AIMS K-12 College Prep Charter District

AIMS Special Board Meeting

Date and Time

Thursday September 29, 2022 at 4:30 PM PDT

Location

Virtual Meeting

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 Tiffany Tung at (510) 912-4045 at least 24 hours in advance of any disability accommodations being needed in order to participate in the meeting.

Join Zoom Meeting
ID: 858 3091 7359
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Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**4:30 PM**
	Opening Items			
A.	Call the Meeting to Order		Chris Edington, Board President	1 m
	Board President will call the September 29, 2022 Board of Directors meeting to order.			
B.	Record Attendance and Guests	Vote	Chris Edington	2 m
C.	Adoption of Agenda	Vote	Chris Edington, Board President	2 m
	AIMS Board Directors will adopt the September 29, 2022 AIMS Board of Directors Agenda.			
D.	Public Comment on Agenda Items			10 m
	Public Comment on Agenda Items is set aside for members of the Public to address the items on the Board's agenda prior to each agenda item. The Board of Directors will not respond or take action in response to Public Comment, except that the board may ask clarifying questions or direct staff. **Comments are limited to two (2) minutes per person, and a total time allotted for all public comments will not exceed thirty (30) minutes (10 minutes per section).**			
E.	Public Comment on Non-Agenda Items			10 m
	Public Comment on Non-Agenda Items is set aside for members of the Public to address the items not on the Board's agenda. The Board of Directors will not respond or take action in response to Public Comment, except that the board may ask clarifying questions or direct staff. **Comments are limited to two (2) minutes per person, and a total time allotted for all public comment will not exceed thirty (30) minutes (10 minutes per section).**			
II.	**Action Items**			**4:55 PM**

		Purpose	Presenter	Time
A.	Resolution for Surplus Items	Vote	Marisol Magana, Director of Health & Student Services	5 m
B.	HS California School Dashboard Local Indicators Report	FYI	Maurice Williams, Head of School	5 m
C.	MS California School Dashboard Local Indicators Report	FYI	Riffat Akram, Head of School	5 m
D.	ES California School Dashboard Local Indicators Report	FYI	Natalie Glass, Head of School	5 m
E.	2022 - 2023 Board Calendar Approval	Vote	Maya Woods-Cadiz, Superintendaent	5 m

III. Closing Items — 5:20 PM

A.	Adjourn Meeting	FYI		
B.	NOTICES	FYI	Chris Edington	4 m

The next regular meeting of the Board of Directors is scheduled to be held on October 18, 2022, at 6:30 pm. AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. 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 Tiffany Tung at (510) 912-4045 at least 24 hours in advance of any disability accommodations being needed in order to participate in the meeting.
I, Maya Nicholas, hereby certify that I posted this agenda on the AIMS website at www.aimsk12.org, on September 28, 2022, at 4:20 PM.
Certification of Posting

Coversheet

Resolution for Surplus Items

Section: II. Action Items
Item: A. Resolution for Surplus Items
Purpose: Vote
Submitted by:
Related Material:
RESOLUTION OF THE BOARD OF TRUSTEES OF THE AIMS K - 12 College Prep.docx

RESOLUTION OF THE BOARD OF EDUCATION OF AIMS K-12 COLLEGE PREP CHARTER DISTRICT

WHEREAS, the Board of Trustees of AIMS K-12 College Prep Charter District has received from the Superintendent of Schools a list of AIMS K-12 personal property –i.e., electronic equipment (e-waste), furniture listed in Exhibit "A" deemed no longer required for school purposes, or that should be disposed of for the purpose of replacement, or that is unsatisfactory or not suitable for school use, collected from or at listed sites; and

WHEREAS, the Superintendent recommends that the Board declare said AIMS personal property listed in Exhibit "A" to be obsolete, surplus and for items to be disposed of pursuant to applicable law,

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustee authorizes and directs the Superintendent or designee to dispose of each item of the AIMS personal property approved and/or by sale, donation to a charitable organization or disposition in the local public dump upon compliance with the provisions of Education Code Sections 17545 and 17546, respectively. PASSED AND ADOPTED by the Board of Trustees the AIMS K-12 College Prep Charter District, this 29th day of September 2022, by the following vote:

AYE:

NAY:

ABSTAIN:

RECUSED:

ABSENT:

CERTIFICATION

I hereby certify that the foregoing is a full, true and correct copy of a Resolution adopted, at a Special Board Meeting of the Governing Board of the AIMS K-12 College Prep Charter District held on September 29, 2022.

