 48915, the governing board shall set a date of one year from the date the expulsion occurred, when the pupil shall be reviewed for readmission to a school maintained by the district, except that the governing board may set an earlier date for readmission on a case-by-case basis.

- The governing board shall recommend a plan of rehabilitation for the pupil at the time of the expulsion order, which may include, but not be limited to, periodic review as well as assessment at the time of review for readmission. The plan may also include recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs.

- Any pupil who has been expelled and who seeks readmission, must submit a request to the Superintendent in writing no more than 21 (but no less than 7) calendar days before the end of the term of the expulsion. In addition, the pupil must provide documentation that all conditions for rehabilitation set by the Governance Board have been met.

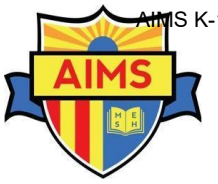
- Upon completion of the readmission process, the governing board shall readmit the pupil, unless the governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety or to other pupils or employees of the school district. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered.

- If the Governance Board denies the pupil’s request for readmission, the Board shall provide written notice to the expelled pupil and the pupil's parent or guardian describing the reasons for denying the pupil readmittance into the regular school district program.

SUSPENSION AND EXPULSION PROCEDURES
RELEVANT EDUCATION CODE

According to Education Code 48900, a “pupil” – any student at AIM Schools – may not be suspended from school or recommended for expulsion unless the Superintendent or the Head of School of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to one or more of subdivisions (a) to (o) inclusive:

a. (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
(2) Willfully used force or violence upon the person of another,except self-defense.
b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess



the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
d. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
e. Committed or attempted to commit robbery or extortion.
f. Caused or attempted to cause damage to school property or private property.
g. Stolen or attempted to steal school property or private property.
h. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
i. Committed an obscene act or engaged in habitual profanity or vulgarity.
j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
l. Knowingly received stolen school property or private property.
m. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
n. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
o. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.
(2) While going to or coming from school.
(3) During the lunch period whether on or off the campus.
(4) During, or while going to or coming from, a school sponsored activity.

A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of

physical injury to another person may suffer suspension, but not expulsion. Except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a), above.

The Superintendent or Head of School may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under the above section.

In addition to the reasons specified above, a pupil may be suspended from school or recommended for expulsion if the Superintendent or Head of School determines any of the following items:

1. The pupil has committed sexual harassment as defined in Education Code Section 212.5. The conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.

2. The pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

3. The pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

4. The pupil has made terroristic threats against school officials or school property, or both. For the purposes of this section, terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended for any of the reasons enumerated in Section 48900 upon a first offense, if the Superintendent or Head of School of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

As part of or instead of disciplinary action prescribed by this article, the principal of a school, the principal's designee, the superintendent, or the governing board may require a pupil to perform community service on

school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's non-school hours. For the purposes of this section, "community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. This section does not apply if a pupil has been suspended, pending expulsion, pursuant to Section 48915. However, this section applies if the recommended expulsion is not implemented or is, itself, suspended by stipulation or other administrative action.

The Superintendent or Head of School of the school shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that expulsion is inappropriate, due to the particular circumstance:

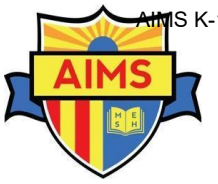
1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife or other dangerous object of no reasonable use to the pupil.
3. Unlawful possession of any controlled substance.
4. Robbery or extortion.
5. Assault or battery upon any school employee.

The Superintendent or Head of School of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

1. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
5. Possession of an explosive.

The governing board shall order a pupil expelled upon finding that the pupil committed one or more of the five acts listed above.

The governing board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the governing board's determination as to whether the pupil has satisfactorily completed the rehabilitation program.



The governing board shall apply the criteria for suspending the enforcement of the expulsion order equally to all pupils, including individuals with exceptional needs as defined in Section 56026.

During the period of the suspension of the expulsion order, the pupil is deemed to be on probationary status.

The governing board may revoke the suspension of an expulsion order under this section if the pupil commits any of the acts enumerated in Section 48900 or violates any of the district's rules and regulations governing pupil conduct. When the governing board revokes the suspension of an expulsion order, a pupil may be expelled under the terms of the original expulsion order.

Upon satisfactory completion of the rehabilitation assignment of a pupil, the governing board shall reinstate the pupil in a school of the district and may also order the expungement of any or all records of the expulsion proceedings.

A decision of the governing board to suspend an expulsion order does not affect the time period and requirements for the filing of an appeal of the expulsion order with the county board of education required under Section 48919. Any appeal shall be filed within 30 days of the original vote of the governing board.

LOCAL COMPLAINT PROCEDURES

Overview
AIMS Board recognizes that the Board has primary responsibility for ensuring that it complies with applicable state and federal laws and regulations governing educational programs.

The school shall follow the Uniform Complaint Procedures (UCP) when addressing complaints alleging discrimination based on age, ancestry and/or national origin, color, physical or mental disability, race, ethnic group identification, religion, veteran status, sex, gender, marital status, medical condition (cancer related) and/or sexual orientation, in any program or activity that receives or benefits from state and/or federal financial assistance.

The Board acknowledges and respects the experience and judgment of the schools' Superintendent and Head of Schools. As such, it has developed Local Complaint Procedures (LCP) to ensure that all complaints that do not fall under the UCP can be handled at the site level. The final authority for the handling of these complaints lies with the Superintendent.

Complaint Procedures
The following procedures shall be used to address all complaints that do not allege that the school has violated

federal or state laws concerning regulations governing educational programs.

Step 1: FILING A COMPLAINT
All complaints shall be presented to the school's Head of School in writing.

If a complainant is unable to put a complaint in writing due to a condition such as illiteracy or disability, school staff shall help him/her to file the complaint. (Title 5, CCR 4600)

If a complaint involves the school's Head of School of the school, the Superintendent or his designee, will receive and investigate the complaint.

Step 2: INVESTIGATING A COMPLAINT
Within fifteen school days, the school's Head of School (or other appropriate party as outlined above) will complete an investigation of the complaint. This investigation may include interviews with involved parties, consultation of student contract, other school policies, review of applicable educational code, and any other means necessary to resolve the complaint in an appropriate manner.

Step 3: RESOLUTION AND NOTICE OF RESOLUTION
Once the Head of School has determined the outcome, all parties will be notified by phone or in person. In addition, within 20 school days of receiving the initial complaint, the complainant will receive written notification of the outcome.

Step 4: PROCEDURES FOR APPEAL
The Superintendent or his designee has final authority in determining the outcome of complaints outlined in these procedures. If additional information becomes available, which was not included in the original complaint, the complainant may submit an additional complaint as outlined above.

If the complainant is not satisfied with the outcome of the investigation, he or she may send notice to AIMS Board secretary for the Board's review at the next regularly scheduled meeting.

Important Contact Information

Christopher Ahmad
Head of School, K-5th
171 12th Street
Oakland, CA 94607
510-893-8701

Mr. Peter Holmquist
Head of School, 6th -8th
171 12th Street
Oakland, CA 94607
510-893-8701

UNIFORM COMPLAINT PROCEDURES

Overview
AIMS Board recognizes that the Board has primary responsibility for ensuring that it complies with applicable state and federal laws and regulations governing educational programs.

The school shall follow the Uniform Complaint Procedures (UCP) when addressing complaints alleging discrimination based on age, ancestry and/or national origin, color, physical or mental disability, race, ethnic group identification, religion, veteran status, sex, gender, marital status, medical condition (cancer related) and/or sexual orientation, in any program or activity that receives or benefits from State and/or Federal financial assistance.

Upon receipt of a written complaint from an individual, public agency or organization, the uniform complaint procedures shall be initiated. The Superintendent or his designee shall distribute full information about these procedures.

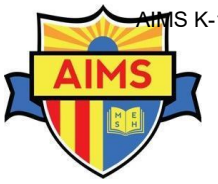
The Board acknowledges and respects students' and employees' rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the entity of the complainant confidential except to the extent necessary to carry out the investigation.

The Superintendent shall ensure that employee(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The Superintendent shall ensure that the mediation results are consistent with state and federal laws and regulations.

Complaint Definition
A complaint is an allegation that is reduced to writing by a parent/guardian, student, employee, duly authorized representative or interested third party, public agency, or organization alleging that the American Indian Model (AIM) school (AIPCS, AIPHS, and AIPCS II) violated (did not comply with) a Federal, or State regulation, or engaged in unlawful discrimination in programs and activities directly funded by the state or in receipt of any financial assistance from the state or federal government.

Timeline for Filing Complaints
All complaints must be filed no later than six (6) months after the alleged occurrence, but may be extended not to exceed ninety (90) calendar days by the consent of the Superintendent or designee for good cause.

Complaints alleging unlawful discrimination may be filed by a person who alleges that he/she suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint must be initiated no later than six (6) months from the date of when the alleged discrimination occurred, unless the timeline is extended for good cause as outlined above, or when the complainant first obtained knowledge of the facts of the alleged discrimination.



Prohibition Against Retaliation
The Superintendent prohibits retaliation in any form for the filing of a complaint, the reporting of instances of discrimination or participating in complaint procedures. Such participation shall not in any way affect the status, grades or work assignments of the complainant. (Title 5, Section 4621 and 4630)

Steps for Filing a Complaint
Procedures: The following procedures shall be used to address all complaints that allege that the school has violated federal or state laws concerning regulations governing educational programs. Records will be maintained of each complaint as required for compliance with the California Code of Regulations.

Step 1: FILING A COMPLAINT
All complaints shall be presented to the Superintendent. The Superintendent will maintain a log of complaints receivable providing each with a code number and date stamp. If the Superintendent is the subject of the complaint, the complaint shall be presented to the Superintendent's designee.

If a complainant is unable to put a complaint in writing due to a condition such as illiteracy or disability, school staff shall help him/her to file the complaint. (Title 5, CCR 4600)

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled and when a decision or ruling is made.
For complaints regarding employees, except for sexual harassment or discrimination complaints, the appropriate manager/designee shall provide a copy of the written complaint to the employee against whom the complaint is directed. The employee(s) shall have the right to respond to the complaint and to recommend an appropriate course of action.

Step 2: MEDIATION
The Superintendent shall informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make all arrangements for this process. Before initiating the mediation of a discrimination complaint, the Superintendent shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the problem within the parameters of law, the Superintendent shall proceed with his/her investigation of the complaint. The use of mediation shall not extend the school's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. (Title 5, CCR 4631)

Step 3: INVESTIGATION OF COMPLAINT
In cases of discrimination and/or sexual harassment, where the parties have declined mediation, the Superintendent shall hold an investigation meeting within ten days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally. The complainant and the school's representatives shall have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses. (Title 5, CCR 4631) To ensure that all pertinent facts are made available, the Superintendent may ask other individuals to attend this meeting and provide additional information.

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In all other cases, the Superintendent, or his designee, shall confer with the complainant and the person against whom the complaint is made in an effort to resolve the complaint, unless mutually waived. Parties shall have the option of presenting evidence related to the complaint and of meeting together to discuss the complaint or question each other and may also question each other's witnesses. (Title 5, Section 4631)

In addition to accepting information from the parties to the complaint, the investigating official in all cases will review any relevant documents and question relevant witnesses before issuing the final written decision. Within 30 days of receiving the complaint, the Superintendent shall prepare and send to the complainant a written report of the school's investigation and decision, as described in Step 5, below.

Step 4: APPEAL TO AIMS BOARD
A complaint not satisfactorily resolved by the Superintendent's decision may be appealed to the AIMS Governance Board in writing by the complainant within five (5) calendar days of receipt of the Superintendent's response. The appeal form shall be filed with the AIPCS Board Secretary or her designee. The appeal can only include the allegations outlined in the initial complaint. New allegations cannot be included in the appeal.

Upon receiving the appropriately completed appeal form from the complainant, the Board or its designee shall:

1. Notify the employee(s) to whom the complainant was directed.

2. Investigate the appeal. This may include the following steps:

    - Review the appeal filed by the complainant.
    - Review documents from the initial investigator.
    - Conduct additional interviews as necessary.
    - Allow both parties to discuss the complaint, initial decision, or question each other, except for discrimination or sexual harassment complaints.

3. Respond in writing to the complainant within ten (10) calendar days after receipt of appeal, including a resolution.

4. Notify the employee(s) of the resolution.

Step 5: FINAL WRITTEN DECISION
A written report shall be sent to the complainant via certified or U.S. Mail within sixty (60) calendar days from receipt of the complaint. The report of the Board's decision shall be written in English and in the primary language of the complainant whenever feasible or required by law. If it is not feasible to write this report in the complainant's primary language, the Board shall arrange a meeting at which a community member will interpret it for the complainant.

This report shall include:

1. The findings and disposition of the complaint, including corrective actions, if any. (Title 5, Section 4631)

2. The rationale for the above disposition. (Title 5, Section 4631)

3. Notice of the complainant's right to appeal the decision to the California Department of Education within fifteen (15) calendar days of receiving the District's decision and procedures to be followed for initiating such an appeal. (Title 5, Section 4631)

4. A detailed statement of all specific issues that were raised during the investigation and the extent to which these issues were resolved.

If an employee is disciplined as a result of the complaint, this report shall simply state that effective action was taken and that the employee was informed of the Board's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education (CDE)
If dissatisfied with the Board's decision, the complainant may appeal in writing to the California Department of Education within fifteen (15) calendar days of receiving the Board's decision. For good cause, the Superintendent of Public Instruction may grant an extension for filing appeals. (Title 5, Section 4652)

When appealing to the California Department of Education, the complainant must specify the reason(s) for appealing the Board's decision and must include a copy of the locally filed complaint and the Board's decision. (Title 5, Section 4652)

AIMS EMPLOYEE POLICY

Prohibition of Harassment Policy
AIM Schools is committed to providing a workplace free of sexual harassment, as well as any harassment based on such factors as race, religion, creed, color, national origin, ancestry age, medical condition, marital status, sexual orientation, or disability. This policy applies to all employee actions and relationships, regardless of position or gender. Please see the AIM Schools Uniform Complaint Procedures for details.

Definition of Sexual Harassment
Federal law defines sexual harassment as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexually suggestive nature when (1) submission to that conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct is used as the basis for personnel decisions, including but not limited to appraisals, promotion, salary increases, and termination; (3) that conduct has the purpose or effect of interfering with an individual's work performance or creates an intimidating, hostile or offensive working environment.

All complaints of sexual harassment will be kept confidential and only those persons with a need to know of information or the identity of a complainant will receive such information. Individuals participating in a sexual

harassment investigation will be advised that the matter is confidential and that retaliation in any form is prohibited.

Right to Privacy
Employees should be aware that desks, computers, emails, internet activity sheets, and other personal spaces provided by AIM Schools are property of AIM Schools and subject to search if necessary.

Confidential Information Regarding Students
All information relating to students including names, addresses, contact numbers, and progress information is confidential information and may not be shared with unauthorized parties. All records concerning pupils shall be kept strictly confidential and be maintained in separate files. Please note: The release of unauthorized confidential information may result in immediate dismissal and the filing of criminal charges. When in doubt, check with the Head of School.

School Facilities
Employees are responsible for cleaning up after themselves. Make sure your students keep the classrooms clean at all times in AIM Schools' facilities. All of our program staff follow California's Healthy Schools Act (HSA) and practice integrated pest management (IPM) to keep children and staff safe from pests and pesticides. Exposure to pesticides can pose a health risk to children, staff, and others.

