AIMS K-12 College Prep Charter District

AIMS Board Meeting

Date and Time

Tuesday April 18, 2023 at 6:45 PM PDT

Location

171 12th Street, Oakland, CA 94607

Members of the public, staff, and faculty may join virtually at:
Join Zoom Meeting
https://us02web.zoom.us/j/81397467941?pwd=KzVHbDliZFdETjJEbnQxUmdsTFZDQT09

Meeting ID: 813 9746 7941
Passcode: 596846
One tap mobile
+16699006833,,81397467941#,,,,*596846# US (San Jose)
+16694449171,,81397467941#,,,,*596846# US

Dial by your location
+1 669 900 6833 US (San Jose)
+1 669 444 9171 US
+1 719 359 4580 US
+1 253 205 0468 US
+1 253 215 8782 US (Tacoma)
+1 346 248 7799 US (Houston)
+1 309 205 3325 US
+1 312 626 6799 US (Chicago)
+1 360 209 5623 US

+1 386 347 5053 US
+1 507 473 4847 US
+1 564 217 2000 US
+1 646 931 3860 US
+1 689 278 1000 US
+1 929 436 2866 US (New York)
+1 301 715 8592 US (Washington DC)
+1 305 224 1968 US
Meeting ID: 813 9746 7941
Passcode: 596846

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

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**6:45 PM**
	Opening Items			
A.	Call the Meeting to Order		Chris Edington	1 m
B.	Record Attendance and Guests	Vote	Barbara Pemberton	2 m
C.	Adoption of Agenda	Vote	Chris Edington	2 m
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 comment will not exceed thirty (30) minutes (10 minutes per section).**

		Purpose	Presenter	Time
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. Non-Action Items — 7:10 PM

A.	President's Report	FYI	Chris Edington	5 m
B.	Superintendent's Report	FYI	Superintendent Woods-Cadiz	5 m
C.	Staff Reports	FYI		25 m

Compliance
Marketing and Communications April 2023
Data and Academic Performance
March MS Board Report 2022-2023
H&SSS April 2023 Board Report
Head of School Report
SE Board Report April 2023

D.	Board Members Questions and Comments on Submitted Staff Reports	FYI	AIMS Board Members	20 m

III. Action Items — 8:05 PM

A.	Consent Calendar	Vote	Chris Edington	15 m

AR 102a: Complaint Procedure
Social Media Account Policy for Student Clubs & Associations
Board and Staff Attendance at Charter National Conference Austin Texas
April Board Policies
HS Letterman Jackets

		Purpose	Presenter	Time
	HS Prom			
	HS Yearbook			

IV. Closed Session — 8:20 PM

A.	Public Comment on Closed Session Items	FYI		10 m

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

B.	Recess to Closed Session	Discuss		120 m

Closed Session Items:
1. Conference with Real Property Negotiations (Gov. Code Section 54956.9)
2. Conference with Legal Counsel- Anticipated Litigation (Gov. Code Section 54956.9)
3. Employee Matters
4. Student Discipline Matter

C.	Reconvene from Closed Session	Vote		2 m

Roll Call

D.	Report from Closed Session	FYI		3 m

- Board President, Mr. Chris Edington

V. Closing Items — 10:35 PM

A.	Adjourn Meeting	FYI		
B.	NOTICES	FYI	Barbara Pemberton	1 m

The next regular meeting of the Board of Directors is scheduled to be held on the third Tuesday, May 2023, at 6:45 pm. AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Marisol Magana has been designated to receive

Purpose Presenter Time

requests for disability-related modifications or accommodations in order to enable individuals with disabilities to participate in open and public meetings at AIMS. Please notify Marisol Magana at (510) 220-9985 at least 24 hours in advance of any disability accommodations being needed in order to participate in the meeting.

I, Barbara Pemberton, hereby certify that I posted this agenda on the AIMS website at www.aimsk12.org, on April 15, 2023, before 6:45 PM.
Certification of Posting

Coversheet

Superintendent's Report

Section: II. Non-Action Items
Item: B. Superintendent's Report
Purpose: FYI
Submitted by:
Related Material: _Superintendent Board Report April 2023 (1).pdf

Superintendent Board Report

Reporting Period April 2023

Superintendent Maya Woods-Cadiz, AIMS K-12 College Prep Charter District

Highlights of The Month: Paycom



- **AIMS' first payroll using PAYCOM successfully occurred on 4/14/2023.**
- **Paycom allows AIMS employees to view pay stubs, manage direct deposits, manage personal information, view and submit time off requests, enroll in benefits, add dependents,update beneficiaries, participate in PD , receive employment contracts, and engage in other human resource related activities.**
- **100 % of AIMS employees have interacted with PAYCOM.**

Highlight of The Month : Employees Going Over and Above



Katema Ballentine
Chief Business Officer
katema.ballentine@aimsk12.org



Christina Jordan
Director of Business Operations
christina.jordan@aimsk12.org



Kellie Minor
Executive Assistant to the CBO
kellie.minor@aimsk12.org



Jack Huang
Business Services Coordinator
jack.huang@aimsk12.org



Jimmy Quach
Business Services Coordinator
jimmy.quach@aimsk12.org



Delicia Moghadam
Position Control Coordinator
delicia.moghadam@aimsk12.org

While most of AIMS employees were on Spring Break, the AIMS Business Operations Department was working hard to ensure that the roll over to PAYCOM went well, and all employees pay warrants were correct. Their sacrifice meant that AIMS employees received their correct pay on the correct day. I want to recognize them for a job well done.



Highlight of The Month: Spring Employee Satisfaction Survey

Spring 2023 Staff Satisfaction Survey

Every single person in this organization works tirelessly to meet our mission of preparing students for success in college, career, and life and sharing our model with thousands across the country. We value each of you greatly and want to work in partnership with you to make sure AIMS has an inclusive, positive workplace culture and is the best place to work. Please take 15 minutes to complete this survey so that your voice is represented.

Results from this survey will move from Intention to Action on the areas of growth you shared with us related to Diversity, Equity, and Inclusion; Decision-Making; Transparency; Feedback & Performance Review; Knowledge Sharing; Onboarding & New Teacher Support; Career Growth Opportunities; and Sustainability.

Please share your candid feedback again so that we can continue to make AIMS the best place the work and continue on our path from Intention to Action

All AIMS Employees have received access to our Spring Satisfaction Survey. This is AIMS second time doing this survey. Information received will inform planning for the 2023-2024 school year. The board will receive a report of results in the May board meeting.

Highlight of The Month: Masking Mandate Survey

Mask Mandate Survey, 口罩令問卷調查, Encuesta de mandato de máscara, ዳህሳስ ዕማም ማስክ, مسح تفويض القناع

Dear AIMS (Family, Staff, Students),

This survey is being sent to gauge your feeling about the removal of the mask mandate. The safety of students is our main concern and we do not want to make a change without consulting our community.

親愛的 AIMS（家庭、員工、學生），
請透過此問卷表達您對取消口罩令的意見。 學生的安全是我們最關心的問題，我們不想在未諮詢家長/教職員的情況下作出改變。

Estimado AIMS (familia, personal, estudiantes),

Esta encuesta se envía para evaluar su opinión sobre la eliminación del mandato de máscara. La seguridad de los estudiantes es nuestra principal preocupación y no queremos hacer un cambio sin consultar a nuestra comunidad.

ዝኸበርኩም AIMS (ስድራቤት፣ ሰራሕተኛታት፣ ተምሃሮ)፣

እዚ ዳህሳስ ብዛዕባ ምእላይ ትእዛዝ ማስክ ዘለኩም ስምዒት ንምዕቃን እዩ ዝለኣኽ። ድሕነት ተምሃሮ ቀንዲ ስክፍታና ስለዝኾነ ሕብረተሰብና ከይተወከስና ለውጢ ክንገብር ኣይንደልን።

عزيزي AIMS (الأسرة ، الموظفين ، الطلاب) ،

يتم إرسال هذا الاستطلاع لقياس شعورك حيال إزالة تفويض القناع. سلامة الطلاب هي شاغلنا الرئيسي ولا نريد إجراء تغيير دون استشارة مجتمعنا.

- This month students, parent/guardians, and employees received a survey regarding what we should do regarding masking in the 2023-2024 school year.
- The survey will close in May.
- The data collected will be used to recommend the ending or continuation of the mask mandate to the AIMS Board.

Highlight of The Month: AIMS Projected Enrollment Numbers

AIPCS II	
Grade	**Projected Enrollment**
K	55
1st	70
2nd	75
3rd	80
4th	80
5th	80
6th	70
7th	70
8th	70
Total	650

AIMS MS	
Grade	**Projected Enrollment**
6th*	65
7th	70
8th	75
Total	210

AIMS HS	
Grade	**Projected Enrollment**
9th	120
10th	130
11th	105
12th	85
Total	**440**

- **AIMS held our enrollment lottery in March**
- **Based on the lottery enrollment we anticipate 1300 students for the 2023-2024 school year**
- **The 2023-2024 school year projected budget will be based on these numbers minus approximately 3% (an average of CA student attrition numbers)**
- **The numbers will be adjusted for the actual budget based of measured enrollment during the first interim of 2023-2024**

Coversheet

Staff Reports

Section: II. Non-Action Items
Item: C. Staff Reports
Purpose: FYI
Submitted by:
Related Material: Compliance Presentation Template 2023.pdf
April 2023 MarCom Dept Board Presentation.pptx
Data and Academic Performance.pptx.pdf
March MSBOARD REPORT 2022 -2023.pdf
H&SSS April 2023 Board Report.pdf
HSBOARD REPORT APRIL 2023.pdf
SEBOARD REPORT April 2023.pdf

AIMS K-12 College Prep

Compliance Department Board Report

Powered by BoardOnTrack

Compliance Department Team

Tiffany Tung- Director of Compliance

- Oversee Compliance Process Management
- Oversee to ensure submission of Federal/State/County/District Reporting and plans (LCAP, ESSER, SPSA, Measure G, Title III, ConAPP)
- Ensure District deadlines are submitted timely and accurately
- Oversee onboarding and compliance of staffing positions
- Oversee management of of federal time and accounting
- Oversee compliance and program of district Nutrition program and reimbursements
- Establish and adopt written policies, procedures, and standards of conduct

Keisha Smith- Compliance Manager

- Compliance Process Management
- Review onboarding and compliance of staffing positions
- Guidance of fiscal (LCAP, SPSA, ESSER, Categorical Title Plans)
- Manage federal time and accounting
- Purchase order workflow General, Federal, Restrictive, Williams Funding, SPED

Laila Ahmad-Nutrition Services Coordinator

- District food service ordering
- Manage district Nutrition program
- District food service compliance federal and state
- Manages SFS (School Food Solutions)
- Manages Mealtime (POS) Point of Sale
- Ensure compliance of fiscal payments on school sites operationally, cash handling
- Review Nutrition Service budget
- Review all district food purchases to ensure alignment with budget

Compliance Department Objectives

- Ensures that the district operates in a consistent and ethical manner that aligns with compliant local, state and federal regulations.
- Elevates and improves the effectiveness of process flows, controls and business practices.
- Establish compliance standards and designs improvements to internal controls and structures
- Minimizes legal risk by understanding current and proposed legislation, enforcing regulations, recommending changes and new procedures and complying with legal requirements.
- Develops action plans, initiate corrective action, compliance organizational strategies by contributing information, analysis, and recommendation for strategic thinking and direction, establishing functional objectives in line with organizational objectives.
- Accomplishes human resource by determining accountabilities and planning, monitoring, appraising and reviewing job descriptions, verification of employment and salary placement.

Methods of Compliance

1. Establish and adopt written policies, procedures and standards of conduct

   A. Goal - to foster uniformity within our organization and develop a healthy culture of compliance and compliance behaviors

2. Creating internal timelines for departments to ensure compliance of deadlines and mandated reporting requirements.

   B. Goal - to ensure all deadlines are met

3. Annual update organizations job descriptions

   C. Goal - to ensure position descriptions are current and align with employee scope of work and aiding to meeting needs of organization within daily workflow

4. Provide training and education

   D. Goal - to ensure employees understand compliance at every level understand program standards order to comply, training program to outline AIMS organization requirements

5. Evaluates organizational strategic controls to minimize or avoid risks that employees potentially face.
   E. Goal - to optimize the way resources are allocated and preventive measures are implemented

Compliance/Nutrition Updates & Implementation

1. **Implementation of RTH (Request to Hire) in new HR/Payroll system Paycom.**

2. **Job Description internal audit of review and analysis of all job descriptions in AIMS district .**

3. **Creation of Compliance policies and procedures needed to foster uniformity and adherence to program compliance.**

4. **Corrective Action in organization vulnerability or violation in HR processes, school site plans, job descriptions and policies.**

5. **Applied for second round of KIT (Kitchen Infrastructure & Training) Grant.**

Nutrition Services

What is the National School Lunch Program, Universal Meal Program?

A federally funded program that assists schools and other agencies in providing nutritious lunches to children at reasonable prices. In addition to financial assistance, the program provides donated commodity foods to help reduce lunch program costs. The United States Department of Agriculture (USDA) is responsible for overseeing the program nationally. In California, the program is administered by the California Department of Education (CDE), Nutrition Services Division. AIMS offers school breakfast, lunch and snack for all three schools. Currently due to COVID-19 AIMS offers free meals for all students due to the National Universal Meal program which the state of California implemented as of SY 2022-23.

What are the benefits of participating in the program?

For children, the National School Lunch Program provides a nutritious meal that contains one-third of the recommended dietary allowance of necessary nutrients. For parents, the program offers a convenient method of providing a nutritionally balanced lunch at the lowest possible price. For schools, the program enhances children's learning abilities by contributing to their physical and mental well being. Studies have shown that children whose nutritional needs are met have fewer attendance and discipline problems and are more attentive in class.

What type of breakfast, lunch and snack must be offered? https://aimsk12.org/ms-nutrition

What are the benefits of participating?

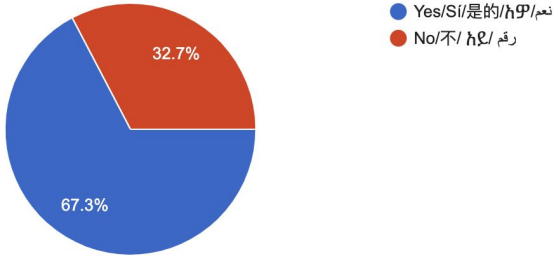
The National School Lunch Program (NSLP) provides a nutritious meal that contains one-third of the recommended dietary allowance of necessary nutrients. For parents, the program offers a convenient method of providing a nutritionally balanced lunch at the lowest possible price. For schools, the program enhances children's learning abilities by contributing to their physical and mental well being. Studies have shown that children whose nutritional needs are met have fewer attendance and discipline problems and are more attentive in class.

How do we get paid?

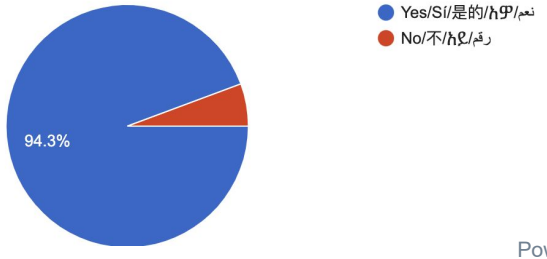
The National School Lunch Program (NSLP) is operated on a reimbursement basis, with LEA (AIMS) paid on the number of meals served. AIMS submit a monthly reimbursement claim through the Child Nutrition Information Payment System (CNIPS). After the CDE Department reviews and approves the claim, it is processed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

Survey Results

- 67% of our families were aware that California is the first state to implement a statewide Universal Meals Program in public and charter schools for all school children.

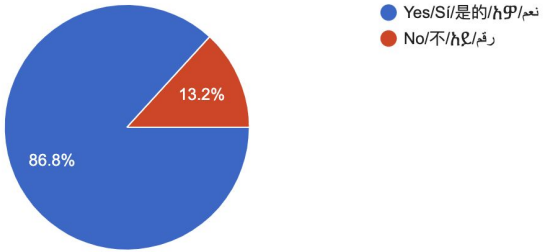


- 94% knew that AIMS provides two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility.



Survey Results

- 86% of students participate in our Nutritional Service Program.



- 86% did know we have a variety of menu entrees to accommodate students' preferences.

- The top suggestions from families and students to improve the Nutritional Service Program:
  A) Better quality meals.
  B) Add more variety of snacks and lunches.
  C) Add a microwave for students to heat their lunches.

- 75% completed the AIMS Survey

Purpose of Survey: At the beginning of the 2022-2023 school year, AIMS proudly announced that free breakfast, lunch and snacks are now available to all students. We encouraged all families to participate in a survey. The survey aims to give families an opportunity to provide feedback on our Nutritional Service Program. The feedback that we receive allows us to provide an optimal Nutritional Service Program for our students.

Q&A

Thank you!

AIMS K-12 COLLEGE PREP CHARTER DISTRICT

AIMS K-12
Marketing and Communications Department

April 2023 Board Meeting Presentation

By Suzen Chu - Director of Marketing and Communications

March/April 2023 Social Media Fast Facts

	Reach
Facebook	775 reaches
Instagram	516 reaches
YouTube	774 views
AIMS website	5.1K visits
AIMS Intranet	51 visits

March/April 2023 Wrap Up

Boosting Enrollment

- Created marketing materials in English, Chinese and Spanish.
- Boosted enrollment posts on social media.
- Invited local Preschools, Elementary, and Middle Schools to allow us to place flyers in their locations and do a informational presentation to their families.
- Engaged with foster family agencies, and homeless/refugee/community centers.
- Placed flyers in local businesses and community centers.
- Placed ad on Oakland Post.
- Sent postcard to homes within 5 miles of 94607 via USPS Direct Mail.
- Used WhatsApp SMS marketing via El Timpano to reach Hispanic and Mayan families.
- Supported school sites to host informational nights & school tours.
- Supported Enrollment Department on public lottery and to understand their needs.


