AIMS K-12 College Prep Charter District

Special Board Meeting

Date and Time

Thursday June 29, 2023 at 2:00 PM PDT

Location

171 12th Street Oakland CA 94607
4049 First Street Livermore, CA 94605
2450 Washington Ave. Suite 100 San Leandro,CA 94577
1801 18th St. Oakland, CA
4239 Park Blvd Oakland, CA

Join Zoom Meeting
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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**			**2:00 PM**
	Opening Items			
A.	Call the Meeting to Order		Chris Edington	1 m
B.	Record Attendance and Guests		Barbara Pemberton	2 m
C.	Adoption of Agenda	Vote	Chris Edington	2 m
D.	Public Comment on Agenda Items	Discuss	Chris Edington	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)**

		Purpose	Presenter	Time

minutes per person, and a total time allotted for all public comment will not exceed thirty (30) minutes (10 minutes per section).

E. Public Comment on Non-Agenda Items — Discuss — Chris Edington — 10 m

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

II. Action Items — 2:25 PM

A. Finance Dept. Action Items — Vote — Katema Ballentine

Fiscal Policies

B. School Support Action Items — Director Magana — 5 m

Local Control Accountability Plan (LCAP)
AIMS MS
AIPCS II
AIMS HS

School Plan for Student Achievement (SPSA)

AIMS MS
AIPCS II
AIMS HS
ESSER III
AIMS MS
AIPCS II

Expanded Learning Opportunities Program (ELOP)

		Purpose	Presenter	Time
	AIMS MS AIPCS II			
	2023-2024 School Calendar			
C.	Compliance Action Items		Director Tung	5 m
D.	AIMS Organizational Chart		Superintendent Woods-Cadiz	5 m

III. Closing Items — 2:40 PM

A.	Adjourn Meeting	FYI	
B.	NOTICES	FYI	Barbara Pemberton

The next regular meeting of the Board of Directors is scheduled to be held on the third Tuesday, July 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 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 June 29, 2023, before 2:00 PM.
Certification of Posting

Coversheet

Finance Dept. Action Items

Section: II. Action Items
Item: A. Finance Dept. Action Items
Purpose: Vote
Submitted by:
Related Material: Fiscal Policies for 2023 24 Draft.docx

2023-2024

AIMS K-12 COLLEGE PREP FISCAL POLICIES

EFFECTIVE
JULY 1,2022
THRU
JUNE 30th, 2024

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200 ORGANIZATIONAL CONFLICT of INTEREST or SELF-DEALING (Related Parties)

201 Organizational Conflict of Interest or Self-Dealing (Related Parties)

AIMS K-12 College Prep Charter District feel that it is important for AIMS board members and key employees to understand the conflict of interest laws and rules that apply to the schools, to identify and avoid conflicts of interest. AIMS K-12 College Prep Charter District board and key employees shall receive annual conflict of interest training. Such training shall be provided at the time the board receives the mandatory Ralph M. Brown Act training required by the schools' charters and shall be provided by the school's legal counsel or another qualified provider. The conflicts of interest training shall cover specific topics including procedures for hiring, contractual arrangements, purchasing, bidding and expenditure approvals that help to prevent conflicts of interest.

AIMS will not be operated for the benefit of an affiliated or unaffiliated organization or an individual in his or her own private capacity or individuals related to AIMS or members of its management, unless the private benefit is considered merely incidental. This private benefit preclusion will extend to:

A. Sale or exchange, or leasing, of property between the agencies and an affiliated or unaffiliated organization or a private or related individual.

B. Lending of money or other extension of credit between an agency and an affiliated or unaffiliated organization or a private or related individual.

C. Furnishing of goods, services or facilities between the agencies and an affiliated or unaffiliated organization or a private or related individual.

D. Payment of compensation, unless authorized by the Board of Trustees or its governing body, by the Schools to an affiliated or unaffiliated organization or a private or related individual.

E. Transfer to, use by, or for the benefit of a private or related individual of the income or assets of the Schools.

Thus, AIMS K-12 College Prep Charter District will be guided by the principle of arms-length standards with all affiliated or unaffiliated organizations or with a private or related individual(s).

Related party transactions shall include transactions between a school and members of the board, management, contracted management organization, employees, related individuals and affiliated companies. Related individuals within the scope of this definition include spouses, parents, children, spouses of children, grandchildren, siblings, father in law, mother in law, sister in law and brother in law of a board member or school employee.

202 Board of Trustees Authorities

The Board of Trustees shall have the ~~sole~~ authority to approve and will incorporate into its own minutes such matters as (i) change of the Schools' name, with Authorizer pre-approval (ii) adoption of the annual operating and capital budgets, (iii) selection or termination of key employees (iv) key employees salary and salary changes, (v) incurrence of debt, mortgages or other encumbrances and their covenants and restrictions, within the terms of the charter (vi) investment policies, (vii) depository and investment

banks, (viii) purchase or sale of property (ix) opening up or closing checking or savings accounts, and (x) selection of the Charter Schools' certified public accountants and (xi) other activities associated with the operations of the Charter Schools.

The Board of Trustees will meet at least three (3) times per (Adoption, Interims and Closing) year to ensure that its fiduciary duty is maintained. The Board will review the following: prior meeting minutes, business items, educational items, and subcommittee reports.

203 Signature Authorities

To properly segregate duties within the Charter Schools, the Board of Trustees, Superintendent and Chief Business Officer are the only individuals with signatory authority and are responsible for authorizing all cash transactions. All checks require two signatures and Individual checks greater than $8,000 will require Board Approval and signature prior to check issuance. AIMS will not print AP checks on site

In response to the recent legislative action, American Indian Model Schools has identified Essential Service in accordance with the guidelines in **Section 10, Item (g)** by California Department of Health.

> ***g.)*** *For the purposes of this Order, "Minimum Basic Operations" include the following, provided that employees comply with Social Distancing Requirements as defined this Section, to the extent possible, while carrying out such operations: i. The minimum necessary activities to maintain the value of the business's inventory, ensure security, process payroll and employee benefits, or for related functions. ii. The minimum necessary activities to facilitate employees of the business being able to continue to work remotely from their residences.*

To comply with the "Stay in Place" ordinance, as of March 31, 2020, AIMS back office will obtain signatures from the individuals with signatory authority, create signature stamps to utilize for check issuance on behalf of AIMS. The initial definition of authority and method will remain in place. Checks will not be issued on behalf of AIMS without AIMS review and approval.

204 Government Access to Records

~~The Director of Operations~~ The appropriate reporting director or contracted business back office services provider will provide access to the organization's records to the Superintendent, CBO, or ~~his~~ designee and provide supporting records, as requested, in a timely manner.

205 Security of Financial Data

A. The system's accounting data must be backed up daily by the business back office services provider to ensure the recoverability of financial information in case of hardware failure. The backup will be stored in a fire safe area and properly secured.

B. All other financial data, unused checks and unclaimed checks will be secured by the Chief Business Officer or designee or the business back office services provider from unauthorized access.

206 Security of School Documents

Originals of the following corporate documents are maintained, and their presence is verified on a periodic basis:

A. Charters and all related amendments

B. Minutes of the Board of Trustees and subcommittees

C. Banking agreements

D. Leases

E. Insurance policies

F. Vendor invoices

G. Grant and contract agreements

H. Fixed Asset inventory list

207 Use of School Assets

A. No employee may use any of the Schools property, equipment, material or supplies for personal use without the prior approval of the ~~Director of Operations or~~ Superintendent or designee.
B. Personal Property intended for school-use must be pre-approved prior to use on campus by the CBO or designee. Without pre-approval, personal items for school use will not be covered by AIMS liability coverage.

208 Use of School Credit Cards

1. PURPOSE: The Board of Trustees of AIMS K-12 College Prep Charter District recognizes the efficiency and convenience afforded the day-to-day operation of AIMS charter school, for payments and recordkeeping for certain expenses, through the use of school credit cards. However, the Board recognizes the need to establish control measures for the use of these cards. The Board agrees that it has a responsibility to ensure that credit card expenses incurred by AIMS K-12 College Prep Charter District must clearly be linked to the business of AIMS schools. This policy addresses and establishes the proper use and assignment of school credit cards. The Board has agreed on the fundamental principles of this policy and has delegated responsibility for the implementation and monitoring of the policy to the Chief Business Officer (CBO).

2. DEFINITIONS:

2.01 Cardholder/User: The person for which the school credit card has been issued.

2.02 School credit card: The physical card and number associated with the card issued to the cardholder.

2.03 Administrator: The accounts payable staff member assigned to perform the online accounting process, follow up as required and file completed statement reconciliations.

3. SCHOOL CREDIT CARD USERS:

3.01 The following positions are authorized credit Cardholders/Users: The Superintendent of Schools, Chief Business Officer, Sports Program, Director of School Support Services, Director of Academics and Data, Director of Program Compliance Heads of Schools (with prior authorization). No other employee may use an AIMS school credit card without express written approval by the Superintendent or designee.

3.02 A list of those individuals issued a school credit card will be maintained by the Superintendent, CBO and the back-office services provider and reported to the Board of Directors annually.

3.03 A Cardholder/User employee who is no longer employed by AIMS charter schools shall return his or her AIMS school credit card upon termination or resignation to the CBO or CBO's designee.

3.04 Credit cards will be disabled immediately upon the termination or resignation or misuse of a Cardholder/User employee by the card administrator. Accounting for credit cards and settlement of credit card billings shall be part of employee separation checklists.

4. USER RESPONSIBILITIES:

4.01 Credit Cardholders/Users must take proper care of their school credit card(s) and take all reasonable precautions against damage, loss or theft by adherence to the following provisions:

4.01.1 All Cardholders/Users must keep secure and confidential all school credit card numbers and information.

4.01.2 Cardholders/Users shall not store sensitive school credit card data, including full account number, type, expiration and track data, in any method on computers or networks.

4.01.3 Cardholders/Users shall not transmit in an insecure manner, such as by email, unsecured fax or via mail, school credit card information.

4.01.4 Cardholders/Users shall restrict access to credit card data and processing to the Administrator or other authorized individuals.

4.01.5 Cardholders/Users shall maintain card information in a secure environment accessed only by the issued Cardholder/User.

4.02 Except for the Superintendent, Cardholders/Users shall not be allowed to authorize payment of their own travel expenses. Travel expenses for any Cardholder/ User other than the Superintendent must be pre-approved by the Superintendent and the CBO.

4.03 Cardholders/Users are responsible for retaining detailed receipts and/or supplier documentation for all purchases made with their school credit card, without which the Cardholder/User is responsible for the purchase.

4.04 Cardholders/Users shall submit detailed documentation, such as itemized detailed receipts and/or supplier documentation for services, travel and/or other actual and necessary expenses which have been incurred in connection with school-related business for which the school credit card has been used.

4.05 Failure to take proper care of school credit card(s) or failure to report damage, loss or theft may subject to the Cardholder/User to financial liability and discipline.

5. USAGE: School credit cards may only be used for legitimate AIMS charter school's business expenses and in accordance with AIMS K-12 College Prep Charter District policies, as defined below.

5.01 Credit cards shall only be used for transactions for which payment of check disbursement is not accepted or is not practicable, such as if the transaction would cause undue hardship to AIMS schools or the Cardholder/User.

5.02 School credit card usage is limited to the following types of expenses. Any deviations from this usage policy must have prior written approval from the Superintendent or CBO. The Superintendent may also approve expenses.

5.02.1 Business services, including nutrition, catering or advertising.

5.02.2 Business supplies, including office supplies, educational supplies, operation and maintenance supplies.

5.02.3 Travel, including transportation services, airfare, car rental expenses, or payments to a travel agency.

5.02.4 Payments to educational and charitable organizations, including schools, colleges, vocational schools and membership organizations.

5.03 ***EXCLUSIONS:*** **School credit cards shall not be used for cash advances, ATM, money orders, gift cards, alcohol, jewelry or clothing, medical expenses, or payment of fines or penalties unless prior written approval is received from the CBO. In no event shall a school credit card be used for a Cardholder/User's personal expenses.**

5.04 This policy and the schools' use of the school credit cards shall not circumvent AIMS purchasing policies and procedures. A school credit card shall be used as a method of payment only after all required purchasing forms have been completed, including but not limited to check request, purchase orders, travel vouchers and purchase requisitions.

5.05 School credit card transactions are hereby authorized using the following methods:

5.05.1 Card present (Point-of-sale) transactions: The Cardholder/User shall present the school credit card for purchase of goods and services. The Cardholder/User shall obtain a receipt for all purchases and credits, note the transaction with a purchase order number and check request number as required, and attach those approved documents for submission to the Administrator. If the vendor is unable to produce a receipt, the cardholder is to inform the Accounts Payable department so that proper documentation(a detailed invoice or any other supporting detailed documentation) can be obtained.

5.05.2 Via telephone or mail order: The Cardholder/User shall provide the vendor or merchant the school credit card number, expiration date and other pertinent data necessary to complete the transaction. The Cardholder/User shall take reasonable precautions to ensure that the transaction is valid prior to providing school credit card data. The Cardholder/User shall note and record confirmation data or other supplier documentation, as available, shall note the transaction with a purchase order number and check request number as required, and shall attach those approved documents for submission to the Administrator.

5.05.3 Via internet: The Cardholder/User shall provide the vendor or merchant with the school credit card number, expiration date and other pertinent data necessary to complete the transaction. The Cardholder/User shall take reasonable precautions to ensure that the transaction is valid, and the website is secure prior to providing pertinent school credit card data. The Cardholder/User shall obtain a screen printout of the receipt, confirmation data or other supplier documentation, as available, shall note the transaction with a purchase order number and check request number as required, and shall attach those approved documents for submission to the Administrator.

5.06 Purchases shall not exceed the card limits per billing cycle set for school credit card use, or the overall financial credit limit of AIMS K-12 College Prep Charter District. The CBO shall monitor and may recommend changes to these limits. The Superintendent limit may be changed only by the Board of Directors. The list of limits by class of Cardholder/User will be maintained by the CBO and reviewed annually to ensure adherence to procurement policy thresholds.

5.07 Any benefits of the school credit card such as membership awards programs are only to be used for the benefit of AIMS K-12 College Prep Charter District and shall not be redeemed for personal use.