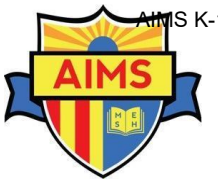
Safety
Each employee is expected to obey safety rules and to exercise caution in work activities. Any employee who notices a dangerous or potentially dangerous situation should report it to the Head of School immediately. Employees should not transport students unless it relates to a school function and has been approved by AIM Schools.

PUBLIC AGENCY ACCESS

Public Shelters

Public shelters are managed by the American Red Cross, and all shelter operations are coordinated through the Office of Emergency Services and AIMS Administrative Service Offices Personnel. AIMS will comply with all public agencies, such as the Red Cross, to establish the school building, school grounds and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. AIMS shall cooperate with the public agency in furnishing and maintaining the services as the AIMS may deem necessary to meet the needs of the community.

Health & Nutrition
The school ensures immediate and reliable access to medications provided, special diets, treatments and emergency care. Information about the food services division is available and there are activities to increase participation in the school meal program. There is adequate time for students to obtain and consume their meals. Schools that have an after-school program offer healthy snacks provided by the food services branch.



Accident/Injury Reporting
When an incident occurs on school property, it should be reported immediately to the Head of School. An Incident Report should be completed as soon as possible.

Incident Reporting
When an incident occurs on school property, or while conducting school business off site, it should be reported on an Incident Report Form and submitted to the Head of School within 24 hours of the time of the incident. These forms are available at the front office.

AIPCS/AIPCS II CHARTER POLICIES

A healthy and safe environment is imperative to productive teaching and learning. AIMS has adopted and implemented a comprehensive set of health, safety, and risk management policies. These policies will be reviewed and updated as required in response to any change in conditions or operations that may affect the health and safety of students and staff.

Procedures for Background Checks
Employees and contractors at AIPCS/AIPCS II will be required to submit to a criminal background check and furnish a criminal record summary as required by Educational Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit a Live Scan clearance for fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Head of School will monitor compliance with this policy and report to the AIMS Board monthly. The Financial Administrator will monitor the fingerprinting and background clearance of the Head of School.

TB Testing
AIPCS/AIPCS II will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees.

CPR/First Aid Training
Employees at AIPCS/AIPCS II should be CPR/First Aid trained. The school's administration will ensure that a CPR/First Aid trained staff member is on duty during regular school hours.

Facility Safety
AIPCS/AIPCS II will comply with Education Code Section 47610 by utilizing facilities that are compliant with the California Building Standards Code. The school agrees to maintain visitor policies and test fire extinguishers and alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The school will conduct fire drills in accordance with state law. AIPCS/AIPCS II will occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763.

Drug Free/Smoke Free Environment
AIPCS/AIPCS II will maintain a drug, alcohol, and smoke-free environment.

Transportation
AIPCS/AIPCS II will not provide transportation of students to and from school. It is the responsibility of the

students' families to provide transportation to AIPCS/AIPCS II, except as required by law for students with disabilities in accordance with a students' IEP. In these instances, transportation needs will be handled by the OUSD SELPA if the school operates as a public school of the District for special education purposes, but solely by AIPCS/AIPCS II in accordance with SELPA policy and the IDEIA if AIPCS/AIPCS II becomes an LEA and a member of the SELPA as intended by its charter.

FAMILY HANDBOOK POLICIES

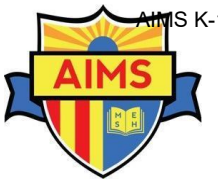
Closed Campus
Students are not allowed to leave campus under any circumstances once they have arrived on school grounds. It is unlawful for anyone to take a student away from school or a student to leave on his or her own accord during the regular school day without parent/guardian permission and notification of the School Office.

Confidentiality Policy
School personnel are legally bound to inform a parent and/or authority in the following instances:

1. When a student indicates he or she is going to physically harm himself or herself or jeopardize his or her life
2. When a student indicates he or she is going to physically harm another or jeopardize another's life or has the knowledge that another's well-being is being threatened.
3. When a student indicates he or she is being physically and/or emotionally abused.
4. When a student indicates he or she has committed a felony.

Immunizations
AIPCS/AIPCS II will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075. Every student must provide written immunization record showing the date or each required immunization listed below:

POLIO (ages 4-6)	4 doses at any age; 3 doses meet requirement if at least one dose was given on or after 4th birthday
POLIO (ages 7-17)	4 doses at any age; 3 doses meet requirement if at least one dose was given on or after 2nd birthday
DTP (age 6 and under)	5 doses at any age; 4 doses meet requirement if at least one was given on or after 4th birthday
DTP, DT, Td or Tdap (age 7 & older)	3 doses at any age; one more dose is required if last dose was given before 2nd birthday.
Tdap (grades 7th-12th)	1 dose on or after 7th birthday required for entry into 7th grade or higher.



HEPATITIS B	3 doses required for Kindergarten and 7th grade entry
MEASLES, MUMPS AND RUBELLA	2 doses for Kindergarten and 7th grade entry each given on or after 1st birthday. 1 dose for grades 1-12, given on or after 1st birthday. (Mumps immunization is not required for pupils 7 years of age or older)
TUBERCULOSIS SKIN TEST	Required test is a MANTOUX skin test given within 18 months prior to kindergarten enrollment or transfer, or within 6 months prior to enrollment in grades one through twelve.
VARICELLA (Chicken Pox)	1 dose or physician documented varicella disease or immunity for Kindergarten entry. 2 doses for students aged 13 - 17 years not admitted to CA schools before July 1, 2001

Lunch Program
There is no formal lunch program at AIPCS/AIPCS II. Students must bring their own lunch with them to school each day. Parents are not allowed to drop off lunches for students.

Medication
School personnel may only administer medication if the following guidelines are followed:

1. For the office to administer medication to students:
    A. Written statement from a physician detailing the following:
        (1) name of medication
        (2) method of administration
        (3) amount of medication
        (4) time schedules to administer administration
    B. Written statement from parent

2. For students to self-administer medication:
    A. Written statement from a physician detailing the following:
        (1) name of medication
        (2) method of administration
        (3) amount of medication
        (4) time schedules to administer administration
        (5) confirmation that student can self-administer the medication

    B. Written statement from parent that permits the school the consult with the health care provider about the medication and releasing the school from civil liability.

Physical Education
Students have PE for a minimum of 200 minutes every 10 school days. Each grade level attends PE at a designated time. PE grades are based on daily participation.

Telephone Use
Students are not allowed to use the school phone. In exceptional cases, students may be allowed to use the

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phone with staff's explicit permission. Messages will be given to the students at lunchtime or at the end of the school day.

Truancy
Upon initial concern for a student's attendance, an AIM administrator or classroom teacher will informally address this concern with the student and/or the student's parents/guardians in an effort to proactively resolve attendance issues before the student is considered truant.

A student is truant who has accrued 3 unexcused absences in one school year, or was tardy for more than any 30-minute period during the school day on three occasions during one school year, or any combination thereof. (*EC* §48260) Upon a pupil's initial classification as a truant, a conference will be requested for the parent, truant student, teacher, and Head of School, and the pupil's parents/guardians will be notified of the following information by certified mail: (*EC* §48260.5)

1. The pupil is a truant
2. The parent or guardian is obligated to compel the student to attend school
3. Parents/guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution
4. Alternative educational programs are available
5. Parents/guardians have the right to meet with appropriate school personnel to discuss solutions to the truancy
6. The pupil may be subject to prosecution under *EC* Section 48264
7. The pupil may be subject to suspension, restriction, or delay of the pupil's driving privilege
8. A one-day recommendation to accompany the student to school and attend class with the student

Local School Attendance Review Board (SARB) Process
The parent or guardian will have 10 days to respond to this initial notification of truancy (see attached Truancy Notification/Conference Request) before being referred to the Student Attendance Review Board (SARB). A truant student who is again absent from school without valid excuse one or more days, or tardy on one or more days, will be reported again as a truant, and the truant student will be referred to the SARB. (*EC* §48261) Parents/guardians will receive notification by certified mail of referral to AIM School's SARB (see attached Notification of SARB Referral).

The SARB will consist of two AIM Schools administrators, a teacher, and the Superintendent of AIM Schools. After referral of a student to the SARB, the SARB will hold a hearing with the parent/guardian and truant student to resolve attendance and truancy problems. If the student is reported as a truant three or more times per school year, and does not follow the SARB's directive, the matter may be referred to the District Attorney for prosecution, and other appropriate action may be taken by the school. The parent/guardian must be notified of this action. (*EC* §48262, §48263, §48263.5)

Custody Concerns/Restraining Orders
Families should provide documentation and notify the office as soon as possible if there is a custody issue or restraining order related to a student who attends AIPCS/AIPCS II.

STAFF HANDBOOK
SAFETY AND LIABILITY POLICIES

1. Safety is one of our first concerns. Students must NEVER be left unsupervised. This includes times when teachers have students in their classroom and need to make copies, use the restroom, check their mailbox, use cell phones/telephones, check their emails, etc., or lunchtime.
2. Staff members must monitor students during pick-up and drop off.
3. Assign at least two students to the task of moving a desk or any other heavy object.
4. Teachers must not use their cell phones inside their classrooms when students are present, walking through the hallways, escorting students, or during lunch. In case of an emergency, families and friends should call the office and the administrative assistant will forward the message to teachers without disrupting instructional time.
5. Teachers must escort their own class to lunch and physical education.
6. Teachers should not go through students' personal items.
7. Teachers should not dispose of any student's lunch without office approval.
8. Teachers must not put their hands on any students in an inappropriate manner.
9. Teachers should not be in a classroom with a student alone when the doors are shut at any time.
10. Teachers should not share inappropriate personal life stories with students.
11. Teachers should remain calm and remember not to lose control under any circumstances - good and bad - that may arise.
12. Teachers should not "friend" or interact with any students on Facebook, Myspace, or any other social network.
13. Teachers should be careful when doing anything outside of school with students.
14. Teachers must be on guard at all times when escorting students off campus (including field trips, outings to the park, and when running the students around the block during PE).
15. Any memo or letter to family members must be approved by the office before being distributed. Let the office know about any phone calls you plan to make to parents.
16. If you schedule a meeting with parents or students after school, please let the administrative assistant know.

FIELD TRIPS

All field trips must relate to the AIPCS/AIPCS II mission statement and be pre-approved by the Head of School. At least two week in advance, teachers must submit a field trip proposal form to the Head of School (included on next page).

After the Head of School reviews and approves field trip proposals, teachers must send a Field Trip Permission Slip memo home with students. Parents/Guardians must sign the memo and return the memo to the classroom teacher. If a student's parent does not permit the student to attend the field trip, the student must still be present at school. Students not attending the field trip will spend the day with another teacher.

While on the field trip, students are expected to act as excellent representatives of the school by being in uniform and following the AIPCS/AIPCS II dress code and student contract. Students should pack a lunch,

wear comfortable shoes, and bring a jacket (no hoods). Students are not allowed to bring money or electronics (iPods, cameras, etc.). Fare for public transportation will be provided by the school.

Teachers must ensure the following before the field trip:

1. Complete a field trip proposal form and submit it to the Head of School for approval at least 2 weeks in advance of the field trip.
2. Do not allow students to attend the field trip without merit. Students who do not deserve a field trip should stay at school on field trip day.
3. Prepare a clear assignment packet with instruction page for students who will not be attending the field trip. Give the packets to students before leaving for the field trip. The assignment should be long enough to last the entire school day.
4. Ensure that you have enough chaperones for your students. Different locations may require different chaperone to student ratios; make sure you research. Family and friend volunteers are good resources. Chaperones should know and understand the American Indian Model.
5. All students must be supervised at all times while on the field trip.
6. Students should use the bathroom in groups, not by themselves.
7. Take a cell phone and program the front desk and Head of School's numbers into your phone. In case of emergency, call the office immediately and the office will contact parents. If the situation is life-threatening or cannot wait for parent approval, call 9-1-1.
8. Teachers must take a first aid kit with them on the field trip.

FIELD TRIP PROPOSAL FORM

Submit this form to your Head of School at least 2 weeks in advance of your anticipated field trip.

Teacher: _____ Class: _____ Today's Date: _____

1. Where will the class go? _____ 2. Date of Field Trip: _____

3. How many students will attend? _____ 4. How many students will not attend? _____

5. If needed, which public transportation will you use? _____

6. How will this field trip reinforce the mission of AIPCS/AIPCS II? _____

_____

_____

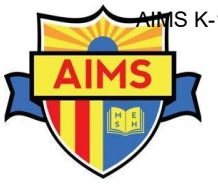
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7. Number of chaperones: _____ (List names below)

CHAPERONE FIRST NAME	CHAPERONE LAST NAME	RELATIONSHIP
Ex: Johnny	*Ex: Zhang*	*Ex: Father of Jia Bao Zhang*

8. Use the table below to outline the costs associated with your field trip.

ITEM TO PURCHASE	WHO WILL PURCHASE	COST PER UNIT	NUMBER OF UNITS	TOTAL COST



Ex: MUNI Tickets	*Ex: Office*	*Ex: 1.50 per roundtrip (student)*	*Ex: 30 (students)*	*Ex: $45.00*

TOTAL COST:

9. Use the table below to outline the schedule of events during the proposed field trip. Include the times that students will leave school and return to school.

TIME	ACTIVITY/LOCATION
Ex:8:15 AM	Ex: Leave school and walk to BART
Ex: 8:35 AM	Ex: Board San Francisco Bound BART Train

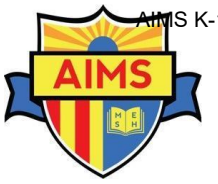
PICK UP AND DROP OFF PROCEDURES

With more than 650 students attending AIPCS/AIPCS II in 2012 - 2013, it is extremely important that the school have clear pick up and drop off procedures in place, and that these procedures be clearly communicated to all parties involved including families, students, and staff. The following procedures are included in the Family Handbook and were part of the annual staff training.

At the Beginning of the Day

1. Drop your students off on 12th Street in front of the school.
2. Follow the directives of the traffic monitors who are wearing orange reflective vests.
3. DO NOT PARK OR DOUBLE PARK ON 12TH STREET.
4. Traffic monitors will help students out of vehicles.
5. Parents must remain in the vehicle to help keep the flow of traffic moving.
6. Student backpacks and lunches should NOT be stored in the trunk of vehicles. Students need to be able to get out of the vehicle quickly.
7. Students MUST exit vehicles on the curb side of the street. Do NOT let your child exit the vehicle into oncoming traffic.
8. The loading zone on 12th Street will be marked off by orange traffic cones. Drivers will be directed to

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move as far along as possible through the loading zone before stopping to drop of their child.

At the End of the Day

1. Students are welcome to stay at the school for supervised study hall until 4:30 on Monday - Thursday and until 2:30 on Friday. Study hall takes place at the lunch tables on the first floor.
2. If your child has detention, he or she will serve detention until 4:45 on Monday - Thursday.
3. Parents who want to pick up students together (siblings, friends who carpool together, etc…) may do so. Groups of students being picked up together should be picked up according to the OLDEST student's dismissal time. The younger students should remain in supervised study hall and wait for the older students to be dismissed.

4. Students will be dismissed according to the following schedule:

Monday - Thursday	
Grade Level	Dismissal Time
K - 2	2:45 P.M.
3 - 5	3:30P.M.
6-7	3:15 P.M.
8	3:00 P.M.
Detention (3rd - 8th)	1 Hour After Dismissal Time

Friday	
Grade Level	Dismissal Time
K - 2	12:30 P.M.
3 - 5	1:15 P.M.
6-7	1:00 P.M.
8	12:45 P.M.