CARE
COMMUNITY CENTER
OAKLAND

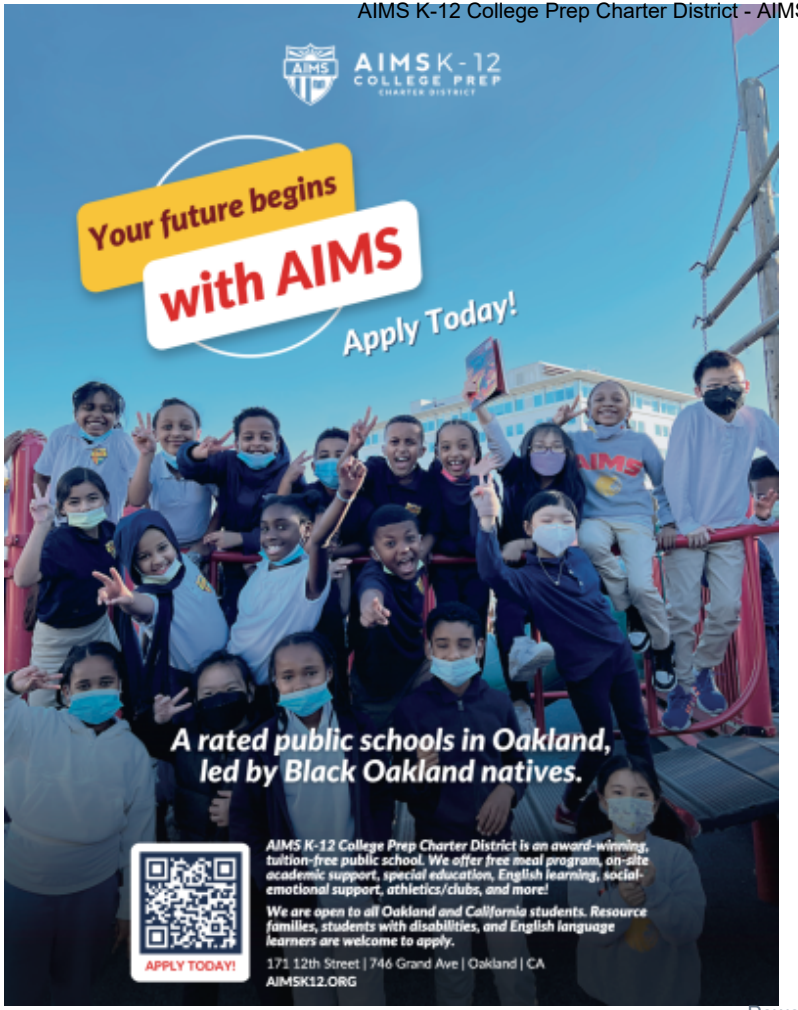

蟲草城


EN PERSONA
GRANT APPLICATION EVENT
EN PERSONA
EVENTO DE APPLICACION DE BECA
EN PERSONA
BUSINESS LICENSE RENEWAL 2023
EN PERSONA
con AIMS


CESAR CHAVEZ
TEEN ADVISORY BOARD
CONSEJO DE ADOLESCENTES


Center for Empowering Refugees & Immigrants(CERI)
Our mission is to improve the social, psychological & economic health of refugees affected by war, torture, genocide or other forms of extreme trauma
con AIMS


ReOpening
con AIMS



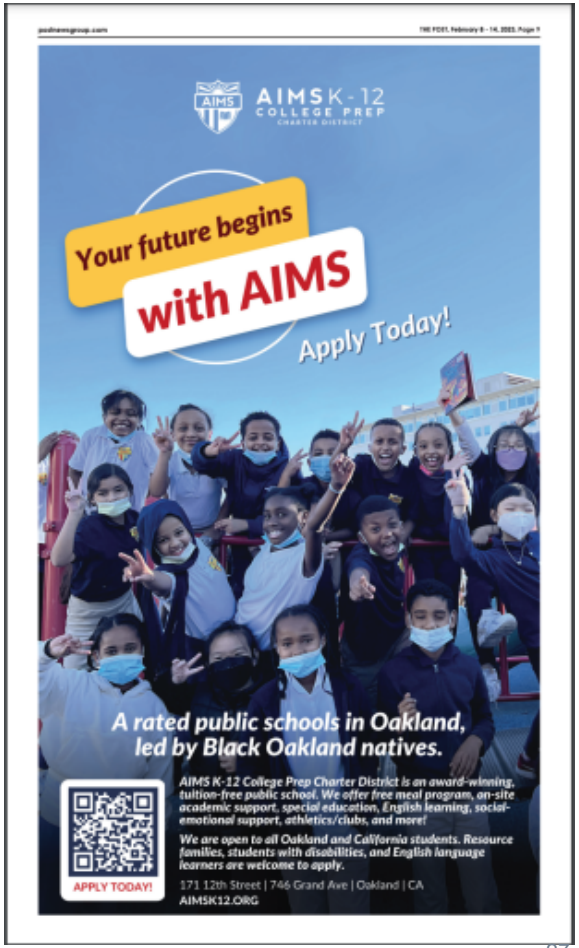
Chinese



Spanish



Oakland Post Full-Page Ad



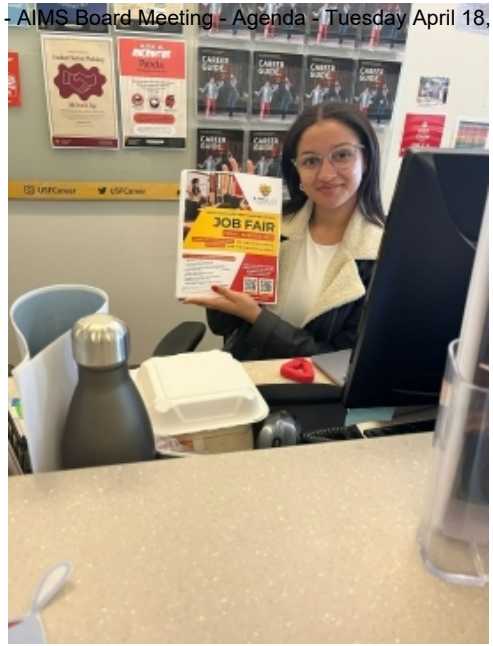
March/April 2023 Wrap Up

Boosting Recruitment

- Created marketing materials for outreach.
- Social media posts promoting working at AIMS on LinkedIn, Facebook, and Instagram.
- Posted about job openings on EdJoin, Handshake, TFA.
- Co-hosted in-house in-person job fair with ES, MS, and HS.
- AIMS email campaign to Holy Names University, University of San Francisco, Reach Institute, Cal State East Bay, Academy of Arts University, UC Berkeley, Peralta Colleges, San Jose State, UC Merced, Santa Clara University, California Baptist University, and local Job Centers.
- Brought fliers to Cal State East Bay, UC Berkeley, University of San Francisco, and San Francisco State education departments, campus libraries, student centers, coffee shops, and local businesses.
- Job Postings to Holy Names Job Board, Academy of Arts Job Board, University of San Francisco Newsletter, and Reach University Email Campaign.
- Encouraged current AIMS teachers to reach out to their personal circles and had two successful interviews for the upcoming school year.


JOB FAIR
FRIDAY, MARCH 31, 2023


JOB FAIR


JOB FAIR


AIMS_K12
Posts
aims_k12
Oakland, California
AIMS K-12 COLLEGE PREP CHARTER DISTRICT
JOB FAIR
FRIDAY, MARCH 31, 2023
ELEMENTARY & MIDDLE SCHOOL 1 PM - 4PM | 171 12th St, Oakland
HIGH SCHOOL 10 AM - 4 PM | 746 Grand Ave, Oakland
23 likes
aims_k12 Tomorrow! AIMS will host in-person job fairs in Oakland, for educators interested in applying for a teaching position! Come join us!
Date: March 31st, 2023
Elementary & Middle School: 1 - 4 PM, 171 12th st, Oakland.
High School: 10 AM - 4 PM, 746 Grand Ave, Oakland.
Details: https://aimsk12.org/careers
-
#AIMSTRONG #AIMSES #AIMSMS #AIMSHS #hiring
March 30


AIMS K-12 COLLEGE PREP CHARTER DISTRICT
JOB FAIR
FRIDAY, MARCH 31, 2023
ELEMENTARY & MIDDLE SCHOOL 1 PM - 4PM | 171 12th St, Oakland
HIGH SCHOOL 10 AM - 4 PM | 746 Grand Ave, Oakland
IN-PERSON JOB FAIR / INTERVIEW
WE ARE HIRING!
EDUCATORS!
APPLY TODAY!


BATTI
Our Programs Our Impact Our Team Job Board Apply Login
Teaching Positions
AIMS K-12 College Prep Charter Schools • Oakland
Looking for graduating students who would be interested in applying as an Instructional Aide or Certified Teacher. AIMS has an Elementary, Middle, and High School each with available positions. The school has a long history of serving the underserved in Oakland with a minority community of 98%, is high performing academically with the goal of each student achieving great grades and getting into a 4 year university, and has a robust sports program. AIMSK12 has received many rewards for its work over the previous years including the Distinguished School Award, Hart Vision Award, Top-Performing Bay Area Public Schools, A-G Quality School Award, and CAPP Award.
Posted on February 2, 2023
TO LEARN MORE AND APPLY FOR THIS ROLE

March/April 2023 Current Projects

For Enrollment

- Join-school billboard/out-of-home marketing campaign with Baytech, LPS Oakland and maybe Yu Ming.
- Closely working with Enrollment Department about available seats and waitlist numbers.

For Recruitment

- Transitioning career site to Paycom from BambooHR.
- Setting up “Request to Post” on Paycom and messaging templates.
- Working with current recruiters StrateGenius.
- Researching new ways to support recruitment.

Continue to support school sites, departments, and central with any Marketing and Communications needs.

March/April 2023 Moving Forward

For Enrollment

- Another round of boosting in June/July, especially for the grades that do not have a healthy waitlist.

For Recruitment

- Continue working with sites regarding staff recruitment needs.

For Internal and others

- Support school sites with graduation ceremonies and end-of-year events.
- Support AIPCS II charter renewal.
- Build a “Support Us” page to receive support/donations from the public.
- Rebuild AIMS public-facing website.*
- Student online store to sell AIMS swag items.*
- Seek out possible K-12 campus locations.*
- Research for new school opportunities outside of Oakland.*

*non-priority

(Data and Academic Performance) Board Report

April 2023

(Christopher Ahmad and Adria Bani)

AIMS K-12 COLLEGE PREP CHARTER DISTRICT

Assessment Schedule

Upcoming Benchmarks/Tests for K-12

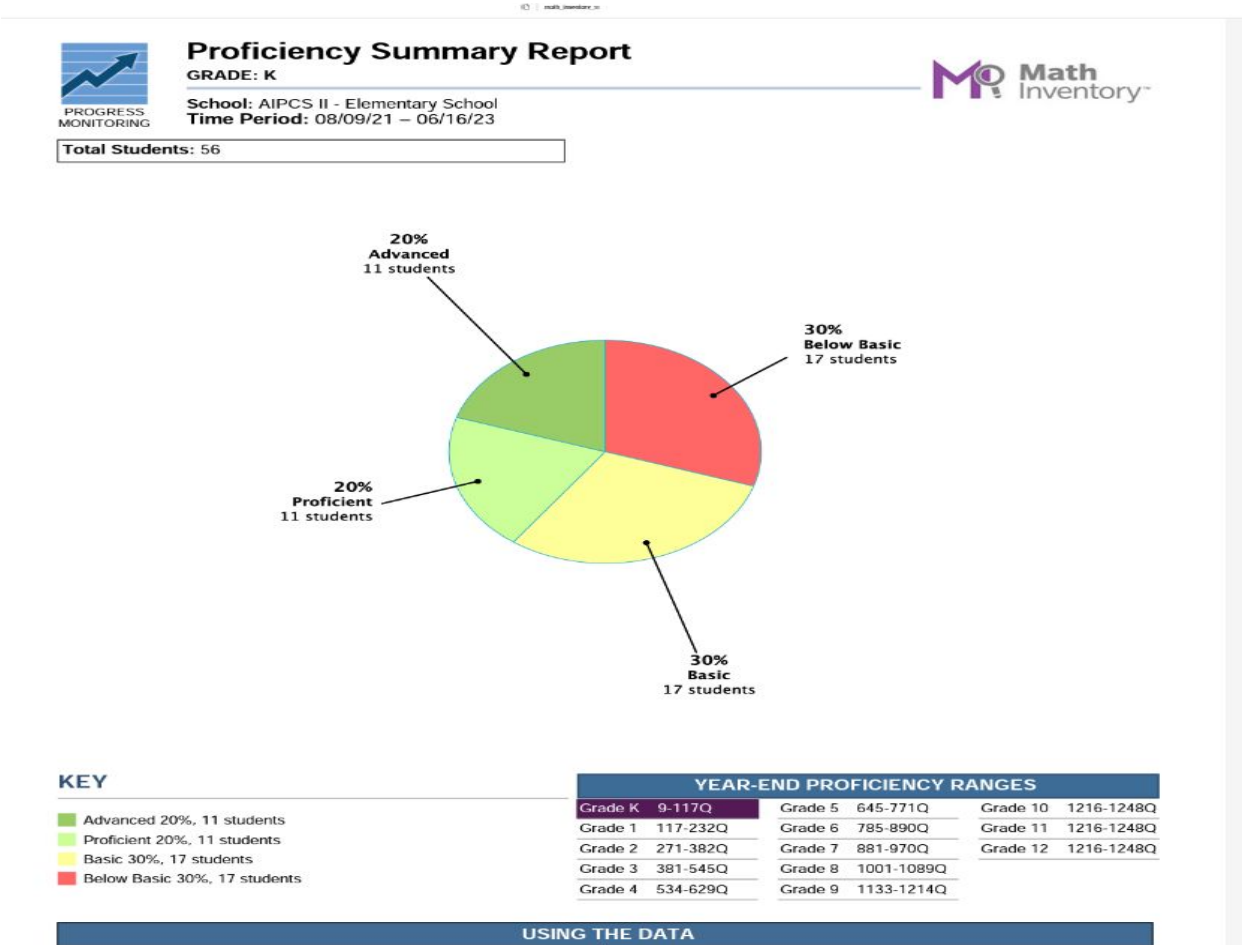
Pink Illuminate Benchmark K-12

SRI/SMI Quarterly Test

SBAC Interim for ELA and Math

Kindergarten Proficiency From August-March

Note: K-1 do not have reading results as they are not tested for comprehension yet



PROGRESS MONITORING

Proficiency Summary Report

GRADE: K

School: AIPCS II - Elementary School
Time Period: 08/09/21 – 06/16/23

Math Inventory

Total Students: 56

KEY

- Advanced 20%, 11 students
- Proficient 20%, 11 students
- Basic 30%, 17 students
- Below Basic 30%, 17 students

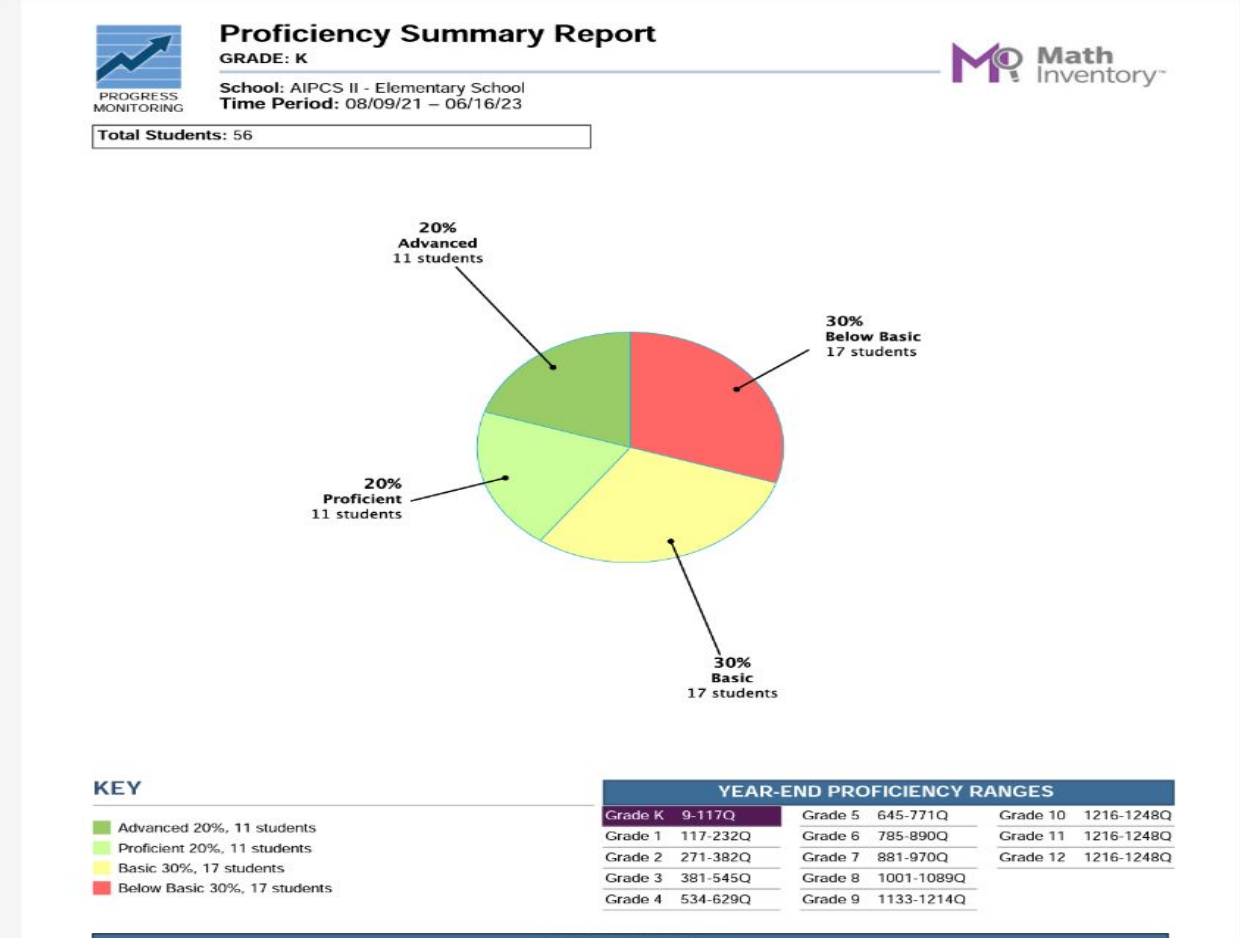
YEAR-END PROFICIENCY RANGES

Grade K	9-117Q	Grade 5	645-771Q	Grade 10	1216-1248Q
Grade 1	117-232Q	Grade 6	785-890Q	Grade 11	1216-1248Q
Grade 2	271-382Q	Grade 7	881-970Q	Grade 12	1216-1248Q
Grade 3	381-545Q	Grade 8	1001-1089Q		
Grade 4	534-629Q	Grade 9	1133-1214Q		

USING THE DATA

1st Grade Proficiency From August-March

Note: K-1 do not have reading results as they are not tested for comprehension yet



PROGRESS MONITORING

Proficiency Summary Report

GRADE: K

Math Inventory

School: AIPCS II - Elementary School
Time Period: 08/09/21 – 06/16/23

Total Students: 56

KEY

- Advanced 20%, 11 students
- Proficient 20%, 11 students
- Basic 30%, 17 students
- Below Basic 30%, 17 students

YEAR-END PROFICIENCY RANGES

Grade K	9-117Q	Grade 5	645-771Q	Grade 10	1216-1248Q
Grade 1	117-232Q	Grade 6	785-890Q	Grade 11	1216-1248Q
Grade 2	271-382Q	Grade 7	881-970Q	Grade 12	1216-1248Q
Grade 3	381-545Q	Grade 8	1001-1089Q		
Grade 4	534-629Q	Grade 9	1133-1214Q		