5.08 Purchases that are unauthorized, illegal, representative of a conflict of interest, are personal in nature or otherwise violate the intent of this policy may result in credit card revocation and discipline of the Cardholder/User.

6. DOCUMENTATION:

6.01 The Administrator shall ensure AIMS maintains detailed documentation that all expenses charged to school credit cards are supported by: a credit card slip; a detailed invoice or receipt, and any other supporting detailed documentation, from the Cardholder/User as evidence of the validity of expenses; and a check request and any other necessary detailed documentation as outlined by AIMS schools' purchasing policies and procedures.

6.02 The Administrator is responsible for accounting for all purchases within five (5) working days of receiving a credit card statement.

6.03 The Accounts Payable Division shall ensure that all school credit card statements are reconciled prior to AIMS payment and recording of expenses in the general ledger.

6.04 The Finance department will retain detailed receipts and documentation for no less than five (5) years following the purchase date.

7. PAYMENTS: School credit card statements will be paid in their entirety monthly or otherwise in accordance with the cardholder agreement with issuing financial institution.

To assist employees in the conduct AIMS K-12 College Prep Charter District business and recording of business-related transactions, AIMS has established a Credit Card Program. Your signature below acknowledges you have read and agree to comply with the provisions of the credit card program and its future modifications.

You (Cardholder/Employee) are being entrusted with a company credit card. The credit card is being provided to assist you in paying for those materials and supplies necessary for the performance of your job. This Card may be cancelled at any time at the sole discretion of the AIMS K-12 College Prep Charter District. Each card has an account number to allow the tracking of transactions.

The following highlights key provisions of the program.

1. **CARD RESTRICTED TO BUSINESS USED ONLY.** The credit card issued to you must be used for the purchase of those materials and supplies necessary for the performance of your job. Materials and supplies may include but are not limited to classroom and instructional supplies, pre-approved travel, field trips, etc. You must sign the back of the card upon receipt. Use of the card is limited to you and you are prohibited from authorizing its use to any other individual for any purpose. The card shall not be used for personal purchases.

2. **COMPLETION OF MONTHLY PURCHASE REPORTS.** If transactions are not loaded into the Purchasing system by the receipt of statement, then the Administrator will be required to reconcile the expenses listed. Once a month you will receive a statement listing all purchases charged to the "Account". Within 5 working days of receipt of the statement you will need to (a)verify the amount of the charges with the original receipt and attach the receipt. (b) write the appropriate expenditure account number and brief description on statement. (c) If there is any discrepancy related to a charge you will initiate follow-up with AIMS Business Operations Services at Finance@aimsk12.org, sign the statement; and forward to your Approving Manager or Supervisor.

3. **FAILURE TO FOLLOW THE REQUIREMENTS.** Inappropriate use of the card includes but is not limited to: Use of the Card without authorization. Misuse of the Card in any way. Providing false or misleading information; and loss or theft of the Card due to employee gross negligence. In accordance with AIMS policies and procedures, failure by an employee to follow program requirements may result in disciplinary actions, up to and including employment termination.

4. **LOSS OR STOLEN CARD.** If your Card is loss or stolen, or if you think your Account was used without your permission, you should notify ELAN VISA (Name and contact information) immediately. Additionally, you must notify the AIMS Business Department at (510)893-8701 ext. 17.

5. **SURRENDER CARD UPON TERMINATION OF EMPLOYMENT.** Upon termination of employment, you must immediately surrender the assigned card to your immediate supervisor.

6. **ACKNOWLEDGMENT.** I acknowledge receipt of the Card ad was provided an opportunity to ask questions of a knowledgeable designate regarding the appropriate use of this card. I confirm that I have read and understand the above requirements and agree to comply with the procedures.

C. FINANCIAL MANAGEMENT POLICIES

300 BASIS OF ACCOUNTING

AIMS K-12 College Prep Charter District will maintain their accounting records and related financial reports on the accrual basis of accounting.

301 Accounting Policies

The accounting policies and financial reporting adopted are consistent with the non-profit requirements of the Financial Accounting Standards Board (FASB), FASB is the recognized standard setting body for establishing non-profit accounting and financial reporting principles.

302 Basis of Presentation

The accounts of the AIMS K-12 College Prep Charter District are organized on a basis of the charter school required elements of the Standardized Account Code Structure or SACS. The operations of the fund are accounted for by providing a separate set of self-balancing accounts, which comprise its assets, liabilities, net assets, revenues and expenditures. The Charter Schools use the following fund:

General Fund - This fund of AIMS K-12 College Prep Charter District is used to account for all financial resources associated with the operation of the schools. In addition, all activities relating to Student Activities should be separately identified and recorded within this fund.

Federal Funds – Title I, II, III, IV, Food Services and other funds identified as federally defined.

303 Revenues

Under the accrual basis of accounting, revenues recognized when earned.

304 Expenditures

Under the accrual basis of accounting, expenses are recognized when services are incurred or goods are received.

The Board of Trustees recognizes its fiduciary responsibility to oversee the prudent expenditure of district funds. In order to best serve district interests, the Superintendent or designee shall develop and maintain effective purchasing procedures that are consistent with sound financial controls and that ensure the district receives maximum value for items purchased. He/she shall ensure that records of expenditures and purchases are maintained in accordance with law.

(BP 309 - Budget)

(BP 302 – Employee Mileage Reimbursement)

(cf. 3400 - Management of District Assets/Accounts)

(cf. 3460 - Financial Reports and Accountability)

(cf. 9270 - Conflict of Interest)

Expending Authority

The Superintendent or designee may purchase supplies, materials, apparatus, equipment, and services up to the amounts specified in Public Contract Code 20111, beyond which a competitive bidding process is required or other allowable legal means. The Board shall not recognize obligations incurred contrary to Board policy and administrative regulations.

(cf. 3311 - Bids)

(cf. 3312 - Contracts)

The Board shall review all transactions entered into by the Superintendent or designee on behalf of the Board every 60 days. (Education Code 17605)

District funds shall not be expended for the purchase of alcoholic beverages. (Education Code 32435)

Purchasing Procedures

Insofar as possible, goods and services purchased shall meet the needs of the person or department ordering them at the lowest price consistent with standard purchasing practices. Maintenance costs, replacement costs, and trade-in values shall be considered when determining the most economical purchase price

Legal Reference:

EDUCATION CODE

17604 Delegation of powers to agents; approval or ratification of contracts by governing board
17605 Delegation of authority to purchase supplies and equipment
32370-32376 Recycling paper
32435 Prohibited use of public funds, alcoholic beverages
35010 Control of district; prescription and enforcement of rules
35035 Powers and duties of superintendent
35160 Authority of governing boards
35250 Duty to keep certain records and reports
38083 Purchase of perishable foodstuffs and seasonal commodities

41010 Accounting system
41014 Requirement of budgetary accounting
GOVERNMENT CODE

4330-4334 California made materials

PUBLIC CONTRACT CODE

3410 U.S. produce and processed foods
20111 Contracts over $50,000; contracts for construction; award to lowest responsible bidder
Management Resources:
CSBA PUBLICATIONS
Maximizing School Board Governance: Fiscal Accountability, 2006
WEB SITES
CSBA, Financial Services: http://www.csba.org/fs
California Association of School Business Officials: http://www.casbo.org
California Department of Education: http://www.cde.ca.gov

305 Incurred Costs

For the purpose of invoicing funding sources for allowable costs under cost reimbursement contracts, the term "costs incurred" is defined as follows:

A. Costs related to items or services incurred directly for the contract and received at the time of the request for reimbursement and is not specifically disallowed by the funding source.

306 Cash Management

A. The School maintains cash accounts at the following banks:

1. Operating – EASTWEST Bank

2. Investment - EASTWEST Bank/Community Bank (Non Public Fund)

B. A schedule of aged accounts and grants receivable is prepared monthly by CSMC and reviewed by the Chief Business Officer for collection. Appropriate collection procedures are initiated, if necessary.

307 Grants Receivable Aging Criteria

Accounts receivables outstanding are aged on a thirty, sixty, ninety, and over-ninety-day basis.

308 Grant/Contract Invoicing

A. All invoices are submitted to the funding sources by dates specified in the grant or contract agreement.

B. The invoicing format is that specified by the funding source.

AR 308(a) Grants

AIMS Governing Board may accept any gift, grant, or bequest of money, property, or service to our schools from any individual, organization, foundation, or public or private agency that desires to support AIMS educational program. While greatly appreciating suitable donations, the Board shall reject any gift which may directly or indirectly impair its authority to make decisions in the best interest of district students or its ability or commitment to provide equitable educational opportunities.

A gift or donation, on the other hand, is defined as any item of value given to AIMS by a donor who expects nothing significant of value in return, other than recognition and disposition of the gift in accordance with the donor's wishes.

In general, the following characteristics describe a gift:

1. No contractual requirements are imposed and there are no "deliverables" to the donor. However, the gift may be accompanied by an agreement that restricts the use of the funds to a particular purpose.
2. A gift is typically irrevocable. While the gift may be intended for use within a certain timeframe, there is no specified "period of performance" or "start"/ "stop" dates as associated with sponsored projects.
3. There is no formal fiscal accountability to the donor beyond periodic progress reports and summary reports of expenditures. These reports may be thought of as requirements of good stewardship, and, as such, may be required by the terms of a gift. They are not characterized as contractual obligations or "deliverables."

Grants, contracts, and cooperative agreements (collectively called sponsored projects) are externally-funded activities in which a formal written agreement, i.e., a grant, contract, or cooperative agreement, is entered into by AIMS and by the sponsor. A sponsored project may be thought of as a transaction in which there is a specified statement of work with a related, reciprocal transfer of something of value.

The following conditions characterize a sponsored project agreement, and help to distinguish such agreements from gifts:

- ✔ Statement of Work
- ✔ Details Financial Accountability
- ✔ Definition of Deliverables

AR 308(b) Technology Donations

When new computers are donated to AIMS schools, they must match AIMS' district standards for new computers. This means that the computer is approved by Technology Services

If the donated computer is the same as one on the website, but it does not have professional licenses for Windows or Microsoft Office, they must be purchased

Donated computers, meeting the requirements above, should provide the best overall experience for everyone involved. These guidelines are meant to be firm in order to protect schools from accepting donations that may not be helpful to them.

Non-standard & Older Computer Donations

Non-standard and older computers are much more expensive to configure, maintain and troubleshoot. It is not a good use of AIMS' resources to accept something that seems "free", but actually costs quite a bit in extra time and money throughout its lifespan. These donations often require significantly more staff resources to support and AIMS's provides limited support for them. In order for the district to provide any support for the computers, they must receive advance permission from Technology Services, and meet AIMS' computer standards for donated computers

AR 308(c) Fundraising

Fundraising can only happen with the approval of the site leader.

No site shall have more than three fundraisers happening at one time.

No GoFundMe or other social media fundraiser can be posted without prior approval of the site leader.

All funds without exception must be turned into the business office and placed in the NPF Funds will be earmarked for the purposes raised.

All Donors Choose items must be logged in with the site leader.

A copy of the log must be given to the finance department.

309 Budgets

A. AIMS K-12 College Prep Charter District prepares an annual operating budget of revenues and expenses, a cash flow projection, and a capital budget. These budgets and projections are reviewed and approved by the Board of Trustees, prior to June 30 each year and modified, as necessary.

B. Financial statements displaying budget vs. actual results are prepared by the back-office services provider and reviewed by the Superintendent and the Chief Business Officer and presented to the Board of Trustees at each regularly scheduled board meeting.

310 Insurance and Bonding

A. The Schools maintain minimum levels of coverage, as deemed appropriate by the Superintendent and Chief Business Officer, for the following policies:

1. General liability
2. Business & personal property (including auto/bus)
3. Cyber Coverage
4. Workers' Compensation
5. Student Accident Coverage
6. Personal injury liability

D. The Schools require proof of adequate insurance coverage from all prospective contractors, as deemed applicable by the Superintendent and Chief Business Officer.

311 Record Retention and Disposal

A. Records are maintained for the following indicated minimum periods:

> Books, records, documents and other supporting evidence including paid, cancelled or voided checks, accounts payable records, vendors' invoices, payroll sheets and registers of salaries and wages, tax withholding statements, employees' timesheets and other public documents are retained for seven years after the original entry date.

B. All records not supporting government grants or otherwise covered by rules of the Internal Revenue Service are retained for three years from the end of the fiscal year in which the records were originally prepared.

C. All financial records are maintained in chronological order, organized by fiscal year.

D. In connection with the disposal of any records, a memorandum of record disposal is prepared by the Head of Schools and Facility Coordinator, listing the record or the class of records disposed of. The Board of Trustees certifies this memorandum of records disposal.