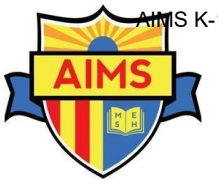
5. Designated traffic monitors and student supervisors will be outside on duty until 5:00 P.M. Monday - Thursday and 3:00 P.M Fridays.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Obtained from: http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."



- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:

    - School officials with legitimate educational interest;
    - Other schools to which a student is transferring;
    - Specified officials for audit or evaluation purposes;
    - Appropriate parties in connection with financial aid to a student;
    - Organizations conducting certain studies for or on behalf of the school;
    - Accrediting organizations;
    - To comply with a judicial order or lawfully issued subpoena;
    - Appropriate officials in cases of health and safety emergencies; and
    - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

AIPCS/AIPCS II will notify families and eligible students of their rights under FERPA through the Family Handbook.

Revised: March 1, 2021

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AIMS K-12 College Prep

IPM Plan

AIMS K12 College Prep
171 12th St Oakland, CA 94607 & 746 Grand Ave Oakland, CA 94610
510-893-8701

INTRODUCTION
Pests are populations of living organism (animals, plants, or microorganism) that interfere with use of healthcare and other facilities for human purposes.

Integrated Pest Management (IPM) is an approach that establishes a sustainable approach to managing pests by combining biological, cultural, physical and chemical tools in a way that minimizes economic, health and environmental risks.

AIMS K12 College Prep has adopted this Integrated Pest Management Plan for the buildings and grounds AIMS K12 College Prep manages. The plan outlines procedures to be followed to protect the health and safety of staff, patients and visitors from pest and pesticide hazards. The plan is designed to voluntarily comply with policies and regulations promulgated by the Department of Agriculture for public buildings and health care facilities.

Objectives of this IPM plan include:
- Elimination of significant threats caused by pests to the health and safety of patients, staff and the public.
- Prevention of loss or damage to structures or property by pests.
- Protection of environmental quality inside and outside buildings.

This IPM plan will be stored in the office of the school maintenance room.

IPM COORDINATOR
The Superintendent or designee shall be AIMS K12 College Prep IPM Coordinator and be responsible to implement the IPM plan and to coordinate pest management-related communications between AIMS K12 College Prep its landlords, service providers, staff and patients.

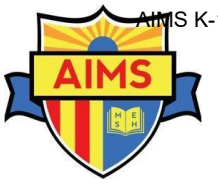
The Superintendent shall designate an employee at each AIMS K12 College Prep managed facility to serve as the IPM Site Coordinator for the site.

IPM COMMITTEE
AIMS K12 College Prep will maintain an IPM or other safety-related committee with responsibility for annual review of the IPM program and for assisting the IPM Coordinator in resolving pest-related issues. The committee will address IPM issues as needed and at least annually. Minutes will be taken of committee meetings and kept on file by the IPM Coordinator. Membership will include the IPM Coordinator and IPM Site Coordinators, and may also include community members, health advocates, patients and representatives.

POSTING AND NOTIFICATION OF PESTICIDE APPLICATIONS
The IPM Coordinator shall be responsible to annually notify patients and guardians of the procedures for requesting notification of planned and emergency applications of pesticides in facility buildings and on facility grounds.

When pesticide applications are scheduled in AIMS K12 College Prep -managed buildings or on grounds, AIMS K12 College Prep Service Providers and staff shall provide notification in accordance with law, including:

1. Posting a pest control information sign with the date, time and location of the application and the product applied in an appropriate area and including contact information for additional details.



2. Providing this information to all individuals working in the building.

3. Providing this information to all patients and guardians who have requested notification of individual applications of pesticides.

Where pests pose an immediate threat to the health and safety of patients or employees, AIMS K12 College Prep may authorize an emergency pesticide application and shall notify by telephone any guardian who has requested such notification. Disinfectants, anti-microbials and self-contained or gel-type pesticide baits applied in inaccessible areas are exempt from posting, notification and the 7-hour reentry requirement.

RECORD KEEPING & PUBLIC ACCESS TO INFORMATION

AIMS K-8 - 12th Street Campus will maintain records of all Service Provider visits and pest control treatments for at least three (3) years. Information regarding pest management activities will be made available to the public at the AIMS K-8 - 12th Street Campus HERE's administrative office. Requests to be notified of pesticide applications may also be made to this office. All guardians will be informed of their option to receive notification of all pesticide applications at enrollment and once annually.

TRAINING

All AIMS K12 College Prep staff will be provided with training on AIMS K12 College Prep IPM policy at hire and during annual update training. Training will include the rationale for the IPM policy and program and specific elements including use of the pest-sighting log and prohibition on pesticide applications by non-certified individuals.

Additionally, designated staff including the IPM Coordinator, IPM Site Coordinators and those who conduct regular inspections of AIMS K12 College Prep facilities will receive advanced training on identifying pest infestations and pest-conducive conditions. This training will improve the ability of AIMS K12 College Prep staff to oversee Service Providers and AIMS K12 College Prep staff compliance with AIMS K12 College Prep IPM policy and plan.

GENERAL IPM STRATEGIES

Pest management strategies may include education, exclusion, sanitation, maintenance, biological and mechanical controls, and pre-approved, site-appropriate pesticides.

An Integrated Pest Management decision at AIMS K12 College Prep shall consist of the following steps:

1. Identify pest species.

2. Estimate pest populations and compare to established action thresholds.

3. Select the appropriate management tactics based on current on-site information.

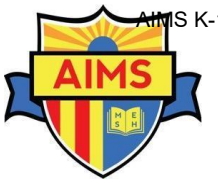
4. Assess effectiveness of pest management.

5. Keep appropriate records.

Decisions concerning whether or not pesticides should be applied in a given situation will be based on a review of all available options. Efforts will be made to avoid the use of pesticides by adequate pest proofing of facilities, good sanitation practices, selection of pest-resistant plant materials, and appropriate horticultural practices.

When it is determined that a pesticide must be used in order to meet pest management objectives, the least-hazardous material, adequate for the job, will be chosen.

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All pesticide storage, transportation, and application will be conducted in accordance with the requirement of the Federal Insecticide, Fungicide, and Rodenticide Act (7 United States Code136 et seq.), Environmental Protection Agency regulations in 40 CFR, Occupational Safety and Health Administration regulations, AIMS K12 College Prep policies and procedures, and local ordinances.

No person shall apply, store, or dispose of any pesticide on AIMS K12 College Prep managed property without an appropriate pesticide applicator license. All pesticide applicators will be trained in the principles and practices of IPM and the use of pesticides approved for use by AIMS K12 College Prep. All applicators must comply with the IPM policy and follow appropriate regulations and label precautions when using pesticides in or around AIMS K12 College Prep facilities.

Pest-specific strategies will be included in the IPM Program Specifications provided to each service provider.

AIMS K12 College Prep SERVICE PROVIDER ROLES

AIMS K12 College Prep service providers including cleaning, pest control and landscape maintenance will be guided by written and signed contracts including AIMS K12 College Prep -developed IPM program specifications for structural pest control providers.

Service providers will be directed to provide special attention to pest-vulnerable areas including food storage, preparation and serving areas; washrooms; custodial closets; mechanical rooms and entryways into the building.

Service providers or other IPM experts will be asked to provide input on any AIMS K12 College Prep facility renovation or reconstruction projects including reviewing plans for pest-conducive conditions, suggesting pest-proofing measures and inspecting construction where applicable to prevent and avoid pest problems.

AIMS K12 College Prep STAFF ROLES

AIMS K12 College Prep administration will provide support to assist the IPM Coordinator in maintaining an IPM program that relies on minimal pesticide use. Such support will include efforts to promptly address any structural, horticultural, or sanitation changes recommended by the coordinator to reduce or prevent pest problems.

Furthermore, AIMS K12 College Prep administration will assist the Coordinator in developing and delivering materials and programs for staff, students, and the public to educate them about the importance of good sanitation and pest control.

The facility operations department is responsible for ensuring staff compliance with the IPM policy and plan, including the attached check list.

PEST-SPECIFIC STRATEGIES

The following strategies will be used for frequently encountered pests:

1. ANTS
    1. Ants will be identified to species to aid in locating nesting sites, preferred food, habits and appropriate baits when necessary.
    2. Ants inside buildings will be cleaned up with soapy water, including the areas ants are traversing to eliminate any pheromone recruiting trail, which ants deposit to help other ants find the location of food and water sources.
    3. Maintenance will be informed and the opening providing entry for ants into the building will be located and repaired.
    4. Building and room occupants will be informed of any action they need to take to prevent future problems, e.g., cleaning up spilled food or drink more promptly or thoroughly, storing food in sealed containers, repairing leaking or dripping pipes or faucets, etc.
    5. If the above steps fail to correct the problem, the contractor will inform the IPM Coordinator and discuss additional steps, such as more extensive repairs, changes in the food policy, changes in exterior landscaping to remove ant habitat, or selection of least-toxic pesticide baits or gels, preferably in manufactured tamper-resistant bait stations

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placed in areas inaccessible to children or other building occupants.

COLLEGE PREP
HIGH SCHOOL

Safe School Plan (2022-2023)

AIMS College Prep High School
Lakeview Campus
746 Grand Ave.
Oakland, CA 94610
Phone: (510) 220-5044
Fax: (510) 893-0345

AIMS HS - Lakeview Campus
Safe School Plan
2022-23

Lakeview Campus
Safe School Plan

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PREFACE

Emergency Action Plan
District Responsibility
The Superintendent (or Designee) has the authority to declare a school site emergency during school hours. Under the authority of the Superintendent, all students will be required to remain at school, or an alternate school or safe site during school hours and under the direction and supervision of district personnel or school site administration.

School Site Administration
In an emergency during school hours, students shall be under the supervision of school site certificated and administrative personnel:
1. Until regular dismissal time, and then released only if safe.
2. Until released to an adult authorized by the parent or guardian whose name appears at school-site or district records prior to dismissal time.
3. In the event that the total school is evacuated, students are released at a temporary staging area supervised by certificated staff.

Student Responsibility to and from School
1. Students on their way to school will be brought to school if bussed and only when safe, or they should proceed to school by other means.
2. If students are on their way home from school, they are to continue home.

General Knowledge
1. Mass panic can be one of the greatest dangers to oneself and others. Staff must remember that in times of stress, students will look for adult leadership and also to those who are normally in a position of authority. Staff must remain calm, size up the situation, and take action based on known facts and information contained in this manual.

2. Each teacher must keep a roster or other listing of the pupils in his/her charge available at all times in order to take roll during an emergency and must take the roll book or student roster with them in the event of an evacuation.

3. All school staff members must be thoroughly familiar with the contents of this plan. This emergency plan outlines action which school personnel will be called upon to execute in an emergency situation in order to minimize confusion, injury, and loss of life in a major disaster.

4. If possible, all schools will be notified of any emergency through the main office switchboard, two-way radios, or cellular telephones.

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5. In the absence of orders from his/her supervisor, the school Principal is authorized and directed to implement one or more of these plans as

The School Safety Plan is designed to be used as a school resource for ensuring the creation of a safe and orderly environment for students, family, and faculty at AIMS HS , including an integral component of crisis preparedness and response. The School Safety Plan is also designed to meet the requirements for the annual Safety Plan process under Senate Bill 187 and the National Incident Management System. This document must be updated as necessary to meet site, district and community needs.

Following any emergency, notify the Head of School: 510-220-5044

STAFF AND STUDENT TRAINING STATEMENT

The staff has been trained on the contents of this plan during the annual staff training session in August. Classroom teachers train students during the first week of school. Students are aware of their individual responsibilities in implementing this plan.

IMPLEMENTATION OF PLAN

The plan has been distributed to all departments and is available to all staff, students, parents, and the community to review.

AIMS HS - Lakeview Campus
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SAFE SCHOOL PLAN COMMITTEE

The Safe School Plan Committee is responsible for developing the Safe School Plan. The Safe School Plan Committee consists of the following members:

1. Maurice Williams, (AIMS HS) Head of School
2. Marisol Magana, AIMS Data, Accountability, & Operations Director
3. Tiffany Tung, AIMS Data, Accountability & Operations Manager

The Safe School Plan Committee may also consult and collaborate with representatives from law enforcement and emergency services personnel as well as other members of the school or community to gain valuable insight in updating the Safe School Plan. The School Safe Plan will be updated each year by March 1.

AIMS HS - Lakeview Campus
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Traffic and Transportation Policy

Pick-Up and Drop Off Policy
The drop-off and pick up policy is included on page 63. This policy will be included in the family handbook and communicated to families during the summer and at Back to School Night. In order to maintain student safety, it is important that families, students, and staff understand their individual responsibilities as outlined in the pick up and drop off policies. Staff will be trained on their responsibilities and classroom teachers will be required to review pick-up and drop-off policies with students on the first day of school. These policies will be revisited and revised as necessary during the school year.

On-Campus Student Parking Policy
Students who drive themselves to school in personal vehicles may park on campus after providing the High school Administration with copies of the appropriate documentation (i.e., California issued Driver's license, proof of insurance.) and a meeting with the Head of School. Student's may not transport non-relatives or other students without provided consent from parents to the Administration.

AIMS HS - Lakeview Campus
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EARTHQUAKE EMERGENCY PROCEDURES

AIMS HS will conduct and log earthquake drills. Teachers will review these emergency procedures with students. The office will have an emergency supply kit and every classroom will have a first aid kit.

IN THE CLASSROOM OR OFFICE
In the event of an earthquake or earthquake drill, teachers, students, and staff should do the following:

1. At the first indication of ground movement, you should ***drop*** to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent you from being thrown to the ground.

2. You should seek protective ***cover*** under or near desks, tables, or chairs in a kneeling or sitting position.

3. You should ***hold*** onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes and your back to the windows. You should remain in the drop position until ground movement ends.

4. Teachers should count aloud to 60. Earthquakes rarely last longer than 60 seconds and counting is calming.

If the teacher is injured, two student monitors should have designated authority to give instructions.

Be prepared to **DROP, COVER,** and **HOLD** during aftershocks. After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area,

IN OTHER AREAS OF THE SCHOOL
At the first sign of an earthquake or during an earthquake drill, occupants should:
1. Drop to the ground. Move away from windows, shelves, and heavy objects that may fall.

2. Take cover under a table or desk, or in a corner or doorway.

3. In halls, stairways, and other areas where no cover is available, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.

4. Stay inside. Usually the most dangerous place is outside where building debris may fall. Exit only after shaking has stopped.

5. After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

AFTER AN EARTHQUAKE

After an earthquake, building evacuation should occur as soon as possible due to possibility of aftershocks, fires, and explosions. Students should evacuate the building in single file when instructed by the teacher or monitor. Teachers should do the following:

1. Instruct students to evacuate when all shaking has stopped.

2. Lead class to the designated assembly area (see Assembly Map for Fire Drills)

3. Be prepared to choose alternative escape routes in case of fire or exit blockage.

4. Take class lists and first aid kits

5. Give first aid if necessary.

After evacuation, teachers and students are not permitted to re-enter the building for any reason unless instructed to do so by the Head of School, Campus Supervisor or an Emergency Response Team.

If walking to or from school, do not run. Stay in the open. If the student is going to school, continue to the school. If the student is going home, he/she should continue to go home. While in a vehicle, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, proceed until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of aftershocks, downed wires, or roads blocked by debris.

AIMS HS - Lakeview Campus
Safe School Plan
2022-23

LOCKDOWN PROCEDURES

AIMS HS will conduct and log two lockdown drills per academic year.