2nd Grade Proficiency From August-March

PROGRESS MONITORING

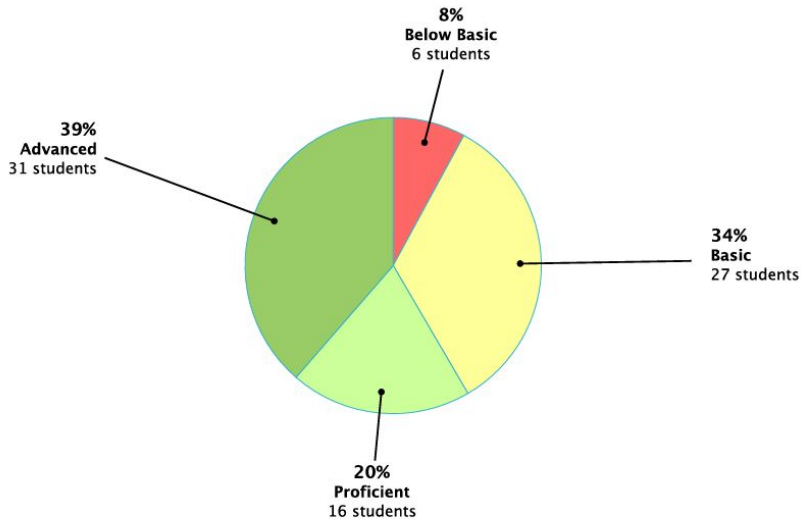
Proficiency Summary Report

GRADE: 2

School: AIPCS II - Elementary School
Time Period: 08/09/21 – 06/16/23

Math Inventory™

Total Students: 80



PROGRESS MONITORING

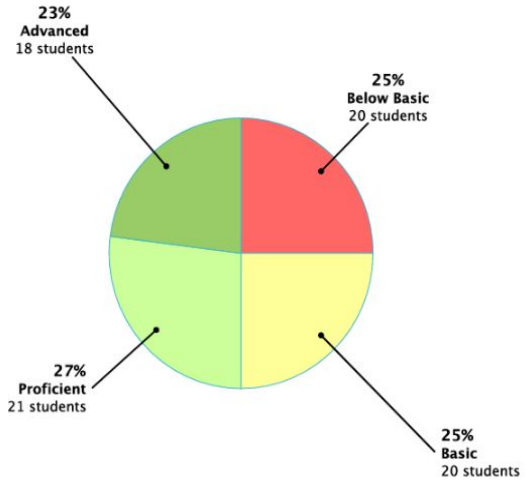
Proficiency Summary Report

GRADE: 2

School: AIPCS II - Elementary School
Time Period: 08/09/21 – 06/16/23

Reading Inventory

Total Students: 79



3rd Grade Proficiency From August-March

PROGRESS MONITORING

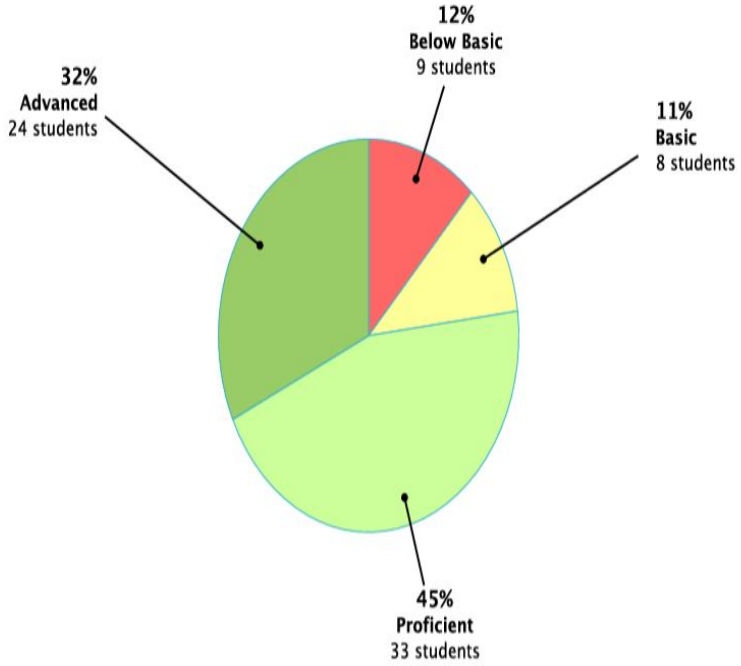
Proficiency Summary Report

GRADE: 3

School: AIPCS II - Elementary School
Time Period: 08/09/21 – 06/16/23

Math Inventory™

Total Students: 74



PROGRESS MONITORING

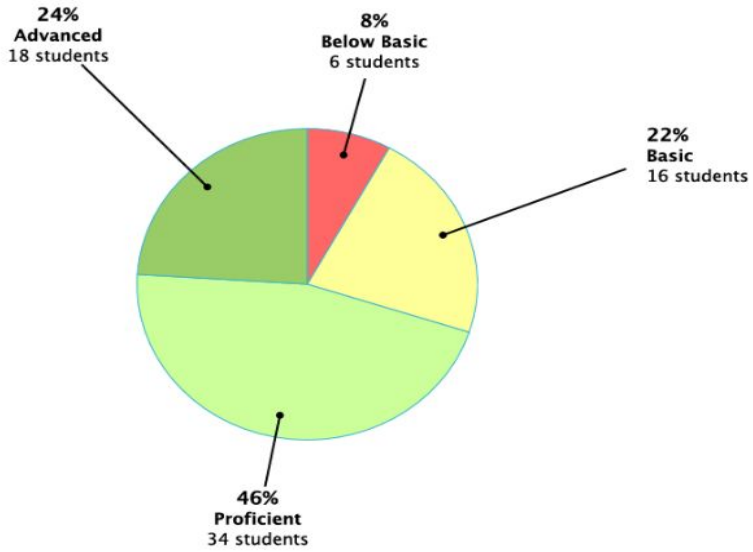
Proficiency Summary Report

GRADE: 3

School: AIPCS II - Elementary School
Time Period: 08/09/21 – 06/16/23

Reading Inventory

Total Students: 74



4th Grade Proficiency From August-March

PROGRESS MONITORING

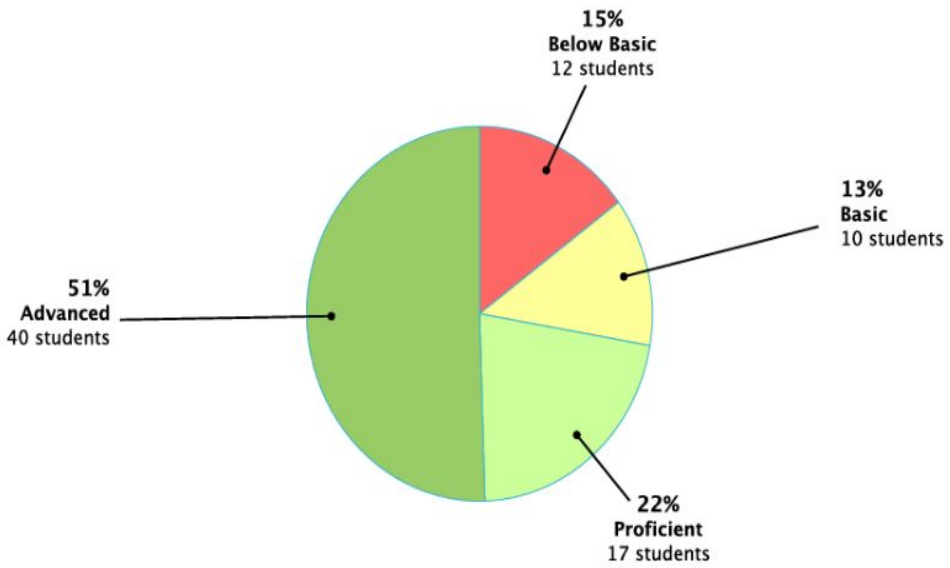
Proficiency Summary Report

GRADE: 4

School: AIPCS II - Elementary School
Time Period: 08/09/21 – 06/16/23

Math Inventory™

Total Students: 79



PROGRESS MONITORING

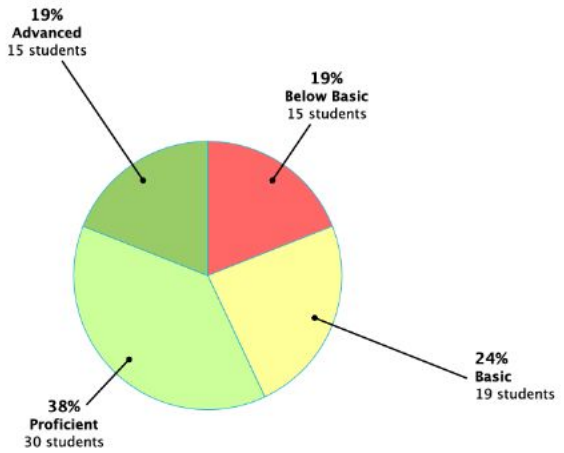
Proficiency Summary Report

GRADE: 4

School: AIPCS II - Elementary School
Time Period: 08/09/21 – 06/16/23

Reading Inventory

Total Students: 79



5th Grade Proficiency From August-March

PROGRESS MONITORING

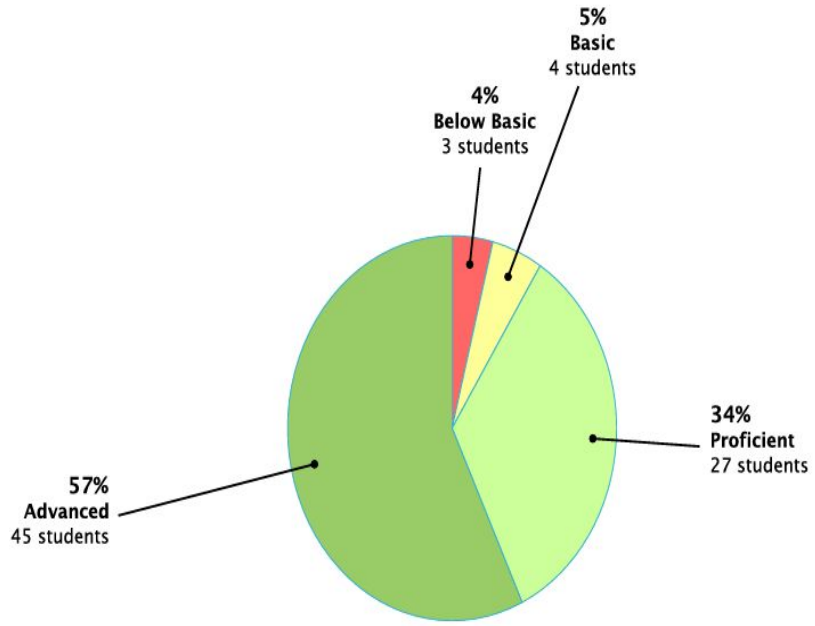
Proficiency Summary Report

GRADE: 5

School: AIPCS II - Elementary School
Time Period: 08/09/21 – 06/16/23

Math Inventory™

Total Students: 79



PROGRESS MONITORING

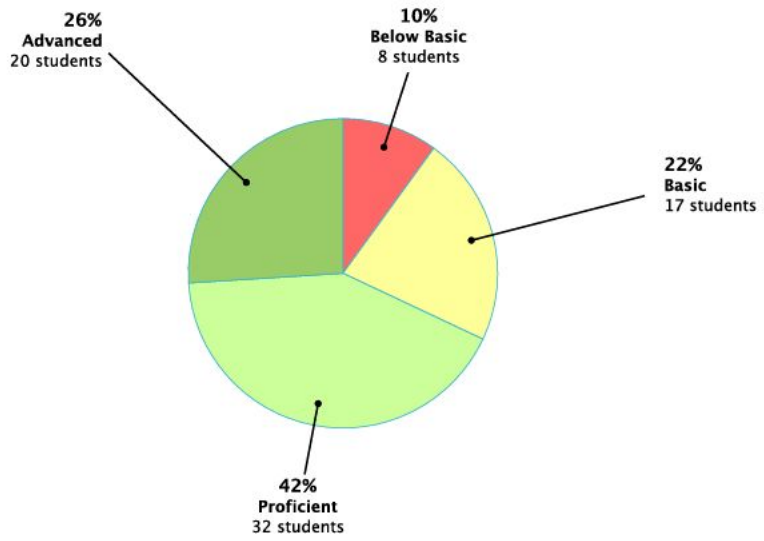
Proficiency Summary Report

GRADE: 5

School: AIPCS II - Elementary School
Time Period: 08/09/21 – 06/16/23

Reading Inventory

Total Students: 77



KEY

6th Grade Proficiency From August-March AIPCS II

PROGRESS MONITORING

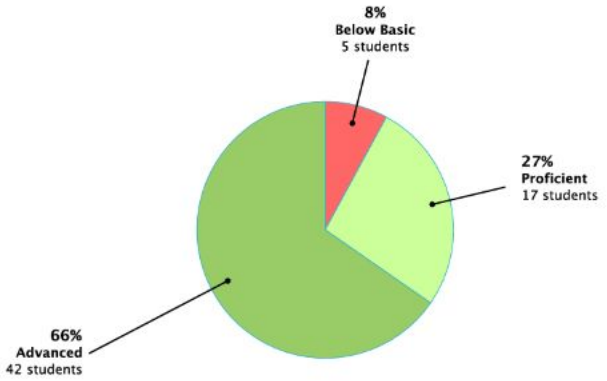
Proficiency Summary Report

GRADE: 6

School: AIPCS II - Middle School
Time Period: 08/09/21 – 06/15/22

Math Inventory

Total Students: 64



KEY

- Advanced 66%, 42 students
- Proficient 27%, 17 students
- Basic 0%, 0 students
- Below Basic 8%, 5 students

YEAR-END PROFICIENCY RANGES

Grade K	9-117Q	Grade 5	645-771Q	Grade 10	1216-1248Q
Grade 1	117-232Q	Grade 6	785-890Q	Grade 11	1216-1248Q
Grade 2	271-382Q	Grade 7	881-970Q	Grade 12	1216-1248Q
Grade 3	381-545Q	Grade 8	1001-1089Q		
Grade 4	534-629Q	Grade 9	1133-1214Q		

USING THE DATA

Purpose:

Follow-Up:

PROGRESS MONITORING

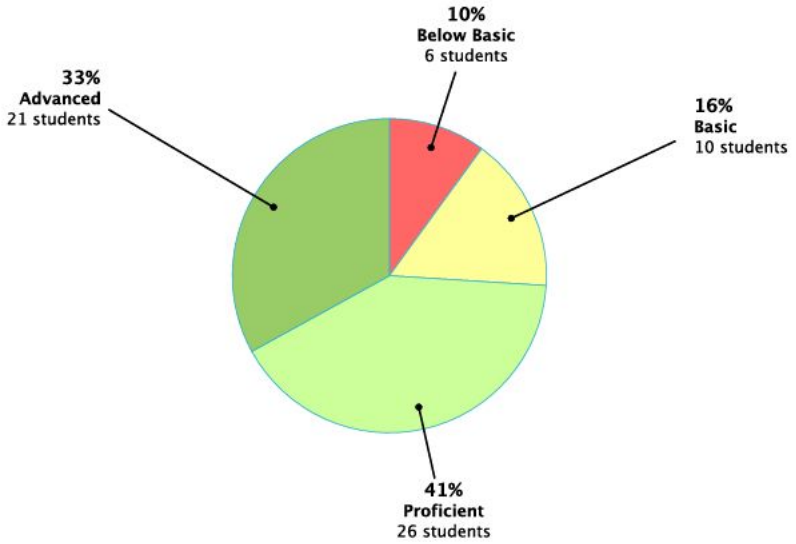
Proficiency Summary Report

GRADE: 6

School: AIPCS II - Middle School
Time Period: 08/09/21 – 06/15/22

Reading Inventory

Total Students: 63



7th Grade Proficiency From August-March AIPCS II

PROGRESS MONITORING

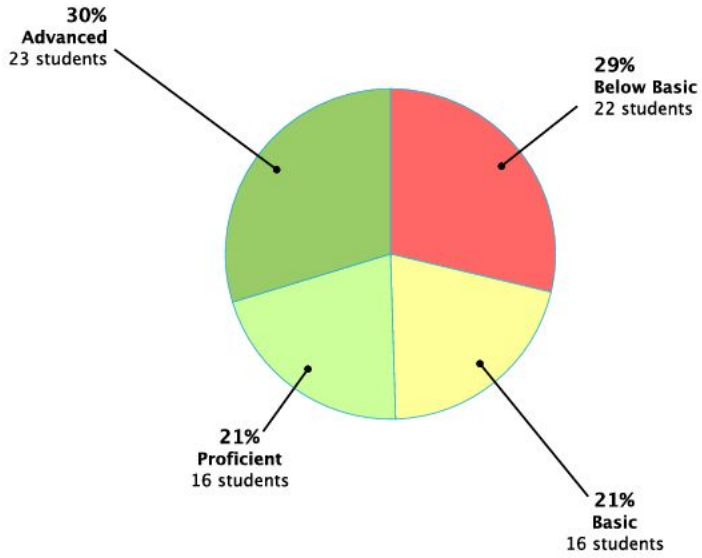
Proficiency Summary Report

GRADE: 7

School: AIPCS II - Middle School
Time Period: 08/09/21 – 06/15/22

Math Inventory™

Total Students: 77



PROGRESS MONITORING

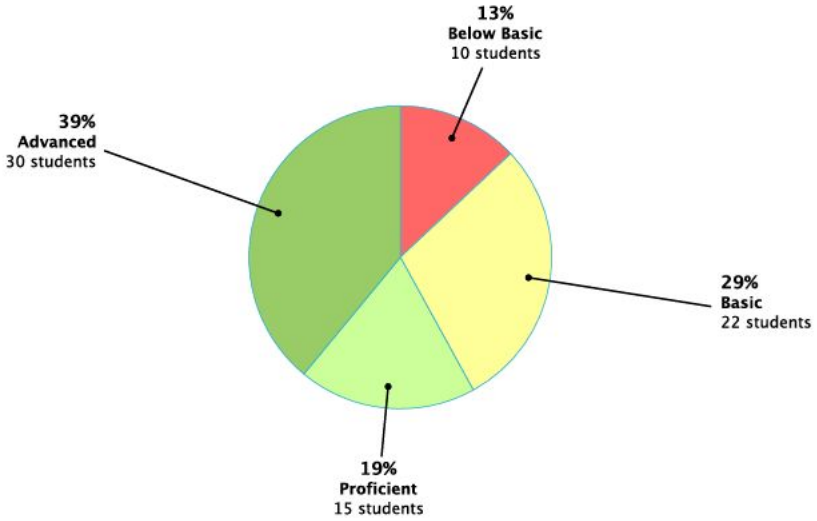
Proficiency Summary Report

GRADE: 7

School: AIPCS II - Middle School
Time Period: 08/09/21 – 06/15/22

Reading Inventory

Total Students: 77



KEY

8th Grade Proficiency From August-March AIPCS II

PROGRESS MONITORING

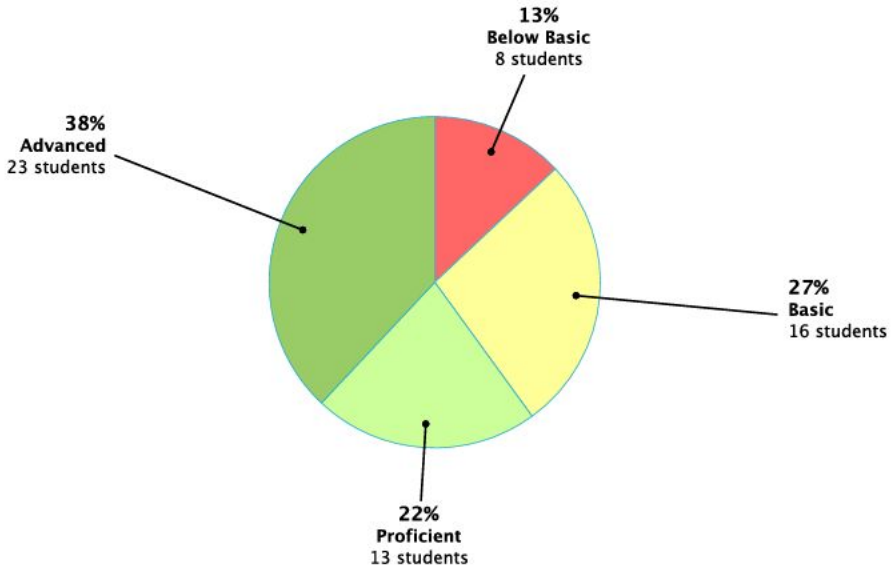
Proficiency Summary Report

GRADE: 8

School: AIPCS II - Middle School
Time Period: 08/09/21 – 06/15/22

Math Inventory™

Total Students: 60



PROGRESS MONITORING

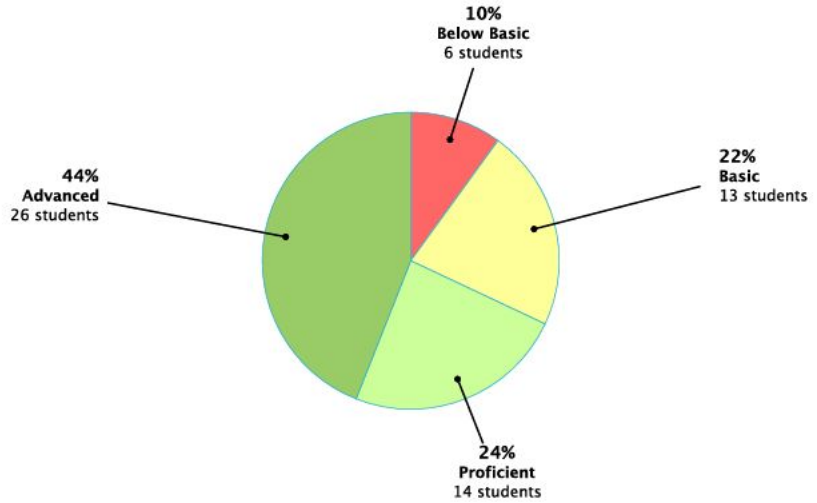
Proficiency Summary Report

GRADE: 8

School: AIPCS II - Middle School
Time Period: 08/09/21 – 06/15/22

Reading Inventory

Total Students: 59



KEY

6th Grade Proficiency From August-March AIMS MS

N/A - 6th Grade AIPCS I will be testing the week of 4/17

7th Grade Proficiency From August-March AIMS MS

PROGRESS MONITORING

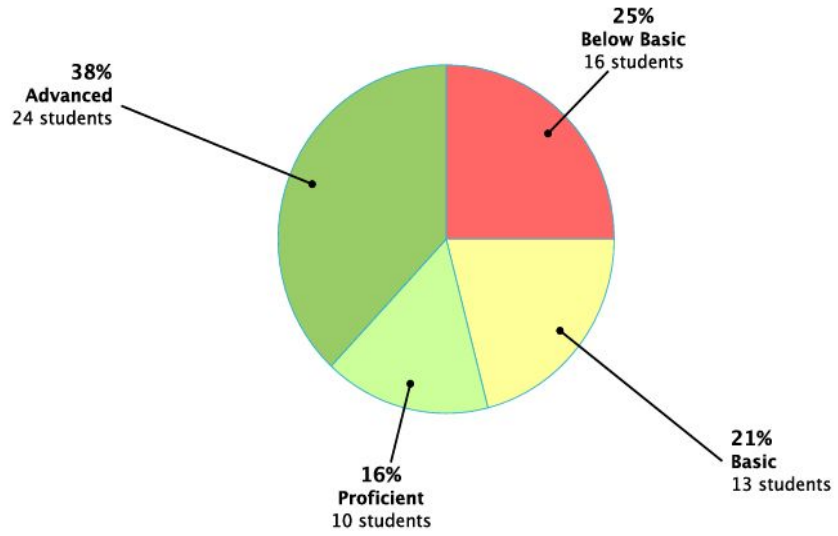
Proficiency Summary Report

GRADE: 7

School: AIPCS I
Time Period: 08/09/21 – 06/30/22

Math Inventory™

Total Students: 63



PROGRESS MONITORING

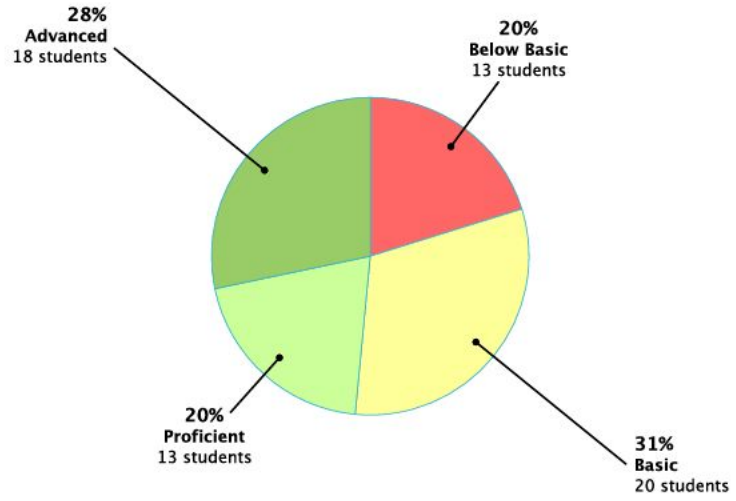
Proficiency Summary Report

GRADE: 7

School: AIPCS I
Time Period: 08/09/21 – 06/30/22

Reading Inventory

Total Students: 64



8th Grade Proficiency From August-March AIMS MS

PROGRESS MONITORING

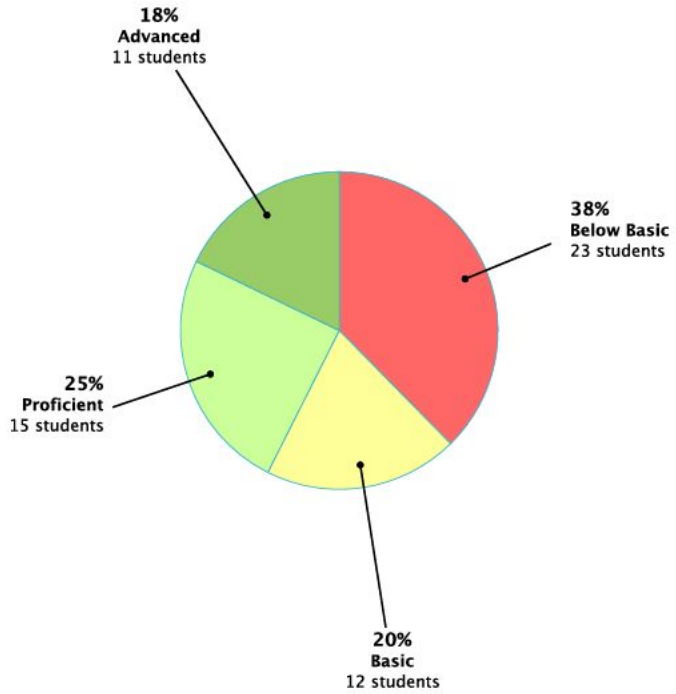
Proficiency Summary Report

GRADE: 8

School: AIPCS I
Time Period: 08/09/21 – 06/30/22

Math Inventory™

Total Students: 61



PROGRESS MONITORING

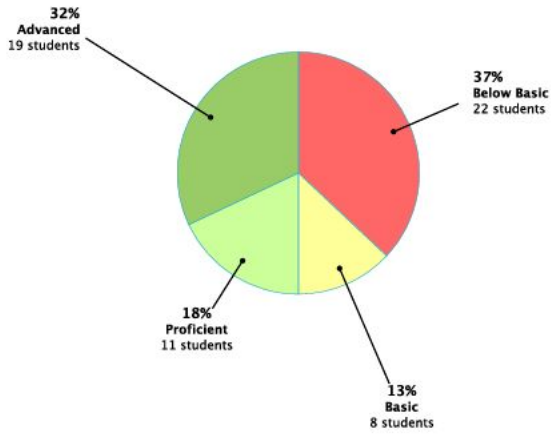
Proficiency Summary Report

GRADE: 8

School: AIPCS I
Time Period: 08/09/21 – 06/30/22

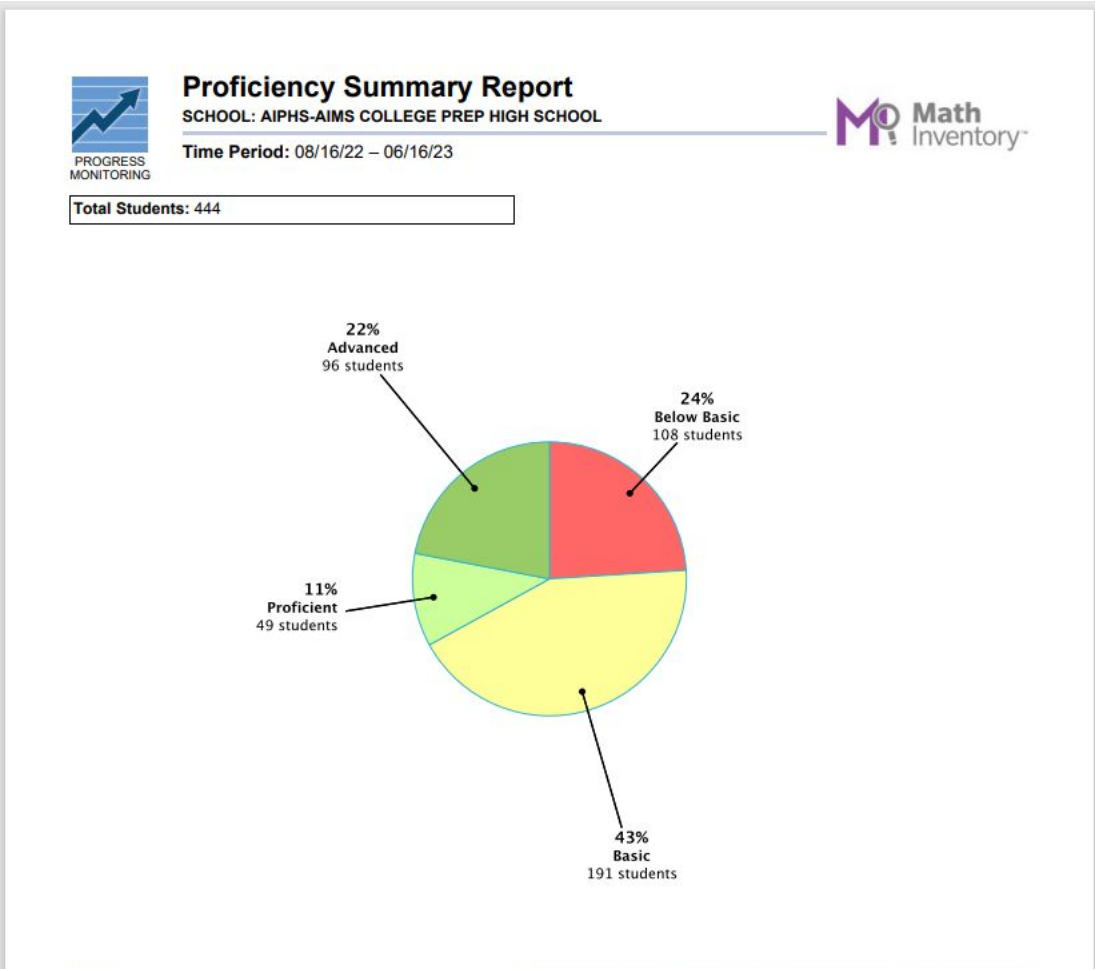
Reading Inventory

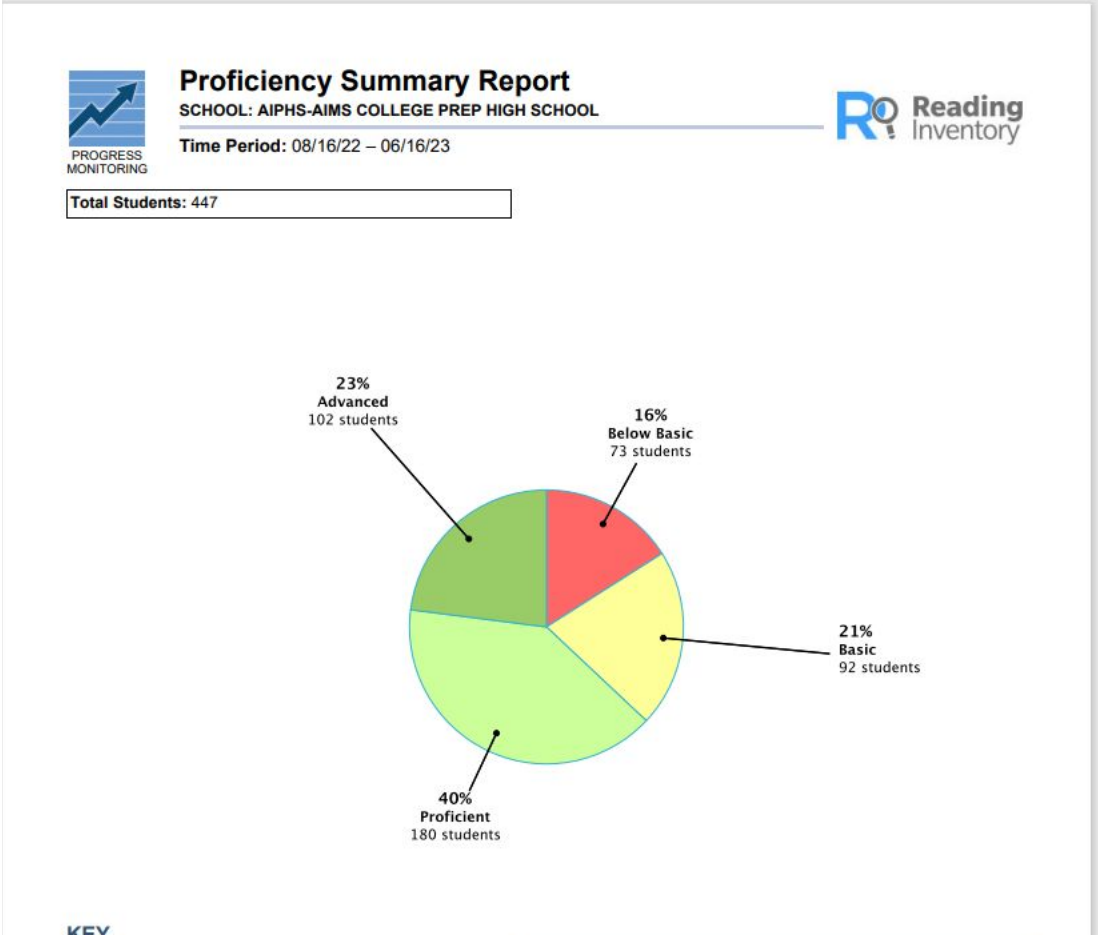
Total Students: 60



KEY

9th Grade Proficiency From August-March





10th Grade Proficiency From August-March

PROGRESS MONITORING

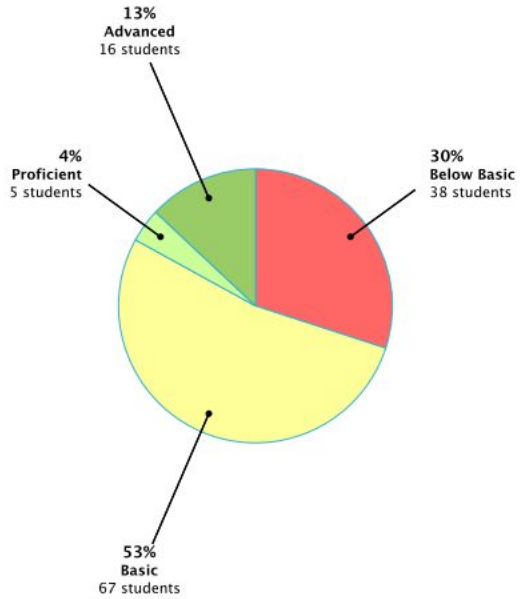
Proficiency Summary Report

GRADE: 10

School: AIPHS-AIMS College Prep High School
Time Period: 08/16/22 – 06/16/23

Math Inventory

Total Students: 126



PROGRESS MONITORING

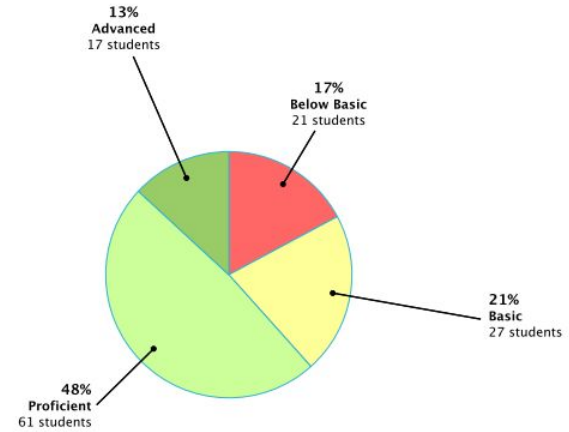
Proficiency Summary Report

GRADE: 10

School: AIPHS-AIMS College Prep High School
Time Period: 08/16/22 – 06/16/23

Reading Inventory

Total Students: 126



KEY

11th Grade Proficiency From August-March

PROGRESS MONITORING

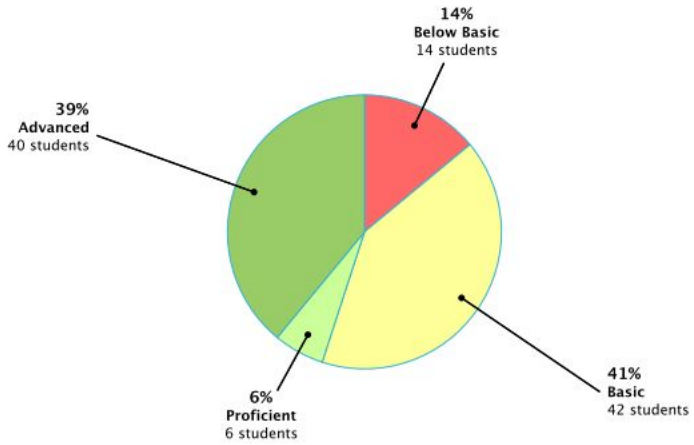
Proficiency Summary Report

GRADE: 11

School: AIPHS-AIMS College Prep High School
Time Period: 08/16/22 – 06/16/23

Math Inventory

Total Students: 102



PROGRESS MONITORING

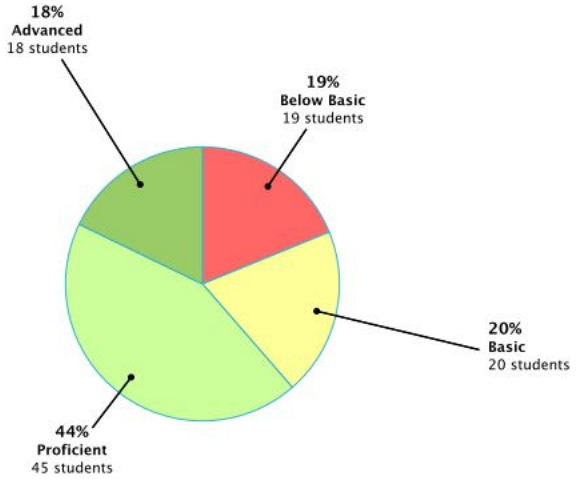
Proficiency Summary Report

GRADE: 11

School: AIPHS-AIMS College Prep High School
Time Period: 08/16/22 – 06/16/23

Reading Inventory

Total Students: 102



KEY

12th Grade Proficiency From August-March

PROGRESS MONITORING

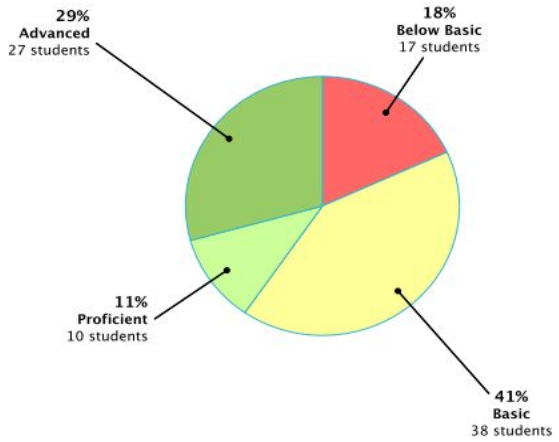
Proficiency Summary Report

GRADE: 12

Math Inventory

School: AIPHS-AIMS College Prep High School
Time Period: 08/16/22 – 06/16/23

Total Students: 92



KEY

- Advanced 29%, 27 students
- Proficient 11%, 10 students
- Basic 41%, 38 students
- Below Basic 18%, 17 students

YEAR-END PROFICIENCY RANGES

Grade K	9-117Q	Grade 5	645-771Q	Grade 10	1216-1248Q
Grade 1	117-232Q	Grade 6	785-890Q	Grade 11	1216-1248Q
Grade 2	271-382Q	Grade 7	881-970Q	Grade 12	1216-1248Q
Grade 3	381-545Q	Grade 8	1001-1089Q		
Grade 4	534-629Q	Grade 9	1133-1214Q		

USING THE DATA

Purpose:

Follow-Up:

PROGRESS MONITORING

Proficiency Summary Report

GRADE: 12

Math Inventory

School: AIPHS-AIMS College Prep High School
Time Period: 08/16/22 – 06/16/23

Total Students: 92

29% Advanced 27 students
18% Below Basic 17 students
11% Proficient 10 students
41% Basic 38 students

CBK UPDATE - NEW Coordinator, Jose Kabeer

1. I grew up in upstate New York in the beautiful town of Saratoga Springs. With a passion for service and a love for the environment, I create many painted murals through the capital area in which I connected youth volunteers and college students together to create community art pieces. I attended school at a Private Environmental Liberal Arts school in Vermont Called Green Mountain College. I am a first-generation college attendee and graduate, like many of AIMS students will be. I majored in Psychology and for extracurricular activities I enjoyed working on our Organic farm and singing in the Welsh Choir. Still to this day, I enjoy the outdoors and growing my own food.

2.I have had many years working with youth. I am an Americorps member graduate. I served at the Boys And Girls Club of America. I helped to establish a community service program for the children and teens of the club. In 2014-2015 I worked in Riverside County under the WIOA grant. Assisting Foster Youth and High School students in obtaining jobs, applying for college and universities and acquiring life skills. In 2016 I started my career in Education starting out as a teacher aid at LAUSD and working my way up to becoming a teacher. I have taught in over 20 schools as a substitute teacher and as a teacher on record at Wilder's Preparatory Academy in Inglewood, CA voted the number one school in LA for African American student, for Green Dot schools and at AIMS.

3.In this role I plan on continuing the legacy of AIMS. I plan on continuing to ensure that 100% of our students meet graduations requirements and get acceptance into a 4 year college or university. In addition to continuing the legacy of AIMS success I plan to bring some new energy to the position by bringing the students on new college tours and inviting professionals into the schools to speak to our students about career opportunities. I am working to create a simplified and easy to understand roadmap for students and families of all languages to understand the requirements for graduation and the admission process for colleges.