AR 311(a) Access to District Records

Public records include any writing containing information relating to the conduct of the district's business prepared, owned, used, or retained by the district regardless of physical form or characteristics. (Government Code 6252)

(BP 311- Record Retention)

Writing means any handwriting, typewriting, printing, Photostatting, photographing, photocopying, transmitting by electronic mail or facsimile, and every other means of recording upon any tangible thing any form of communication or representation, including letters, words, pictures, sounds, or symbols or combinations thereof, and any record thereby created, regardless of the manner in which the record has been stored. (Government Code 6252)

Member of the public means any person, except a member, agent, officer, or employee of the district or a federal, state, or other local agency acting within the scope of such membership, agency, office, or employment. (Government Code 6252)

Public Records

Public records to which members of the public shall have access include, but are not limited to:

1. Proposed and approved district budgets and annual audits (Education Code 41020, 42103)

(BP 309 - Budget)

(BP 312 - Financial Reporting)

2. Statistical compilations

3. Reports and memoranda

4. Notices and bulletins

5. Minutes of public meetings (Education Code 35145)

6. Meeting agendas (Government Code 54957.5)

7. Official communications between the district and other government agencies

8. District and school plans, and the information and data relevant to the development and evaluation of such plans, unless otherwise prohibited by law

(BP 126 - Comprehensive Plans)

(BP 125 - School Plans/Site Councils)

(cf. 0440 - District Technology Plan)

(Staff Handbook - Comprehensive Safety Plan)

(Staff Handbook - Emergencies and Disaster Preparedness Plan)

9. Records pertaining to claims and litigation against the district which have been adjudicated or settled (Government Code 6254, 6254.25)

10. Statements of economic interests required by the Conflict of Interest Code (Government Code 81008)

(BP 201- Organizational Conflict of Interest or Self Dealing)

11. Documents containing names, salaries, and pension benefits of district employees

12. Employment contracts and settlement agreements (Government Code 53262)

13. Instructional materials including, but not limited to, textbooks (Education Code 49091.10)

Access to public records of the district shall be granted to Board of Trustees members on the same basis as any other member of the public. When Board members are authorized to access public records in the administration of their duties, the Superintendent or designee shall not discriminate among any of the Board members as to which record, or portion of the record, will be made available, or when it will be made available. (Government Code 6252.5, 6252.7)

When disclosing to a member of the public any record that contains personal information, including, but not limited to, an employee's home address, home telephone number, social security number, personal cell phone number, or birth date, the Superintendent or designee shall ensure that such personal information is redacted from that record. (Government Code 6254.29, 6254.3)

Confidential Public Records

Unless otherwise authorized or required by law, information regarding an individual's citizenship or immigration status or religious beliefs, practices, or affiliation shall not be disclosed to federal government authorities. (Education Code 234.7; Government Code 8310.3)

Records to which the members of the public shall not have access include, but are not limited to:

1. Preliminary drafts, notes, and interagency or intra-district memoranda that are not retained by the district in the ordinary course of business, provided that the public interest in withholding these records clearly outweighs the public interest in disclosure (Government Code 6254)

2. Records specifically generated in connection with or prepared for use in litigation to which the district is a party or to respond to claims made against the district pursuant to the Tort Claims Act, until the litigation or claim has been finally adjudicated or otherwise settled, or beyond, if the records are protected by some other provision of law (Government Code 6254, 6254.25)

3. Personnel records, medical records, or similar materials, the disclosure of which would constitute an unwarranted invasion of personal privacy (Government Code 6254)

(AR 103 - Criminal Record Check)

(BP 106 - Personnel Files)

The home addresses, home telephone numbers, personal cell phone numbers, or birth date of employees may only be disclosed as follows: (Government Code 6254.3)

a. To an agent or a family member of the employee

b. To an officer or employee of a state agency or another school district or county office of education when necessary for the performance of official duties

Upon written request of any employee, the district shall not disclose the employee's home address, home telephone number, personal cell phone number, or birth date, and the district shall remove this information from any mailing list of the district except a list used exclusively to contact the employee.

d. To an agent or employee of a health benefit plan providing health services or administering claims for health services to district employees and their enrolled dependents, for the purpose of providing the health services or administering claims for employees and their enrolled dependents

(BP 119 - Health and Welfare Benefits)

4. Student records, except directory information and other records to the extent permitted under the law, when disclosure is authorized by law

5. Test questions, scoring keys, and other examination data except as provided by law (Government Code 6254)

6. Without affecting the law of eminent domain, the contents of real estate appraisals or engineering or feasibility estimates and evaluations made for or by the district relative to the acquisition of property, or to prospective public supply and construction contracts, until all of the property has been acquired or all of the contract agreement obtained (Government Code 6254)

7. Information required from any taxpayer in connection with the collection of local taxes that is received in confidence and the disclosure of the information to other persons would result in an unfair competitive disadvantage to the person supplying the information (Government Code 6254)

9. Records for which the disclosure is exempted or prohibited pursuant to state or federal law, including, but not limited to, provisions of the Evidence Code relating to privilege (Government Code 6254)

10. Documents prepared by or for the district to assess its vulnerability to terrorist attack or other criminal acts intended to disrupt district operations and that are for distribution or consideration in closed session (Government Code 6254)

11. Recall petitions, petitions for special elections to fill Board vacancies, or petitions for the reorganization of the school district (Government Code 6253.5)

12. Minutes of Board meetings held in closed session (Government Code 54957.2)

13. Computer software developed by the district (Government Code 6254.9)

14. Information security records, the disclosure of which would reveal vulnerabilities to, or otherwise increase potential for an attack on, the district's information technology system (Government Code 6254.19)

15. Records that contain individually identifiable health information, including records that may be exempt pursuant to physician-patient privilege, the Confidentiality of Medical Information Act, and the Health Insurance Portability and Accountability Act (Government Code 6254, 6255)

16. Any other records listed as exempt from public disclosure in the California Public Records Act or other statutes

17. Any other records for which the district can demonstrate that, based on the particular facts of the case, the public interest served by not disclosing the record clearly outweighs the public interest served by disclosure of the record (Government Code 6255)

Inspection of Records and Requests for Copies

Any person may request a copy or inspection of any district record that is open to the public and not exempt from disclosure. (Government Code 6253)

Within 10 days of receiving any request to inspect or copy a district record, the ~~Superintendent~~ Ombudsperson or designee shall determine whether the request seeks release of a disclosable public record in the district's possession. The ~~Superintendent~~ Ombudsperson or designee shall promptly inform

the person making the request of the determination and the reasons for the decision. (Government Code 6253)

In unusual circumstances, the ~~Superintendent~~ Ombudsperson or designee may extend the 10-day limit for up to 14 days by providing written notice to the requester and setting forth the reasons for the extension and the date on which a determination is expected to be made. Unusual circumstances include the following, but only to the extent reasonably necessary to properly process the request: (Government Code 6253)

1. The need to search for and collect the requested records from field facilities or other establishments that are separate from the office processing the request

2. The need to search for, collect, and appropriately examine a voluminous amount of separate and distinct records which are demanded in a single request

3. The need for consultation, which shall be conducted with all practicable speed, with another agency (e.g., a state agency or city) having a substantial interest in the determination of the request or among two or more components of the district (e.g., two different school sites) with substantial interest in the request

4. In the case of electronic records, the need to compile data, write programming language or a computer program, or construct a computer report to extract data

If the ~~Superintendent~~ Ombudsperson or designee determines that the request seeks disclosable public records, the determination shall state the estimated date and time when the records will be made available. (Government Code 6253)

Public records shall be open to inspection at all times during district office hours. Any reasonably segregable portion of a record shall be made available for inspection by any person requesting the record after deletion of the portions that are exempted by law. (Government Code 6253)

Upon request for a copy that reasonably describes an identifiable record, an exact copy shall be promptly provided unless it is impracticable to do so. (Government Code 6253)

The ~~Superintendent~~ Ombudsperson or designee shall charge an amount for copies that reflects the direct costs of duplication. Written requests to waive the fee shall be submitted to the ~~Superintendent~~ Ombudsperson or designee.

In addition to maintaining public records for public inspection during district office hours, the district may comply with public records requests by posting any public record on the district's web site and, in response to a public records request, directing the member of the public to the location on the web site where the record can be found. However, if the member of the public is unable to access or reproduce the record from the web site, the district shall promptly provide an exact copy of the public record upon payment of duplication fees, if applicable, unless it is impracticable to provide an exact copy. (Government Code 6253)

If any person requests that a public record be provided in an electronic format, the district shall make that record available in any electronic format in which it holds the information. The district shall provide a copy of the electronic record in the format requested as long as the requested format is one that has been used by the district to create copies for its own use or for use by other agencies. (Government Code 6253.9)

The cost of duplicating an electronic record shall be limited to the direct cost of producing a copy of the record in electronic format. However, the requester shall bear the cost of producing the copy of the electronic record, including the cost to construct the record and the cost of programming and computer services necessary to produce the copy, under the following circumstances: (Government Code 6253.9)

1. The electronic record is one that is produced only at otherwise regularly scheduled intervals.

2. The request would require data compilation, extraction, or programming to produce the record.

Assistance in Identifying Requested Records

If the ~~Superintendent~~ Ombudsperson or designee denies a request for disclosable records, the requester shall be assisted in making a focused and effective request that reasonably describes an identifiable record. To the extent reasonable under the circumstances, the ~~Superintendent~~ Ombudsperson or designee shall do all of the following: (Government Code 6253.1)

1. Assist in identifying records and information responsive to the request or the purpose of the request, if specified

If, after making a reasonable effort to elicit additional clarifying information from the requester to help identify the record, the ~~Superintendent~~ Ombudsperson or designee is still unable to identify the information, this requirement shall be deemed satisfied.

2. Describe the information technology and physical location in which the records exist

3. Provide suggestions for overcoming any practical basis for denying access to the records or information sought

Provisions of the Public Records Act shall not be construed so as to delay or obstruct the inspection or copying of public records. Any notification denying a request for public records shall state the name and title of each person responsible for the denial. (Government Code 6253)

312 Financial Reporting

The back-office services provider maintains supporting records in sufficient detail to prepare the Schools' financial reports, including:

A. Annually:

1. Financial statements for audit

2. Annual budget

B. Monthly:

1. Trial balance

2. Internally generated budget vs. actual financial statements

3. Billing invoices to funding sources

4. Updating the cash flow projection

C. Periodically:

1. IRS Forms 941 and payroll tax returns and comparable state taxing authority returns

2. Other reports upon request

313 Audit

The Board of Trustees arranges annually for a qualified certified public accounting firm to conduct an audit of the Celerity Charter Schools' financial statements in accordance with Government Auditing Standards and the Governmental Accounting Standards Board.

The audit reports will be submitted to the granting agency, (starting 2002) California Department of Education, (starting 2003) County Superintendent of Schools, and State Controller's Office by December 15 of each year. (Education Code 47605(m))

314 Audit/Finance Committee

A maximum of two and a minimum of one member(s) of the Board of directors will act as an audit/finance subcommittee. Staff will review and present an analysis of independent auditor proposals to the committee and make a recommendation for selection of independent auditor. The committee will recommend and the Board will select the independent auditor and review the scope and results of the audit. The Board also receives notice of any consequential irregularities and management letter comments that the auditor noted during the engagement. Additionally, the committee will develop a corrective action plan to address all relevant weaknesses noted by the auditor. The Board of Directors will also review all financial information of the AIMS K-12 College Prep Charter District.

315 Federal Fund Management

The Board of Trustees recognizes the district's responsibility to maintain fiscal integrity and transparency in the use of all funds awarded through federal grants. The district shall comply with all requirements detailed in any grant agreement with an awarding agency and with the federal Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards specified in 7 CFR 200.0-200.521 and any stricter state laws and district policy.

Any goods or services purchased with federal funds shall be reasonable in cost and necessary for the proper and efficient performance or administration of the program.

The Superintendent, Chief Business Officer or designee shall ensure that the district's financial management systems and procedures provide for the following: (2 CFR 200.302)

1. Identification in district accounts of each federal award received and expended and the federal program under which it was received

(BP - 309 Budgets)

2. Accurate, current, and complete disclosure of the financial and performance results of each federal award or program in accordance with the reporting requirements of 2 CFR 200.327 and 200.328

(BP – 312 Financial Reporting)

3. Records and supporting documentation that adequately identify the source and application of funds for federally funded activities, including information pertaining to federal awards, authorizations, obligations, unobligated balances, assets, expenditures, income, and interest

(BP - 311 Record Retention and Disposal)

4. Effective controls and accountability for all funds, property, and other assets and assurance that all assets are used solely for authorized purposes

5. Comparison of actual expenditures with budgeted amounts for each federal award

6. Written procedures to implement provisions governing payments as specified in 2 CFR 200.305

7. Written procedures for determining the allow ability of costs in accordance with 2 CFR 200.400-200.475 and the terms and conditions of the federal grant award

The Superintendent, Chief Business Officer or designee shall develop and implement appropriate internal control processes to reasonably assure that transactions are properly executed, recorded, and accounted for so that the district can prepare reliable financial statements and federal reports, maintain accountability over assets, and demonstrate compliance with federal laws, regulations, and conditions of the federal award. (2 CFR 200.61, 200.62, 200.303)

Equipment purchased with federal funds shall be properly inventoried and adequately maintained to safeguard against loss, damage, or theft of the property.

(BP -601 Disposal of Property and Equipment)

(AR – 315 Federal Funding Management Inventory)

All staff involved in the administration or implementation of programs and activities supported by federal funds shall receive information and training on the allowable use of federal funds, purchasing procedures, and reporting processes commensurate with their duties.

(AR-315(c) Federal Fund Time Management)

The district shall submit performance reports to the awarding agency in accordance with the schedule and indicators required for that federal grant by law and the awarding agency. As required, such reports may include a comparison of actual accomplishments to the objectives of the federal award, the relationship between financial data and performance accomplishments, the reasons that established goals were not met if applicable, cost information to demonstrate cost effective practices, analysis and explanation of any cost overruns or high unit costs, and other relevant information. The final performance report shall be submitted within 90 days after the ending date of the grant. (2 CFR 200.301, 200.328)

(BP-1500 Management and Reporting Procedures)

Legal Reference:

EDUCATION CODE
42122-42129 Budget requirements
CODE OF FEDERAL REGULATIONS, TITLE 2
180.220 Amount of contract subject to suspension and debarment rules
200.0-200.521 Federal uniform grant guidance, especially:
200.1-200.99 Definitions
200.100-200.113 General provisions
200.317-200.326 Procurement standards

200.327-200.329 Monitoring and reporting
200.333-200.337 Record retention
200.400-200.475 Cost principles
200.500-200.521 Audit requirements
CODE OF FEDERAL REGULATIONS, TITLE 34
76.730-76.731 Records related to federal grant programs
CODE OF FEDERAL REGULATIONS, TITLE 48
2.101 Federal acquisition regulation; definitions

AR 315(a) Federal Fund Management

To ensure the lawful expenditure of any federal formula or discretionary grant funds awarded to the district, the Superintendent or designee shall comply with the requirements of the Office of Management and Budget's Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (the "Uniform Guidance"), as contained in 2 CFR 200.0-200.521 and Appendices I-XII.

Allowable Costs

Prior to obligating or spending any federal grant funds, the Director of Compliance, Superintendent or designee shall determine whether a proposed purchase is an allowable expenditure in accordance with 2 CFR 200.400-200.475 and the terms and conditions of the award. He/she shall also determine whether the expense is a direct or indirect cost as defined in 2 CFR 200.413 and 200.414 and, if the purchase will benefit other programs not included in the grant award, the appropriate share to be allocated to the federal grant.