If it is determined that a lockdown is necessary to maintain the health and safety of students and staff, an announcement will be made to alert of potential danger. The lockdown code is "Lockdown" and it will be announced through the School's P.A. System. Teachers, staff and students are to remain in "Lockdown" until an "All-Clear" signal is announced through the P.A. system to students and staff.

After receiving a lock down notification:

1. **Teachers** are to:
    a. Quickly glance outside the room and direct students or staff members from the hall into the classroom immediately.
    b. Close and lock classroom doors. The front door will be locked by an administrator.
    c. Place students against the wall so that students are not visible to an intruder looking through the door or windows.
    d. Locate and hold on to the roll book to account for students if an evacuation becomes necessary.
    e. Turn off Classroom lights.
    f. Keep students quiet and maintain a calm atmosphere in the classroom, keeping alert to emotional needs of students.
    g. Have cell phone and/or laptops accessible to receive announcements/updates from administration and police officers.
    h. Keep all students in the classroom until an "All Clear" has been announced through the P.A. System.

2. **Students** should know:
    a. To remain calm and to immediately follow all directives of classroom teachers or administrators.
    b. To go to the room nearest their location in the hallway.
    c. That no one will be able to leave the room for any reason.

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d. That silence must be maintained (students cannot use cell phones).
e. To make sure they are marked present if an evacuation occurs.
f. To not leave the classroom until directed to do so by the classroom teacher, administrator, or police officer.

Staff should also note the following:

- Administrators will use cell phones to communicate to teachers and staff. Other clerical staff will deliver messages as needed and work with Principal and Police Services.

- Upon notification of a lockdown, physical education teachers will keep students off-site and remain at their off-site PE location until they receive an All-Clear via cell phone text, walkie-talkie or direct call.

- If teachers or students are in the bathrooms, they should move to a stall, lock it, and stand on the toilet until hearing an All-Clear signal

- Anyone in the hallway should move to the closest classroom immediately.

- Stay in safe areas until directed by law enforcement officers or an administrator to move or evacuate. Never open doors during a lockdown.

- If an evacuation occurs, all persons/classrooms will be directed by a law enforcement officer or administrator to a safe location. Once evacuated from the building, teachers should take roll for all students present in class. Missing students or staff should be reported to the administration or law enforcement officer immediately.

- When the emergency is over, a coded "all clear" will be announced
- Each staff member will document exactly what occurred in their area of responsibility. This will be done as soon as possible.

FIRE EVACUATION PROCEDURES

AIMS HS will conduct and log fire drills using the procedures outlined below. AIMS HS will also conduct quarterly fire alarm system tests, an annual fire inspection, and maintain a 5-year certification on the sprinkler system. Fire extinguishers are checked monthly.

Teachers
BEFORE DRILL OR EMERGENCY
- Note locations of fire extinguishers throughout the school.

- Review these exit procedures with your class and clearly explain your expectations.
- Designate two students who can be relied on to give instructions in case a teacher is injured during a fire.
- Designate one student to lead your class to the assigned assembly point. Teachers will be the last one out of the classrooms, so it is important that your student leader knows exactly where he/she is going -- walk the student leader through the steps before the drill.
- If students are not in the classroom when fire alarm sounds, instruct students to immediately exit to the class' designated assembly point, join their class, and check in with the teacher.

DURING DRILL OR EMERGENCY

- Take your grade book, class list, fire drill procedures, and evacuation maps with you.
- Upon hearing the alarm, instruct your students to quickly leave the building in a single file, orderly line. Running causes panic and is **not allowed**.
- Students must be SILENT.
- Use of elevators during an emergency is prohibited.
- Teachers leave the classroom last. Close the door and turn off your lights. Administrators will view this as a signal that your classroom is evacuated successfully and completely.
- If using the stairwells, classes must descend in single file. Overtaking other classes or individuals is not permitted.
- Teachers and students should follow the exit route in a calm and orderly fashion to their assigned assembly point (see attached for designated assembly locations).
- Teachers need to line up and exit their classes according to the attached assembly point location map and floor plan.
- Once at the assembly point, count students and take roll to ensure that every student is present.
- Inform the Head of School or members of the Fire or Police Department if any students are missing. Do this by holding up your class's emergency attendance sign. Hold up the green sign to indicate that all of your students are accounted for and safe. Hold up the red sign if you are missing any students.
- No one is to re-enter the building until told to do so by the Fire Service or the Head of School. Wait for an **"All Clear"** signal to be given by a member of the Fire or Police Department or Head of School.
- Students cannot leave campus unless they are with an emergency services worker and have notified their teachers and the Head of School of their departure.

- No student is to leave campus with guardians until the **"All Clear"** signal is given by a member of the Fire or Police Department.
- Once the **"All Clear"** signal is given, teachers must keep tabs on the whereabouts of their students. Make note of students who leave campus with their guardians.

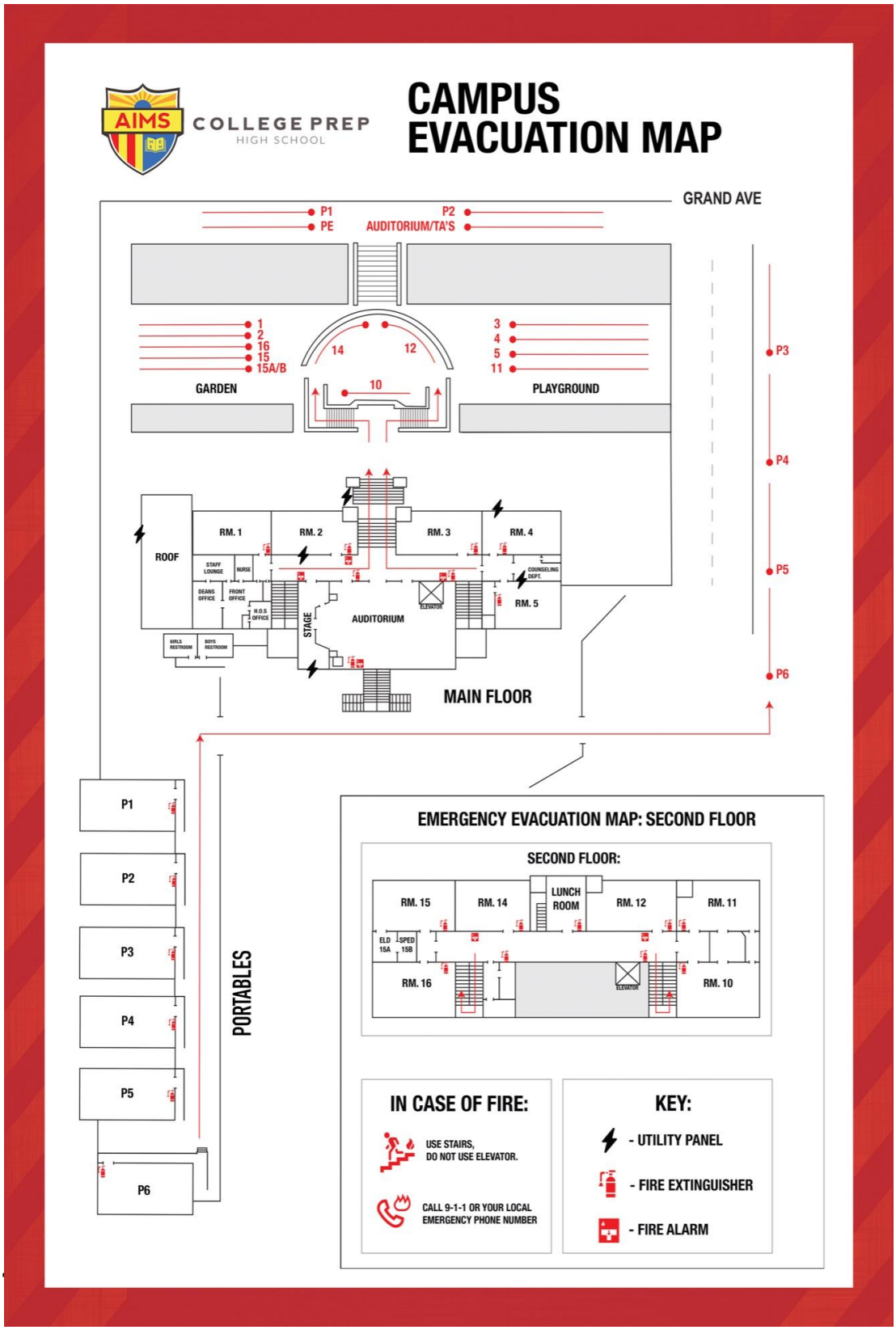
Oakland Fire Department
822 Alice Street
Oakland, CA 94607
Emergency: (510) 893-4454

Oakland Police Department
Non-Emergency: (510) 777-3333

- Provide first aid as appropriate
- Report missing persons to a member of the Fire or Police Department and Head of School immediately.

AIMS COLLEGE PREP HIGH SCHOOL

AIMS HS - Lakeview Campus
Safe School Plan
2022-23



AIMS HS - Lakeview Campus
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Family Culture
Family culture is an integral part of the American Indian Model. Students loop with their classmates and teacher in self-contained classrooms. Former AIM School students enrolled in college come back and tutor currently enrolled students. Students and staff are expected to clean and take care of school property.

Just like a regular family, AIMS HS anticipates that students will sometimes disagree and have conflict with one another; this is part of growing up. Despite differences or disagreement, we are a family at AIMS HS . All AIM students have the right to learn in a safe place, be treated with respect, and receive the help and support of caring adults.

After reviewing data on school disciplinary action during the 2015 - 2016 school year, bullying is the number one cause for in-school-suspensions. No students have been suspended out of school, and no students have been expelled.

Goal: Create a Bully Prevention and Response Policy
Because family culture is at the heart of the American Indian Model, and because bullying is such a common occurrence in high schools, AIMS HS will create a bully prevention and response policy. This policy is included on page 15. Staff will be trained on this policy, the school rules related to bullying, and how to enforce these rules. Staff will review this policy with students at the beginning of the school year. AIMS HS will include this policy in the Family Handbook and communicate to parents how they can help to support a physically and emotionally safe environment for students at AIMS HS .

AIMS HS - Lakeview Campus
Safe School Plan
2022-23

BULLY PREVENTION AND RESPONSE POLICY

Definition
Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behavior must be aggressive and include:

- An Imbalance of Power: Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.

- Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

Bully Prevention
All AIM students have the right to learn in a safe place, be treated with respect, and receive the help and support of caring adults. School staff and families play a large role in preventing bullying. They can:

1. Help kids understand bullying. Talk about what bullying is and how to stand up to it safely. Tell kids bullying is unacceptable. Make sure kids know how to get help.

2. Keep the lines of communication open. Check in with kids often. Listen to them. Know their friends, ask about school, and understand their concerns.

3. Encourage kids to do what they love. Special activities, interests, and hobbies can boost confidence, help kids make friends, and protect them from bullying behavior.

4. Model how to treat others with kindness and respect.

5. Teachers should follow the American Indian Model to minimize bullying that occurs at the school.

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6. Teachers should review clear behavior expectations with class on the first day of school. Operationally define what type of behavior is not acceptable.

7. Teachers should follow through by responding immediately to inappropriate behaviors. This will send a clear message to your class and create a culture that is not tolerating of bully-like behavior.

8. Teachers should take advantage of learning opportunities that occur in the classroom, and spend time talking to your students about issues related to tolerance.

Reporting a Concern
Anyone can report a bullying concern to a staff member at AIMS HS . Staff will then submit a written report to the office. Reports should include the following information:

1. The names of students who were bullied.

2. The names of students who bullied.

3. The date, time, and location of the bullying incident.

4. A description of what happened.

Role of AIMS HS Staff
Teachers should build a safe classroom environment and reinforce positive social interactions and inclusiveness while modeling respectful behavior. In order to promote a healthy and safe student environment, AIM staff will receive training on what bullying is, what the school's policies and rules are, and how to enforce these rules.

When adults respond quickly and consistently to bullying, they send the message that bullying is not acceptable. AIM staff should follow these steps to stop bullying on the spot:

1. Intervene immediately.

2. Separate the kids involved.

3. Make sure everyone is safe.

4. Meet any immediate medical or mental health needs.

5. Submit a report to the office and talk to the Head of School or designee about next steps.

Upon learning of an alleged situation related to bullying, the AIMS HS Head of School or designee will do the following:

1. Take immediate and appropriate action to investigate or otherwise determine what happened.

2. Interview targeted students, offending students, and witnesses, and maintain written documentation of the investigation.

3. As appropriate, communicate with families, targeted students, and offending students regarding steps taken to end the bullying.

4. Check in with targeted students to ensure that harassment has ceased.

Role of Family
Bullying can happen at school and at home. One of the most common forms of bullying in the home is cyberbullying, bullying that takes place using technology.

Parents should be aware of what kids are doing online. Talk with your kids about cyberbullying and other online issues regularly.

- Know the sites your kids visit and their online activities. Ask where they're going, what they're doing, and who they're doing it with.

- Tell your kids that as a responsible parent you may review their online communications if you think there is reason for concern. Installing parental control filtering software or monitoring programs are one option for monitoring your child's online behavior, but do not rely solely on these tools.

- Have a sense of what they do online and in texts. Learn about the sites they like. Try out the devices they use.

- Ask for their passwords, but tell them you'll only use them in case of emergency.

- Ask to "friend" or "follow" your kids on social media sites or ask another trusted adult to do so.

- Encourage your kids to tell you immediately if they, or someone they know, is being cyberbullied. Explain that you will not take away their computers or cell phones if they confide in you about a problem they are having.

Establish rules about appropriate use of computers, cell phones, and other technology. For example, be clear about what sites they can visit and what they are permitted to do when they're online. Show them how to be safe online.

Help your kids be smart about what they post or say. Tell them not to share anything that could hurt or embarrass themselves or others. Once something is posted, it is out of their control whether someone else will forward it.

Encourage kids to think about who they want to see the information and pictures they post online. Should complete strangers see it? Real friends only? Friends of friends? Think about how people who aren't friends could use it.

Tell kids to keep their passwords safe and not share them with friends. Sharing passwords can compromise their control over their online identities and activities.

In order to respond appropriately and to prevent bullying, it is important for all AIMS HS staff to understand what bullying is and the many forms it comes in. The following information is meant to be used during a staff training on bully prevention and response.

Types of Bullying
There are three types of bullying:

- Verbal bullying is saying or writing mean things. Verbal bullying includes:
  - Teasing
  - Name-calling
  - Inappropriate sexual comments
  - Taunting
  - Threatening to cause harm

- Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:
  - Leaving someone out on purpose
  - Telling other children not to be friends with someone
  - Spreading rumors about someone
  - Embarrassing someone in public

- Physical bullying involves hurting a person's body or possessions. Physical bullying includes:
  - Hitting/kicking/pinching
  - Spitting
  - Tripping/pushing
  - Taking or breaking someone's things
  - Making mean or rude hand gestures

Where and When Bullying Happens
Bullying can occur during or after school hours. While most reported bullying at schools happen in the school building, a significant percentage also happens in places like on the playground or while students are at PE. It can also happen while traveling to or from school, in the youth's neighborhood, or on the Internet.

Frequency of Bullying
There are two sources of federally collected data on youth bullying:

- The 2011 Youth Risk Behavior Surveillance System (Centers for Disease Control and Prevention) indicates that, nationwide, 20% of students in grades 9–12 experienced bullying.

- The 2008–2009 School Crime Supplement (National Center for Education Statistics and Bureau of Justice Statistics) indicates that, nationwide, 28% of students in grades 6–12 experienced bullying.