4.What I enjoy about the new position is the opportunity to connect our great school, AIMS with the community and world through relationships and interactions with our students. Meeting with different university liaisons and connecting our students with their schools. I enjoy forming bonds with the families and students and working with them to become successful in their college exploration. Working as the College Bound Coordinator is a very rewarding position where success is measured in the number of students I help succeed. This is a fulfilling mission and purpose for me.

CBK UPDATES

Scholarships

Helped 6 students apply for the AAIS scholarship at Berkeley

Helped 15 students get their financial information off their fafsa and matched their CAL Grant to that information

Helped 2 students prepare for the UCLA country club dinner last week on March 30th.

UPCOMING
Families first dinner on April 12 honoring college advisors and counselors. AIMS has been recognized as a top school for minority students .

Meeting with Google Code next on Thursday . Targeting 5 AIMs students to enter program
https://codenext.withgoogle.com

Meeting with 10 Million Mask Group
https://everforwardclub.org/sela
Target is 2 students to enter their mentoring and internship program

ELD UPDATE

Accessibility for Newcomers:

- **The middle school instituted a technology pause in late February**
- **Newcomers normally use Google translate to engage with the English coursework, so the ELD dept. has been strategizing with middle school leadership as to how best to maintain their access**
- **Tech pause exceptions for Newcomers and use of translated paper assignments when possible are the decided upon actions that are now being implemented**

ELPAC:

- **Now complete for Kinder-12th grade Listening, Reading and Writing Domains**
- **Currently focused on all one-on-one test sessions: K-2 all domains, 3rd - 12th Speaking Domain**

Reclassification:

- **Reclassification process for 72 candidates is 90% complete - parents who haven't responded after 3+ contacts from AIMS (ParentSquare, text message, phone call from interpreter) are being sent a physical letter**
- **ELD dept.is planning a Reclassification Ceremony for late April and Communications dept. has created Reclassification Certificates for approved students**

AIMS ELD Media Coverage:

- **Our ELD TA program is being written about as a best practice program for ELs by a DC-based education think tank called The Century Foundation (they observed here in February, hosted by Ms. Glass and Ms. Chu)**
- **Our Language Line service has asked to write a blog article about AIMS' use of interpreting services to increase parental communication**

ELD Report April 2023

ELPAC:

- **Complete for Kinder-12th grade Listening, Reading and Writing Domains**
- **50% complete for one-on-one test sessions: K-2 all domains, 3rd - 12th Speaking Domain**
- **We are on track to reach 100% completion by the deadline**

Reclassification:

- **AIMS ELD Celebration/Reclassification Ceremony to take place on June 6th at Lake Merritt**
- **Video/flier for ceremony being created w Communications Dept.**

Title III Spending:

- **POs have been completed and approved for Consultants/Trainers, program supplies and more**
- **Final spending that must be completed this year is for the field trip/ceremony, additional bilingual dictionaries, and a few remaining supplies**
- **Next year's Title III MOU is currently in development**

AIMS College Prep Middle School Board Report

March 2023

Natalie Glass
Head of School

AIMS K-12 COLLEGE PREP CHARTER DISTRICT

Number Of Students By Grade Level

Grade Level	Number of Students
6th	134
7th	153
8th	143

ADA

American Indian Public Charter School II 114363

Run Date/Time: **04/13/23 05:25 PM**

02/27/2023 to 03/24/2023 =20 days

All Students

Grade Level	Carry Fwd	Gain	Loss	Ending	Actual Days	OffTrack	Days N/E	Days Ineligible	Days Absent	Days Attd	ADA	ADA %
6	72	0	1	71	1440	0	12	0	101.00	1327.00	66.35	92.93 %
SubTotal	**72**	**0**	**1**	**71**	**1440**	**0**	**12**	**0**	**101.00**	**1327.00**	**66.35**	**92.93 %**
7	75	0	0	75	1500	0	0	0	82.00	1418.00	70.90	94.53 %
8	65	0	0	65	1300	0	0	0	67.00	1233.00	61.65	94.85 %
SubTotal	**140**	**0**	**0**	**140**	**2800**	**0**	**0**	**0**	**149.00**	**2651.00**	**132.55**	**94.68 %**
Grand Total	**212**	**0**	**1**	**211**	**4240**	**0**	**12**	**0**	**250.00**	**3978.00**	**198.90**	**94.09 %**

LCAP- GOAL PROGRESS & ADVISORY MEETING MINUTES SUMMARY

Goals On Track For Completion:

Goal 1 - Academics and Curriculum- On Track

Goal 2 - Instruction, Development, and Support- On Track

Goal 3 - Measurement of Data- On Track

Goal 4 - School Culture and Climate- On Track

SPSA- LCAP- GOAL PROGRESS & SSC MINUTES SUMMARY

Goals On Track For Completion:

Goal 1 - Academics and Curriculum
ELA, Math, History, and Science

Goal 2 - Instruction Development & Support
- Lesson Plan, CCSS PD, and ELD PD

Goal 3 - Closing the Achievement Gap with High Expectations for All
- Individual Online Learning Programs - IXL ,ALEKS, Academic Saturday School, After School Tutoring.

Goal 4 - Increase Rate of Students Participating in Afterschool Program
- ASES - BACR After School Program

POSITION REPORT

NUMBER OF VACANCIES BY POSITION as of March 2023

UPC	Name	Stage	Cleared to Start	Date
IAII0001	Taylor, Kenneth	Compliance	n/a	02/23/2023
UPC	Vacancies			
ARTCH0001	MSR G1 Art Teacher	Posted	n/a	02/23/2023
HCLKIII0001	Health Clerk III	Posted	n/a	02/23/2023
IAI0001	IA I	Posted	n/a	02/23/2023
IAI0003	IA I	Posted	n/a	02/23/2023
IAI0004	IA I	Posted	n/a	02/23/2023
IAII0002	IA II	Posted	n/a	02/23/2023
IAII0003	IA II	Posted	n/a	02/23/2023
IAII0004	IA II	Posted	n/a	02/23/2023
MIDTCH0003	Teacher	Posted	n/a	02/23/2023
MIDTCH0015	Teacher	Posted	n/a	02/23/2023
MIDTCH0019	Teacher	Posted	n/a	02/23/2023
PETCH0006	Physical Education Teacher	Posted	n/a	02/23/2023

- Hired 8th Grade ELA Teacher
- Onboarding an IA

ACADEMIC BASELINE DATA MATH

PROGRESS MONITORING

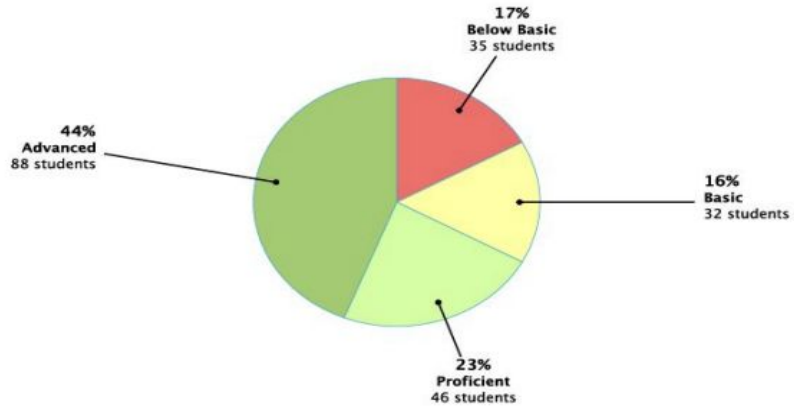
Proficiency Summary Report

SCHOOL: AIPCS II - MIDDLE SCHOOL

Time Period: 08/09/21 – 06/15/22

Math Inventory

Total Students: 201



KEY

- Advanced 44%, 88 students
- Proficient 23%, 46 students
- Basic 16%, 32 students
- Below Basic 17%, 35 students

YEAR-END PROFICIENCY RANGES

Grade K	9-117Q	Grade 5	645-771Q	Grade 10	1216-1248Q
Grade 1	117-232Q	Grade 6	785-890Q	Grade 11	1216-1248Q
Grade 2	271-382Q	Grade 7	881-970Q	Grade 12	1216-1248Q
Grade 3	381-545Q	Grade 8	1001-1089Q		
Grade 4	534-629Q	Grade 9	1133-1214Q		

USING THE DATA

Purpose:
This report shows the math performance of students within a district, school, grade, or for an individual teacher, class, or group.

Follow-Up:
Identify districts or schools that are not showing adequate growth over time. Contact principals or other administrators to discuss strategies for maximizing the performance of students in their schools.

PROGRESS MONITORING

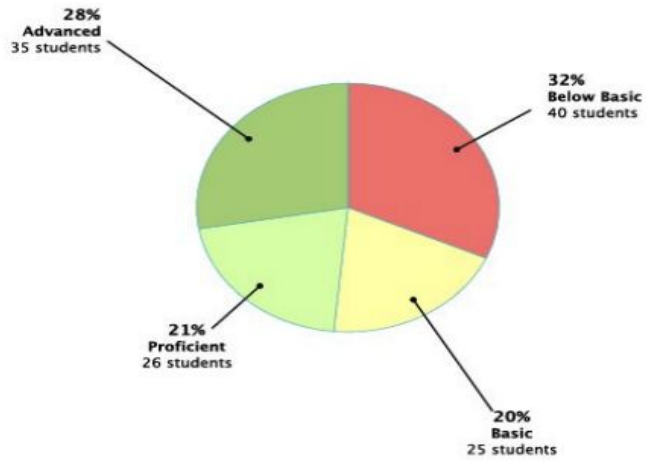
Proficiency Summary Report

SCHOOL: AIPCS I

Time Period: 08/09/21 – 06/30/22

Math Inventory

Total Students: 126



KEY

- Advanced 28%, 35 students
- Proficient 21%, 26 students
- Basic 20%, 25 students
- Below Basic 32%, 40 students

YEAR-END PROFICIENCY RANGES

Grade K	9-117Q	Grade 5	645-771Q	Grade 10	1216-1248Q
Grade 1	117-232Q	Grade 6	785-890Q	Grade 11	1216-1248Q
Grade 2	271-382Q	Grade 7	881-970Q	Grade 12	1216-1248Q
Grade 3	381-545Q	Grade 8	1001-1089Q		
Grade 4	534-629Q	Grade 9	1133-1214Q		

USING THE DATA

Purpose:
This report shows the math performance of students within a district, school, grade, or for an individual teacher, class, or group.

Follow-Up:
Identify districts or schools that are not showing adequate growth over time. Contact principals or other administrators to discuss strategies for maximizing the performance of students in their schools.

ACADEMIC BASELINE DATA ELA

PROGRESS MONITORING

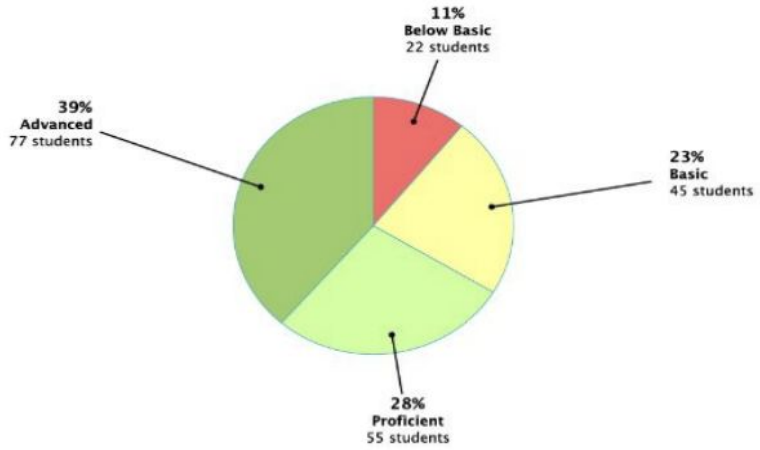
Proficiency Summary Report

SCHOOL: AIPCS II - MIDDLE SCHOOL

Time Period: 08/09/21 – 06/15/22

Reading Inventory

Total Students: 199



KEY

- Advanced 39%, 77 students
- Proficient 28%, 55 students
- Basic 23%, 45 students
- Below Basic 11%, 22 students

YEAR-END PROFICIENCY RANGES

Grade 1	190-530L	Grade 5	830-1010L	Grade 9	1050-1260L
Grade 2	420-650L	Grade 6	925-1070L	Grade 10	1080-1335L
Grade 3	520-820L	Grade 7	970-1120L	Grade 11	1185-1385L
Grade 4	740-940L	Grade 8	1010-1185L	Grade 12	1185-1385L

USING THE DATA

Purpose:
This report shows the reading performance of students within a district, school, grade, or for an individual teacher, class, or group.

Follow-Up:
Identify districts or schools that are not showing adequate growth over time. Contact principals or other administrators to discuss strategies for maximizing the performance of students in their schools.

PROGRESS MONITORING

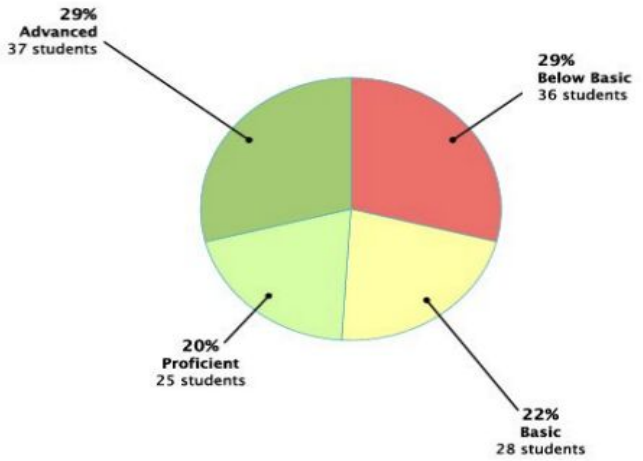
Proficiency Summary Report

SCHOOL: AIPCS I

Time Period: 08/09/21 – 06/30/22

Reading Inventory

Total Students: 126



KEY

- Advanced 29%, 37 students
- Proficient 20%, 25 students
- Basic 22%, 28 students
- Below Basic 29%, 36 students

YEAR-END PROFICIENCY RANGES

Grade 1	190-530L	Grade 5	830-1010L	Grade 9	1050-1260L
Grade 2	420-650L	Grade 6	925-1070L	Grade 10	1080-1335L
Grade 3	520-820L	Grade 7	970-1120L	Grade 11	1185-1385L
Grade 4	740-940L	Grade 8	1010-1185L	Grade 12	1185-1385L

USING THE DATA

Purpose:
This report shows the reading performance of students within a district, school, grade, or for an individual teacher, class, or group.

Follow-Up:
Identify districts or schools that are not showing adequate growth over time. Contact principals or other administrators to discuss strategies for maximizing the performance of students in their schools.

KEY ACADEMIC FOCUS THIS MONTH

- The academic focus this month is SBAC prep, and benchmarks.
- Teachers are using the 3 chosen checks for understanding and implementing it the classroom.
- Teachers will disaggregate data from SRI, SMI and Orange Benchmark Assessments to review data.
- Teachers will use data to plan and strategize academic intervention support.
- Teachers will use board configuration to show CCSS, learning objectives, 3 checking for understandings, formative assessment and learning outcomes.
- Teachers will receive additional trainings on social emotional learning (SEL)

ONE STUDENT CELEBRATION

Middle School Spring

Glow in the Dark Dance



ONE STAFF CELEBRATION

- Welcome new middle school staff, Ms. Ammnah Babikir, 8th Grade ELA and HIstory Teacher

ONE PARENT CELEBRATION

NA

AIMS K-12 Operations

Reporting Period April 2023

Marisol Magana
Health & School Support Services Director

AIMS K-12 COLLEGE PREP CHARTER DISTRICT

Highlights I Want The Board To Know

Reporting

- Submitted P-2 Attendance Report
- Submitted J-13A Forms to OUSD

Facilities & Maintenance

- Classrooms and common area deep cleaning and repairs during spring break
- Working with on getting building number signage per the request of the Fire Department
- Working on CalShape grant - switching vendors to do initial assessment
- Conducted our 5 year sprinkler system maintenance

COVID-19

- Distribution of COVID-19 OTC tests for students/staff to test prior to returning to school after spring break
- Updating information on COVID-19 testing guidelines

Miscellaneous

- Setting up workflow in PayCom for teacher/staff TB and credential tracking. As well as technology tracking. Working on setting up tracking of additional information.

AIMS College Prep High School Board Report (April 2023)

Maurice Williams, Head of School

Number Of Students By Grade Level

Grade Level	Number of Students	Pending Enrollment
9th	122	N/A
10th	111	N/A
11th	93	N/A
12th	92	N/A
Totals	418	N/A

ADA

Grade Level	Weeks of	ADA Percentage
9th	03/13/2023 - 04/07/2023	92.96%
10th	03/13/2023 - 04/07/2023	95.78%
11th	03/13/2023 - 04/07/2023	96.08%
12th	03/13/2023 - 04/07/2023	95.73%
Totals	03/13/2023 - 04/07/2023	95.02%

LCAP- GOAL PROGRESS & ADVISORY MEETING MINUTES SUMMARY

2023-24 LCAP Engagement meetings were held with teachers on April 10, 2023 within teacher departments. A reduction of costs in textbooks and programs will result in less planned expenditures for the upcoming academic school year. However, in addition to minor textbook purchases, the most identified priorities for the upcoming school year are:

- **Maintain $7K Hard to Fill Bonus for Teachers**
- **PBIS Coordinator (Full-Time)**

SPSA- LCAP- GOAL PROGRESS & SSC MINUTES SUMMARY

No Updates

POSITION REPORT

- **NUMBER OF VACANCIES BY POSITION:**
  - 3 Teachers (2 Science / 1 Music Teacher)
  - 1 Administrative Assistant

- **NUMBER OF INTERVIEWS HELD**
  - 4 Teacher Pool Interviews Held for Upcoming School Year

- **SITE RECRUITMENT EFFORTS**
  - edjoin.org; bamboohr.co; College / University Job Boards

NUMBER OF STUDENTS SHORT OF COURSE CREDITS

Grade Level	Credit Deficit Students
9th	32
10th	23
11th	24
12th	16
Totals	95

KEY ACADEMIC FOCUS THIS MONTH

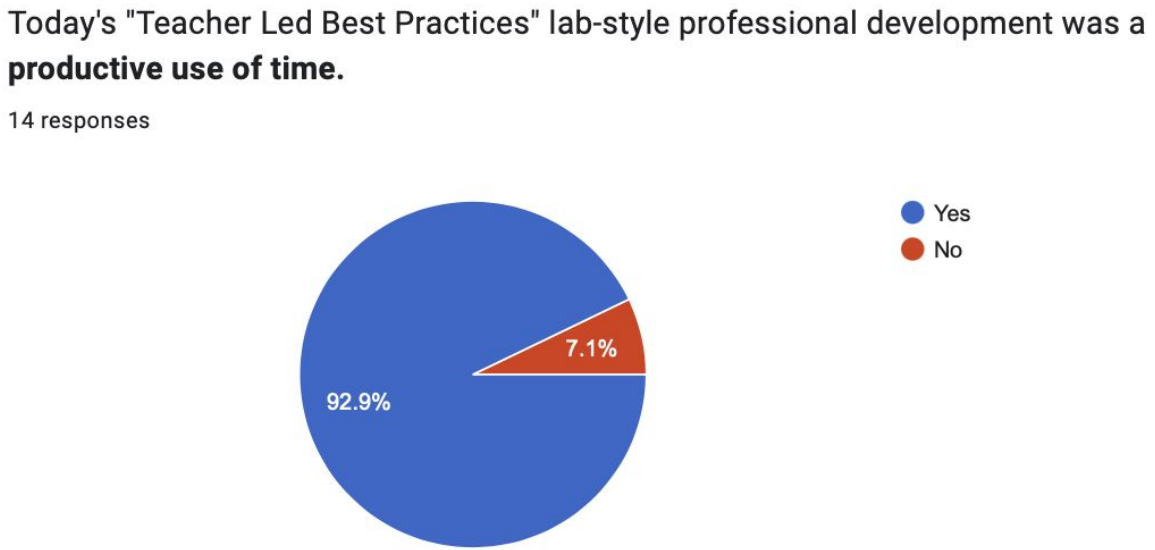
- ASSESSMENTS
  - CAASPP ELA & Math: Week of May 22nd
    - April 10th Teacher Professional Development: Norming and Scoring CAASPP ELA
    - 10 WEEK CAASPP ELA & Math Prep
      - March 13th through May 19th
    - Interim Assessments
      - CAASPP Interim #1 ELA: January 30th/31st
      - CAASPP Interim #1 Math: February 1st/2nd
      - CAASPP Interim #2 ELA & Math: February 24th
  - Advanced Placement Exams: May 1st - 12th
    - Friday, April 21st - Round 4 / 4 of Schoolwide Mock AP Exams
      - Round 1 / 4: February 24th
      - Round 2 / 4: March 17th
      - Round 3 / 4: March 22nd
    - 659 Exam Registrations across 12 Subject Areas

Week 1	Morning 8 a.m. Local Time	Afternoon 12 p.m. Local Time
Monday, May 1, 2023	United States Government and Politics	Chemistry Spanish Literature and Culture
Tuesday, May 2, 2023	Chinese Language and Culture Environmental Science	Psychology
Wednesday, May 3, 2023	English Literature and Composition	Comparative Government and Politics Computer Science A
Thursday, May 4, 2023	Human Geography Macroeconomics	Seminar Statistics
Friday, May 5, 2023	European History United States History	Art History Microeconomics

Week 2	Morning 8 a.m. Local Time	Afternoon 12 p.m. Local Time	Afternoon 2 p.m. Local Time
Monday, May 8, 2023	Calculus AB Calculus BC	Computer Science Principles Italian Language and Culture	
Tuesday, May 9, 2023	English Language and Composition Japanese Language and Culture	Physics C: Mechanics	Physics C: Electricity and Magnetism
Wednesday, May 10, 2023	Spanish Language and Culture	Biology	
Thursday, May 11, 2023	French Language and Culture World History: Modern	Physics 1: Algebra-Based	
Friday, May 12, 2023	German Language and Culture Music Theory	Latin Physics 2: Algebra-Based	

ONE SITE CELEBRATION





AIMS HS Teachers received best practice lessons from peers during our March 31 PD day. Teachers overwhelmingly agreed that the Teacher Led Best Practices lab-style professional development was **a productive use of time.**

ONE STUDENT CELEBRATION



[EMBARGOED FOR MEDIA] The AIMS Athletics Department would like to Congratulate Senior Ubadi Egeonu for being named as a 2022-23 CIF-State Spirit of Sports Award winner for Winter sports. This prestigious honor is given to only 6 athletes a year (one male and female per sports season) and considers academics, athletic accomplishments, and extra curricular impact in considering this award. For his accomplishments, Ubadi will receive a $2500 scholarship and will receive a paid trip to the awards ceremony in Burbank, CA. Ubadi will either attend Stanford University or USC in the fall.