The Director of Compliance, Superintendent or designee shall review and approve all transactions involving federal grant funds and shall ensure the proper coding of expenditures consistent with the California School Accounting Manual.

(AR. 315(d) Federal Fund Management: Compliancy Review)

(BP. 302 – Basis of Presentation)

Period of Performance

All obligations of federal funds shall occur on or between the beginning and ending dates of the grant project and shall be paid no later than 90 days after the end of the funding period, unless specifically authorized by the grant award to be carried over beyond the initial term of the grant. (2 CFR 200.77, 200.308, 200.309, 200.343)

Procurement

When procuring goods and services with a federal grant, the Director of Compliance, Superintendent or designee shall comply with the standards contained in 2 CFR 200.317-200.326 and Appendix II of Part 200, or with any applicable state law or district policy that is more restrictive.

As appropriate to encourage greater economy and efficiency, the Director of Compliance, Superintendent or designee shall avoid acquisition of unnecessary or duplicative items consider consolidating or breaking out procurements, analyze lease versus purchase alternatives, consider entering into an interagency agreement for procurement of common or shared goods and services, and/or use federal excess or surplus property. (2 CFR 200.318)

The procurement of goods or services with federal funds shall be conducted in a manner that provides full and open competition in accordance with state laws and district regulations and the following requirements:

1. Any purchase of supplies or services that does not exceed the "micro-purchase" threshold specified in 48 CFR 2.101 may be awarded without soliciting competitive quotes, provided that the district considers the price to be reasonable and maintains written evidence of this reasonableness in the record of all micro-purchases. (2 CFR 200.67, 200.320)

2. For any purchase that exceeds the micro-purchase threshold but is less than the bid limit required by Public Contract Code 20111, the Superintendent or designee shall utilize "small-purchase" procedures that include obtaining price or rate quotes from an adequate number of qualified sources. (2 CFR 200.320). The micro threshold has been defined as $10,000.

3. Contracts for goods or services over the bid limits required by Public Contract Code 20111 shall be awarded pursuant to California law - Bids, unless exempt from bidding under the law.

4. If a purchase is exempt from bidding and the district's solicitation is by a request for proposals, the award may be made by either a fixed-price or cost-reimbursement type contract awarded to the entity whose proposal is most advantageous to the program, with price and other factors considered. (2 CFR 200.320)

5. Procurement by noncompetitive proposals (sole sourcing) may be used only when the item is available exclusively from a single source, the need or emergency will not permit a delay resulting from competitive solicitation, the awarding agency expressly authorizes sole sourcing in response to the district's request, and/or competition is determined inadequate after solicitation of a number of sources. (2 CFR 200.320)

6. Time and materials type contracts may be used only after a determination that no other contract is suitable and if the contract includes a ceiling price that the contractor exceeds at its own risk. Time and materials type contract means a contract for which the cost is the sum of the actual cost of materials and direct labor hours charged at fixed hourly rates that reflect wages, general administrative expenses, and profit. (200.328)

For any purchase of $35,000 or more, the Chief Business Officer, Superintendent or designee shall verify that any vendor which is used to procure goods or services is not excluded or disqualified by the federal government. Verify through the US Department of Labor (2 CFR 180.220, 200.213)

All solicitations shall incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description shall not, in competitive procurements, contain features which unduly restrict competition. The description shall avoid detailed product

specifications to the extent possible, but may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, shall set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. When it is impractical or not economical to make a clear and accurate description of the technical requirements, a brand name or equivalent description may be used to define the performance or other salient requirements of procurement, clearly stating the specific features of the named brand which must be met by offers. In addition, every solicitation shall identify all requirements which the offer must fulfill and any other factors to be used in evaluating bids or proposals. (2 CFR 200.319)

The Chief Business Officer, Superintendent or designee shall maintain sufficient records to document the procurement, including, but not limited to, the rationale for the method of procurement, selection of the contract type, contractor selection or rejection, and the basis for the contract price. (2 CFR 200.318)

The Compliance Director, Superintendent or designee shall ensure that all contracts for purchases using federal grant funds contain the applicable contract provisions described in Appendix II to Part 200 - Contract Provisions for Non-Federal Entity Contracts Under Federal Awards. (2 CFR 200.326)

Capital Expenditures

The Chief Business Officer,Superintendent or designee shall obtain prior written approval from the awarding agency before using federal funds to make capital expenditures, including the acquisition of land, facilities, equipment, and intellectual property and expenditures to make additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations, or alterations to capital assets that materially increase their value or useful life. (2 CFR 200.12, 200.13, 200.20, 200.33, 200.48, 200.58, 200.89, 200.313, 200.439)

Conflict of Interest

No Board of Trustees member, district employee, or district representative shall participate in the selection, award, or administration of a contract supported by federal funds if he/she has a real or apparent conflict of interest, such as when he/she or a member of his/her immediate family, his/her partner, or an organization which employs or is about to employ any of them has a financial interest in or a tangible personal benefit from a firm considered for a contract. Such persons are prohibited from soliciting or accepting gratuities, favors, or anything of monetary value from contractors or subcontractors unless the gift is an unsolicited item of nominal value. (2 CFR 200.318)

Employees engaged in contract selection, award, and administration shall also comply with Board policy - Conflict of Interest.

Cash Management

The Director of Compliance, Superintendent or designee shall ensure the district's compliance with 2 CFR 200.305 pertaining to payments and cash management, including compliance with applicable

methods and procedures that minimize the time elapsing between the transfer of funds to the district and the district's disbursement of funds. (2 CFR 200.305)

(BP- 1100 Cash Management Procedures)

When authorized by law, the district may receive advance payments of federal grant funds, limited to the minimum amounts needed and timed in accordance with the actual immediate cash requirements of the district for carrying out the purpose of the program or project. Except under specified conditions, the district shall maintain the advance payments in an interest-bearing account. The district shall remit interest earned on the advanced payment to the awarding agency on an annual basis, but may retain interest amounts specified in 2 CFR 200.305 for administrative expenses. (2 CFR 200.305)

When required by the awarding agency, the district shall instead submit a request for reimbursement of actual expenses incurred. The district may also request reimbursement as an alternative to receiving advance payments. (2 CFR 200.305)

The Director of Compliance, Superintendent or designee shall maintain source documentation supporting the expenditure of federal funds, such as invoices, time sheets, payroll stubs, or other appropriate documentation.

Personnel

All district employees who are paid in full or in part with federal funds, including employees whose salary is paid with state or local funds but is used to meet a required match or in-kind contribution to a federal program, shall document the amount of time they spend on grant activities. (2 CFR 200.430)

(AR- 315(c) Time Accounting)

Records

Except as otherwise provided in 2 CFR 200.333, or where state law or district policy requires a longer retention period, financial records, supporting documents, statistical records, and all other district records related to a federal award shall be retained for a period of three years from the date of submission of the final expenditure report or, for a federal award that is renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report. (2 CFR 200.333)

(BP- 311 Record Retention and Disposal)

Micro-purchase means an acquisition of supplies or services using simplified acquisition procedures, the aggregate amount of which does not exceed the micro-purchase threshold.

Micro-purchase threshold means $10,000

AR 315(b) Federal Fund Management Inventory

Inventories

In order to provide for the proper tracking and control of district property, the Superintendent or designee shall maintain an inventory of equipment in accordance with law for the following:

1. All equipment items currently valued in excess of $500 (Education Code 35168)

2. All equipment items purchased with state and/or federal categorical funds that have a useful life of more than one year with an acquisition cost of $500 or more per unit.

In addition, the Superintendent or designee may maintain a list of specific items which shall be inventoried for internal control purposes regardless of their initial cost or current value.

The inventory shall contain a record of the following information: (Education Code 35168; 5 CCR 3946)

1. Name and description of the property

2. Identification number

3. Original cost of the item of equipment or a reasonable estimate if the original cost is unknown

4. Date of acquisition

5. Location of use

6. The date and method of disposal

(BP-601 Disposal OF Property and Equipment)

In addition to the information specified in items #1-6 above, the following information shall be recorded for equipment acquired with state and/or federal categorical funds unless otherwise specified in law: (5 CCR 3946; 2 CFR 200.313)

1. Source of the property (funding source)

2. Titleholder

3. Percentage of federal participation in the cost of the property

4. Use and condition of property

5. Sale price of the property upon disposition and method used to determine current fair market value

(BP-314 Federal Fund Management)

At the time of purchase, the Superintendent or designee shall affix a label to the equipment containing the identification number and the district name. Equipment items purchased with categorical program funds shall also be labeled with the name of the project in accordance with 5 CCR 3946.

Whenever an equipment item is moved to a new location or the equipment is used for a new purpose, the new location or purpose shall be recorded in the inventory.

A copy of the inventory shall be kept at the district office and at the appropriate school site.

(BP-311 Record Retention and Disposal)

The Superintendent or designee shall annually submit an inventory listing of federally owned property in its custody to the federal agency that granted the award. (2 CFR 200.312)

Physical Inventory
At least once every two years, a physical inventory of equipment shall be conducted and the results reconciled with the property records. (2 CFR 200.313)

The Director of Health and School support , Superintendent or designee shall establish procedures for conducting the physical inventory which shall include, but not be limited to, designation of person(s) responsible for coordinating and conducting the inventory, preparation and distribution of count sheets, procedures for implementing the inventory, and procedures for conducting a recount to substantiate the validity of the inventory.

The Director of Health and School support and Health, Superintendent or designee shall investigate any differences between the quantities determined by the physical inspection and those in the accounting records.

EQUIPMENT INVENTORY- Federal Program Monitoring

AIMS K-12 Equipment Inventory-4400 Object Code

The LEA spending Title I, Part A funding on equipment must maintain a historical inventory record for each piece of equipment with an acquisition cost of $500-$4999 per unit. The record describes the acquisition by:

(a) BCSD Asset Tag #

(b) Type/description

(c) Model/name

(d) Serial number

(e) Funding source

(f) Acquisition date

(g) Initial Cost (Financial)

(h) Location

(i) Current condition

(j) Transfer, replacement or disposition of obsolete or unusable equipment

AIMS Operations Department must conduct a physical check of the inventory of equipment within the past two years and reconcile the result with inventory records.

A. ORDERING:

Title I Equipment (costing more than $500) is for supplemental purposes and must be for student use. This expenditure must be included in the SPSA and or an SPSA Addendum. The LCAP Advisory Committee must approve Title I equipment as documented on the Equipment Justification Form.

B. DISTRICT INVENTORY FOR ITEMS OVER $500

Any piece of equipment costing $500 (not including tax and delivery charges) or more (not to exceed $4999) must be labeled and inventoried. Inventories must be completed and maintained and a working file kept on file at all times.

C. SCHOOL TECHNOLOGY INVENTORY FOR ITEMS PURCHASED FOR LESS THAN $500

Items purchased less than $500 must reflected in the Purchase Order System and also be kept track of on electronic inventory form.

D. MAINTENANCE AGREEMENTS

Schools must check with the Director of Health and School support and Health to ensure that accurate contracted maintenance costs are budgeted.

EQUIPMENT INVENTORY PROCEDURES

Inventory Printouts

Our Back-office provider (CSMC) will email an electronic equipment inventory printout to the schools, Director of Operations and Chief Business Officer. Equipment purchased for $500 or more will be on the inventory printout. (Other resource codes that may exist: 3010-Title I, 4035-Title II, 4203-Title III and/or 010-ASES). The designee in charge of equipment inventory must use the printout as their working copy. Please check the printout for accuracy and update any items that have been relocated to different locations.

Discard Instructions

To discard furniture or a large quantity (more than 5 items):

- ✔ Find a location on campus to store items. The location should be a non-accessible area to students and safe from weather.
- ✔ Email operations@aimsk12.org the description, quantity, and the location where the items are stored forms.

Stolen Items

A “Incident Report” form must be completed for items which are stolen from your site. You need to attach any backup you have (i.e. requisitions, inventory list, PO’s) so the correct item can be removed from your inventory.

(If stolen items are over $10,000 in value, immediately contact Finance Department at finance@aimsk12.org)

Legal Reference:

EDUCATION CODE
35168 Inventory of equipment
CODE OF REGULATIONS, TITLE 5
3946 Control, safeguards, disposal of equipment purchased with consolidated application funds
16022-16023 Classification of records
16035 Historical inventories of equipment
UNITED STATES CODE, TITLE 20
2301-2414 Carl D. Perkins Career and Technical Education Act
CODE OF FEDERAL REGULATIONS, TITLE 2
200.0-200.521 Federal uniform grant guidance

AR 315(c) Federal Fund Management Time Accounting

Head of School Responsibilities

Each Head of Schools or designated site manager must ensure that all federally funded employees are familiar with the time documentation guidelines and are complying with these requirements. Please review the Employee Guidelines outlined below.

FEDERALLY FUNDED EMPLOYEE TIME DOCUMENTATION

Documentation is required to ensure that the district is properly charging salaries and wages that are reasonable, necessary and allowable in accordance with applicable federal program requirements. The resource codes involved with federal programs reviewed by CDE and that require time accounting forms are Title I Part A & D (Resource 3010 Restrictor 01); Title II Part A Resource 4035 Restrictor 02), Title III EL (Resource 4203 Restrictor 03), and Title IV (if allocated)

ESEA
Title I Part A (3010)
• Must be used to supplement the basic program

• Site employees cannot participate in administrative or clerical duties

• Intent is to provide support for low income students to become academically proficient in State Standards

Title II Part A (4035)

- to increase the academic achievement of all students by helping schools and district= improve teacher and principal quality through professional development and other activities

Title III EL (4203)

- support to ensure English learners in California, attain English proficiency,
- support so that English learners develop high levels of academic attainment in English
- support so that English learners meet the same challenging state academic standards as all other students

Local Control Funding Formula (LCFF)

- **Considered State "general" funds – not categorical**
- **Employees funded with only LCFF do not participate in time accounting.**
- **Time Accounting is ONLY required if LCFF is combined with Title I, II, III, IV)**

Federal Time Accounting

A requirement for the use of federal funds for salaries, time accounting certification records must be maintained and collected.