Federal Laws
Although no federal law directly addresses bullying, in some cases, bullying overlaps with discriminatory harassment when it is based on race, national origin, color, sex, age, disability, or religion. When bullying and harassment overlap, federally-funded schools have an obligation to resolve the harassment.

No matter what label is used (e.g., bullying, hazing, teasing), schools are obligated by these laws to address conduct that is:

- Severe, pervasive or persistent

- Creates a hostile environment at school. That is, it is sufficiently serious that it interferes with or limits a student's ability to participate in or benefit from the services, activities, or opportunities offered by a school

- Based on a student's race, color, national origin, sex, disability, or religion*

- Although the US Department of Education, under Title VI of the Civil Rights Act of 1964 does not directly cover religion, often religious based harassment is based on shared ancestry of ethnic characteristics which is covered. The US Department of Justice has jurisdiction over religion under Title IV of the Civil Rights Act of 1964.

Federal laws do not presently prohibit discrimination based solely on sexual orientation, but they protect all students, including students who are LGBT or perceived to be LGBT, from sex-based harassment.

MANDATED REPORTING OF CHILD ABUSE

All AIMS HS staff are trained on their responsibilities as mandated reporters. After that training, staff sign a Statement Acknowledging Requirements to Report Suspected Child Abuse.

Definition of Child Abuse
Child abuse means a physical injury that is inflicted by other than accidental on a child by another person; the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury); and the physical or emotional neglect of a child or abuse in out-of-home care.

Child Abuse
- Injury inflicted by another person
- Sexual abuse
- Neglect of child's physical, health, and emotional needs
- Unusual and willful cruelty; unjustifiable punishment
- Unlawful corporal punishment

Not Considered Child Abuse
- Mutual affray between minors
- Injury caused by reasonable and necessary force used by a peace officer
- To quell a disturbance threatening injury to a person or damage to property
- To prevent physical injury to another person or damage to property
- For the purposes of self-defense
- To obtain weapons or other dangerous objects within the control of a child
- To apprehend an escape

Mandated Child Abuse Reporting
Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, Penal Code 11164. The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.

Any childcare custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report: the telephone call must be made immediately or as soon as possible AND a written report must be sent within 36 hours of the telephone call to Child Protection Services.

Any childcare custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known suspected instance of child abuse to a child protective agency.

When two or more persons who are required to report are present and jointly acknowledge a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.

Contact Information:
Alameda County Child Abuse Prevention Council
Verbal Report, Call: 510-259-1800
Written Report, Fax: 510-780-8620

To access the written report form SS8572: http://ag.ca.gov/childabuse/pdf/ss_8572.pdf

To access directions for the written report form SS8572:
http://oag.ca.gov/sites/all/files/pdfs/childabuse/8572_instruct.pdf

Additional information about mandated reporting can be obtained here:
http://www.alamedasocialservices.org/public/community/partners/accapc/about.cfm

Statement Acknowledging
Requirements to Report Suspected Child Abuse

The California Penal Code prohibits sexual abuse, sexual assault, sexual exploitation, child neglect, the infliction of cruel or inhumane corporal punishment, and unjustifiable physical pain or mental suffering on a child. In addition, the Penal Code prohibits allowing or causing a child to be placed in a situation that endangers a child's health or person.

Section 11166 of the Penal Code requires any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse report the known or suspected instance of child abuse to a child protective agency. The report must be sent to the child protective agency within 36 hours of receiving the information concerning the incident.

"Child Care Custodian" includes all persons who interact directly on a regular basis with pupils, including teachers, administrators, pupil service employees, paraprofessionals and volunteers. "Health practitioner" includes nurses, physicians, psychologists, and family and child counselors.

As an employee of AIM Schools, your employment position falls within the definition of Section 11166 of the California Penal Code. Therefore, you are mandated to comply with the child abuse reporting requirement as stated above.

I, _____ have read and understood the requirements of Section 11166 of the California Penal Code as outlined above and will comply with those provisions.

_____ _____

Signature Date

AIMS DRESS CODE AND STUDENT CONTRACT

OVERVIEW

In order to help ensure the creation of a safe and orderly environment conducive to learning, students at AIM Schools are required to follow the AIMS Dress Code Policy as well as Student Contract. Both policies are communicated to families during the summer before the start of school. Teachers review the dress code and contract with students on the first day of class. All students and guardians indicate their understanding of and commitment to these policies through signature. Students who do not follow these policies are subject to the schools' disciplinary procedures.

AIMS STUDENT DRESS CODE POLICY

All students at AIMS in grades K-12 must adhere to this dress code while on the school campus. Teachers and administrators are responsible to ensure this code is adhered to.

Top:

1. Students must wear a **WHITE or NAVY BLUE shirt with a COLLAR**. The white or navy-blue collared shirts may be short-sleeved or long-sleeved.
2. The shirts must be completely PLAIN with **no logos (other than the official AIMS gear with logo)**, emblems, or designs of any kind.
3. All shirts must be **tucked in.**
4. No halter tops, tank tops, bare-midriff, or see-through shirts are permitted.

Bottoms:

1. Students must wear **NAVY BLUE** or **KHAKI** pants/shorts/skirts that are completely **PLAIN** with no colorful designs or details (including stripes, patches, flashy stitching, etc.)
2. No jeans, denim, capri pants, leggings, jeggings, yoga pants, skinny jeans, athletic pants (sweatpants, nylon jogging pants, etc.), or tight fitting pants are permitted.

3. Skirts and shorts that are completely PLAIN with no colorful designs or details (including stripes, patches, flashy stitching, etc.) are permitted as long as they are below the knee.
4. **NO SAGGING PANTS** will be permitted.
5. **Students wearing pants must wear a belt**.
6. Students may wear flesh-toned, white, or navy footed stockings or tights underneath skirts.

Sweaters/Sweatshirts:

1. All sweaters, sweatshirts and jackets must be **plain White or plain Navy Blue**, without any additional colors (official AIMS gear is allowed).
2. All **White and Navy-Blue** hoods are allowed, but must be removed or the hood tucked in upon entering the building or portable.

Accessories/Make-Up:

1. The wearing of artificial nails is not permitted. Students must return the next day with their natural nails.
2. For safety reasons, the wearing of non-looping earrings is permitted.
3. Necklaces should not be worn and must be tucked in
4. Students may not wear sunglasses, hats, headbands, bandanas, beanies, colorful hair ties, ribbons, or anything with bright color in their hair. Simple barrettes, clips, and elastic hair ties that are **Navy Blue, Black, Brown, or White** are permitted. Headwear required for religious practice is permitted.

Shoes:

1. Students may not wear flip-flops, flats, sandals, high heels, or shoes that may be distracting to the educational environment.
2. Student footwear needs to be appropriate for athletic activities.

PE Dress Code:

Tops: Students must wear their designated AIMS HS PE Top (Grey PE T-Shirt or AIMS PE Sweatshirt)

Bottoms: Students must wear their designated AIMS HS PE Bottoms (Red AIMS PE Shorts or Red AIMS PE Sweatpants)

Shoes: Student footwear must be appropriate for athletic activities.

Accessories/Make-Up: Artificial nails, excessive makeup, and large earrings are not permitted during PE or at any other time on campus, due to safety concerns.

If the PE Dress Code is not followed, students will receive Friday PE Detention. They will also receive a deduction of participation credit.

AIMS STUDENT CONTRACT

These rules and regulations must be followed at American Indian Model Schools:

RESPECT SELF

1. Students must attend school each day on time. This includes summer school (extended year) for AIMS HS and programs like Math Camp. This may also include CTY, ATDP, or any other program suggested by the school.

2. Students cannot miss more than 5 days of school. Students who miss more than 5 days may be retained.

3. An absence is defined as missing two or more hours of school.

4. High School student absences must be made up during Saturday School.

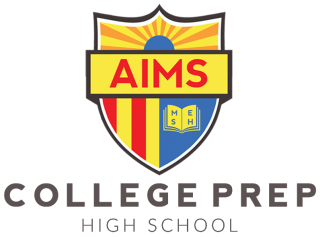
5. Students who are tardy five times during the semester must attend Saturday School.

6. Students who receive two detentions in one week must attend Saturday School.

7. An absence from Saturday School must be made up by attending two Saturday Schools.

8. Students will complete all homework and classwork given by the teacher.

9. Students who are absent must submit their missing work and collect new homework on the day of their absence.



10. Students will not use drugs, alcohol, smoke, or chew gum.

11. Students cannot have personal electronic devices (i.e. cell phones, pagers, Game Boys, iPods, etc.) from the time they leave home for school to the time they return home from school. If any of these items are visible or go off in their possession, they will be confiscated for the remainder of the school year.

12. Students must follow the school's dress code.

13. Students who receive a C- or lower in math or language arts may be retained.

RESPECT OTHERS

1. Students will not use foul language, put-downs, or fighting.

2. Students will raise their hands to be heard and will not interrupt others.

3. Students will follow staff and teachers' directions.

RESPECT FACILITY

1. Students must bring their own lunch. Parents cannot bring a student's lunch. Students may not have fast food.
2. Students cannot leave school grounds or campus.
3. Students are not allowed phone privileges.
4. Students are not allowed to have bikes, skateboards, scooters, or cars on campus.
5. Students cannot loiter on school grounds before or after school.
6. Students will not have food or drinks in the classrooms.
7. Visitors must check in at the front office.
8. Students may not leave school during school hours without a parent/guardian signing them out.
9. If a student misses school for an appointment, proof of the appointment must be submitted to the office.
10. Students will follow all drop-off/pick-up safety procedures set forth by the school.

Those who choose not to follow these rules will be subject to the school's disciplinary policies up to and including suspension and expulsion. The school will not meet to debate these policies.

LOST OR DAMAGED SCHOOL PROPERTY

If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for

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all damages caused by the student's misconduct not to exceed ten thousand dollars ($10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, Charter School may withhold the student's grades, transcripts, and diploma until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Charter School may provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades and diploma will be released.

American Indian Model Schools' Guarantee: Follow our model and your child will be prepared to graduate from college.

STUDENT CONSEQUENCES

AIM Schools incorporate a culture of high expectations for students. The following consequences are included in the Staff Handbook and are used to protect the safety of students, families and staff, and help ensure an environment conducive to learning.

DETENTION
Detention is used as a deterrent for misbehavior for students in High School. Detention lasts for one hour Monday-Friday.

Detention slips go home with students on the day of the offense and are returned the following school day. Teachers assign detentions to their students AND to other teacher's students. Teachers do not negotiate detentions or allow students to reschedule. Teachers must be clear and concise when notating reasons for detention.

The next page illustrates a sample detention slip.

RESTORATIVE JUSTICE SATURDAY SCHOOL
Saturday school is held once a month and serves as a deterrent for misbehavior as well as an opportunity for teachers to offer academic support to students who are behind. Students who miss a day of school or who have received two or more detentions in a single week are assigned Saturday school. An absence from Saturday school results in two Saturday schools.

Administrators facilitate Saturday school, and teachers / tutors are encouraged to attend Saturday school and tutor students. Classroom teachers assign organized packets of work for students to

work on during Saturday school. Saturday school lasts from 10:00AM to 2:30PM (30 Minute Lunch). Students silently work on their work packets the entire time.

OFFICE REFERRALS

Students may complete an office referral form to the office for any of the following:

- Earning three detentions during any single classroom setting
- Student has poses a potential threat or imminent harm to self, peers, or staff
- Chronic Tardy, Absenteeism
- Failure to submit academic assignments / required documents or failed academic progress
- Concerns regarding the student's general physical, emotional, or mental well-being.

DETENTION SLIP

Date: _____

Teacher: _____

Today, I had the following behavior/academic problem(s) with _____. Please speak with your child about his or her infraction and the importance of following all school rules.

___	Not returning homework(_____)	___	Food/Drink/Gum/Candy
___	Defiant behavior toward adults	___	Out of seat without permission
___	Negative attitude/foul language	___	Talking in class/detention
___	Dress code violation (_____)	___	Not following directions
___	Speaking out of turn in class	___	Disrespect of property
___	Tardy (Time arrived:_____)	___	Missing classroom materials
___	Drop-off/Pick-up violation	___	Not organized/messy desk

___ Not returning signed: memo detention slip progress report report card

As a result, your child must serve **60** minutes of after-school detention on _____. Please note the date on your calendar and make the necessary arrangements. I appreciate your help and support.

Please sign and return this form to your student. It is due back the next school day.

_____ _____

Student's Signature Parent's Signature

- Punishment will be doubled if your child does not return with this signed detention slip or fails to attend detention on the specified date.
- Detention dates will not be rescheduled.
- If you have a question, please see the student contract.

Those who choose not to follow the dress code policy or student contract will be subject to the school's disciplinary policies up to and including suspension and expulsion. **The school will not meet to debate these policies.**

American Indian Model Schools guarantee: *Follow our model and your child will be prepared to graduate from college.*

OTHER METHODS

While detention and Saturday school serve as the main consequence systems at AIM Schools, the following additional consequences are also included in the staff handbook and are used to help maintain a safe learning environment:

1. Taking away a student's desk
2. Sending a student to another teacher's classroom
3. Separation during lunch
4. Public embarrassment (by pointing out the misbehavior in front of the class or school)
5. Written letters of apology

Teachers may not do anything that puts the health and safety of a student, or the reputation of the school, in jeopardy. Students may not sit on the floor or face corners of the wall.

CONFISCATION

To ensure safety of student property in the event of confiscation (cell phones, ipods, etc…), staff will adhere to the following procedures:

1. Fill out the Confiscated Items Form (signed by staff and student). Give the form and the confiscated item to an administrator.

2. Administration will also sign the form and file it in a binder.

3. The confiscated item will be placed in a Ziplock bag with the student's name inside the bag. The Ziplock bag will be placed in a locked box.

4. Items will be returned to students on the last day of summer school or the last day of school.

SUSPENSION, EXPULSION, AND INVOLUNTARY REMOVAL POLICY

All schools within the AIMS family adhere to the following procedures with regard to student suspension, expulsion and involuntary removal. Though the AIMS administration permits a certain level of discretion in determining the appropriate disciplinary actions on a case-by-case basis, all schools operate within certain parameters. Those parameters are outlined in this policy and are aligned with each of the school's charters.

A pupil may be suspended or expelled for acts that are enumerated herein and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period whether on or off the campus.
4. During, or while going to or coming from, a school-sponsored activity.

Grounds for Suspension and Expulsion

Out of school suspension is a disciplinary measure that must be executed when extreme safety concerns or egregious behavior have been displayed.

In the case of fights or other acts of violence, suspension is automatic.

With the exception of extreme concerns (at the determination of the Head of Schools or their designate), generally, suspensions will not be more than two days.

In-School Suspension:

Suspension - Out of school suspension is a last resort action. Buddy classroom placement should be utilized. Students should first have detentions and Saturday School prior to most suspensions. Parent shadowing should be used prior to most suspensions. In-house suspension should be used prior to most suspensions. In the case of fights or other acts of violence, suspension is automatic. Actions leading up to expulsion warrant suspension. With the exception of extreme concerns, suspensions shall not be more than two days.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the AIMS shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student’s parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until AIMS issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated,

but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Suspension/Discretionary Expulsion Conduct

I. The Head of School or designee may suspend from school or recommend for expulsion a pupil if he or she determines that the pupil has committed one of the following acts:

A. Physical Injury or Violence: Caused, attempted to cause, or threatened to cause physical injury to another person; or willfully used force or violence upon another person, except in self-defense. A pupil who aids or abets in infliction of physical injury to another may be suspended but not expelled.

B. Dangerous Object: Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from the principal or the designee of the principal.