EXHIBIT A

- **20 broken classroom sinks**
- **10 broken bookshelves**
- **2 broken student tables**
- **5 broken teacher chairs**
- **2 broken TVs**

Coversheet

HS California School Dashboard Local Indicators Report

Section: II. Action Items
Item: B. HS California School Dashboard Local Indicators Report
Purpose: FYI
Submitted by:
Related Material: AIMS HS California Dashboard - 2022-2023.pptx

California School Dashboard Local Indicators



Maryetta Golden, Head of School (K-5th)
Riffat Akram, Head of Schools (6th - 8th)
Maurice Williams, Head of School (9th - 12th)

AIMS K-12 COLLEGE PREP CHARTER DISTRICT

CA Dashboard

What Is the California School Dashboard?

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

Local Indicators

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

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

Local Indicators

Priority 1:

- **Basic Services and Conditions**
  - Teacher misassignment
  - Student access to instructional material
  - Conditions of school facilities

Priority 2:

- Implementation of State Academic Standards

Priority 3:

- Parent Engagement

Priority 6:

- School Climate

Priority 7:

- Access to a Broad Course of Study

AIMS HS - Priority 1

Priority 1 - Basic Services and Conditions: Met

- Teacher misassignment - 31%
- Student access to instructional material - 100%
- Conditions of school facilities - Good

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

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

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

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

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

AIMS HS - Priority 2

Priority 2 - Implementation of State Academic Standards: Met

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

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

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

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

AIMS HS - Priority 3

Building Relationships

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

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

School's Answer: 4 – Full Implementation

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

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

School's Answer: 5 – Full Implementation and Sustainability

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

School's Answer: 4 – Full Implementation

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

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

School's Answer: 5 – Full Implementation and Sustainability

AIMS HS - Priority 3

Building Partnerships for Student Outcomes

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

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

School's Answer: 4 – Full Implementation

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

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

School's Answer: 3 – Initial Implementation

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

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

School's Answer: 4 – Full Implementation

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

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

School's Answer: 4 – Full Implementation

AIMS HS - Priority 3

Seeking Input for Decision Making

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

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

School's Answer: 4 – Full Implementation

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

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

School's Answer: 4 – Full Implementation

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

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

School's Answer: 4 – Full Implementation

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

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

School's Answer: 4 – Full Implementation

AIMS HS - Priority 6

Priority 6 - School Climate: Met

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

Student Survey (Strongly agree or agree responses)
1: At school I am able to do my work without worrying about my physical and/or emotional safety. 89.6%
2: I feel I am part of this school. 90.9%
3: Teachers and other grown-ups at school care about me. 90.9%

Family Survey (Strongly agree or agree responses)
1: At school my child is able to do his/her work without worrying about his/her physical or emotional safety. 92%
2: This school has a supportive learning environment for my child. 92%

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

AIMS HS- Priority 7

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

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

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

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

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

AIMS HS- Priority 7

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

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

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

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

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

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

The school is engaging with various stakeholders to ensure that we are gathering information and to include all families.

The LEA is working on strengthening the way that we are providing information and resources to support student learning and development in the home.

The LEA is working towards strengthening the way in which we seek input for decision making.

Coversheet

MS California School Dashboard Local Indicators Report

Section: II. Action Items
Item: C. MS California School Dashboard Local Indicators Report
Purpose: FYI
Submitted by:
Related Material: Middle School Template California Dashboard - 2022-2023 (1).pptx

California School Dashboard Local Indicators



Maryetta Golden, Head of School (K-5th)
Riffat Akram, Head of Schools (6th - 8th)
Maurice Williams, Head of School (9th - 12th)

AIMS K-12 COLLEGE PREP CHARTER DISTRICT

CA Dashboard

What Is the California School Dashboard?

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

Local Indicators

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

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

Local Indicators

Priority 1:

- **Basic Services and Conditions**
  - Teacher misassignment
  - Student access to instructional material
  - Conditions of school facilities

Priority 2:

- Implementation of State Academic Standards

Priority 3:

- Parent Engagement

Priority 6:

- School Climate

Priority 7:

- Access to a Broad Course of Study

AIMS MS - Priority 1

Priority 1 - Basic Services and Conditions: Met

- Teacher misassignment - 20%
- Student access to instructional material - 100%
- Conditions of school facilities - Good

Teacher credentialing continues to be a priority. Several teachers who are in need of clearing their preliminary credential participated in the induction program, a cost for which the school pays. Several other teachers are enrolled in teacher credential programs and working as interns.

All of our students have access to standards-aligned instructional materials including technology devices and internet access for use at school and home.