Special Education Board Report

April 2023

Deborah Woods

AIMS K-12 COLLEGE PREP CHARTER DISTRICT

IEP Meeting RECAP

	JANUARY	FEBRUARY	MARCH
MEETING TYPE			
Annuals	3	3	4
Triennials	7	3	7
30 Day Review	6	2	1
Initial	1	1	0
IEP Totals*	**11**	**7**	**12**
504 Plan	1	2	1
SST	3	0	1
Meeting Totals	**15**	**9**	**14**

*Totals shown reflect Meeting Types held concurrently

NUMBER OF STUDENTS with IEPS, BY SITE

	JANUARY	FEBRUARY	MARCH
AIPCS II	26	30	27
Middle	26	21	18
High	16	14	13
TOTAL*	**68**	**65**	**58**

***Changes in numbers due to students EXITED from SpEd, as a result of overdue triennial evaluations completed.**

SERVICES/DEPARTMENT UPDATE

SERVICES	Elementary	Middle	High	Total*
JANUARY				
Specialized Academic Instruction	11	19	16	46
Speech	20	12	1	33
Counseling	0	3	6	9
FEBRUARY				
Specialized Academic Instruction	16	20	13	49
Speech	24	10	2	34
Counseling	0	3	5	8
MARCH				
Specialized Academic Instruction	12	19	10	41
Speech	21	9	1	31
Counseling	1	4	5	10

***Changes in numbers due to students EXITED from SpEd, as a result of overdue triennial evaluations completed.**

POSITION REPORT

UPC	Vacancies			
PSYCH0001	Psychologist	Posted	n/a	02/23/2023
SPADMIN0001	Admin III	Not Posted	n/a	02/23/2023
SPEDIA0001	Sped IA	Not Posted	n/a	02/23/2023
SPEDIA0002	Sped IA	Not Posted	n/a	02/23/2023
SPEDTCH0001	SPED Teacher	Posted	n/a	02/23/2023
SPEDTCH0002	SPED Teacher	Posted	n/a	02/23/2023
SPEDTCH0004	SPED Teacher	Posted	n/a	02/23/2023
SPEECH0001	Speech Therapist	Posted	n/a	02/23/2023
SPEECH0002	Speech Therapist	Posted	n/a	02/23/2023
SPEECH0003	Speech Therapist	Posted	n/a	02/23/2023

- **Positions Needed:** PT Occupational Therapist, PT Registered Nurse and PT D/HH teacher.
- **Hiring efforts: Posting** on Edjoin and job portals for NDNU and National University. **Comparing** agency rates. **Recruiting** from within and face to face.

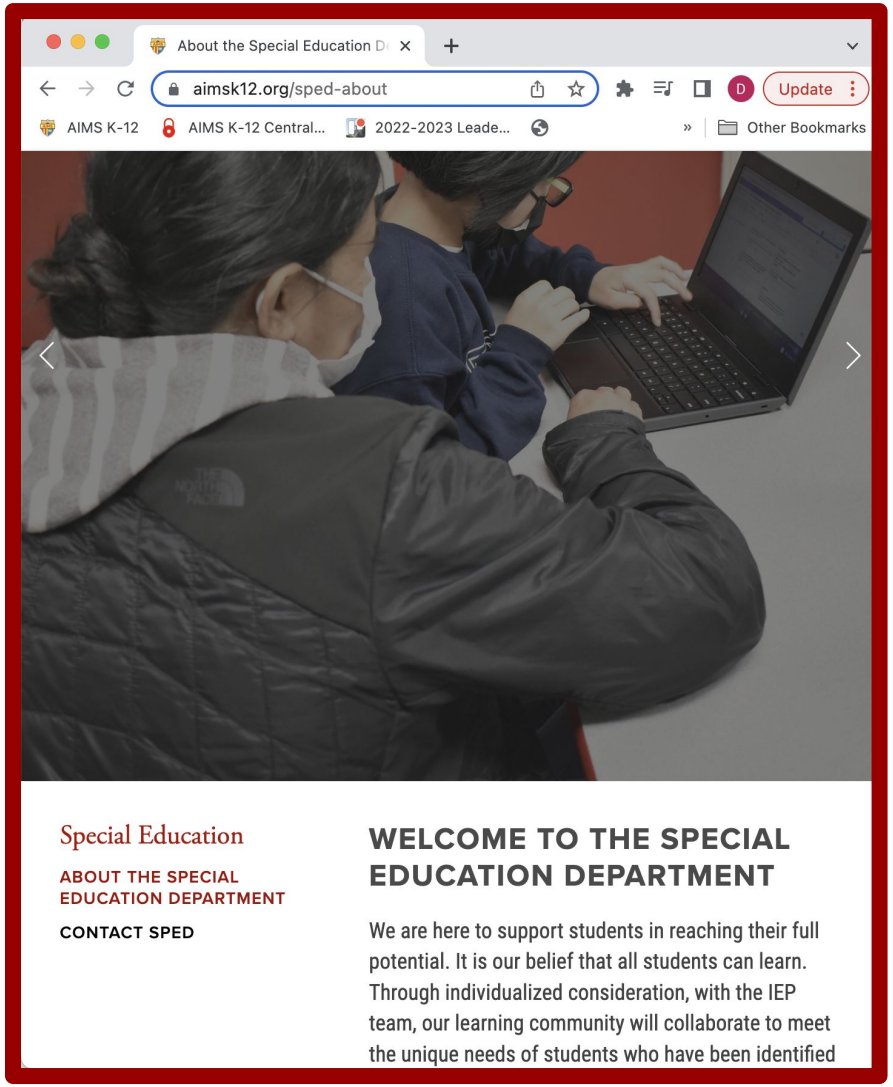
Structures and Supports

- Board policy proposals and adoptions:
  1. Promotion and Retention 2. Independent Education Evaluation

- Weekly training in IEP development, facilitation and database management for new SpEd teachers.

- Co-facilitating SST and Section 504 management w/ site admins and teachers for Year 1.

- Public webpage



Professional Development

Elementary and Middle

- Anti Bullying
- IEP Accommodations/Modifications

SpEd Teachers

- Differentiated Instruction
- IEP Accommodations/ Modifications
- SEIS Progress Reporting
-

EDC Special Education Local Plan Area (SELPA)

- Tools and Resources for Students with Dyslexia

CELEBRATIONS AND SUCCESSES

Per communication with our CDE Focused Monitoring and Technical Assistance (FMTA) Consultant, NO AIMS schools were identified for further monitoring as a result of Fall 1 certification (synchronization between the SEIS and CALPADS systems.)