C. Drugs or Alcohol: Unlawfully possessed, used, or otherwise furnished, or been under the influence of a controlled substance, an alcoholic beverage, or an intoxicant of any kind.

D. Look-Alike Substance: Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person a replica substance.

E. Robbery/Extortion: Committed or attempted to commit robbery or extortion.

F. Property Damage/Vandalism: Caused or attempted to cause damage to school property or private property, including electronic files and databases.

G. Theft: Stolen or attempted to steal school property or private property.

H. Tobacco: Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets.

I. Obscenity/Profanity/Vulgarity: Committed an obscene act or engaged in habitual profanity or vulgarity.

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J. Drug Paraphernalia: Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia.

K. Receipt of Stolen Property: Knowingly received stolen school property or private property.

L. Imitation Firearm: Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

M. Witness Harassment or Intimidation: Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

N. Prescription Drug Soma: Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

O. Hazing: Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.

P. Bullying/Electronic: Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined herein, directed specifically toward a pupil or school personnel.

1. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils directed toward one or more pupils or school personnel that has or can be reasonably predicted to have the effect of one or more of the following:

a. Placing a reasonable pupil or school personnel in fear of harm to that pupil’s or school personnel’s person or property.

b. Causing a reasonable pupil or school personnel to experience a substantially detrimental effect on his or her physical or mental health.

c. Causing a reasonable pupil to experience substantial interference with his or her academic performance, or school personnel with his or her job performance.

d. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

2. "Electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

a. A message, text, sound, video, or image.

b. A post on a social network Internet Web site, including, but not limited to:

i. Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of bullying.

ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

iii. Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

c. An act of cyber sexual bullying:

iii. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the

effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

iv. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

4. "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Q. Sexual Harassment: The pupil has committed sexual harassment. The harassing conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.

R. Hate Violence: The pupil has caused, attempted to cause, threatened to cause, or participated in a "hate crime." "Hate crime" means a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim: disability, gender, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.

S. Harassment, Threats, or Intimidation: The pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

T. Terroristic Threats: The pupil has made terroristic threats against school officials or school property, or both. For the purposes of this section, "terroristic threat" shall

include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

II. Parent/Guardian will be notified in all cases of violations.

III. Administration will determine punishment based upon the following criteria:

A. Seriousness of offense

B. Circumstances of situation

C. Student's prior disciplinary records

D. Any other extenuating circumstances

Suspension Procedures

1. The site leaders are afforded a great deal of discretion by the AIMS Governing Board and the Superintendent in determining appropriate punishments, unless a mandatory expulsion offense is identified. Even if suspension is deemed appropriate, the site administrator may opt for supervised in-school suspension.

2. If the Head of School or Division Heads or designee determines that suspension is appropriate, a school employee shall make a reasonable effort to contact the pupil's parent or guardian in person or by telephone. Whenever a pupil is suspended from school, the parent or guardian shall be notified in writing of the suspension.

3. The Head of School or Division Heads or designee shall report the suspension of the pupil, including the cause therefore, to the Superintendent and AIMS governing board.

4. A parent conference will be scheduled to discuss the matter with the Head of Schools or designee. Whenever practical, the teacher or staff member who witnessed the offense will also be present. At this conference, the administration and the parent or guardian will discuss the causes, duration, school policy involved, and any other matters pertinent to the suspension.

5. Any pupil who is suspended for five days or fewer must complete all assignments and tests missed during the suspension within three school days of their return. Any pupil who is suspended for more than five days will have five school days after their return to complete all assignments and tests missed during suspension.

   Administration has the authority to lengthen the amount of time a pupil has to make-up his or her work, as appropriate in a given situation. Assignments submitted late will receive **no credit.**

Expulsion Requirements

All 48900 offenses as spelled out in the California Education Code automatically warrant an expulsion hearing. Students may also be expelled for repeated excessive behavioral concerns. AIMS expulsion forms must be used in the process. Legal Timelines must be adhered to without exceptions. All relevant witnesses, teachers and administrators must be present at the hearing. Parents must be informed in writing of the expulsion. (This section also appears in the behavior section.)

Recommended Expulsion

The Head will recommend the expulsion of any pupil who commits any of the following acts at school or at a school activity off school grounds, unless he or she determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

1. Causing serious physical injury to another person, except in self-defense.

2. Possession of any knife or other dangerous object of no reasonable use to the pupil.

3. Unlawful possession of any controlled substance, except for either of the following:

   a. The first offense for the possession of not more than one ounce of marijuana.

b. The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.

4. Robbery or extortion.

5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

Mandatory Expulsion

The Head or designee must immediately suspend and recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

1. Possessing, selling, or otherwise furnishing a firearm. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of the school. The act of possessing an imitation firearm is not an offense for which suspension or expulsion is mandatory but it is an offense for which suspension, or expulsion may be imposed.

2. Brandishing a knife at another person.

3. Unlawfully selling a controlled substance.

4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

5. Possession of an explosive.

The governing board shall order a pupil expelled upon finding that the pupil committed an act requiring mandatory expulsion:

Recommended vs. Mandatory Expulsion	
Recommendation for expulsion	***Mandatory Expulsion***

Causing serious physical injury to another person, except in self-defense.	Possessing, selling, or otherwise furnishing a firearm.
Possession of any knife or other dangerous object of no reasonable use to the pupil.	Brandishing a knife at another person.
Unlawful possession of a controlled substance.	Unlawfully selling a controlled substance.
Robbery or extortion.	Committing or attempting to commit a sexual Assault.
Assault or battery upon any school employee.	Possession of an explosive.

Administrative Procedures and Investigation of Pupil Offenses

1. Students who commit offenses that result in a recommendation for expulsion or mandatory expulsion, or whose conduct falls under "Suspension/Discretionary Expulsion" (excluding disruption or defiance) will be referred to the Head of School or designee. If a teacher observes disruptive or defiant conduct, the teacher will make a determination as to whether or not administrative intervention is required. Otherwise, they may follow the school's discipline policies to ensure proper student conduct.

2. To determine whether or not an offense meets the guidelines for suspension or expulsion, the Superintendent and the Head of School or designee will meet with the pupil and school employee who referred the pupil for discipline. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to respond. If an "emergency situation" exists, the pupil may be excluded from this meeting. "Emergency situation" means a situation determined by the Head of School or designee to constitute a clear and present danger to the life, safety, or health of pupils or school personnel. If a pupil is suspended without a conference before suspension, both the parent and the pupil shall be notified of the pupil's right to a conference.

3. Unless an offense results in a recommendation for expulsion or mandatory expulsion, as a matter of policy, American Indian Model Schools consider suspension and discretionary

expulsion a punishment of last resort. Suspension and discretionary expulsion shall be imposed only when other means of correction fail to bring about proper conduct. Therefore, our schools will first consider the appropriateness of other disciplinary avenues before suspending or expelling a student.

4. If a pupil has committed a suspension-eligible offense, then the Head has the authority to recommend expulsion. Expulsion will be used as a tool of last resort for students whose conduct is so egregious that it is unlikely to be changed by any other means and whose behavior poses a threat to the safety of a member of the school community or significantly limits the ability of other students to effectively learn.

5. In addition to any school action, suspected criminal activity will be reported to the police and appropriate legal consequences may result.
6. For purposes of notification to parents, and for the reporting of expulsion or suspension offenses to the CDE, American Indian Model Schools will identify, by offense committed, in all appropriate records of a pupil each suspension or expulsion of that pupil.

7. AIMS will notify the District of Residence within 30 days of all transfers, disciplinary or not. For all students who are expelled, the school will contact the District of Residence to notify them of the terms of the expulsion.

Expulsion Hearings and Process

1. The Superintendent decides whether or not to recommend expulsion to the Board.

2. Within 30 school days of a recommendation for expulsion, the Board will hold a hearing to determine if it is appropriate to expel the pupil. The pupil may request, in writing, a postponement of no more than 30 calendar days. Any additional postponement may only be granted at the discretion of the Board.

3. Within 10 school days after the conclusion of the hearing, the Board shall decide whether to expel the pupil.

4. If compliance by the Board with the time requirements for the conducting of an expulsion hearing under this subdivision is impracticable, the Superintendent may, for good cause, extend the time period for the holding of the expulsion hearing for an additional 5 school days.

5. Written notice of the hearing shall be forwarded to the pupil at least 10 calendar days prior to the date of the hearing and shall include:



a. The date and place of the hearing.
b. A statement of the specific facts and charges upon which the proposed expulsion is based.
c. A copy of the disciplinary rules of the school district that relate to the alleged violation.
d. A notice of the parent, guardian, or pupil's obligation upon enrollment in another school district to inform the receiving school district of his or her status with the previous school.
e. Notice of the opportunity for the pupil or the pupil's parent or guardian to appear in person or to be represented by legal counsel or by a non-attorney adviser, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf, including witnesses.

6. The Board shall conduct a hearing to consider the expulsion of a pupil in a session closed to the public, unless the pupil requests, in writing, at least five days before the date of the hearing, that the hearing be conducted at a public meeting. Regardless of whether the expulsion hearing is conducted in a closed or public session, the Board may meet in closed session for the purpose of deliberating and determining whether the pupil should be expelled.

7. A record of the hearing shall be made. The record may be maintained by any means, including electronic recording, so long as a reasonably accurate and complete written transcription of the proceedings can be made.

8. Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs. A decision of the Board to expel must be supported by substantial evidence showing that the pupil committed the act(s) of which he or she is accused.

9. The final action to expel a pupil shall be taken only by the Board in an open session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation must be sent by the superintendent or his or her designee to the pupil or the pupil's parent or guardian.

10. The Board shall maintain a record of each expulsion, including the cause therefore. Records of expulsions shall be a non-privileged, disclosable public record subject to FERPA. The expulsion order and the causes therefore shall be recorded in the pupil's mandatory interim record and shall be forwarded to any school in which the pupil subsequently enrolls upon receipt of a request from the admitting school for the pupil's school records.

Suspending an Expulsion Order

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- The Board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the pupil has satisfactorily completed the rehabilitation program.

- During the period of the suspension of the expulsion order, the pupil is deemed to be on probationary status. The Board may revoke the suspension of an expulsion order under this section if the pupil commits any of the acts designated as Suspension/Discretionary Expulsion Conduct or violates any of the school's rules and regulations governing pupil conduct. When the Board revokes the suspension of an expulsion order, a pupil may be expelled under the terms of the original expulsion order.
- Upon satisfactory completion of the rehabilitation assignment of a pupil, the Board shall reinstate the pupil and may also order the expungement of any or all records of the expulsion proceedings.

Readmission to the Charter

- An expulsion order shall remain in effect until the Board orders the readmission of a pupil. At the time an expulsion of a pupil is ordered for an act other than Mandatory Expulsion Conduct, the Board shall set a date, not later than the last day of the semester following the semester in which the expulsion occurred, when the pupil shall be reviewed for readmission. For a pupil who has been expelled for an act of Mandatory Expulsion Conduct, the Board shall set a date of one year from the date the expulsion occurred, when the pupil shall be reviewed for readmission, except that the Board may set an earlier date for readmission on a case-by-case basis.

- The Board shall recommend a plan of rehabilitation for the pupil at the time of the expulsion order, which may include, but not be limited to, periodic review as well as assessment at the time of review for readmission. The plan may also include recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs.

- Any pupil who has been expelled and who seeks readmission, must submit a request to the Superintendent in writing no more than 21 (but no less than 7) calendar days before the end of the term of the expulsion. In addition, the pupil must provide documentation that all conditions for rehabilitation set by the Board have been met.

- Upon completion of the readmission process, the Board shall readmit the pupil, unless the Board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety or to other pupils or employees of the school. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered.

- If the Board denies the pupil's request for readmission, the Board shall provide written notice to the expelled pupil and the pupil's parent or guardian describing the reasons for denying the pupil re-admittance into the school.

LOCAL COMPLAINT PROCEDURES

Overview
AIMS Board recognizes that the Board has primary responsibility for ensuring that it complies with applicable state and federal laws and regulations governing educational programs.

The school shall follow the Uniform Complaint Procedures (UCP) when addressing complaints alleging discrimination based on age, ancestry and/or national origin, color, physical or mental disability, race, ethnic group identification, religion, veteran status, sex, gender, marital status, medical condition (cancer related) and/or sexual orientation, in any program or activity that receives or benefits from state and/or federal financial assistance.

The Board acknowledges and respects the experience and judgment of the schools' Director and Head of Schools. As such, it has developed Local Complaint Procedures (LCP) to ensure that all complaints that do not fall under the UCP can be handled at the site level. The final authority for the handling of these complaints lies with the Director.

Complaint Procedures
The following procedures shall be used to address all complaints that do not allege that the school has violated federal or state laws concerning regulations governing educational programs.

Step 1: FILING A COMPLAINT
All complaints shall be presented to the school's Head of School in writing.

If a complainant is unable to put a complaint in writing due to a condition such as illiteracy or disability, school staff shall help him/her to file the complaint. (Title 5, CCR 4600)

If a complaint involves the school's Head of School of the school, the Director or his designee, will receive and investigate the complaint.

Step 2: INVESTIGATING A COMPLAINT
Within fifteen school days, the school's Head of School (or other appropriate party as outlined above) will complete an investigation of the complaint. This investigation may include interviews with involved parties, consultation of student contract, other school policies, review of applicable educational code, and any other means necessary to resolve the complaint in an appropriate manner.

Step 3: RESOLUTION AND NOTICE OF RESOLUTION
Once the Head of School has determined the outcome, all parties will be notified by phone or in person. In addition, within 20 school days of receiving the initial complaint, the complainant will receive written notification of the outcome.

Step 4: PROCEDURES FOR APPEAL
The Director or his designee has final authority in determining the outcome of complaints outlined in these procedures. If additional information becomes available, which was not included in the original complaint, the complainant may submit an additional complaint as outlined above.

If the complainant is not satisfied with the outcome of the investigation, he or she may send notice to AIMS Board secretary for the Board's review at the next regularly scheduled meeting.

Important Contact Information

UNIFORM COMPLAINT PROCEDURES

Uniform Complaint Policy and Procedures
BOARD POLICY #1007

The Board of Directors ("Board") of American Indian Model Schools, a California Non-profit Public Benefit Corporation ("AIMS") hereby adopts the revision of Policy #1007 establishing its Uniform Complaint Policy and Procedures for American Indian Public Charter School ("AIPCS"}, American Indian Public Charter School II ("AIPCS II"} and American Indian Public High School ("AIMS HS "), each individually referred to as the "School" or collectively as the "Schools."



AIMS is committed to compliance with applicable state and federal laws and regulations governing educational programs in the operation of the Schools.

Scope
The Schools policy is to comply with applicable federal and state laws and regulations. The Schools is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws, and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

1. Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, disability, ethnic group identification, gender, expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Schools program or activity, and
2. Complaints of violations of state or federal law and regulations governing the following programs including, but not limited to:

   Accommodations for Pregnant and Parenting Pupils
   Adult Education Programs
   After School Education and Safety
   Child Care and Development
   Compensatory Education
   Consolidated Application
   Course Periods without Education Content
   Education of Pupils in Foster Care, Pupils who are Homeless, Former Juvenile Court Pupils Now Enrolled in a School District and Pupils of Military Families
   Every Student Succeeds Act
   Local Control and Accountability Plans (LCAP)
   Consolidated Categorical Aid Programs
   Migrant Education
   Physical Education Instructional Minutes
   Pupil Fees
   Reasonable Accommodations to a Lactating Pupil
   School Plans for Student Achievement
   School Safety Plans
   School-site Councils
   Special Education Programs

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3. A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
    a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and second education, including, but not limited to, curricular and extracurricular activities.
    b. "Pupil Fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which requires educational activities to be provided free of charge to all pupils without regard to their families/ ability or willingness to pay fees or requested special waivers, as provided for in Hartzell v. Connell (1984) 35 Cal.3d.899. A pupil fee includes, but is not limited to, all of the following.
        i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
        ii. A security deposit, or other payment, that a pupil is required to make to obtain a locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
        iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint may be filed with the Head of School, or Superintendent, or his/her designee.
d. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
d. A pupil fees complaint shall be filed no later than one (1) year from the date the alleged violation occurred.
e. If the Schools find merit in a pupil fees complaint the School" shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the "Schools" to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
f. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to Schools UCP process set forth in this document unless these procedures are made applicable by separate interagency agreements.