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

AIMS MS - Priority 2

Priority 2 - Implementation of State Academic Standards: Met

The district conducted several needs assessments in order to determine the most appropriate strategies for in-person learning learning as well as recovering learning loss from the year of distant learning.
Teachers were provided with resources, individulaized supplemental curricula, and technology to provided differentiated learning in the classrooms.Teachers were provided professional development required for implementation of State Academic standards and tools to support students in recovering their learning loss due to COVID-19 school closures.

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

The district conducted additional needs assessments in order to determine better toimprove instructions in math curriculum. New math curriculum is adopted for 6th,7th & 8th grades. Teachers required additional training in emphasizing Common Core approaches to math in order to supplement the curriculum effectively. Teachers received this training. Professional development towards Next Generation Science Standards implementation of Inspire Science curriculum from MGrawhill that focuses on hands on inquire based learning. Teachers are trained using the text and digital instructional materials from History Alive for Social Science. Mandarin and Spanish were both offered for students in the middle school.

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

AIMS MS - Priority 3

Priority 3 - Parent Engagement: Met

Building Relationships

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

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

School's Answer: 5 - Full Implementation and Sustainability

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

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

School's Answer: 5 - Full Implementation and Sustainability

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

School's Answer: 5 - Full Implementation and Sustainability

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

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

School's Answer: 5 - Full Implementation and Sustainability

AIMS MS - Priority 3

Building Partnerships for Student Outcomes

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

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

School's Answer: 5 - Full Implementation and sustainability

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

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

School's Answer: 5 - Full Implementation and sustainability

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

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

School's Answer: 5 - Full Implementation and sustainability

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

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

School's Answer: 5 - Full Implementation and sustainability

AIMS MS - Priority 3

Seeking Input for Decision Making

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

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

School's Answer: 5 - Full Implementation and sustainability

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

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

School's Answer: 5 - Full Implementation and sustainability

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

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

School's Answer: 5 - Full Implementation and sustainability

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

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

School's Answer: 5 - Full Implementation and sustainability

AIMS MS - Priority 6

Priority 6 - School Climate: Met

Family Survey (Strongly agree or agree responses)
1: At school my child is able to do his/her work without worrying about his/her physical or emotional safety.
2: This school has a supportive learning environment for my child.

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

AIMS MS- Priority 7

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

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

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

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

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

This is ensured by enrollment as well as consistent progress monitoring. Students who required additional support in core subjects, through pull-out support, received services from instructional aids.Students with exceptional needs, as mandated by their IEP or 504, will still have access to general education classrooms based on standard compliance with IEPs. Additionally, students who are English learners either received push-in and/or pull-out services so that

AIMS MS- Priority 7

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

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

During the 2022-23 academic school year, there were several unprecedented challenges due to school closures during Covid-19 pandemic that prevented a greater access to a broad course of study for all students, particularly as it pertained to implementing the instructions virtually via zoom and the online platforms. Students have lost great deal og learning as well as social emotional growth since 2020.

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

During the 2022-23 school year, returning from the Covid-19 pandemic forced us to make several changes throughout the year. At the beginning of the school year,we shifted our focus in recovering the learning loss and providing social emotional support, that required us to modify our master schedules, intervention support plans. We added 30 minutes of social emotional learning for all students into their daily master schedules. Our teachers has to add additional focus on Students' social emotional well being. Our schools are also facing challenges in hiring highly qualified teachers and support staff as a result of nationwide teacher shortage.

The school is engaging with various stakeholders to ensure that we are gathering information and to include all families.

The LEA is working on strengthening the way that we are providing information and resources to support student learning and development in the home.

The LEA is working towards strengthening the way in which we seek input for decision making.

Coversheet

ES California School Dashboard Local Indicators Report

Section: II. Action Items
Item: D. ES California School Dashboard Local Indicators Report
Purpose: FYI
Submitted by:
Related Material: Elementary Template California Dashboard - 2022-2023 (1).pptx

AIPCS II - Priority 1

Priority 1 - Basic Services and Conditions: Met

- Teacher misassignment -33%
- Student access to instructional material -100%
- Conditions of school facilities - Good

Non-credentialed teachers are currently enrolled in a teacher credentialing or intern program. Some teachers are in the process of clearing their credentials by participating in the induction program, a cost of which the school pays.

We ensure all of our students have access to standards-aligned instructional materials for use at home and school. Our main ELA and math textbooks/curriculum were also accessible via digital platform. 100% of our students had full access to all of the materials whether they were virtual or in person.