If an employee is paid with federal funds, documentation must be completed to reflect that the employee worked on that specific federal program and cost objective.

The following three components must be met for acceptable use of federal funds:

1. Necessary
2. Reasonable
3. Allocable (Time spent on compliant duties, proves ability to be allocated)

Types of Time Accounting:

1. Semi-Annual Fully Funded
2. Semi-Annual / Single Cost Objective
3. Personnel Activity Report (PAR) Multi-funded

TIME ACCOUNTING FORMS: SEMI-ANNUAL CERTIFICATION AND PERSONNEL ACTIVITY REPORT

SEMI-ANNUAL CERTIFICATION for EMPLOYEES FUNDED WITH 100%, ONE RESOURCE.

Title I, Part A&D	**3010- Resource**	**ELO 7425 Resource**
Title II, Part A	**4035- Resource**	**Other Federal Resource**
Title III ELD	**4203- Resource**	

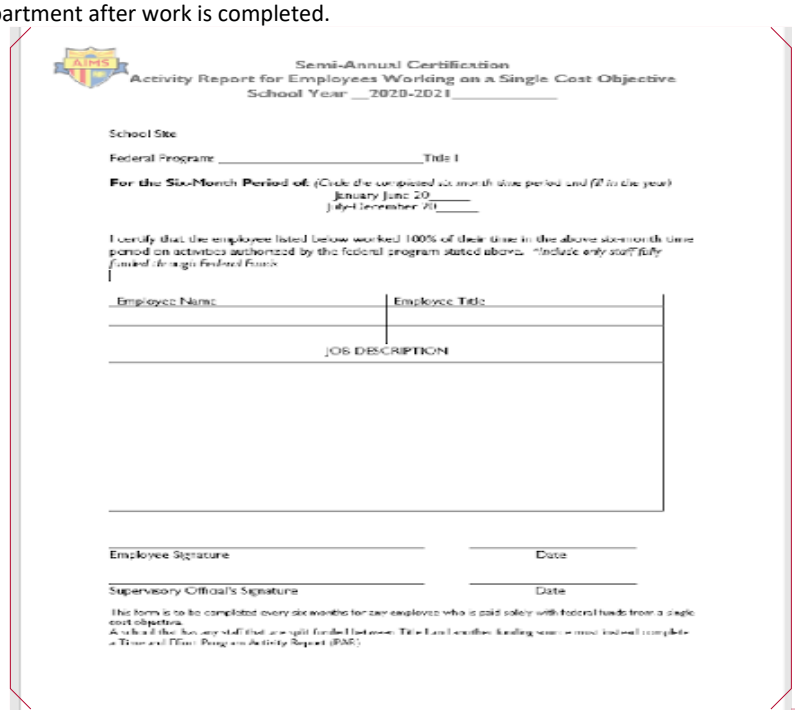
If an employee works 100% on one activity and is paid through one federal funding source only, they will sign this form twice a year, which is submitted after each six-month work period. Some examples of these employees may be instructional aides or resource teachers at one school site working on one goal area on a set schedule.

1.) January (July-December) 2.) June/July (January-June)

All duties must be supplemental and allowable under a Federal Title program.

If position is 100% Title I a Semi-Annual Time Accounting certification is completed twice a year.

- ✔ The Job description is embedded in the form.
- ✔ Originals are kept at the school site.
- ✔ Head of School or Administrative designee submits signed copies to Operations Department after work is completed.



Semi-Annual Certification
Activity Report for Employees Working on a Single Cost Objective
School Year 2020-2021

School Site

Federal Programs _____ Title I

For the Six-Month Period of: (Circle the completed six month time period and fill in the year)
January June 20____
July-December 20____

I certify that the employee listed below worked 100% of their time in the above six-month time period on activities authorized by the federal program stated above. *Include only staff fully funded through Federal Funds*

Employee Name | Employee Title

JOB DESCRIPTION

Employee Signature _____ Date _____

Supervisory Official's Signature _____ Date _____

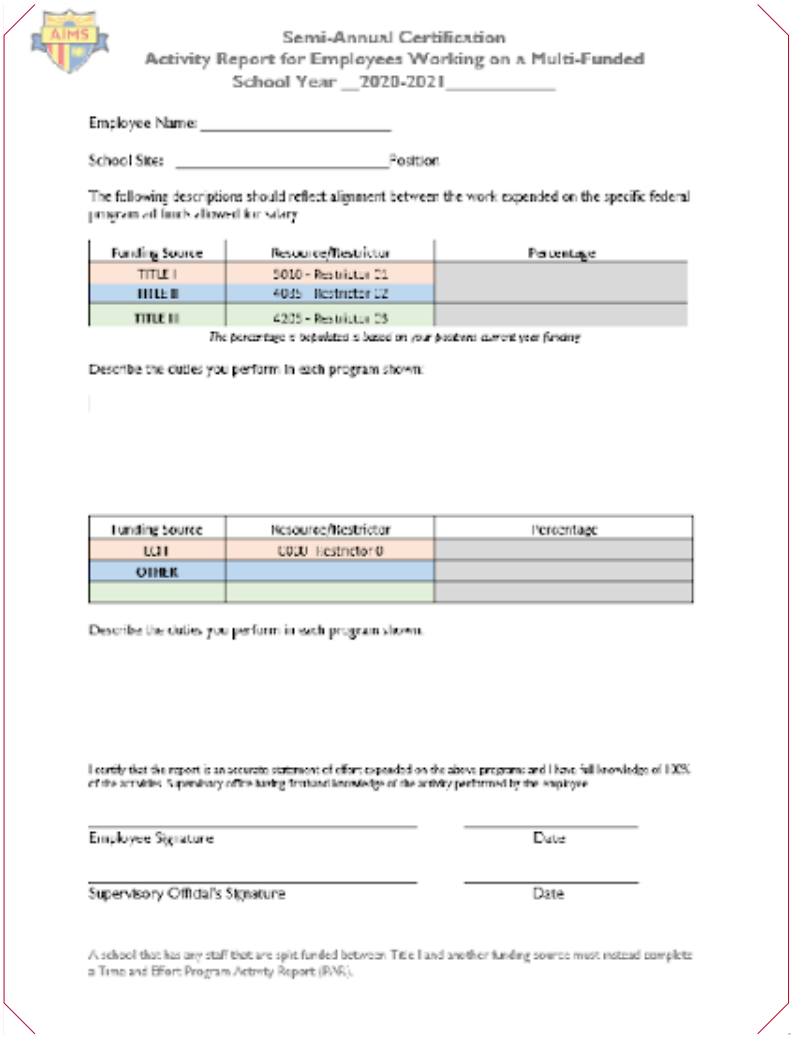
This form is to be completed every six months for any employee who is paid solely with federal funds from a single cost objective.
A table of the list any staff that are split funded between Title I and another funding source must instead complete a Time and Effort Program Activity Report (PAR).

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SEMI-ANNUAL CERTIFICATION with SCHEDULE FOR MULTI-FUNDED SITE BASED EMPLOYEES

(Substitute System of Time Accounting)

If a multi-funded employee works on one goal (or cost objective), their schedule does not change, and they stay in one location, they may complete the SEMI-ANNUAL CERTIFICATION twice a year. In order to use this form, the employee MUST submit one accurate work schedule with each Semi-Annual Certification form. The schedule must include information such as time periods, grades, and subjects.



Semi-Annual Certification
Activity Report for Employees Working on a Multi-Funded
School Year 2020-2021

Employee Name: _____

School Site: _____ Position

The following descriptions should reflect alignment between the work expended on the specific federal program all funds allowed for salary

Funding Source	Resource/Restrictor	Percentage
TITLE I	3010 - Restrictor 01	
TITLE III	4035 - Restrictor 02	
TITLE II	4205 - Restrictor 03	

The percentage is populated is based on your positions current year funding

Describe the duties you perform in each program shown:

Funding Source	Resource/Restrictor	Percentage
LCFF	0000 - Restrictor 0	
OTHER		

Describe the duties you perform in each program shown:

I certify that the report is an accurate statement of effort expended on the above programs and I have full knowledge of 100% of the activities. Supervisory official having first-hand knowledge of the activity performed by the employee

_____ _____
Employee Signature Date

_____ _____
Supervisory Official's Signature Date

A school that has any staff that are split funded between Title I and another funding source must instead complete a Time and Effort Program Activity Report (PAR).

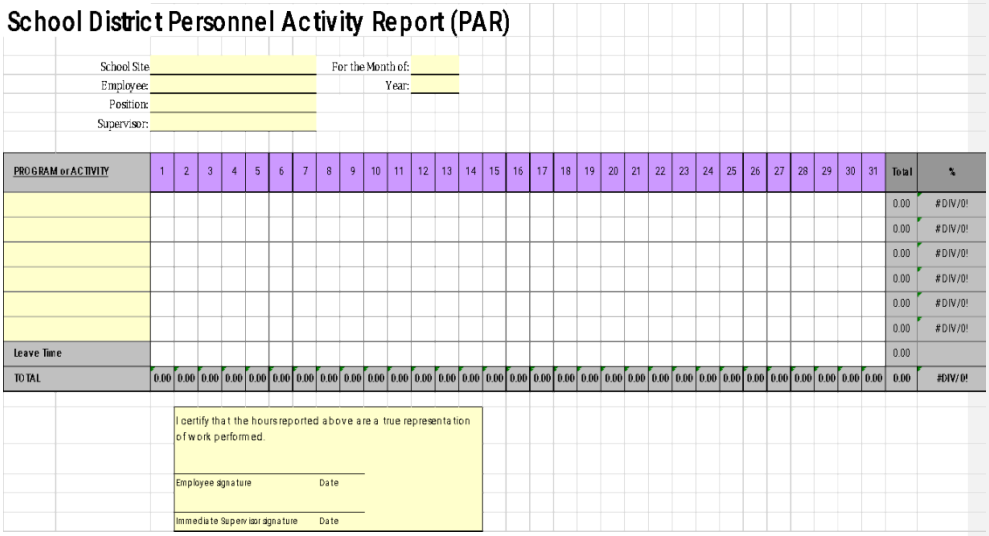
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PERSONNEL ACTIVITY REPORT (PAR)– Calendar for Multiple Funding and Multiple Cost Objectives

If the employee's work schedule varies daily or throughout the month, and/or the employee works at multiple sites, the employee should document daily activities, identify each program for which work was performed, and the daily time dedicated to each program. The total documented time for the day should equal to the actual hours worked.

All multi-funded, multiple cost objective employees must complete PARs on a monthly basis.

1. PARS must be submitted after the work month by the 10th of following month.
2. Cannot be submitted or signed after the last day of the following month



School District Personnel Activity Report (PAR)

School Site: For the Month of:
Employee: Year:
Position:
Supervisor:

PROGRAM or ACTIVITY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Total	%
																																0.00	#DIV/0!
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Leave Time																																0.00	
TOTAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	#DIV/0!

I certify that the hours reported above are a true representation of work performed.

Employee signature Date

Immediate Supervisor signature Date

Personnel Activity Report (PAR) Procedures

All multi-funded personnel responsible for completing a PAR will:

· Complete & submit one description of duties annually to Compliance.
· Document their activities, per program, during their contracted hours on the Excel PAR Activity Report
· Employee Print and sign completed Excel PAR Activity Report after the last working day of each month
· Submit Excel PAR Activity Report monthly to site designee for Head of Schools to review and sign.

· Site designee will submit copies all signed Excel PAR Activity Reports to Compliance Department (Timeaccounting@aimsk12.org) and compliance@aimsk12.org by the 10th of the following month. (i.e. August PAR forms will be due September 10, 2020).

All personnel sign time accounting certifications AFTER work is performed.
All original Time Accounting forms, with original signatures must be kept at school site for five years.

Procedures to Review Federal Positions:

A review of each federal funded position will occur annually.

Each Head of School will:

1. Provide evidence of the identified need, alignment to LCAP/SPSA goals, and intent of funding for each position.
2. Submit an annual job description (Duty Statement) for each multi-funded position.
3. Submit monthly Personnel Activity Records (PAR) for each multi-funded position.

District (Compliance Committee) will:

1. Review and confirm school steps 1-3.
2. Conduct a semi-annual fiscal review to determine if funds are allocated appropriately/aligned to work performed.
3. Make fiscal reconciliations if review results in misalignment.

*If school is retaining the multi-funded position for the next school year, funding must be adjusted and reflected on the Position Action Form (PAF).

REVIEW AND APPROVAL CYCLE:

Personnel Activity Report (PAR): After the last day of each month, the employee signs and submits their PAR completed, to their supervisor for review. The supervisor must date and sign the PAR after the end of the month and submit by the 10th of the following month. PARS cannot be signed or submitted after the last day of the following month.

Semi-Annual Certification: This form must be submitted in January (covering the July-December work period) and June (covering the January – June work period). In June, Semi-annuals can be signed on the last day of work for the employees' school year.

FORM SUBMISSION:

All forms must be sent either hard copy to:

AIMS K-12 College Prep
171 12th Street
Oakland 94607
Attn: Program Compliance

OR Scanned and emailed to: Timeaccounting@aimsk12.org and compliance@aimsk12.org

EMPLOYEE TRAINING:

Time Accounting training materials and forms can be found at www.aimsK12.org. Time Accounting presentations are given in August of each year and updated throughout the year during Staff Professional Development days.

A PAR Technical Assistance workshop is given each fall. Supervisors and staff that are funded by Federal Programs will be notified prior to training and provided funding percentages.

If you have any questions on compliance or form completion, please contact Program Compliance at Compliance@aimsk12.org.

RECONCILIATION PROCESS

Personnel Activity Report (PAR):

1. Head of Schools or designated assignee collects the PAR form from all employees that are required to complete it. The Pars is reviewed by the Head and signed before submission to the Operations Department. The department ensures that all forms are received, are complete, and provides copies to the Accounting Fiscal Services Executive Assistant.

2. Business Operations reviews each PAR and compares it to the actual payroll expenditure ledger to confirm reported time activity agrees to the budgeted funding distribution. Managers are notified of discrepancies between resource allocation and time on calendars.