Allegations of child abuse shall be referred to Alameda County Department of social Services, Protective Services Division or appropriate law enforcement agency. Employment discrimination, harassment, intimidation or bullying complaints shall be sent to the Statement Department of Fair

Employment and Housing (DFEH)/ Allegations of fraud shall be referred to the Legal, Audits and Compliance Branch in the California Department of Education (CDE)

4. Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

   The Local Control Accountability Plan (LCAP) is an important component of the Local Control Funding Formula (LCFF), the revised school finance system that overhauled how California funds its K-12 schools. Under the LCFF Schools are required to prepare an LCAP, which describes how Schools intend to meet annual goals for pupils, with specific activities to address state and local priorities identified pursuant to California Education Code (EC) Section 52060(d).

The Schools acknowledges and respects every individual's right to privacy. Unlawful discrimination, harassment, intimation or bullying complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. The Schools cannot guarantee anonymity of the complaint. This includes keeping the identity of the complainant confidential. However, the Schools will attempt to do so as appropriate. The Schools may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent on a case-by-case basis.

The Schools prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint, or the reporting of instances of unlawful discrimination, harassment, intimidation or bulling. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Investigation and Officers

Schools will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in EC Section 200 and 220 and Government Code (GC) Section 11135, including any actual or perceived characteristics as set forth in Penal Code (PC) Section 422.55 or on the basis or a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity Schools conducts, which is funded directly by, or that receives or benefits from any state financial assistance.

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Schools compliance with law is Maya Woods-Cadiz, Superintendent, AIMS Charter Schools, 171 12th Street, Oakland, CA 94607, or call the office at 510-893-8701.

The Schools Superintendent shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Superintendent.

Should a complaint be filed against the Superintendent, the compliance officer for that case shall be the President of the AIMS Charter Schools Board of Directors.

The UCP Annual Notification
The Superintendent, or designee, shall annually provide written notification of the AIMS Schools Uniform Complaint procedures to employees, students, parents and/or guardians, advisory Committee members, appropriate private school officials or representatives, and other interested parties that includes information regarding allegations about discrimination, harassment, intimidation, or bullying.

The UCP Annual Notice shall include information regarding the requirements of EC Section 49010 through 49013 relating to pupil fees and information regarding the requirements of EC Section 2075 relating to the LCAP.

The annual notification shall be in English, and when necessary, in the primary language, pursuant to Section 48985 of the Education Code if fifteen (15) percent, or more, of the pupils enrolled in the Schools speak a single primary language other than English; or mode of communication of the recipient of the notice.

The Superintendent, or designee, shall make available copes of the Schools uniform complaint procedures free of charge.

<u>The annual notice shall include the following:</u>

(a) A statement that the Schools is primarily responsible for compliance with federal and state laws and regulations.
(b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
(c) A statement identifying the responsible staff member, position, or unit designed to receive complaints.
(d) A statement that the complaint has a right to appeal the Schools decision to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving the Schools decision.
(e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws. If appliable, and of the appeal pursuant to Education Code § 262.3.
(f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

<u>Procedures</u>

The following procedures shall be used to address all complaints which allege that Schools has violated federal or state laws, or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by Schools.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.
A pupil fees complaint and/or an LCAP complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

Pupil fee complaints shall be filed not mater than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, Schools staff shall assist him/her in the filing of the complaint.

The complainants are protected from retaliation.

Step 2: Mediation

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance office shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Schools timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his representative shall have an opportunity present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by the Schools to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Response

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Schools' investigation and decision, as described in Step #5 below, within sixty (60) calendar days of the Schools receipt of the complaint.

Step 5: Final Written Decision

Schools decision shall be in writing and send to the complainant. Schools decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The report will contain the following elements:

i. The findings of fact based on the evidence gathered
ii. Conclusion of law
iii. Disposition of the complaint

iv. The rationale for such a disposition
v. Correction actions, if any are warranted
vi. Notice of the complainant's right to appeal Schools Decision within fifteen (15) days to the California Department of Education (CDE) and procedures to be followed for initiating such an appeal.
vii. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursing civil law remedies.
viii. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office of Civil Rights

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and the employee was informed of the Schools' expectations. The report shall not give any further information as to the nature of the disciplinary action.

Complaint Resolution
If Schools finds merit in a complaint regarding Pupil Fees; Local Control and Accountability Plan (LCAP); and/or Physical Education Instructional Minutes (grades one through eight), Schools shall provide a remedy to the affected pupils and parents/guardians.

If Schools find merit in a complaint regarding Reasonable Accommodations to a Lactating Pupil, Course Periods without Educational Content (grades none through twelve), and/or Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in American Indian Public Charter School ("AIPCS"}, American Indian Public Charter School II ("AIPCS II"} and American Indian Public High School ("AIMS HS "), and pupils in military families, Schools shall provide a remedy to the affected pupil.

Schools ensure that an attempt shall be made in good faith to engage in reasonable efforts to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one (1) year prior to the filing of the complaint.

Appeals to the California Department of Education
If dissatisfied with the Schools decision, the complainant may appeal in writing to the CDE within fifteen (15) calendar days of receiving the Schools decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Schools' decision. Upon notification by the CDE that the complainant has appealed the Schools decision, the Superintendent, or designee, shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.

3. A summary of the nature and extent of the investigation conducted by Schools, if not covered by the decision.
4. A copy of the investigation file, including, but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the Schools' complaint procedures.
7. Other relevant information requested by the CDE

The CDE may directly intervene in the complaint without waiting for action b the Schools when one of the conditions listed in Title 5. California Code of Regulations Section 4650 exists, including cases in which Schools has not taken action within sixty (60) calendar days of the date the complaint was filed with Schools.

AIM SCHOOLS EMPLOYEE POLICY

Prohibition of Harassment Policy
AIM Schools is committed to providing a workplace free of sexual harassment, as well as any harassment based on such factors as race, religion, creed, color, national origin, ancestry age, medical condition, marital status, sexual orientation, or disability. This policy applies to all employee actions and relationships, regardless of position or gender. Please see the AIM Schools Uniform Complaint Procedures for details.

Definition of Sexual Harassment
Federal law defines sexual harassment as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexually suggestive nature when (1) submission to that conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct is used as the basis for personnel decisions, including but not limited to appraisals, promotion, salary increases, and termination; (3) that conduct has the purpose or effect of interfering with an individual's work performance or creates an intimidating, hostile or offensive working environment.

All complaints of sexual harassment will be kept confidential and only those persons with a need to know of information or the identity of a complainant will receive such information. Individuals participating in a sexual harassment investigation will be advised that the matter is confidential and that retaliation in any form is prohibited.

Right to Privacy
Employees should be aware that desks, computers, emails, internet activity sheets, and other personal spaces provided by AIM Schools are property of AIM Schools and subject to search if necessary.

Confidential Information Regarding Students
All information relating to students including names, addresses, contact numbers, and progress information is confidential information and may not be shared with unauthorized parties. All records concerning pupils shall be kept strictly confidential and be maintained in separate files. Please note: The release of unauthorized confidential information may result in immediate dismissal and the filing of criminal charges. When in doubt, check with the Head of School.

School Facilities
Employees are responsible for cleaning up after themselves. Make sure your students keep the classrooms clean at all times in AIM Schools' facilities. All of our program staff follow California's Healthy Schools Act (HSA) and practice integrated pest management (IPM) to keep children and staff safe from pests and pesticides. Exposure to pesticides can pose a health risk to children, staff, and others.

Safety
Each employee is expected to obey safety rules and to exercise caution in work activities. Any employee who notices a dangerous or potentially dangerous situation should report it to the Head of School immediately. Employees should not transport students unless it relates to a school function and has been approved by AIM Schools.

PUBLIC AGENCY ACCESS

Public Shelters

Public shelters are managed by the American Red Cross, and all shelter operations are coordinated through the Office of Emergency Services and AIMS Administrative Service Offices Personnel. Public shelters are managed by the American Red Cross, and all shelter operations are coordinated through the Office of Emergency Services and AIMS Administrative Service Offices Personnel. AIMS will comply with all public agencies, such as the Red Cross, to establish the school building, school grounds and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. AIMS shall cooperate with the public agency in furnishing and maintaining the services as the AIMS may deem necessary to meet the needs of the community.

Health & Nutrition

The school ensures immediate and reliable access to medications provided, special diets, treatments and emergency care. Information about the food services division is available and there are activities to increase participation in the school meal program. There is adequate time for students to obtain and consume their meals. Schools that have an after-school program offer healthy snacks provided by the food services branch.

Accident/Injury Reporting

When an incident occurs on school property, it should be reported immediately to the Head of School. An Incident Report should be completed as soon as possible.

Incident Reporting

When an incident occurs on school property, or while conducting school business off site, it should be reported on an Incident Report Form and submitted to the Head of School within 24 hours of the time of the incident. These forms are available at the front office.

AIMS HS CHARTER POLICIES

A healthy and safe environment is imperative to productive teaching and learning. AIMS has adopted and implemented a comprehensive set of health, safety, and risk management policies.

These policies will be reviewed and updated as required in response to any change in conditions or operations that may affect the health and safety of students and staff.

Procedures for Background Checks
Employees and contractors at AIMS HS will be required to submit to a criminal background check and furnish a criminal record summary as required by Educational Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit a Live Scan clearance for fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Head of School will monitor compliance with this policy and report to the AIMS Board monthly. The Financial Administrator will monitor the fingerprinting and background clearance of the Head of School.

TB Testing
AIMS HS will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees.

CPR/First Aid Training
Employees at AIMS HS should be CPR/First Aid trained. The school's administration will ensure that a CPR/First Aid trained staff member is on duty during regular school hours.

Facility Safety
AIMS HS / will comply with Education Code Section 47610 by utilizing facilities that are compliant with the California Building Standards Code. The school agrees to maintain visitor policies and test fire extinguishers and alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The school will conduct fire drills in accordance with state law. AIMS HS will occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763.

Drug Free/Smoke Free Environment
AIMS HS will maintain a drug, alcohol, and smoke-free environment.

Transportation
AIMS HS will not provide transportation of students to and from school. It is the responsibility of the students' families to provide transportation to AIMS HS , except as required by law for students with disabilities in accordance with a students' IEP. In these instances, transportation needs will be handled by the OUSD SELPA if the school operates as a public school of the District for special education purposes, but solely by AIMS HS in accordance with SELPA policy and the IDEIA if AIMS HS becomes an LEA and a member of the SELPA as intended by its charter.

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FAMILY HANDBOOK POLICIES

Closed Campus
Students are not allowed to leave campus under any circumstances once they have arrived on school grounds. It is unlawful for anyone to take a student away from school or a student to leave on his or her own accord during the regular school day without parent/guardian permission and notification of the School Office.

Confidentiality Policy
School personnel are legally bound to inform a parent and/or authority in the following instances:

1. When a student indicates he or she is going to physically harm himself or herself or jeopardize his or her life
2. When a student indicates he or she is going to physically harm another or jeopardize another's life or has the knowledge that another's well-being is being threatened.
3. When a student indicates he or she is being physically and/or emotionally abused.
4. When a student indicates he or she has committed a felony.

Immunizations
AIMS HS will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075. Every student must provide written immunization record showing the date or each required immunization listed below:

POLIO (ages 4-6)	4 doses at any age; 3 doses meet requirement if at least one dose was given on or after 4th birthday
POLIO (ages 7-17)	4 doses at any age; 3 doses meet requirement if at least one dose was given on or after 2nd birthday
DTP (age 6 and under)	5 doses at any age; 4 doses meet requirement if at least one was given on or after 4th birthday
DTP, DT, Td or Tdap (age 7 & older)	3 doses at any age; one more dose is required if last dose was given before 2nd birthday.
Tdap (grades 7th-12th)	1 dose on or after 7th birthday required for entry into 7th grade or higher.
HEPATITIS B	3 doses required for Kindergarten and 7th grade entry
MEASLES, MUMPS AND RUBELLA	2 doses for Kindergarten and 7th grade entry each given on or after 1st birthday. 1 dose for grades 1-12, given on or after 1st

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	birthday. (Mumps immunization is not required for pupils 7 years of age or older)
TUBERCULOSIS SKIN TEST	Required test is a MANTOUX skin test given within 18 months prior to kindergarten enrollment or transfer, or within 6 months prior to enrollment in grades one through twelve.
VARICELLA (Chicken Pox)	1 dose or physician documented varicella disease or immunity for Kindergarten entry. 2 doses for students aged 13 - 17 years not admitted to CA schools before July 1, 2001

Lunch Program
There is no formal lunch program at AIMS HS . Students must bring their own lunch with them to school each day. Parents are not allowed to drop off lunches for students.

Medication
School personnel may only administer medication if the following guidelines are followed:

1. For the office to administer medication to students:
    A. Written statement from a physician detailing the following:
        (1) name of medication
        (2) method of administration
        (3) amount of medication
        (4) time schedules to administer administration

    B. Written statement from parent

2. For students to self-administer medication:
    A. Written statement from a physician detailing the following:
        (1) name of medication
        (2) method of administration
        (3) amount of medication
        (4) time schedules to administer administration
        (5) confirmation that student can self-administer the medication

    B. Written statement from parent that permits the school the consult with the health care provider about the medication and releasing the school from civil liability.

Physical Education

Students have PE for a minimum of 200 minutes every 10 school days. Each grade level attends PE at a designated time. PE grades are based on daily participation.

Telephone Use
Students are not allowed to use the school phone. In exceptional cases, students may be allowed to use the phone with staff's explicit permission. Messages will be given to the students at lunchtime or at the end of the school day.

Truancy
Upon initial concern for a student's attendance, an AIM administrator or classroom teacher will informally address this concern with the student and/or the student's parents/guardians in an effort to proactively resolve attendance issues before the student is considered truant.

A student is truant who has accrued 3 unexcused absences in one school year, or was tardy for more than any 30-minute period during the school day on three occasions during one school year, or any combination thereof. (*EC* §48260) Upon a pupil's initial classification as a truant, a conference will be requested for the parent, truant student, teacher, and Head of School, and the pupil's parents/guardians will be notified of the following information by certified mail: (*EC* §48260.5)

1. The pupil is a truant
2. The parent or guardian is obligated to compel the student to attend school
3. Parents/guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution
4. Alternative educational programs are available
5. Parents/guardians have the right to meet with appropriate school personnel to discuss solutions to the truancy
6. The pupil may be subject to prosecution under *EC* Section 48264
7. The pupil may be subject to suspension, restriction, or delay of the pupil's driving privilege
8. A one-day recommendation to accompany the student to school and attend class with the student

Local School Attendance Review Board (SARB) Process
The parent or guardian will have 10 days to respond to this initial notification of truancy (see attached Truancy Notification/Conference Request) before being referred to the Student Attendance Review Board (SARB). A truant student who is again absent from school without valid excuse one or more days, or tardy on one or more days, will be reported again as a truant, and the truant student will be referred to the SARB. (*EC* §48261) Parents/guardians will receive

notification by certified mail of referral to AIM School's SARB (see attached Notification of SARB Referral).