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9th grade High School student , TL, fell 5 weeks behind. After self advocating and 2 weeks of focused intervention was able to turned a D- into a B+!!!

~~~~~~~~~~~~~~~~~~

The last overdue Triennial evaluation is to be completed this month

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Coversheet

Consent Calendar

Section: III. Action Items
Item: A. Consent Calendar
Purpose: Vote
Submitted by:
Related Material: AR 102a Complaint Procedure.pdf
AIMS Student Clubs & Associations Social Media Policy.pdf
_AIMS Board Policies APRIL 18th .pdf
AIMS HS Yearbooks - Tree Ring.pdf
AIMS HS Letterman Jackets.pdf
2022-23 AIMS HS Prom - Luxe Cruises and Events.pdf

AR 102a: Complaint Procedure

Any complaint by any community member, employee, or job applicant alleging discrimination or harassment shall be addressed in accordance with the following procedures:

1. **Notice and Receipt of Complaint**: Any community member, employee, or job applicant (the "complainant") who believes he/she has been subjected to prohibited discrimination or harassment shall promptly inform their supervisor or the Ombudsperson.
The complainant may file a written complaint in accordance with this procedure, or if they are an employee, may first attempt to resolve the situation informally with their supervisor.
A supervisor or manager who has received information about an incident of discrimination or harassment, or has observed such an incident, shall report it to the Ombudsperson, whether or not the complainant files a written complaint.
The written complaint should contain the complainant's name, the name of the individual who allegedly committed the act, a description of the incident, the date and location where the incident occurred, any witnesses who may have relevant information, other evidence of the discrimination or harassment, and any other pertinent information which may assist in investigating and resolving the complaint.
(Nondiscrimination in Employment)
(Sexual Harassment)

2. **Investigation Process**: The Ombudsman shall initiate an impartial investigation of an allegation of discrimination or harassment within five school days of receiving notice of the behavior, regardless of whether a written complaint has been filed or whether the written complaint is complete.
The Ombudsman shall meet with the complainant to describe the district's complaint procedure and discuss the actions being sought by the complainant in response to the allegation. The Ombudsman shall inform the complainant that the allegations will be kept confidential to the extent possible, but that some information may be revealed as necessary to conduct an effective investigation.
(District Records)
(Personnel Files)

If the Ombudsman determines that a detailed fact-finding investigation is necessary, they shall begin the investigation immediately. As part of this investigation, the Ombudsman should interview the complainant, the person accused, and other persons who could be expected to have relevant information. When necessary to carry out his/her investigation or to protect employee or student safety, the Ombudsman may discuss the complaint with the Superintendent or designee, district legal counsel, the district's risk manager, or the board.

The Ombudsman also shall determine whether interim measures, such as scheduling changes, transfers, or leaves, need to be taken before the investigation is completed to ensure that further incidents do not occur. The Coordinator shall ensure that such interim measures do not constitute retaliation.

3. **Written Report on Findings and Corrective Action**: No more than 60 days after receiving the complaint, the Ombudsman shall conclude the investigation and prepare a written report of the findings. This timeline may be extended for good cause. If an extension is needed, the Ombudsman shall notify the complainant and explain the reasons for the extension.
The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If a determination has been made that discrimination or harassment occurred, the report also shall include any corrective action(s) that have been or will be taken to address the behavior, correct the effect on the complainant, and ensure that retaliation or further discrimination or harassment does not occur.

The report shall be presented to the complainant, the person accused, and the board, Superintendent or designee.
4. **Appeal to the Board of Trustees**: The complainant or the person accused may appeal any findings to the Board within 10 working days of receiving the written report of the Ombudsman's findings. The Ombudsperson shall provide the Board with all information presented during the investigation. Upon receiving an appeal, the Board shall schedule a hearing as soon as practicable. Any complaint against a district employee shall be addressed in closed session in accordance with law. The Board shall render its decision within 10 working days.
(Closed Session Purposes and Agendas)

Other Remedies
In addition to filing a discrimination or harassment complaint with the district, a person may also file a complaint with either the California Department of Fair Employment and Housing (DFEH) or the Equal Employment Opportunity Commission (EEOC). The time limits for filing such complaints are as follows:
1. To file a valid complaint with DFEH, within one year of the alleged discriminatory act(s), unless an exception exists pursuant to Government Code 12960 (Government Code 12960)
2. To file a valid complaint directly with EEOC, within 180 days of the alleged discriminatory act(s) (42 USC 2000e-5)
3. To file a valid complaint with EEOC after first filing a complaint with DFEH, within 300 days of the alleged discriminatory act(s) or within 30 days after the termination of proceedings by DFEH, whichever is earlier (42 USC 2000e-5)

Legal Reference:
EDUCATION CODE
200-262.4 Prohibition of discrimination
GOVERNMENT CODE
12920-12921 Nondiscrimination
12940-12948 Discrimination prohibited; unlawful practices, generally
UNITED STATES CODE, TITLE 20
1681-1688 Title IX of the Education Amendments of 1972
UNITED STATES CODE, TITLE 29
621-634 Age Discrimination in Employment Act
794 Section 504 of the Rehabilitation Act of 1973
UNITED STATES CODE, TITLE 42
2001d-2001d-7 Title VI, Civil Rights Act of 1964
2001e-2001e-17 Title VII, Civil Rights Act of 1964, as amended
2000ff-2000ff-11 Genetic Information Nondiscrimination Act of 2008
2001h-2-2001h-6 Title IX of the Civil Rights Act of 1964
12101-12213 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 28
35.101-35.190 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 34
106.8 Designation of responsible employee for Title IX

Management Resources:
EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS
Enforcement Guidance: Reasonable Accommodation and Undue Hardship under the Americans with Disabilities Act, October 2002
Enforcement Guidance: Vicarious Employer Liability for Unlawful Harassment by Supervisors, June 1999

WEB SITES
California Department of Fair Employment and Housing: http://www.dfeh.ca.gov
U.S. Equal Employment Opportunity Commission: http://www.eeoc.gov

[Board Approval Pending] | [Last update: April 12, 2023]

Social Media Account Policy for Student Clubs & Associations

As AIMS student clubs and associations develop their online presence, AIMS has established the following policy regarding the appropriate use of social media accounts. For the purposes of this policy, social media accounts will refer to any and all websites, Facebook, Instagram, Tik Tok, Snapchat, YouTube, Twitter, and any other social sharing or public platform.

Students are required to comply with the following rules and guidelines as governed by this policy as well as any local, state, or federal laws and regulations.

- Official AIMS student club and association social media accounts must be created and managed by a general AIMS email account. For example, the HS SGA social media account is created & managed by hs.sga@student.aimsk12.org. The account cannot be opened or operated under a personal AIMS or non-AIMS email account. The email and social media account must be accessible by the Head of School, site administrators, and club advisor.

- All content must be approved by the club advisor or the Head of School before the date of posting. Students must get a signed media release form from any and all people who will appear in that content and submit it to the club advisor or Head of School prior to the date of posting. Students may use the email and make posts to the associated social media accounts only after receiving approval.

- ~~Official AIMS social media accounts cannot be used as personal accounts to follow or friend unrelated accounts.~~ AIMS student club social media accounts may only follow official accounts that are appropriate for the school's reputation. For example, you may follow government agencies, universities/colleges, other schools, sports teams, sports players, news anchors, non-profit organizations, etc.

- Do not accept random followers that are not associated with the school or an appropriate official account. Do not engage with other personal accounts, for example, like/share posts, make personal comments on posts, or direct message others about personal matters.

- Students under the age of 13 must not be managing social media accounts; This age limit has been dictated by US law through the Children's Online Privacy Protection Act (COPPA).

- Elementary and Middle School clubs' social media accounts are to be managed by the club advisors only while students are encouraged to create the content. High School students may be involved in managing theirs.

- All social media posts must follow the law, AIMS Standards, AIMS guidelines, and basic common sense as they are representing the organization and regulated by law.

Community Standards

- Do not engage in discriminatory, retaliatory, or harassing behavior in violation of AIMS policy.
- Do not post any content that can be viewed as bullying, malicious, obscene, threatening, disparaging, or intimidating as noted in the AIMS guidelines.
- Respect copyright rules and regulations. Provide citations and/ or links for all sourced materials in all your postings.
- Make sure all material is fair, accurate, and honest and if you make a mistake, correct it quickly. Do not post ideas you cannot back up with facts or that you heard second-hand or through rumor.
- The only spokesperson for AIMS is the Superintendent. When posting it is best to use your personal opinion and to use a disclaimer on your site such as "the postings on this site are my own and do not necessarily reflect the views of AIMS."

In the event you have further questions about how a club or association's social media account may involve or implicate AIMS or violate the confines of this policy, please contact your site administrator.

Social Media and online content are evolving rapidly, there may be events or issues that are not addressed in this policy. Each AIMS employee and student is responsible for using common sense, getting approval, and seeking clarification before content is released.

You are representing an AIMS Student Club or Association and you are required to comply with all AIMS policies whenever your social media activities may involve or implicate AIMS.

Violations could lead to disciplinary actions. If you have any questions about the nature of your content, ask your club advisor or the Head of School BEFORE posting.

I have read the guideline and understand all the policies stated above.

Name: _____

Sign: _____

Date: _____

Concepts And Roles

The Governing Board desires to provide a rich, research-based curriculum that motivates every student to succeed. The Board shall adopt instructional goals and objectives which reflect the district's philosophy and delineate the skills, knowledge and abilities students will need in order to lead successful, productive lives.

(Philosophy)
(Goals for the School District)
(Goals and Objectives)

In order to offer a curriculum that enables students to meet these goals, the Board shall establish curriculum priorities and guidelines for the district. These priorities shall be based on student needs as determined by demographics, data related to student achievement within the district, and the recommendations of staff, parents/guardians and community members.

The Superintendent or designee shall establish a curriculum development process which provides for the ongoing development, review and evaluation of the district's curriculum in keeping with these priorities.

(Curriculum Development and Evaluation)

The Board shall:

1. Establish expected standards of student achievement for each grade level

(Academic Standards)

2. Approve the curriculum development process

3. Adopt the district curriculum and courses of study to be offered

(Courses of Study)

4. Approve and allocate funds for instructional materials and resources

(Budget)
(Equipment, Books and Materials)
(Selection and Evaluation of Instructional Materials)
(Supplementary Instructional Materials)

5. Establish graduation requirements

(High School Graduation Requirements)
(Elementary/Middle School Graduation Requirements)

6. Provide a continuing program of in-service education to keep certificated staff and the administration updated about curriculum issues, instructional strategies and available instructional materials

(Staff Development)
(Staff Development)

7. Review and evaluate the instructional program based on program quality reviews and frequent reports by the Superintendent or designee

(Evaluation of the Instructional Program)

8. Serve as the principal advocate to the community for the instructional program provided to all students

(School Accountability Report Card)
(Communication with the Public)
(Media Relations)
(Role of the Board)

The Superintendent or designee shall:

1. Review research related to curriculum issues

2. Ensure the articulation of the curriculum between grade levels and with postsecondary education and the workplace

(Relations between Private Industry and the Schools)
(Integrated Academic and Vocational Instruction)
(Courses of Study)

3. Determine the general methods of instruction to be used

4. Assign instructors and schedule classes for all curricular offerings

(Assignment)
5. Direct the purchase of instructional materials and equipment
(Purchasing Procedures)

6. Evaluate and report to the Board on student achievement as demonstrated through testing and other types of appraisal

(Student Assessment)

7. The Superintendent or designee shall base instruction on academic standards that meet or exceed state and/or nationally recognized standards, align curriculum with standards, and select instructional materials that achieve continuity, integration, and articulation of the curriculum by course and program.
a. The Superintendent shall ensure that instructional practice is based on a comprehensive review of best practices research for effective standards-based instruction.

b. The Superintendent or designee shall:
i. Effectively measure each student's successful progress towards achieving or exceeding the standards to ensure that the instructional program addresses the different learning styles and needs of students;
ii. Ensure that the instructional program includes opportunities for students to develop talents and interests in more specialized areas;
iii. Appropriately involves families in setting of instructional goals for their children.

Comparability In Instruction

The district shall provide comparable educational opportunities for all students. Instruction in the core curriculum shall be in no way diminished when students receive supplementary services funded by special governmental programs. Services funded by any categorical program shall supplement the district-provided core curriculum and also supplement any services which may be provided by other categorical programs.

(Nondiscrimination in District Programs and Activities)
(Title I Programs)

Legal Reference:
EDUCATION CODE
51000-51007 Legislative intent, educational program
CODE OF REGULATIONS, TITLE 5
3940 Maintenance of effort
4424 Comparability of services
UNITED STATES CODE, TITLE 20
6321 Fiscal requirements/comparability of services

Concepts and Roles Advanced Placement (AP)Instruction

The Governing Board desires a rigorous AP program that provides a strong foundation in skills and prepares students to succeed in college and on AP exams. The Superintendent or designee shall develop grade-level curricula that offer a balanced instructional program.

The Superintendent or designee shall ensure that all High School students have many opportunities to take the full range of AP course options and AP Assessments.
The Board shall adopt AP instructional materials aligned with College Board standards.

Teachers are to use the Board-adopted instructional materials to meet the needs of students at all ability levels. The Superintendent or designee shall provide professional development opportunities to ensure that teachers obtain a solid foundation of core AP concepts, their related skills, and the application of these concepts and skills to solve simple and complex mathematics problems.

Professional Development in Mathematics Instruction

The Superintendent or designee shall provide professional development in mathematics instruction for teachers of grades 9-12, which addresses the subject matter.

To the extent feasible, all certificated teachers participating in the program at the applicable grade levels shall receive this training. The training shall not cause a reduction in student instructional time. (Education Code 44757, 44759)

Legal Reference:

EDUCATION CODE
51210 Areas of study, grades 1 through 6
51220 Areas of study, grades 7 through 12

Concepts and Roles Mathematics Instruction

The Governing Board desires to offer a rigorous mathematics program that provides a strong foundation in basic mathematical skills and prepares students to apply mathematics in real life. The Superintendent or designee shall develop grade-level curricula that offer a balanced instructional program, including but not limited to:
basic mathematical skills, conceptual understanding, and problem solving.

The Superintendent or designee shall ensure that all students have many opportunities to take the full range of mathematics course options.

The Board desires to offer a coherent educational system for mathematics in which the standards, the curriculum, the instruction, and assessments are aligned with one another. In addition, a balanced standards-based curriculum that places equal importance on the development of conceptual understanding, computational and procedural skills, and problem solving should be the foundation for the mathematics instructional program.

For each grade level, the Board shall adopt Mathematics instructional materials aligned with California state content standards.

Teachers are to use the Board-adopted instructional materials to meet the needs of students at all ability levels. The Superintendent or designee shall provide professional development opportunities to ensure that teachers obtain a solid foundation of core mathematical concepts, their related skills, and the application of these concepts and skills to solve simple and complex mathematics problems.

Professional Development in Mathematics Instruction

The Superintendent or designee shall provide professional development in mathematics instruction for teachers of grades K-12, which addresses the subject matter specified in Education Code 44757.

To the extent feasible, all certificated teachers participating in the program at the applicable grade levels shall receive this training, which also shall be available to school site administrators. The training shall not cause a reduction in student instructional time. (Education Code 44757, 44759)

Legal Reference:

EDUCATION CODE

51210 Areas of study, grades 1 through 6
51220 Areas of study, grades 7 through 12

Management Resources:

CDE PUBLICATIONS
Improving Mathematics Achievement for All California Students: The Report of the California Mathematics Task Force, 1995
Mathematics Framework for California Public Schools, 1992
Instruction

Goals and Objectives

The Governing Board believes that all students need to meet high standards of academic knowledge and skills. In addition, they must have the ability to apply their skills to the workplace, where they will be required to adapt to emerging technologies and changing societal needs. The Board therefore desires to provide an integrated school-to-career instructional program that extends from kindergarten through high-school graduation and prepares all students to have:

1. Mastery of skills and knowledge in mathematics, English, science, civics and government, economics, history, geography, health and safety, physical education, foreign language and the arts

2. Ability to analyze, think creatively, solve problems, make decisions and apply knowledge and skills to real-life situations

3. Strong communication and interpersonal skills

4. Experience with a variety of technologies

5. A flexible personal career plan based on:

a. Awareness of possible career paths

b. Career counseling

c. Consecutive work-site learning experiences

d. An understanding of all aspects of the industry the student is preparing to enter

6. Specialized skills that can lead to career entry positions or more advanced education

7. Respect for a diversity of cultures and thoughts

8. Self esteem

9. Awareness of the responsibilities of citizens in a democracy and the importance of community service

10. A positive work ethic, and ability to work independently or in a team

11. Ability to seek out, organize and learn new information

(cf. 0100 - Philosophy)
(cf. 0200 - Goals for the School District)
(cf. 6030 - Integration of Academic and Vocational Instruction)

Legal Reference:
EDUCATION CODE
51000-51007 Legislative intent for education program, especially
51004 Education goals
51006 Computer education and resources
51007 Programs to strengthen technological skills
51041 Evaluation of educational program
52336-52336.5 Career preparatory programs
UNITED STATES CODE, TITLE 20
2301-2471 Carl D. Perkins Vocational and Applied Technology Act
5801-6084 National Education Reform, Goals 2000
6101-6251 School-to-Work Opportunities Act of 1994
6751-6777 Enhancing Education Through Technology Act, No Child Left Behind Act, Title II, Part D

Academic Standards

The Governing Board recognizes that content and performance standards are necessary to clarify for students, parents/guardians and staff what students are expected to know and be able to do at each grade level and in each area of study. The Board shall adopt high standards for student achievement that meet or exceed statewide standards and challenge all students to reach their full potential.

(cf. 6010 - Goals and Objectives)

Staff shall continually assess students' progress toward meeting the standards and shall offer remedial assistance in accordance with Board policy. The standards shall also provide a basis for evaluating the instructional program, making decisions about curriculum and assessment, and, as required by law, evaluating teacher performance.

While desiring district standards to be specific and comprehensive, the Board does not intend that these standards be so extensive as to describe everything that will be taught in the classroom. The Superintendent or designee shall provide sufficient time and flexibility. The Superintendent or designee shall also have the flexibility to determine the best instructional methods to use in preparing students to meet the standards.

The Superintendent or designee shall ensure that district standards are regularly reviewed and updated as necessary.

Legal Reference:
EDUCATION CODE
44662 Evaluation of certificated employees
51003 Statewide academic standards
60605-60605.5 Adoption of statewide academically rigorous content and performance standards

Management Resources:
WEB SITES
CDE: http://www.cde.ca.gov

School Calendar

The Superintendent or designee shall recommend to the Governing Board a calendar for each school year that will meet the requirements of law as well as the needs of the community, students and the work year for all personnel.

Each school calendar shall show the beginning and ending school dates, legal and local holidays, orientation meeting days, minimum days, vacation periods and other pertinent dates.

The district shall offer 185 days of instruction per school year.

Staff development days shall not be counted as instructional days and shall be at least 8 per school year.
Orientation meeting days shall not be counted as instructional days and shall be at least 9 before students return for the Fall Semester and 1 before students return for the Spring Semester.

Notifications of the schedule of minimum days shall be sent to all parents/guardians at the beginning of the school year. If any minimum days are added to the schedule, the Superintendent or designee shall notify parents/guardians of the affected students as soon as possible and at least one month before the scheduled minimum day. (Education Code 48980)

(cf. 5145.6 - Parental Notifications)

If a school will be used as a polling place on an election day, the Board shall determine whether to continue school in session, designate the day for staff training and development or close the school to students and nonclassified staff. (Elections Code 12283)

Employment Status Reports

Within 30 days of any change in the employment status of a credential holder working in a position requiring a credential made as a result of an allegation of misconduct, the Superintendent or designee shall report the change to the Commission on Teacher Credentialing. The report shall be made whenever one of the following actions is taken as a result of alleged misconduct: (Education Code 44242.5; 5 CCR 80303)

1. Dismissal

(cf. 4117.4 - Dismissal)

2. Nonreelection/nonreemployment

(cf. 4117.6 - Decision Not to Rehire)

3. Suspension for more than 10 days

(cf. 4118 - Suspension/Disciplinary Action)

4. Placement on unpaid administrative leave for more than 10 days pursuant to a final adverse employment action

5. Resignation or other departure from employment

(cf. 4117.2 - Resignation)

The report shall contain all known information about each alleged act of misconduct by the employee. (5 CCR 80303)

The report shall be made regardless of any proposed or actual agreement, settlement or stipulation between the district and the employee not to make such a report. The report shall also be made if the allegations are withdrawn in consideration of the employee's resignation, retirement or other failure to contest the truth of the allegations. (5 CCR 80303)

The Superintendent shall inform the employee in writing of the contents of 5 CCR 80303 upon a change in employment status as a result of alleged misconduct. (5 CCR 80303)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Notice of Other Violations

The Superintendent or designee may notify the Commission on Teacher Credentialing of any of the following: (Education Code 44242.5)

1. A complaint received by the district regarding a credential holder's alleged sexual misconduct.

The notice shall contain all of the following information: (5 CCR 80304)

a. Name of the employee alleged to have engaged in the sexual misconduct;

b. Name, age and address of each victim of the alleged sexual misconduct;

c. A summary of all information known to the district regarding the alleged sexual misconduct; and

d. A summary of the action, if any, taken at the district level in response to the complaint of sexual misconduct.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 5145.7 - Sexual Harassment)

2. Refusal, without good cause, to fulfill a valid employment contract, or departure from district service without the consent of the Superintendent or Board. (Education Code 44420)

3. Knowing and willful use of student records in connection with, or in implicit or explicit attempts to recruit a student to be a customer for, any business owned by the credential holder or in which the credential holder is an employee. (Education Code 44421.1)

4. Knowing and willful reporting of false fiscal expenditure data relative to the conduct of any educational program. (Education Code 44421.5)

Legal Reference:
EDUCATION CODE
44225 Powers and duties of the Commission on Teacher Credentialing
44242.5 Reports and review of alleged misconduct
44420-44440 Adverse actions by CTC against credential holder
CODE OF REGULATIONS, TITLE 5
80303 Reports of change in employment status, alleged misconduct
80304 Notice of sexual misconduct

Management Resources:
WEB SITES
CSBA: http://www.csba.org
CTC: http://www.ctc.ca.gov

Temporary Modified/Light-Duty Assignment

The Governing Board recognizes that when employees suffer work-related injuries, modified or light-duty assignments minimize lost time and may serve to facilitate the transition back to the employee's regular duties or full-time work. Whenever possible, the Superintendent or designee shall offer such employees this kind of temporary assignment.

(cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)

Modified or light-duty assignments shall be designed to accommodate medical restrictions specified by the employee's physician. They may include work in the same job classification or a different job classification at the employee's regular salary rate.

Modified or light-duty assignments are intended to address short-term medical restrictions and will normally extend for less than eight weeks' duration. These assignments shall not be used as a means to establish new assignments or displace other employees.

Legal Reference:
EDUCATION CODE
44984 Required rules for industrial accident and illness leave

45192 Industrial accident and illness leave for classified employees

Assignment

In order to serve the best interests of students and the educational program, the Superintendent or designee shall assign certificated personnel to positions for which their preparation, certification, experience and aptitude qualify them.

(Certification)
(Employment of Relatives)

Teachers may be assigned to any school within the district
(Transfers)
(Collective Bargaining Agreement)

The Governing Board encourages the assignment of experienced and fully credentialed teachers, including those who have attained National Board for Professional Teaching Standards certification, to schools with the greatest need to improve student achievement.

Teachers may be assigned outside the scope of their certificates or fields of study only as allowed by law and when so required in order to meet the needs of the educational program.

The Superintendent or designee may assign holders of a credential other than an emergency permit, with their consent, to teach subjects outside their credential authorization in departmentalized classes, pursuant to Education Code 44258.3. The Superintendent or designee shall develop procedures to verify the subject matter knowledge of the teacher before any such assignment is made. These procedures shall be developed with the assistance of subject matter specialists and shall be submitted to the Board for approval.

(Personnel Reduction)

The Superintendent or designee shall periodically report to the Board on any teacher misassignments.

The Superintendent or designee shall establish a committee on assignments which may grant approval for the voluntary assignment of full-time teachers to teach one or more elective courses outside their credential authorization in an area for which they have special skills or preparation.

Legal Reference:
EDUCATION CODE
35035 Additional powers and duties of superintendent

37616 Assignment of teachers to year-round schools
44250-44279 Credentials and assignments of teachers
44395-44398 Incentives for assigning NBPTS-certified teachers to low-performing schools
44824 Assignment of teachers to weekend classes
44955 Reduction in number of employees
GOVERNMENT CODE
3543.2 Scope of representation

Management Resources:
WEB SITES
Commission on Teacher Credentialing: www.ctc.ca.gov

Evaluation/Supervision

The Superintendent or designee shall print and make available to certificated employees written regulations related to the evaluation of their performance in their assigned duties. (Education Code 35171)

(cf. 4100 - Certificated Personnel)
(cf. 4119.3/4219.3/4319.3 - Duties of Personnel)

(cf. 4117.4 - Dismissal)

Teachers shall be formally observed and given constructive feedback as part of the evaluation process. Within three school days of each formal observation, a conference shall be held between the evaluator and the probationary teacher.