3. Compliance, Business Operations, Heads of Schools and/or Program Coordinator meet to review any variance in excess of 10% and provide recommendations to the Superintendent

4. Compliance, Business Operations, Heads of Schools and Superintendent (Cabinet) meet to review, discuss, and provide course of action for discrepancies. Budget Services moves expenditures and/or updates the budget to align with the PAR per Cabinets authorization and direction.

5. Reconciliation occurs quarterly in July, October, January and April, to coincide with each budget or actuals reporting period.

Semi Annual Certification:

1. Head of Schools or designated assignee collects the Semi-Annual form from all employees that are required to complete it. The Pars is reviewed by the Head and signed before submission to the Compliance Department. The Compliance department ensures that all forms are received, are complete, verifies the single cost objective, and provides copies to the Accounting Fiscal Services Executive Assistant.

2. Business Operations reviews each semi-annual and compares it to the actual payroll expenditure ledger to confirm semi-annual agrees to the budgeted funding distribution. Managers are notified of discrepancies between resource allocation and time on semi-annual forms.

3. Compliance, Business Operations, Heads of Schools and/or Program Coordinator meet to review any variance in excess of 10% and provide recommendations to the Superintendent

4. Compliance, Business Operations, Heads of Schools and Superintendent (Cabinet) meet to review, discuss, and provide course of action for discrepancies

AR 315(d) Federal Fund: Compliancy Review Process

Compliant Use of Funds:

In order to ensure the compliant use of federal Funds, the Superintendent and designee shall follow the protocols for the compliancy review process:

The Superintendent, in partnership with the Business Office, Program Compliance, Ombudsman, and Academic Data and Performance compose the Compliance Review Committee to review the compliant use of designated funds and all required documentation in accordance with the Federal Guidelines.

FEDERAL FUNDS: COMPLIANCY REVIEW PROCESS

July

- **Compliance Committee:** Meet to review and align (prior year) Federal Time Accounting Records and Expenses.

August

- **Compliance Committee:** Meet to review (current year) Federal Expenses and approved programs for all schools: Identify Federally Funded Staff
- **Compliance Committee:** Provide Heads with Federal Fund Management Training
- **Compliance Committee:** Provide Federal Funded Staff with Time Accounting Training

September

- **PAR:** All multi-funded staff must submit Personnel Activity Report (August)

October

- **PAR:** All multi-funded staff must submit Personnel Activity Report (September)

November

- **PAR:** All multi-funded staff must submit Personnel Activity Report (October)
- **Compliance Committee:** Review Interim expenses with Heads of Schools to ensure alignment with program SPSA.
- **Compliance Committee:** Reviews Time Accounting submissions for accuracy

December

- **PAR :** All multi-funded staff must submit Personnel Activity Report (November)
- **Compliance Committee:** Reviews Time Accounting submissions for accuracy
- **Business Office:** Review expenses to ensure alignment with federal allocation requirements
- **Program Compliance:** Circulate Communication to Heads: Semi Annual Time Accounting Submission requirements and submission date

Janaury

- **PAR :** All multi-funded staff must submit Personnel Activity Report (December)
- **Program Compliance:** Sends out Semi-Annual Reporting for Completion as outlined in AR 315(c): Federal Fund Management Time Accounting.
- **Compliance Committee:** Reviews Time Accounting submissions for accuracy

February

- **PAR :** All multi-funded staff must submit Personnel Acitivy Report (January)

March

- **PAR :** All multi-funded staff must submit Personnel Activity Report (February)
- Preliminary Allocation for Federal Funds are provided to Heads
- **Heads begin allocation planning**

April

- **PAR :** All multi-funded staff must submit Personnel Activity Report(March)
- **Compliance Committee:** Reviews Time Accounting submissions for accuracy
- **Head of Schools/ELD:** engage LCAP Advisory Committee (serving as the SSC) to APPROVE the proposed expenses for the next fiscal year
- **Head of Schools/ELD:** submit SPSA and Committee minutes documenting the approval of proposed expenses to Compliance Committee for review and approval
- **Compliance Committee:** reviews for compliance (If approved, continue process; If denied, revisit and resubmit)

May

- **PAR :** All multi-funded staff must submit Personnel Activity Report (April)
- **Heads of Schools/ELD:** Approved SPSA submitted for Board Approval
- Approved plans and projected budgets submitted to finance to be reflected in the Adopted Budget.

- **Program Compliance:** Circulate Communication to Heads: Semi Annual Time Accounting Submission requirements and submission date
- **Compliance Committee:** meets to finalize and align information for Consolidated Application Submission.

June

- PAR : All multi-funded staff must submit Personnel Activity Report (May/June)
- **Human Resources:** Sends out Semi-Annual Reporting for Completion as outlined in AR 315(c): Federal Fund Management Time Accounting.
- **Chief Business Officer:** Consolidated Application completed
- **Chief Business Officer:** Adopted Budget and Consolidated Application submitted to Board for Approval
- **Chief Business Officer:** Adoption Budget Submitted to OUSD

(PAR = PERSONNEL ACTIVITY REPORT)

400 POLICIES RELATED TO ASSETS, LIABILITIES AND FUND EQUITY

401 Bank Accounts

A. Bank accounts for the indicated purpose and limitation(s) have been authorized by the Board of Trustees of AIMS K-12 College Prep Charter District at the indicated Federal Deposit Insurance Corporation (FDIC)-insured banks:

EASTWEST BANK	COMMUNITY BANK

402 Petty Cash Checks Payments

A. Account has been closed.

403 Accounts Payable

Only valid accounts payable transactions based on documented vendor invoices, receiving report or other approved documentation are recorded as accounts payable.

404 Accounts Payable Payment Policy

Vendors and suppliers are paid as their payment terms require, taking advantage of any discounts offered. If cash flow problems exist, payments are made on a greatest dependency/greatest need basis.

405 Accrued Liabilities

Salaries, wages earned, and payroll taxes, together with professional fees, rent, and insurance costs incurred, but unpaid, are reflected as a liability when entitlement to payment occurs.

406 Liability For Compensated Absences

A. Compensated absences arise from employees' absences from employment due to vacation leave. When the AIMS K12 College Prep (aka American Indian Model Schools) expect to pay an employee for such compensated absences, a liability for the estimated probable future payments is accrued if all of the following conditions are met:

1. The employee's right to receive compensation for the future absences is attributable to services already performed by the employee.

2. The employee's right to receive the compensation for the future absences is vested or accumulates.

3. It is probable that the compensation will be paid.

4. The amount of compensation is reasonably estimable.

B. Compensated absences not required to be paid upon employee termination is only recorded when paid.

407 Debt

A. When applicable, short-term debt consists of financing expected to be paid within one year of the date of the annual audited financial statements. Long-term debt consists of financing that is not expected to be repaid within one year and is recorded in the Enterprise Fund.

B. Loan agreements approved by the Board of Trustees should be in writing and should specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule.

AR 407(a) LOAN CONVENANT

AIMS K-12 recognizes the obligation based on debt incurred for the 12th Street property required to remain within the limits defined by the Loan Officers (Bank: East West Bank) that states:

Debt Coverage Ratio: Maintain a debt coverage ratio (defined as net erating income divided by current portion of long term debt plus interest expense) of not less 1.35 to 1 for the fiscal years ended June 30th, 2020 and June 30th 2021 and 1.50 to 1 thereafter.

Except as provided above, all computations made to determine compliance with the requirements contained in this paragraph shall be made in accordance with generally accepted accounting principles, applied on a consistence basis, and certified by Borrower as being true and correct.

AIMS staff in Verification of loan requirement is reviewed at each fiscal quarter to ensure compliance. The calculation for the requirement is provided to the Board of trustees and the public at each fiscal reporting cycle (Adopting, 1st Interim, 2nd Interim and Unaudited Actuals/Closing.

500 REVENUE

501 Revenue Recognition

The AIMS K-12 College Prep Charter District record revenue on the accrual basis of accounting, consistent with generally accepted accounting principles applicable to special purpose governmental units.

600 FACILITIES

601 Disposal of Property and Equipment

A. No item of property or equipment shall be removed from the premises without prior approval from the ~~Facility Coordinator~~ Director of Health and School support and Health, Superintendent or designee.

B. AIMS K-12 College Prep Charter District have adopted standard disposition procedures for AIMS' staff to follow, which include an Resolution of Surplus/Obsolete, Asset Disposal Form, which identifies the asset, the reason for disposition, and signature of the requester. The form also allows for an identification of the asset's book value, condition of the asset, and supervisory approval or denial.

C. When property is retired, the appropriate asset in the fixed asset subsidiary will be adjusted and properly reflected in the Enterprise Fund.

700 PROCUREMENT POLICIES

701 AIMS K-12 College Prep Charter District adhere to the following objectives:

1. Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, etc.

2. Make all purchases in the best interests of AIMS and their funding sources.

3. Obtain quality supplies/services needed for delivery at the time and place required.

4. Buy from responsible sources of supply.

5. Obtain maximum value for all expenditures.

6. Deal fairly and impartially with all vendors.

7. Maintain dependable sources of supply.

8. Be above suspicion of unethical behavior at all times; avoid any conflict of interest, related parties or even the appearance of a conflict of interest in AIMS K-12 College Prep Charter Districts' supplier relationships.

A. AIMS K-12 College Prep Charter District will execute a Purchase Order for all purchases except when it is in the best interest of the company to obtain maximum value for its expenditures. When staff receives a lower price from companies that do not accept purchase orders, the decision will be made to utilize either a check or a credit card to make the purchase. Purchases shall be approved by the Superintendent for amounts less than $8,000 per school and by the Board of Trustees if greater than $8,000 per school.

B. All lease agreements will be evidenced by a lease or sublease agreement approved by the Board of Trustees and signed by the Superintendent. The agreement will identify all the terms and conditions of the lease.

Procurement Procedure

Accounts Payable

Accounts payable is a critical portion of your financial records and can be subject to fraud without careful reconciliation and oversight. Strong accounts payable audit procedures can ensure the accuracy and timeliness of your bill payments. The best accounts payable audit procedures allow a mixture of daily checks, routine internal controls and external audit procedures.

Routine Procedures

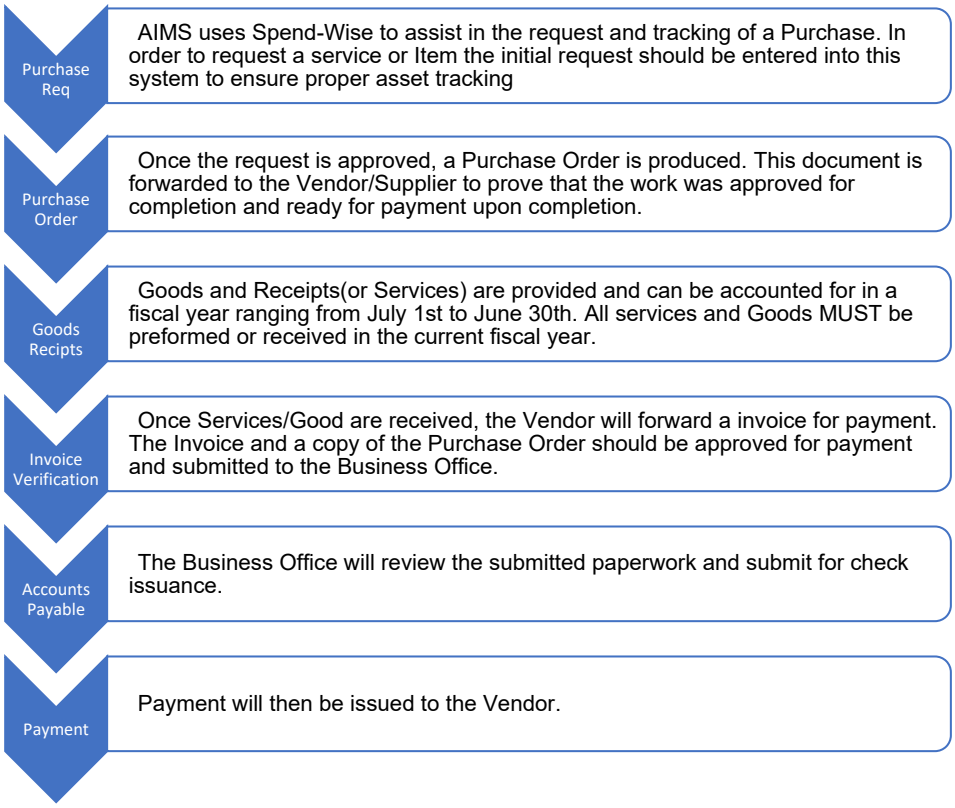
Accounts payable should be balanced daily to reconcile payments to recorded entries. Any discrepancy between the total amount paid and the total recorded should be examined and reconciled immediately. Management oversight of every individual involved in accounts payable should be stringent and should include routine monitoring of activities.

Sign-off procedures that help establish an audit trail should be enacted. These sign-offs include management review of goods and service requests, regular reconciliations, monthly discrepancy reports and individual sign-offs for large transactions to ensure that all information is correct.

Internal Controls

Internal controls for accounts payable include signature requirements according to payment amounts. AIMS requires two signatures for all checks submitted for payment as well as Board Approval and signature for all checks over the $8000 threshold.

During book closing procedures at the end of a month or financial period, AIMS requires sign-off for all account payable work including summary totals and account reconciliations. Additionally, Spendwise provides a running report that monitors payment levels from accounts payable processing



702 Check Issuance

1. All checks require two signatures
2. Checks written for $8,000 and above require board approval, except for the following Vendors: PG&E (Electricity and Gas), AT&T (Office Telecommunications), EBMUD (Water Utilities), Waste Management, Mortgage and Rent payments. (These contracts are approved as Pre-Approved Vendors at the first board meeting of the fiscal year. Vendors may be amended depending on Services)
3. A list of Vendors / Purchase Orders can be submitted to the Board of Trustees (Semi-Annually) for pre-approval to allow for invoice and remittance workflow.
4. Checks shall be Computer generated by the back office
5. Checks are sent to Vendor from back-office and the copy of the check is provided and filed.
6. Voided Checks must be labeled as “VOID” in large letters. A Copy must be filed accordingly
7. NO CHECKS SHALL BE MADE OUT TO CASH or WRITTEN IN ADVANCE

800 TRAVEL POLICIES

801 Pre-Approval for Travel

A. All employees must request approval prior to attendance for off-site conference. An authorization to attend must be approved by the Superintendent and reviewed by the Chief Business officer, if funded by restricted monies.