The SARB will consist of two AIM Schools administrators, a teacher, and the director of AIM Schools. After referral of a student to the SARB, the SARB will hold a hearing with the parent/guardian and truant student to resolve attendance and truancy problems. If the student is reported as a truant three or more times per school year, and does not follow the SARB's directive, the matter may be referred to the District Attorney for prosecution, and other appropriate action may be taken by the school. The parent/guardian must be notified of this action. (*EC* §48262, §48263, §48263.5)

Custody Concerns/Restraining Orders
Families should provide documentation and notify the office as soon as possible if there is a custody issue or restraining order related to a student who attends AIMS HS .

STAFF HANDBOOK
SAFETY AND LIABILITY POLICIES

1. Safety is one of our first concerns. Students must NEVER be left unsupervised. This includes times when teachers have students in their classroom and need to make copies, use the restroom, check their mailbox, use cell phones/telephones, check their emails, etc., or lunchtime.
2. Staff members must monitor students during pick up and drop off.
3. Assign at least two students to the task of moving a desk or any other heavy object.
4. Teachers must not use their cell phones inside their classrooms when students are present, walking through the hallways, escorting students, or during lunch. In case of an emergency, families and friends should call the office and the administrative assistant will forward the message to teachers without disrupting instructional time.
5. Teachers must escort their own class to lunch and physical education.
6. Teachers should not go through students' personal items.
7. Teachers should not dispose of any student's lunch without office approval.
8. Teachers must not put their hands on any students in an inappropriate manner.
9. Teachers should not be in a classroom with a student alone when the doors are shut at any time.
10. Teachers should not share inappropriate personal life stories with students.
11. Teachers should remain calm and remember not to lose control under any circumstances - good and bad - that may arise.
12. Teachers should not "friend" or interact with any students on Facebook, Instagram, Snapchat, or any other social network.

13. Teachers should be careful when doing anything outside of school with students.
14. Teachers must be on guard at all times when escorting students off campus (including field trips, outings to the park, and when running the students around the block during PE).
15. Any memo or letter to family members must be approved by the office before being distributed. Let the office know about any phone calls you plan to make to parents.
16. If you schedule a meeting with parents or students after school, please let the administrative assistant know.

FIELD TRIPS

All field trips must relate to the AIMS HS mission statement and be pre-approved by the Head of School. At least two week in advance, teachers must submit a field trip proposal form to the Head of School (included on next page).

After the Head of School reviews and approves field trip proposals, teachers must send a Field Trip Permission Slip memo home with students. Parents/Guardians must sign the memo and return the memo to the classroom teacher. If a student's parent does not permit the student to attend the field trip, the student must still be present at school. Students not attending the field trip will spend the day with another teacher.

While on the the field trip, students are expected to act as excellent representatives of the school by being in uniform and following the AIMS HS dress code and student contract. Students should pack a lunch, wear comfortable shoes, and bring a jacket (no hoods). Students are not allowed to bring money or electronics (iPods, cameras, etc.). Fare for public transportation will be provided by the school.

Teachers must ensure the following before the field trip:

1. Complete a field trip proposal form and submit it to the Head of School for approval at least 2 weeks in advance of the field trip.
2. Do not allow students to attend the field trip without merit. Students who do not deserve a field trip should stay at school on field trip day.
3. Prepare a clear assignment packet with an instruction page for students who will not be attending the field trip. Give the packets to students before leaving for the field trip. The assignment should be long enough to last the entire school day.
4. Ensure that you have enough chaperones for your students. Different locations may require different chaperones to student ratios; make sure you research. Family and friend volunteers are good resources. Chaperones should know and understand the American Indian Model.
5. All students must be supervised at all times while on the field trip.

6. Students should use the bathroom in groups, not by themselves.
7. Take a cell phone and program the front desk and Head of School's numbers into your phone. In case of emergency, call the office immediately and the office will contact parents. If the situation is life-threatening or cannot wait for parent approval, call 9-1-1.
8. Teachers must take a first aid kit with them on the field trip.

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FIELD TRIP PROPOSAL FORM

Submit this form to your Head of School at least 2 weeks in advance of your anticipated field trip.

Teacher: _____ Class: _____ Today's Date: _____

1. Where will the class go? _____ 2. Date of Field Trip: _____

3. How many students will attend? _____ 4. How many students will not attend? _____

5. If needed, which public transportation will you use? _____

6. How will this field trip reinforce the mission of AIMS HS ? _____
_____
_____
_____

7. Number of chaperones: _____ (List names below)

CHAPERONE FIRST NAME	CHAPERONE LAST NAME	RELATIONSHIP
Ex: Johnny	*Ex: Zhang*	*Ex: Father of Jia Bao Zhang*

8. Use the table below to outline the costs associated with your field trip.

ITEM TO PURCHASE	WHO WILL PURCHASE	COST PER UNIT	NUMBER OF UNITS	TOTAL COST
Ex: MUNI Tickets	*Ex: Office*	*Ex: 1.50 per roundtrip (student)*	*Ex: 30 (students)*	*Ex: $45.00*

TOTAL COST: _____

9. Use the table below to outline the schedule of events during the proposed field trip. Include the times that students will leave school and return to school.

TIME	ACTIVITY/LOCATION
Ex:8:15 AM	Ex: Leave school and walk to BART
Ex: 8:35 AM	Ex: Board San Francisco Bound BART Train

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DROP OFF & PICK UP AND PROCEDURES

It is extremely important that the school have clear drop-off and pick-up procedures in place, and that these procedures be clearly communicated to all parties involved including families, students, and staff.

Drop-Off:
Parent's will need to **pull all the way up to the 3rd orange cone** and let students out on the right side of the vehicle so they are not exiting in traffic. Students will need to **enter the gate nearest Portable #6**. This keeps our students safe and traffic flowing.

Pick-Up:
Students need to be on the lookout for their parents **inside the gated area** as soon as possible so that cars do not back up inside the lot. IF YOU AND YOUR CHILD DO NOT CONNECT UPON YOUR ENTRY INTO THE QUEUE, YOU WILL POLITELY BE ASKED TO GO BACK AROUND AGAIN UNTIL YOU SEE THEM AND THEY SEE YOU. ***VERY IMPORTANT: **Cars may ONLY stop to pick-up a student from the designated pick-up area (3rd orange cone.)** Please be patient during after school pick-up. Students are not allowed to be picked up in front of the school and all AIMS HS students must be picked up from the pick-up area on campus.

(*CUTTING THROUGH THE PARKING LOT AND NOT FOLLOWING ALONG THE PAINTED ARROWS IS DANGEROUS AND IS STRICTLY PROHIBITED. PLEASE STAY ON THE ARROWED PATHWAY AT ALL TIMES WHILE IN THE PARKING LOT.)**

PLEASE continue to follow the direction of the traffic attendants in the brightly colored vests.

At the End of the Day
Students will be dismissed according to the following schedule:

Monday-Thursday	Dismissal Time: 4:30pm
Friday	Dismissal Time: 1:00pm

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FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Obtained from: http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:

    - School officials with legitimate educational interest;
    - Other schools to which a student is transferring;
    - Specified officials for audit or evaluation purposes;
    - Appropriate parties in connection with financial aid to a student;
    - Organizations conducting certain studies for or on behalf of the school;
    - Accrediting organizations;
    - To comply with a judicial order or lawfully issued subpoena;
    - Appropriate officials in cases of health and safety emergencies; and
    - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

AIMS will notify families and eligible students of their rights under FERPA through the Family Handbook.

AIMS HS - Lakeview Campus
Safe School Plan
2022-23

Revised: March 1, 2021

AIMS K-12 College Prep

IPM Plan

AIMS K12 College Prep
171 12th St Oakland, CA 94607 & 746 Grand Ave Oakland, CA 94610
510-893-8701

INTRODUCTION
Pests are populations of living organism (animals, plants, or microorganism) that interfere with use of healthcare and other facilities for human purposes.

Integrated Pest Management (IPM) is an approach that establishes a sustainable approach to managing pests by combining biological, cultural, physical and chemical tools in a way that minimizes economic, health and environmental risks.

AIMS K12 College Prep has adopted this Integrated Pest Management Plan for the buildings and grounds AIMS K12 College Prep manages. The plan outlines procedures to be followed to protect the health and safety of staff, patients and visitors from pest and pesticide hazards. The plan is designed to voluntarily comply with policies and regulations promulgated by the Department of Agriculture for public buildings and health care facilities.

Objectives of this IPM plan include:
- Elimination of significant threats caused by pests to the health and safety of patients, staff and the public.
- Prevention of loss or damage to structures or property by pests.
- Protection of environmental quality inside and outside buildings.

This IPM plan will be stored in the office of the school maintenance room.

IPM COORDINATOR
The Superintendent or designee shall be AIMS K12 College Prep IPM Coordinator and be responsible to implement the IPM plan and to coordinate pest management-related communications between AIMS K12 College Prep its landlords, service providers, staff and patients.

The Superintendent shall designate an employee at each AIMS K12 College Prep managed facility to serve as the IPM Site Coordinator for the site.

IPM COMMITTEE
AIMS K12 College Prep will maintain an IPM or other safety-related committee with responsibility for annual review of the IPM program and for assisting the IPM Coordinator in resolving pest-related issues. The committee will address IPM issues as needed and at least annually. Minutes will be taken of committee meetings and kept on file by the IPM Coordinator. Membership will include the IPM Coordinator and IPM Site Coordinators, and may also include community members, health advocates, patients and representatives.

POSTING AND NOTIFICATION OF PESTICIDE APPLICATIONS

The IPM Coordinator shall be responsible to annually notify patients and guardians of the procedures for requesting notification of planned and emergency applications of pesticides in facility buildings and on facility grounds.

When pesticide applications are scheduled in AIMS K12 College Prep -managed buildings or on grounds, AIMS K12 College Prep Service Providers and staff shall provide notification in accordance with law, including:

1. Posting a pest control information sign with the date, time and location of the application and the product applied in an appropriate area and including contact information for additional details.

2. Providing this information to all individuals working in the building.

3. Providing this information to all patients and guardians who have requested notification of individual applications of pesticides.

Where pests pose an immediate threat to the health and safety of patients or employees, AIMS K12 College Prep may authorize an emergency pesticide application and shall notify by telephone any guardian who has requested such notification. Disinfectants, anti-microbials and self-contained or gel-type pesticide baits applied in inaccessible areas are exempt from posting, notification and the 7-hour reentry requirement.

RECORD KEEPING & PUBLIC ACCESS TO INFORMATION

AIMS Lakeview Site will maintain records of all Service Provider visits and pest control treatments for at least three (3) years. Information regarding pest management activities will be made available to the public at the AIMS Lakeview Site's administrative office. Requests to be notified of pesticide applications may also be made to this office. All guardians will be informed of their option to receive notification of all pesticide applications at enrollment and once annually.

TRAINING

All AIMS K12 College Prep staff will be provided with training on AIMS K12 College Prep IPM policy at hire and during annual update training. Training will include the rationale for the IPM policy and program and specific elements including use of the pest-sighting log and prohibition on pesticide applications by non-certified individuals.

Additionally, designated staff including the IPM Coordinator, IPM Site Coordinators and those who conduct regular inspections of AIMS K12 College Prep facilities will receive advanced training on identifying pest infestations and pest-conducive conditions. This training will improve the ability of AIMS K12 College Prep staff to oversee Service Providers and AIMS K12 College Prep staff compliance with AIMS K12 College Prep IPM policy and plan.

GENERAL IPM STRATEGIES

Pest management strategies may include education, exclusion, sanitation, maintenance, biological and mechanical controls, and pre-approved, site-appropriate pesticides.

An Integrated Pest Management decision at AIMS K12 College Prep shall consist of the following steps:

1. Identify pest species.

2. Estimate pest populations and compare to established action thresholds.

3. Select the appropriate management tactics based on current on-site information.

4. Assess effectiveness of pest management.

5. Keep appropriate records.

Decisions concerning whether or not pesticides should be applied in a given situation will be based on a review of all available options. Efforts will be made to avoid the use of pesticides by adequate pest proofing of facilities, good sanitation practices, selection of pest-resistant plant materials, and appropriate horticultural practices.

When it is determined that a pesticide must be used in order to meet pest management objectives, the least-hazardous material, adequate for the job, will be chosen.

All pesticide storage, transportation, and application will be conducted in accordance with the requirement of the Federal Insecticide, Fungicide, and Rodenticide Act (7 United States Code136 et seq.), Environmental Protection Agency regulations in 40 CFR, Occupational Safety and Health Administration regulations, AIMS K12 College Prep policies and procedures, and local ordinances.

No person shall apply, store, or dispose of any pesticide on AIMS K12 College Prep managed property without an appropriate pesticide applicator license. All pesticide applicators will be trained in the principles and practices of IPM and the use of pesticides approved for use by AIMS K12 College Prep. All applicators must comply with the IPM policy and follow appropriate regulations and label precautions when using pesticides in or around AIMS K12 College Prep facilities.

Pest-specific strategies will be included in the IPM Program Specifications provided to each service provider.

AIMS K12 College Prep SERVICE PROVIDER ROLES
AIMS K12 College Prep service providers including cleaning, pest control and landscape maintenance will be guided by written and signed contracts including AIMS K12 College Prep -developed IPM program specifications for structural pest control providers.

Service providers will be directed to provide special attention to pest-vulnerable areas including food storage, preparation and serving areas; washrooms; custodial closets; mechanical rooms and entryways into the building.

Service providers or other IPM experts will be asked to provide input on any AIMS K12 College Prep facility renovation or reconstruction projects including reviewing plans for pest-conducive conditions, suggesting pest-proofing measures and inspecting construction where applicable to prevent and avoid pest problems.

AIMS K12 College Prep STAFF ROLES
AIMS K12 College Prep administration will provide support to assist the IPM Coordinator in maintaining an IPM program that relies on minimal pesticide use. Such support will include efforts to promptly address any structural, horticultural, or sanitation changes recommended by the coordinator to reduce or prevent pest problems.

Furthermore, AIMS K12 College Prep administration will assist the Coordinator in developing and delivering materials and programs for staff, students, and the public to educate them about the importance of good sanitation and pest control.

The facility operations department is responsible for ensuring staff compliance with the IPM policy and plan, including the attached checklist.

PEST-SPECIFIC STRATEGIES

The following strategies will be used for frequently encountered pests:

1. ANTS
    1. Ants will be identified to species to aid in locating nesting sites, preferred food, habits and appropriate baits when necessary.
    2. Ants inside buildings will be cleaned up with soapy water, including the areas ants are traversing to eliminate any pheromone recruiting trail, which ants deposit to help other ants find the location of food and water sources.
    3. Maintenance will be informed and the opening providing entry for ants into the building will be located and repaired.
    4. Building and room occupants will be informed of any action they need to take to prevent future problems, e.g., cleaning up spilled food or drink more promptly or thoroughly, storing food in sealed containers, repairing leaking or dripping pipes or faucets, etc.
    5. If the above steps fail to correct the problem, the contractor will inform the IPM Coordinator and discuss additional steps, such as more extensive repairs, changes in the food policy, changes in exterior landscaping to remove ant habitat, or selection of least-toxic pesticide baits or gels, preferably in manufactured tamper-resistant bait stations placed in areas inaccessible to children or other building occupants.