The Superintendent or designee shall assess the performance of certificated instructional staff as it reasonably relates to the following criteria: (Education Code 44662)

1. Students' progress toward district standards of expected achievement for their grade level in each area of study and, if applicable, towards the state-adopted content standards as measured by state-adopted criterion-referenced assessments.

(Academic Standards)
(Student Assessment)

2. The instructional techniques and strategies used by the employee.

3. The employee's adherence to curricular objectives.

(cf. 6010 - Goals and Objectives)

4. The establishment and maintenance of a suitable learning environment within the scope of the employee's responsibilities.

5. Other criteria listed in the applicable collective bargaining agreement.

The evaluation of certificated employee performance shall not include the use of publishers' norms established by standardized tests. (Education Code 44662)

Non-instructional certificated employees shall be evaluated on their performance in fulfilling their defined job responsibilities. (Education Code 44662)

Evaluations shall include recommendations, if necessary, as to areas in need of improvement in the employee's performance. If an employee is not performing satisfactorily according to teacher standards approved by the Board pursuant to Education Code 44662, the Superintendent or designee shall so notify the employee in writing and describe the unsatisfactory performance. The Superintendent or designee shall confer with the employee, make specific recommendations as to areas needing improvement and endeavor to provide assistance to the employee in his/her performance. (Education Code 44664)

Any employee who receives an unsatisfactory rating in the area of teaching methods or instruction shall participate in the district's peer assistance and review program. (Education Code 44662, 44664)

(cf. 4139 - Peer Assistance and Review)

The Superintendent or designee may require any instructional employee who receives an unsatisfactory rating in the area of teaching methods or instruction to participate in a program designed to improve appropriate areas of performance and to further student achievement and the district's instructional objectives. (Education Code 44664)

(Staff Development)

Certificated instructional employees shall receive a written copy of their evaluation no later than 30 days before the last day of the school year in which the evaluation takes place. Before the last day of the school year, the employee and the evaluator shall meet to discuss the evaluation. (Education Code 44663)

Non-instructional certificated staff members employed on a 12-month basis shall receive a copy of their evaluation no later than June 30 of the year in which the evaluation takes place. Before July 30, the employee and the evaluator shall meet to discuss the evaluation. (Education Code 44663)

Instructional and non-instructional certificated employees shall have the right to respond in writing to their evaluation. This response shall become a permanent attachment to the employee's personnel file. (Education Code 44663)

(Personnel Files)

Reasonable Accommodation

Definitions

Disability, with respect to an individual, is defined as any of the following: (Government Code 12926; 29 CFR 1630.2)

1. A physical or mental impairment that limits one or more of the major life activities.

2. A record of such an impairment.

3. Being regarded as having such an impairment.

Limits shall be determined without regard to mitigating measures such as medications, assistive devices, prosthetics or reasonable accommodations, unless the mitigating measure itself limits a major life activity. (Government Code 12926)

Essential functions are the fundamental job duties of the position the individual with a disability holds or desires. The term does not include the marginal functions of the position. (29 CFR 1630.2)

(cf. 4119.3/4219.3/4319.3 - Duties of Personnel)

Reasonable accommodations that an employer may need to provide in connection with modifications to the work environment or adjustments in how and when a job is performed that enable an individual with a disability to enjoy equal employment opportunities include, but are not limited to: (29 CFR 1630.2)

1. Making existing facilities accessible and usable.

2. Restructuring the job duties.

3. Offering part-time or modified work schedules.

4. Acquiring or modifying equipment or devices.

5. Changing tests, training materials or policies.

6. Providing qualified readers or interpreters.

7. Reassigning the employee to a vacant position.

Qualified individual with a disability means an individual with a disability who satisfies the requisite skill, experience, education and other job-related requirements of the employment position and who, with or without reasonable accommodation, can perform the essential functions of such position. (29 CFR 1630.2)

Undue hardship is a determination based on an individualized assessment of current circumstances that shows that a specific reasonable accommodation would cause significant difficulty or expense. A determination of undue hardship should be based on several factors, including: (29 CFR 1630.2)

1. The nature and net cost of the accommodation needed, taking into consideration the availability of tax credits and deductions and/or outside funding.

2. The overall financial resources of the facility making the reasonable accommodation, the number of persons employed at this facility, the effect on expenses and resources of the facility, or the impact on the operations of the facility.

3. The overall financial resources, size, number of employees, and the number, type and location of facilities of the district.

4. The type of operation of the district, including the structure and functions of the workforce, the geographic separateness, and the administrative or fiscal relationship of the facility involved in making the accommodation.

5. The impact of the accommodation on the operation of the facility, including the impact on the ability of other employees to perform their duties and the impact on the facility's ability to conduct business.

Requests for Reasonable Accommodation

The district designates the position specified in BP 4030 - Nondiscrimination in Employment as the Ombudsperson of its efforts to comply with the Americans with Disabilities Act (ADA) and to investigate any and all related complaints.

(cf. 4030 - Nondiscrimination in Employment)
(cf. 4031 - Complaints Concerning Discrimination in Employment)

When requesting reasonable accommodation, the employee or employee's representative shall inform the employee's supervisor that he/she needs a change at work for a reason related to a medical condition.

When requesting reasonable accommodation during the hiring process, a job applicant shall inform the Ombudsperson that he/she will need a reasonable accommodation for the process.

Employees' requests for reasonable accommodation may first be considered informally by the site administrator. The site administrator shall consult with the Ombudsperson before any decision as to accommodation is made.

When the disability and/or the need for accommodation are not obvious, the Ombudsperson may ask the employee to supply reasonable documentation about his/her disability. In requesting this documentation, the Ombudsperson shall specify the types of information that are being sought about the employee's condition, the employee's functional limitations and the need for reasonable accommodation. The employee may be asked to sign a limited release allowing the district to submit a list of specific questions to the health care or vocational professional.

If the documentation submitted by the employee does not specify the existence of a qualifying disability and explain the need for reasonable accommodation, the district may require the employee to submit to an examination by a health care professional selected and paid for by the district.

Upon receiving a request to reasonably accommodate a qualified employee with a disability, the Ombudsperson shall:

1. Determine the essential functions of the job.

2. Engage in an informal, interactive process with the employee to review the request for accommodation, identify the precise limitations resulting from the disability, identify potential means for providing accommodation, and assess their effectiveness.

3. Develop a plan for reasonable accommodation which is effective and allows the employee to perform the essential functions of the job or to gain equal access to a benefit or privilege of employment and does not impose undue hardship on the district.

To qualify for a job, an individual shall not pose a significant risk of substantial harm to himself/herself or others in the workplace which cannot be eliminated or reduced by reasonable accommodation. (29 CFR 1630.2)

The determination of whether an individual poses a significant risk of substantial harm to himself/herself or others shall be made on a case-by-case basis and shall be based on objective, factual evidence, taking into consideration the duration of the risks, the nature and

severity of the potential harm, the likelihood that the potential harm will occur and the imminence of potential harm. (29 CFR 1630.2)

The Ombudsperson may confer with the site administrator, the district medical advisor and/or other district staff before making a final decision as to the accommodation.

Reasonable Accommodation Committee

The Ombudsperson may appoint a Reasonable Accommodation Committee to review or assist in the development of appropriate plans to reasonably accommodate an employee or qualified job applicant who has requested an adjustment in work duties or environment because of known physical or mental disabilities. The membership of this committee may change on a case-by-case basis. The committee may include:

1. A district administrator

2. A site administrator

3. A medical advisor or rehabilitation specialist

4. A certificated employee

5. A classified employee

Committee members shall be selected on the basis of their knowledge of the relevant issues, including:

1. The specific functions and duties required in the position.

2. The physical work environment.

3. Available accommodations.

At the Ombudsperson's discretion, the employee or applicant requesting accommodation may participate in or be excluded from committee meetings. If the employee or applicant is excluded from committee meetings, the Ombudsperson shall communicate with him/her so that he/she has the opportunity to interact and contribute to planning the reasonable accommodation.

The Ombudsperson shall take steps to ensure the confidentiality of information related to medical conditions.

Appeal Process

If the employee or applicant is not satisfied with the decision of the Ombudsperson, he/she may appeal in writing to the Superintendent or designee. This appeal shall be made within 10 working days of receiving the decision and shall include:

1. A clear, concise statement of the reasons for the appeal.

2. A statement of the specific remedy sought.

The Superintendent or designee shall consult with the Ombudsperson and review the appeal, together with any available supporting documents. The Superintendent or designee shall give the employee or applicant his/her decision within 15 working days of receiving the appeal.

Any further appeal for reasonable accommodation shall be considered a complaint concerning discrimination in employment and may be taken to the Governing Board in accordance with the district's procedure for such complaints.

Legal Reference:
CIVIL CODE
51 Unruh Civil Rights Act
GOVERNMENT CODE
12900-12996 Fair Employment and Housing Act
UNITED STATES CODE, TITLE 29
701-794e Vocational Rehabilitation Act
UNITED STATES CODE, TITLE 42
12101-12213 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 28
35.101-35.190 Americans with Disabilities Act, especially:
35.107 Designation of employee
36.101-36.608 Nondiscrimination on the basis of disability by public facilities
CODE OF FEDERAL REGULATIONS, TITLE 29
1630.2 Direct threat
COURT DECISIONS
Colmenares v. Braemar Country Club, Inc., 2003 Cal.LEXIS 1131
Chevron USA v. Echazabal, (2002) 536 U.S .73, 122 S.Ct. 2045
US Airways, Inc. v. Barnett, (2002) 535 U.S., 122 S.Ct. 1516

Management Resources:
EQUAL EMPLOYMENT OPPORTUNITY COMMISSION
Enforcement Guidance: Reasonable Accommodation and Undue Hardship under the Americans with Disabilities Act, October 2002
WEB SITES
EEOC: http://www.eeoc.gov
Department of Fair Employment and Housing: http://www.dfeh.ca.gov

Whistleblower Protection Policy

The Governing Board seeks to foster a culture of integrity and a climate of trust between the District, the public, and those who work with and for the District, and to inspire greater confidence in the integrity of District operations and decision-making.

Therefore, it is the expectation the Governing Board that individuals disclose improper governmental activities and to submit written complaints that allege acts or attempted acts of interference, reprisal, retaliation, threats, coercion or intimidation against individuals who disclose improper governmental activities.

The Superintendent or designee shall prioritize the investigation and correction of any and all abuses resulting from improper governmental activities, and to protect those who come forward to report improper governmental activities.

To assure the reporting of any activity that threatens the efficient administration of AIMS, complaints that allege improper governmental activities shall be kept confidential to the highest extent possible that allows for thorough investigation and compliance with all legally required disclosures.

If there is any conflict between the provisions of this policy, including definitions, or those used in the Education Code, including but not limited to Section 44110 et seq., the statutory provisions shall control.

I. TITLE

This policy is adopted pursuant to Education Code Section 44110 et seq., and shall be known as the "AIMS Whistleblower Protection Policy."

II. PURPOSE

It is the policy of AIMS to encourage individuals to disclose improper governmental activities and to submit written complaints that allege acts or attempted acts of interference, reprisal, retaliation, threats, coercion or intimidation against individuals who disclose improper governmental activities.

The Superintendent or designee shall endeavor to correct any and all abuses resulting from improper governmental activities, and to protect those who come forward to report improper governmental activities.

To assure the reporting of any activity that threatens the efficient administration of AIMS, complaints that allege improper governmental activities shall be kept confidential to the highest

extent possible that allows for thorough investigation and compliance with all legally required disclosures.

If there is any conflict between the provisions of this policy, including definitions, or those used in California Education Code Section 44110 et seq., the statutory provisions shall control.

III. DEFINITIONS

To assist in the understanding of this policy, the following terms shall be defined as follows:

A. "Any person" includes officials; classified, certificated, unrepresented, and confidential employees, and applicants for AIMS employment; as well as a contractor or individual employed by a contractor.

B. "Board" means the AIMS Board of Education.

C. "Complaint" means the written complaint submitted under penalty of perjury alleging actual or attempted acts of reprisal, retaliation, threats, coercion, intimidation, interference, or similar improper acts directed at the complainant because of the complainant's protected disclosure.

D. "Disciplinary action" means any tangible adverse employment action, including, without limitation, the termination of an employee.

E. "Improper governmental activity" is defined as any activity by an AIMS department, or by an employee, official, or contractor that is undertaken in the performance of the employee, official, or contractor's duties, whether or not such action is within the scope of the employee, official, or contractor's duties, and which:

1. violates any State or Federal law or regulation, including, but not limited to, corruption, malfeasance, bribery, theft of AIMS property, fraudulent claims, fraud, coercion, conversion, malicious prosecution, discrimination, misuse of AIMS property and facilities, or willful omission to perform duty, or

2. violates any AIMS policy, procedure, rule or regulation established by the Board, or

3. is a substantial and specific danger to public health or safety, or

4. represents, intentionally and inaccurately, information related to the financial health of the District and that (i) is relied on by the Governing Board, the Superintendent, or other District or site administrators, (ii) does so with conscious and voluntary disregard of the need to use reasonable care, and (ii) is likely to cause foreseeable harm to the District including but not limited to financial harm or reputational harm.

F. "Official Agent" means the Ombudsperson, a school site administrator, a member of the Board, the Superintendent, or a licensed attorney within the Office of the General Counsel.

G. "Protected disclosure" means a good faith written communication that alleges or demonstrates an intention to disclose information that may evidence either of the following:

1. An improper governmental activity.

2. Any condition that may significantly threaten the health or safety of employees or the public if the disclosure or intention to disclose was made for the purpose of remedying that condition. A disclosure made in connection with an employee, official, or contractor's assigned normal duties is not protected.

H. "Superintendent" is defined as the Superintendent for AIMS

I. "Use of official authority or influence" includes promising to confer, or conferring, any benefit; effecting, or threatening to effect, or taking, or directing others to take, or recommending, processing, or approving, any personnel action, including, but not limited to, appointment, promotion, transfer, performance, evaluation, suspension, or other disciplinary action.

IV. REPORTING IMPROPER GOVERNMENTAL ACTIVITIES AND MAKING PROTECTED DISCLOSURES

A. Reporting Improper Governmental Activities

Any person may make a protected disclosure pursuant to this policy.

B. Where and How to Make a Protected Disclosure

1. Officials, classified, certificated, unrepresented, and confidential employees, and contractors must make a protected disclosure with the Ombudsperson.

2. Applicants for AIMS employment must make a protected disclosure directly to the Ombudsperson

V. PROTECTION

A. Reprisal, Retaliation, Threats, Coercion, Intimidation or Interference with the Right to Report Information of Improper Governmental Activities Prohibited.

No AIMS official or employee may directly or indirectly use or attempt to use the official authority or influence of his or her position or office to interfere with the right of a person to make a protected disclosure. No AIMS official or employee may intentionally engage in acts of reprisal,

retaliation, threats, coercion or similar acts against a person as a result of his or her providing, or attempting to provide, such information or refusing to obey an illegal order.

B. Filing a Written Complaint of Retaliation

1. When a protected disclosure has been made under the procedures set forth in this policy and the complainant becomes the subject of acts of actual or attempted reprisal, retaliation, interference, intimidation, coercion or threats, a complaint may be filed with the Ombudsperson. Any complaint filed with the Ombudsperson must be filed within six (6) months of the alleged act or threat of interference or retaliation.

The complainant may also file a copy of the complaint with local law enforcement in accordance with Education Code section 44114. Such a complaint filed with local law enforcement shall be filed within twelve (12) months of the most recent act that is the subject of the complaint. Filing a complaint with local law enforcement by itself is not sufficient to put AIMS on notice of the complaint or the contents of the complaint.

2. In order for a complaint of actual or attempted acts of interference, intimidation, reprisal, retaliation, threats or coercion to be accepted by the Ombudsperson, the complainant must have made the protected disclosure with an official agent. An exception shall be made where the complainant presents a preponderance of evidence that the complainant was prevented from providing information by intimidation or interference. The General Counsel, in consultant with Ombudsperson, will determine if the evidence is sufficient in his or her sole discretion. If the complaint or the protected disclosure involves the General Counsel, the Superintendent will determine if the evidence is sufficient in his or her sole discretion.

C. Investigation

1. Upon receiving a written complaint alleging retaliation, the Ombudsperson shall refer it to the General Counsel for investigation. However, if the complaint alleges that the General Counsel interfered or took the retaliatory action, then the Ombudsperson shall request that the Superintendent appoint a designee to investigate.

2. The General Counsel or the General Counsel's designee shall determine issues of timeliness and where warranted, investigate complaints from any person alleging actual or attempted acts of reprisal, interference, intimidation, retaliation, threats, coercion or similar acts.

3. The investigation and findings shall be limited to the interference, reprisal or retaliation aspect of the complaint only.

4. Before final findings are made, the General Counsel or the General Counsel's designee will provide a copy of the complaint and any documents upon which the General Counsel or the General Counsel's designee intends to rely in reaching findings to the person accused of interference, intimidation, reprisal, retaliation, threats, or coercion. That person accused will be

provided the opportunity to respond to the complaint and to file a written statement, which will become part of the record.

5. If, for any reason, the General Counsel or the General Counsel's designee's activities with respect to a complaint are terminated before findings are sent to the Superintendent or designee, the complaint will be sealed and will be released only to the Ombudsperson, Superintendent, or Board and as required by law.

D. Decision

1. The General Counsel or the General Counsel's designee shall present findings of the investigation to the Superintendent or designee, who shall reach a decision regarding the complaint and shall communicate that decision to the complainant and to the person or persons accused of violating this policy. The decision by the Superintendent or designee will include any appropriate relief for the complainant but will not describe any disciplinary action that may be taken against the person or persons accused of violating this policy.

2. For any complaint that alleges that the General Counsel interfered or took the retaliatory action, the Superintendent's designee identified in Section C.1 shall present the complaint to the Superintendent or designee, who shall reach a decision regarding the complaint and shall communicate that decision to the complainant and to the General Counsel. The decision by the Superintendent or designee will include any appropriate relief for the complainant but will not describe any disciplinary action that may be taken against the General Counsel.

3. If the complaint alleges that the Superintendent interfered or took the retaliatory action, the General Counsel shall present the complaint to the Board, who shall reach a decision regarding the complaint and shall direct the General Counsel to communicate that decision to the complainant and to Superintendent. The Board's decision will include any appropriate relief for the complainant but will not describe any disciplinary action that may be taken against the Superintendent.

4. The provisions of Education Code section 44114(e) shall govern any decision.

E. Discipline

Any official found to have engaged in actual or attempted acts of reprisal, retaliation, threats, coercion, intimidation, interference, or similar improper acts directed at a complainant because of the complainant's protected disclosure resulting from a decision in response to a complaint may be subject to censure by the Governing Board.

Any AIMS employee found to have engaged in actual or attempted acts of reprisal, retaliation, threats, coercion, intimidation, interference, or similar improper acts directed at a complainant because of the complainant's protected disclosure resulting from a decision in response to a

complaint shall be subject to discipline in accordance with existing and applicable AIMS personnel policies, contract agreements, and applicable laws.

F. Appeal of the Decision

A decision of the Superintendent or designee may only be appealed to the Board of Education if such an appeal is permitted pursuant to existing, applicable AIMS personnel policies and collective bargaining agreements and applicable laws. A decision of the Board may not be appealed.

G. Annual Report

The Ombudsperson shall submit an annual report of actions taken under this policy to the Board of Education. The report should include complaints received and acted on during the fiscal year (July 1 through June
30) and shall not include any details otherwise prohibited by applicable personnel policies, contract agreements and applicable laws.

AIMS Board of Directors Meeting Item Cover Letter

Item: AIMS HS Golden Talon Yearbook

Presented By: Maurice Williams

Staff Recommendation:

AIMS HS recommends the committee approval to spend $33,205 to purchase 500 yearbooks from Tree Ring.

Committee Approval: Yes Finance Committee

Total Associated Cost: $33,205

Included in Budget? Yes

Funding Source: Obj. Code 4315 - One Time Grant

Over/Under Budget? N/A

Amount Over/Under Budget? N/A

Included in LCAP? Yes

Which LCAP?

AIMS HS 2022-23 LCAP (Goal 4.8; 2.3)

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 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 (LCFF)	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, Substitutes, and Teacher Incentives (LCFF, UR Lottery, EPA, FedSPED, State SPED)	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.	$1,923,530	**[Y]**
2.3	School Supplies, Uniforms, and Instructional Materials (LCFF, One Time Grant, Title I, ESSER III)	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 (LCFF, Title II, EEBG, ESSER III)	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	$122,754	**[Y]**

Action #	Title	Description	Total Funds	Contributing
	Vulnerable Student Populations (LCFF)	(low income, homeless, foster care, etc.) by providing public transportation passes (clipper cards).		
4.14	IT Services / Maintenance (LCFF)	AIMS HS will contract IT services to help maintain and improve our wireless and technology infrastructure	$10,000	**[N]**
4.15	Computer / School Furniture Inventory (LCFF, One Time Grant, ESSER III)	AIMS HS will continue to maintain and e ceed 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 e amine its e isting school furniture inventory in order to maintain a clean and inviting environment within its school.	$123,372	**[N]**
4.16	Campus Security / Bell System Enhancements (LCFF)	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]**
4.17	E periential Learning / Field Trip Opportunities (LCFF)	AIMS HS will commit funding to permit students to engage in educational and senior level field trips.	$30,000	**[N]**
4.18	The Golden Talon Yearbook (LCFF)	AIMS HS will commit funding to the printing and distribution of The Golden Talon Yearbook, a student yearbook production.	See 2.3	**[N]**
4.19	Mental Health orkshops / Presentations (EEBG)	Professional consultants from the mental health industry will provide training and support to the AIMS HS community.	$8,000	**[N]**

o An ysis o [2 21 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.

During the 2021 22 academic school year, the LEA implemented all actions as planned.

An e planation of material differences between Budgeted E penditures and Estimated Actual E penditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

From: **Alison Frost** alison.frost@aimsk12.org
Subject: Fwd: Treering Order Confirmation
Date: March 27, 2023 at 11:44 AM
To: Maurice Williams maurice.williams@aimsk12.org

AF

---------- Forwarded message ---------
From: **Treering Yearbooks** <hello@treering.com>
Date: Mon, Mar 27, 2023 at 11:40 AM
Subject: Treering Order Confirmation
To: <alison.frost@aimsk12.org>

treering™





Thank you for your order

Order Details:

Order Number:	4600873
Date:	3/27/2023
Amount:	$30,120.00
Sales Tax:	$3,085.00
Shipping:	$0.00
Grand Total:	$33,205.00

Quantity	**Description**
500	AIMS College Prep High School 2022-2023 Hardcover Yearbook

Payment Method: Invoiced

Stay awesome,
Your friends at Treering

All payments for Transactions are non-refundable and non-transferable except as expressly provided in these Terms. All amounts and applicable taxes, if any, are payable in United States dollars.

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With gratitude,

Alison Frost
VPA & Auxiliaries Department Chair

AIMS College Prep High School
746 Grand Ave | Oakland | CA 94610

E alison.frost@aimsk12.org
T 510-220-5044

www.AIMSK12.org

AIMS Board of Directors Meeting Item Cover Letter

Item: AIMS HS Letterman Jackets

Presented By: Maurice Williams

Staff Recommendation:

AIMS HS recommends the committee approval to spend $23,266.61 to purchase 110 student letterman jackets from the Neff Company for senior graduates, student of the month recipients, and PBIS prizes.

Committee Approval: Yes Finance Committee

Total Associated Cost: $23,266.61

Included in Budget? Yes

Funding Source: Obj. Code 4315 - One Time Grant

Over/Under Budget? N/A

Amount Over/Under Budget?

Included in LCAP? Yes

Which LCAP?

AIMS HS 2022-23 LCAP (Goal 2.3)

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 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 (LCFF)	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, Substitutes, and Teacher Incentives (LCFF, UR Lottery, EPA, FedSPED, State SPED)	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.	$1,923,530	**[Y]**
2.3	School Supplies, Uniforms, and Instructional Materials (LCFF, One Time Grant, Title I, ESSER III)	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 (LCFF, Title II, EEBG, ESSER III)	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	$122,754	**[Y]**

Helping Educators Motivate America's Students

Neff Quotation

Attention: Maurice Williams

School: AIMS College Prep High School

Customer #:

Date: 3-22-23

The Neff Company
P.O. BOX 992
148 East Broadway St.
Owatonna, MN 55060
800-232-6333

Remit to:
Neff
21336 Network Place
Chicago, IL 60673-1213

The following is a quotation for products from the Neff Company:

Qty	Description	Price	Ext Price
110	Letter Jackets Vinyl Sleeves with lettering	$187.90	$ 20,669.00
			$ 0.00
			$ 0.00
			$ 0.00
			$ 0.00
			$ 0.00
			$ 0.00
			$ 0.00
			$ 0.00
			$ 0.00

Estimated Shipping & Handling: $ 434.50

Sales Tax (if applicable): $ 2,163.11

Total: $ 23,266.61

This Quotation is valid through: _____

Comments: Shipping & Handling is an estimate cost, actual cost will be shown on invoice.
Your Sales Tax has been figured at 10.25%, please adjust if necessary.
Delivery is approx. 8 weeks.

We greatly appreciate the opportunity to be of service.
Thank You!
Randy Vetterlein

Neff Representative: Randy Vetterlein

Address: 6353 Garland Way

City/State/Zip : Roseville, CA 95747

Phone : 650-888-1025 Fax : 650-469-0210 E-Mail : rvetterlein@neffco.com

AIMS Board of Directors Meeting Item Cover Letter

Item: Luxe Cruises and Events

Presented By: Maurice Williams

Staff Recommendation:

AIMS HS Recommends approval of Luxe Cruises and Events the 2023 AIMS HS Junior Senior Prom, in the amount of $19,875.25. The SGA Budget for the 2023 FY is $20000 and additional SGA costs that are related to the prom will be offset by prom ticket sales.

Committee Approval: Yes Finance Committee

Total Associated Cost: $19,875.25

Included in Budget? Yes

Funding Source: Obj. Code 5820 - General Funds

Over/Under Budget? N/A

Amount Over/Under Budget?

Included in LCAP? Yes

Which LCAP?

AIMS HS 2022-23 LCAP (Goal 4.9)