802 Employee Mileage Reimbursement

A. All employees are reimbursed either at the standard mileage rate per mile as determined by the Internal Revenue Service for use of their own vehicle for business related travel or at a flat monthly rate which is taxable under IRS rules. In addition, parking fees and tolls paid are reimbursable if supported by invoices.

B. All employees requesting such mileage reimbursement are required to furnish a Travel Report containing the destination of each trip, its purpose and the miles driven, parking fees and tolls, within one month after the travel date, supported by invoices, if applicable.

C. If employees request to be reimbursed at a monthly flat fee, the payment will be done through payroll unless specified by contract and will be subject to all applicable taxes under IRS regulations.

900 CONSULTANTS AND CONTRACTORS

901 Consultant Utilization

The utilization of all consultants and contract personnel are sufficiently evidenced by:

A. Details of all agreements (e.g., work requirements, rate of compensation, and nature and amount of other expenses, if any) with the individuals or organizations providing the services and details of actual services performed.

B. Invoices or billings submitted by consultants, including sufficient detail as to the time expended and nature of the actual services performed.

C. The use of a management contract for educational and administrative services will clearly identify the contractor's performance requirements, including students' academic achievement, contractor's compensation and AIMS K-12 College Prep Charter Districts' rights to educational curricula and intellectual property developed.

Vendor Contacts

The District urges vendors to deal directly with the District Leadership on all purchasing related matters, including sales calls, sales presentations, promotions, catalog distributions, returns, exchanges and substitutions. Vendors may not make sales calls directly at school sites. The District must adhere to bidding and competitive selection procedures. Vendors must first contact the Director of Health and School support and the Superintendent of Schools direction prior to making any sales presentations.

Basis for Award

The District seeks to develop maximum competition for all purchases and to award contracts based on the lowest cost to the District by a responsible vendor presenting the most advantageous proposal to the District.

Formal bidding procedures are required for the purchase of materials and/or services exceeding amounts specified by law. Bid limits are subject to change on a yearly basis.

Informal quotes, bids or proposals for goods and/or services may be requested and received in writing by mail, e-mail and facsimile. Informal bids apply to purchases below the formal bid limits required by law.

Gifts and Gratuities

The District maintains a strict policy prohibiting the acceptance by its employees of gifts and/or gratuities from any vendor or potential vendor. However, this policy does not preclude employees from accepting promotional or advertising items such as calendars, desk pads, notebooks and other office supplies which are offered free to all as part of a public relations program.

DEFINITIONS

- AIMS K-12 College Prep shall be hereinafter referred to as the “District” and the vendor/supplier shall be hereinafter referred to as “Vendor.”
- The purchase order approved by the District’s Governing Board and issued by an authorized representative of the District’s Purchasing Department and these Terms and Conditions are hereinafter referred to as the “Agreement.”

HOLD HARMLESS AND INDEMNIFICATION LANGUAGE

- Vendor agrees to indemnify and hold harmless District, its officers, agents, employees and volunteers from any and all loss, costs and expense including legal fees, or other obligations or claims, arising directly or indirectly out of any liability or claim of loss or liability for personal injury, bodily injury to persons, contractual liability and damage to property, or any other loss, damage, injury or other claim of any kind or nature, arising out of the activities, omissions to act or negligence of Vendor and/or Vendor's officers, agents, independent contractors, subcontractors or affiliated entities and/or their employees, agents and representatives, whether such activities, omissions to act, negligence or intentional conduct is or was

authorized by this Agreement or not.

- Vendor further agrees to pay or cause to be paid for any and all damage, or loss or theft to the property of the District arising out of the performance of services, omissions to act, or negligence of Vendor. District assumes no responsibility whatsoever for any property placed on the District premises. Vendor agrees to waive all rights of subrogation against District. Notwithstanding the foregoing, Vendor shall not be responsible for indemnification for claims or losses caused solely by the negligence of the District.

INSURANCE

- Vendor covenants and agrees to provide general liability, automobile liability (if driving on District sites), products and completed operations, property damage and errors and omissions insurance in an amount of not less than $1 million per claim or occurrence. Proof of Workers' compensation coverage evidencing statutory limits and Employers' Liability limits evidencing not less than $1 million. Vendor further agrees to provide all insurance coverage as required to conduct business with the District. Vendor agrees to provide the District with proof of insurance evidencing required insurance coverage at least 30 days prior to commencement of services under this Agreement and name the District as an additional insured on the general liability and automobile liability (if driving on District premises) coverage. Each insurance policy required by this Agreement shall be endorsed to state that coverage shall not be suspended, voided, canceled, reduced in coverage or in limits except after thirty (30) days prior written notice to the District.

INSPECTION AND ACCEPTANCE

- Inspection and acceptance will be at destination, unless otherwise provided. Regardless of the F.O.B. point, the Vendor agrees to bear all risk of loss, injury, or destruction of goods and materials ordered herein which occur prior to delivery; and such loss, injury, or destruction shall not release the Vendor from an obligation hereunder.

COMPLIANCE WITH LAWS

- The Vendor shall observe and comply with all rules and regulations of the Governing Board of the District and all federal, state, and local laws, ordinances and regulations.

CERTIFICATES/PERMITS/LICENSES

- The Vendor and all Vendor's employees or agents shall secure and maintain in force such certificates, permits and licenses as are required by law in connection with the furnishing of goods or services pursuant to this Agreement.

NO RIGHTS IN THIRD PARTIES

- This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.

LIMITATION OF DISTRICT LIABILITY

- Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.

CALIFORNIA LAW

- This Agreement shall be governed by and the rights, duties and obligations of the parties shall be determined and enforced in accordance with the laws of the State of California. The parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be

maintained in Alameda County, California.

WAIVER

- The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

SEVERABILITY

- If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

902 Independent Contractors

The use of consultants is closely monitored so as not to vary from the rules of the Internal Revenue Code.

In particular, consultants will:

A. Not be controlled as to what services will be performed and how these services will be performed. Consultants will not have set hours of work.

B. Adhere to a precise contract scope of services, recomputed or at least adjusted annually. This consultant agreement will specify the obligation of the consultant to pay his or her own self-employment taxes, if applicable.

C. Not receive any fringe benefits as such, although their fee may include provision for fringe benefits. D. Not be assigned a permanent workstation.

E. Make their services available or work for a number of firms or persons at the same time.

F. Will use his or her own stationery or invoice in billing for services.

INDEPENDENT CONTRACTOR

- While providing the supplies or services ordered herein, the Vendor shall be and act as an independent contractor. Vendor understands and agrees that he/she and all of his/her employees shall not be considered officers, employees, agents, partner, or joint venture of the District, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation.

1000 - GENERAL ACCOUNTING PROCEDURES

In this section, procedures are described for the overall accounting system design, General Ledger activity and General Ledger closeout for AIMS K-12 Schools.

GENERAL LEDGER ACTIVITY

Control Objective

To ensure that all General Ledger entries are current, accurate and complete.

Major Controls

A. Timeliness of Entries

All entries are made soon after the underlying accounting event to ensure the financial records and reporting is current.

B. Support Documentation

All entries are supported by adequate documentation that clearly shows the justification and authorization for the transaction.

C. Audit Trail

A complete audit trail is maintained by the use of reference codes from source documentation through the books of original entry and General Ledger, to periodic reporting statements.

Procedures

1. Financial data on source documentation is verified against original documents (e.g., invoice, purchase order, etc.) by the Director of Operations before entering into the accounting system.

2. Each entry in the accounting system is reviewed and approved by the Chief Business Officer.

3. Provision is made for using recurring General Journal entries for certain transactions, such as recording the monthly portion of prepaid insurance.

4. Non-recurring entries, such as for correcting entries, recording accruals and recording non-cash transactions, are prepared as circumstances warrant and on a monthly basis.

5. All entries in the books of original entry (e.g., cash receipts journal and checkbook) are made soon after the accounting event from authorized forms and are prepared and reviewed by qualified accounting personnel.

6. All General Journal entries are supported by General Journal Vouchers that have supporting documentation attached and are approved by the Chief Business Officer.

GENERAL LEDGER CLOSE-OUT

Control Objective

To ensure the accuracy of financial records and reports.

Major Controls

A. Trial Balance

Monthly, a trial balance is prepared to ensure the accuracy of the General Ledger account balances.

B. Reconciliation of General Ledger Control Accounts with Subsidiary Ledgers

Reconciliations are prepared on a monthly basis.

Procedures

1. At the end of each month, a trial balance of all General Ledger accounts is prepared by the back office business services provider to the Chief Business

Officer.

2. Reconciliation between the General Ledger control accounts and the subsidiary ledgers are completed by the back-office business services provider.

3. At fiscal yearend and after the annual audit, all income and expense accounts are closed out, and the general ledger balances are agreed to the audited financial statements.

1100 - CASH MANAGEMENT PROCEDURES

In this section, procedures are described for cash receipts, cash disbursements and prepaid items.

CASH RECEIPTS

Control Objective

To record cash receipts completely and accurately and to prevent the diversion of cash assets.

Major Controls

A. Cash Flow Projection

AIMS K-12 College Prep Charter District annually prepare and update monthly a cash flow projection for operations and capital cash needs to monitor and ensure adequate cash flow.

B. Cash Receipts Policies

AIMS K-12 College Prep Charter District has internal control systems in place to monitor cash receipts and ensure that deposits are made in a timely manner. AIMS also use electronic fund transfers to accelerate deposits.

C. Internal Accounting Controls

(i) Opening of mail assigned to an employee with responsibilities independent of access to files or documents pertaining to accounts receivable or cash accounts.

(ii) Listed receipts and credits compared to accounts receivable and bank deposits.

(iii) General Ledger control accounts reconciled with Accounts Receivable Subsidiary Ledger

Procedures

A. General

1. Mail is received by the Receptionist who sorts the checks and forwards them to the Finance department or the appropriate recipient.

2. All checks are restrictively endorsed by the Finance department.

3. The finance department prepares deposit slips and forwards them to the back office provider for the preparation of journal entries.

4. A copy of each check to be deposited is made and attached to copy of the deposit slip and filed to provide support for all deposits.

5. The back office business services provider reviews and signs off on journal entries.

6. The back office business services provider inputs journal entries.

7. The finance department makes deposits on weekly or as checks are received. All deposits are maintained in a secure area with limited access.

8. Reconciliation of cash receipts to deposit slips and bank statements are performed by the Chief Business Officer or designated finance staff and the back-office business services provider on a monthly basis.

Cash Handling Procedure (Internal)

AIMS Cash Handling Policy 2022-2023 School Year

General Procedures

- Schools are not authorized to use collected funds for any purpose whatsoever other than for deposit.
- Count cash at the end of each day.
- Balance cash to receipts daily prior to deposit. Keep a copy on a spreadsheet and file copy of receipt.
- Keep reconciliation log (Excel Spreadsheet for School Uniforms).
- All payments received must be logged in receipt book.
- Cash is never sent through school mail.

Front Desk Cash Handling (Lunch Payment, Sale of School Uniforms/Swag)

- Cash is accepted at the front desk from 9:30 a.m.-12:30 p.m.
- Cash deposited to the front desk must be stored in a lockbox immediately.
- MealTime (Lunch Program Payment System) deposits must be made to student's profile.
- Receipt must be logged and receipt must be given to parent/guardian after deposit is completed.
- By 12:45 p.m. lockbox and receipt book must be taken to finance department for cash handoff and review. (Double Count of Cash)

Online Lunch Payment

- Payment can be made online through Mealtime.com
- Payments can be made by visa, American Express or MasterCard

- Payments can be made throughout the year or lump sum payments can be made towards student account and lunch balance.

Reconciliation of Cash Handling

- Cash collected must be balanced by comparing the total of the cash to the pre-numbered receipt totals and the money received.
- Two staff members will review total cash amount received to ensure accuracy.
- Deposit tickets are to be reconciled to cash received, daily deposit printout from MealTime (Lunch Program Payment System).
- Proof of reconciliation is stored in finance office and locked in a file.

Security of Cash Handling

- Cash and other deposits are to be kept secured, in safe locked location always. Do not leave deposits or cash unlocked in desk, drawers or file cabinets.
- Front desk clerk is responsible to ensure all cash deposits are secured and ready for pick up by the finance office must have finance clerk review and sign off on total received.
- Deposit bags must be secured along with any other deposits until picked up by the finance department.
- Finance department logs totals for the day and total deposit is taken to the bank and deposit slip is retrieved.

Refund

- Refunds are completed through finance department. Front desk clerk should provide the following information, the students first and last name, amount of refund, date and reason to finance clerk.
- Once refund check is complete finance will mail check to parent/guardian.

Collections

- Print out MealTime (Lunch Program Payment System) negative balance report, call families with negative balances. Inform families to pay balance immediately.

COVID-19 Addendum

In response to the recent legislative action, American Indian Model Schools has identified Essential Service in accordance with the guidelines in **Section 10, Item (g)** by California Department of Health.

> ***g.)*** *For the purposes of this Order, "Minimum Basic Operations" include the following, provided that employees comply with Social Distancing Requirements as defined this Section, to the extent possible, while carrying out such operations: i. The minimum necessary activities to maintain the value of the business's inventory, ensure security, process payroll and employee benefits, or for related functions. ii. The minimum necessary activities to facilitate employees of the business being able to continue to work remotely from their residences.*

Front Desk Cash Handling (Lunch Payment, Sale of School Uniforms/Swag)

- Cash is accepted at the front desk from 9:30 a.m.-3:00 p.m. at the 171 12th St. or 746 Grand Ave school site location.
- Cash deposited to the front desk must be stored in a secured lockbox with limited access immediately.
- MealTime (Lunch Program Payment System) deposits must be made to the student's profile.
- Receipt must be logged and receipt must be given to parent/guardian after deposit is completed.
- One a week Finance will come to 12th street for the cash handoff, reconciliation and review. (Double Count of Cash)

Online Lunch Payment

- Payment can be made online through Mealtime.com
- Payments can be made by visa, American Express or MasterCard
- Payments can be made throughout the year or lump sum payments can be made towards student account and lunch balance.