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

Furthermore, we took extra precautions cleaning and thorough disinfecting of the classrooms and building. Classrooms were disinfected with a professional-grade defogger machine each night. Desks, office tables, and lunch tables were disinfected after each use. Extra time went into wiping door handles, cleaning elevators, and maintaining a clean building.

AIPCS II (AIMS ES)- Priority 2

Priority 2 - Implementation of State Academic Standards: Met

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

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

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

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

AIPCS II (AIMS ES)- Priority 3

Building Relationships

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

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

School's Answer: 4 – Full Implementation

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

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

School's Answer: 4 – Full Implementation

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

School's Answer: 4 – Full Implementation

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

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

School's Answer: 4 – Full Implementation

AIPCS II (AIMS ES)- Priority 3

Building Partnerships for Student Outcomes

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

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

School's Answer: 4 – Full Implementation

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

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

School's Answer: 4 – Full Implementation

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

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

School's Answer: 4 – Full Implementation

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

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

School's Answer: 4 – Full Implementation

AIPCS II (AIMS ES)- Priority 3

Seeking Input for Decision Making

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

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

School's Answer: 4 – Full Implementation

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

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

School's Answer: 4 – Full Implementation

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

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

School's Answer: 4 – Full Implementation

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

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

School's Answer: 4 – Full Implementation

AIPCS II (AIMS ES)- Priority 6

Priority 6 - School Climate:

Student Survey Results (Strongly agree or agree responses)
1: At school I am able to do my work without worrying about my physical and/or emotional safety. 84.6%
2: I feel I am part of this school. 91.7%
3: Teachers and other grown-ups at school care about me. 92.2%

Family Survey (Strongly agree or agree responses)
1: At school my child is able to do his/her work without worrying about his/her physical or emotional safety. 87.6%
2: This school has a supportive learning environment for my child. 89.3%

AIPCS II (AIMS ES)- Priority 7

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

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

All students were enrolled in the following courses:

- English Language Arts
- Mathematics
- Social Studies
- Science
- Physical Education
- World Languages Courses (Mandarin/Spanish)

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

During the 2021-22 academic school year, all students were enrolled in the following courses in-person:

- English Language Arts
- Mathematics
- Social Studies
- Science
- Physical Education
- World Languages Courses (Mandarin/Spanish)

AIPCS II (AIMS ES)- Priority 7

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

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

All course materials were accessible to all students. We were intentional in our efforts to provide access to curriculum to all students, including providing 1:1 chromebooks for students which allowed them to access materials from home.

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

Our curriculum is available to all students in both hard copy and electronic versions. This allowed easy access to textbook lessons for school and home. All teachers received professional development on how to successfully implement the online curriculum.

Coversheet

2022 - 2023 Board Calendar Approval

Section: II. Action Items
Item: E. 2022 - 2023 Board Calendar Approval
Purpose: Vote
Submitted by:
Related Material: The-Boards-Governance-Calendar.docx (1).pdf

AIMS Board Calendar

2022 - 2023

September	October	November
♦ 9/6 - Governance ♦ 9/8 - Facilities ♦ 9/12 - Board Meeting ♦ 9/20 - Finance	♦ 10/4 - Governance ♦ 10/13 - Facilities ♦ 10/18 - Board Meeting ♦ 10/18 - Finance	♦ 11/1 - Governance ♦ 11/10 - Facilities ♦ 11/29 - Board Meeting** ♦ 11/29 - Finance
December	**January**	**February**
♦ 12/6 - Governance ♦ 12/8 - Facilities ♦ 12/20 - Board Meeting ♦ 12/20 - Finance	♦ 1/3 - Governance ♦ 1/12 - Facilities ♦ 1/17 - Board Meeting ♦ 1/17 - Finance	♦ 2/7 - Governance ♦ 2/9 - Facilities ♦ 2/28 - Board Meeting** ♦ 2/28 - Finance
March	**April**	**May**
♦ 3/7- Governance ♦ 3/9 - Facilities ♦ 3/21 - Board Meeting ♦ 3/21 - Finance	♦ 4/4 - Governance ♦ 4/13 - Facilities ♦ 4/18 - Board Meeting ♦ 4/18 - Finance	♦ 5/2 - Governance ♦ 5/11 - Facilities ♦ 5/16 - Board Meeting ♦ 5/16 - Finance
June		
♦ 6/6 - Governance ♦ 6/8 - Facilities ♦ 6/20 - Board Meeting ♦ 6/20 - Finance		

1 AIMS Board of Directors/Governing Committees Calendar Template