CASH DISBURSEMENTS

Control Objective

To disburse cash for authorized purposes and record cash disbursements completely and accurately.

Major Controls

A. Cash Disbursement Policies

Check preparation and signatures are delayed until the due date, consistent with available discounts if available.

B. Internal Accounting Controls

(i) Pre-numbered checks and special check protective paper.

(ii) Match disbursement records against accounts payable/open invoice files.

(iii) Bank statements reconciled to cash accounts and any outstanding checks verified by either the back office business services provider, if applicable.

(iv) Supporting documentation canceled to prevent resubmission for payment.

(v) Detailed comparison of actual vs. budget disbursements on a periodic basis. (vi) Separation of duties to the extent possible for an organization the size of the Celerity Schools.

Procedures

1. When the transaction is complete, and payment is due, a pre-numbered check is prepared by the back office business services provider who attaches all supporting documentation: (e.g. vendor invoice, purchase order, purchase requisition, etc.) and submits the package to the Chief Executive Officer or Director of Health and School support for approval.

2. All invoices submitted for signature will include approvals for payment, expense account charged, check number and date of payment.

3. The Superintendent and Chief Financial Officer approves checks, after examining the supporting documentation.

4. After having been approved and/or signed, the checks are mailed directly to the payee by back office provider.

5. All supporting documents are uploaded into the A/P system by back office business services provider as back-up for each check.

6. All payment requests are researched in the A/P system by vendor and by invoice number to prevent double payments.

7. On a periodic basis, cash disbursement records are matched against accounts payable/open invoice files for any discrepancies. 8. Bank statements are reconciled soon after receipt by either the back offices business services provider and reviewed by the Chief Business Officer.

8. All checks are printed by our back office

PETTY CASH FUNDS

THIS ACCOUNT IS CLOSED

Control Objective

To control the use of petty cash funds for valid transactions.

Major Controls

A. Internal Accounting Controls

(i) AIMS K-12 College Prep Charter District do not use Petty Cash Funds. All local emergency school expenditures are done via credit card transactions.

1200 - PAYROLL PROCEDURES

Payroll procedures are organized under six categories: personnel requirements, personnel data, timekeeping, preparation of payroll, payroll payment, and payroll withholdings.

PERSONNEL REQUIREMENTS

Control Objective

To ensure that the AIMS K-12 College Prep Charter District hire only those employees, full or part-time, it absolutely needs and exerts tight control over hiring new employees.

Major Controls

Payroll Policies Procedures New Employees

1. Requests for new employees are initiated by the Principal and compared with the approved annual personnel budget.

2. New employees complete an Application for Employment.

3. New employees complete all necessary paperwork for payroll.

4. Employee is fingerprinted. Fingerprint clearance must be received by the AIMS before any employee may start work.

Vacation and Sick Pay

1. Employees accrue vacation time based on personnel policy of the AIMS Schools.

2. Employee is required to provide advanced notice to supervisors for a vacation request.

3. Regular part-time employees do not earn vacation time on a pro-rated bases based on personnel policy of the AIMS K-12 College Prep Charter District.

4. Employees' earned vacation balances are adjusted monthly to reflect vacation time earned and taken and reviewed by the Principal.

5. Sick leave taken is monitored against each employee's available sick time on an electronic spreadsheet and reviewed by the Principal.

6. AIMS sick time is unpaid at release of employment. Any unused sick leave can be credited to PERS retirement system.

7. A General Journal entry is prepared at year-end to record the accrued vacation liability.

8. Unused vacation time is based on personnel policy of the Celerity Schools.

PERSONNEL DATA

TIMEKEEPING

Control Objective

To ensure that payment for salaries and wages is made in accordance with documented time records.

Major Controls

A. Timekeeping Policies

Employees are instructed on the proper punching in and out utilizing a biometric clock to assure the accuracy of recorded time to cost objectives.

B. Punches

Labor hours are accurately recorded by the use of biometric clocks and any corrections to timekeeping records, including the appropriate authorizations and approvals, are documented.

C. Internal Accounting Controls

(i) Reconciliation of hours charged to attendance records.

Procedures

Time and Attendance

1. Hourly and salary employees' clock in and out using biometric time clocks daily. Hourly employees submit paper timesheets that are reconciled at each pay period with the time clock records.

Approval and Collection of Time and Attendance

1. Each employee's punches are reviewed daily by School Heads and exceptions are reported to HR.

2. Authorized time clock punches are processed by the back office business services provider for payment.

Reconciliation of Payroll to Punches

1. Hours shown on time and attendance system are reconciled to the hours recorded on the Payroll Register by the Payroll department for each payroll period.

PREPARATION OF PAYROLL

Control Objective

To ensure that payment of salaries and wages is accurately calculated.

Major Controls

A. Internal Accounting Controls

(i) Time records are periodically reconciled with payroll records.

Procedures

1. Employee time sheets are approved by School Heads. All deviations from pre-programmed parameters are approved by HR.

2. The total time recorded on time and attendance system and the number of employees is calculated by the payroll system and reviewed by HR and the back-office business services provider.

3. Recorded hours from the time clock punches are communicated to the Payroll Service electronically.

4. The payroll documents received from payroll software (e.g., calculations, payrolls and payroll summaries) are compared with employee punches, pay rates, payroll deductions, compensated absences etc. by the HR department and the back-office business services provider.

5. The back-office business services provider verifies gross pay and payroll deductions.

6. The total hours and number of employees are compared with the totals in the Payroll Register by the back-office business services provider.

7. The Payroll Register is reviewed and approved by AIMS appropriate personnel.

PAYROLL PAYMENT

Control Objective

To ensure payment for salaries and wages by check, direct deposit, cash or other means is made only to employees entitled to receive payment.

PAYROLL WITHHOLDINGS

Control Objective

To ensure that payment withholdings are correctly reflected and paid to the appropriate third parties.

Major Controls

A. Reconciliation of Payment and Payroll Withholdings

Payroll withholdings are recorded in the appropriate General Ledger control accounts and reconciled with payments made to third parties.

B. Internal Accounting Controls

Procedures

1. The web-based payroll software calculates payroll withholdings for each employee. These are summarized by pay period and recorded in General Ledger.

2. Payments for payroll withholdings are reconciled with the amounts recorded in the General Ledger control accounts by the back-office business services provider.

3. The back-office business services provider reviews the accuracy and timeliness of

payments made to third parties for payroll withholdings.

4. Original withholding and benefit election forms, maintained in the employee file, are prepared by employee and reviewed and approved on a periodic basis by the back-office business services provider.

1300 DEPRECIATION

Procedures

1. AIMS K-12 College Prep Charter District capitalize all fixed assets when acquired and records the historical cost of these items in the Enterprise Fund. In accordance with generally accepted accounting principles, as they relate to special purpose business-type activity, government units, under GASB 34 depreciation expense must be recorded in the statement of revenue, expenditures and changes in net assets. The AIMS will use the straight-line method of depreciation over the assets useful life as determined as follow:

Computers 3 years, Office Equipment 5 years, Vehicles 5 years, Office Furniture 7 years, Leasehold Improvements, Life of lease or 5 years, whichever is greater, Building Improvements 20 years, and Building 30 years.

1400 EXPENSE REIMBURSEMENT

Control Objective

To ensure the AIMS K-12 College Prep Charter District pays for only authorized business expenses.

Major Controls

A. Travel Policies

AIMS K-12 College Prep Charter District has adopted policies on travel reimbursement.

B. Business Expense Reimbursement

In extremely rare circumstances, and with prior approval and/or a purchase order as may be required by the schools' purchasing policies and procedures, AIMS employees may purchase school supplies or services and seek reimbursement from AIMS. Reimbursements shall be made only for actual and necessary business expenses. Reimbursements shall not be used as an alternative to the purchase requisition system; all purchases for which employees seek reimbursement shall comply with the schools' purchasing policies and procedures.

No purchases of any school supplies or services shall be made without prior approval and/or a purchase order, as may be required by the schools' purchasing policies and procedures. In the event an employee seeks reimbursement for a purchase made without following these procedures, the school may refuse the

services and deny payment or return the supplies to the vendor and deny payment, and the purchasing party may be held personally financially liable for payment of the supplies or services.

Reimbursement requests shall contain a receipt, invoice and/or record of sale, and all other relevant documentation, such as prior approval and/or a purchase order, as may be required by the schools' purchasing policies and procedures. Reimbursement requests shall be submitted via the purchase requisition system.

Purchases of the following items are not eligible for reimbursement by AIMS K-12 College Prep Charter District. Any purchases of such items, if appropriate, shall be made through the schools' purchase requisition system.

o Deposits or advances for services that have not been rendered;

o Donations or sponsorships;

o Flowers, gifts or gift cards;

o Personal cell phone purchases or monthly plans (these are handled by purchase orders, with minor accessory items allowed)

o Alcoholic beverages; and

o Individual items costing more than $2,000, excluding travel.

C. Internal Accounting Controls

(i) Justification for travel approved by Superintendent.

(ii) Documentation for incurred employee expenses.

(iii) Documentation for company credit card purchase.

Expense Advance or Reimbursement

Expense Reimbursement:

1. Soon after traveling, but not exceeding 30 days, an employee who seeks reimbursement for authorized expenses completes a Travel Report detailing the expenses incurred, attaching originals of supporting documentation.

2. All credit card purchases are supported by invoices in order to be reimbursed.

2. The employee's Travel Report and credit card purchases invoices are reviewed and approved by their management.

1500 - MANAGEMENT REPORTING PROCEDURES

In this section, procedures are covered for supporting the annual budget, financial reporting and tax compliance.

ANNUAL BUDGET

Control Objective

To effectively support the preparation of the annual budget and its periodic review.

Major Controls

A. Budget Process

The Chief Business Officer works with the back-office business services provider and prepares the annual operating and capital budgets and cash flow projection, with input from the AIMS' community. The budgets and projection are submitted to the Board of Trustees for approval.

B. Internal Accounting Controls

Accuracy and completeness of the budget and projections

Procedures

1. In preparation of the annual operating and capital budget and cash flow projection, the back-office business services provider prepares a preliminary budgets and projection for review by the Chief Business Officer in consultation with the AIMS' staff.

2. To support budgets and projection estimates, the back-office business services provider prepares current year-to-date financial data with projections of year-end totals.

3. The back-office business services provider and the Chief Business Officer review the budgets and projection submitted for completeness and reasonableness.

4. The Board of Trustees approves and adopts the final budgets and projection.

5. The adopted budgets totals are entered in the General Ledger by the back-office business services provider for the new fiscal year, in order to prepare budget to actual reports.

FINANCIAL REPORTING

Control Objective

To ensure the accuracy, completeness and timeliness of financial reporting to support decision- making.

Major Controls

A. Schedule

Monthly managerial reports are prepared based on a schedule.

B. Review and Approval Financial reports are reviewed for accuracy and completeness.

C. Audit

The annual financial statements of the AIMS' are audited by a certified public accounting firm.

Procedures

1. The back-office business services provider prepares monthly budget vs. actual financial reports and cash flow projection for the Board of Trustees meetings.

2. AIMS K-12 College Prep Charter District submit to an audit of their financial statements by a qualified certified public accounting firm, in accordance with Governmental Auditing Standards

3. AIMS K-12 College Prep Charter District shall automatically submit all financial reports required under Education Code Section 47604.33 and 47605(m).

PAYROLL TAX COMPLIANCE

Control Objective

To accurately prepare and file required tax documents on a timely basis.

Procedures

1. AIMS K-12 College Prep Charter District maintains a schedule of required filing due dates for:

(i) IRS Form W-2 - Wage and Tax Statement.

(ii) IRS Form W-3 - Transmittal of Income and Tax Statements.

(iii) IRS Form 940 - Employer's Federal Unemployment (FUTA) Tax Return.

(iv) IRS Form 941 - Employer's Quarterly Federal Tax Return for Federal Income Tax Withheld from Wages and FICA Taxes.

(v) IRS Form 1099 MISC (also 1099-DIV, 1099-INT, 1099-OID) - U.S. Annual Information Return for Recipients of Miscellaneous Income.

(i) Quarterly and annual state(s) unemployment tax return(s).

2. Before submission, all payroll tax documents and the supporting schedules are reviewed and approved by the back-office business services provider for accuracy and completeness.

Coversheet

School Support Action Items

Section: II. Action Items
Item: B. School Support Action Items
Purpose:
Submitted by:
Related Material: AIPCS II- ESSER III Plan - Update 2023-24.pdf
AIMS HS SPSA 2023-24.pdf
MS - ESSER III Plan - Update 2023-24.pdf
AIMS MS SPSA 2023-24.pdf
2023-24 AIMS MS- ELOP.pdf
AIPCS II SPSA 2023-24.pdf
2023-24 AIPCS II - ELOP.pdf
LCAP 2023-24 - AIPCS II.pdf
LCAP 2023-24 - AIMS MS.pdf
LCAP 2023-24 AIMS HS.pdf
School Calendar 2023-2024 - Draft 05152023 (1).pdf

California Department of Education
July 2021

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
American Indian Public Charter School II	Natalie Glass, Director of Schools	natalie.glass@aimsk12.org (510) 496-9794

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
LCAP	[Insert description of where the plan may be accessed here]
[Insert plan name here]	[Insert description of where the plan may be accessed here]

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

$1,706,933

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning Janitorial Services Health Coordinator Go Guardian Adobe Suite Ventilation PPE medical supplies/CPR First Aid, Hearing Test Equipment School Site Technology/IT Services Instructional Materials and Supplies Furniture $3,500 *Insert in SPSA	$492,756
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds) Personnel: (Teachers, Counselors, Academic Counselors, Instructional Coach, Student Activities Coordinator) Lumos Learning: JAMF Chromebooks Illuminate	$781,814
Use of Any Remaining Funds Maintenance/Inventory Software	$4980

Total ESSER III funds included in this plan

$1,279,550

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the

development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

[Respond here]

A description of how the development of the plan was influenced by community input.

[Respond here]

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

$452,756

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP 4.6	Janitorial Services	We will use funds to continue to clean, maintain facilities and keep them in good repair. Custodial Staff will provide a clean and safe environment, based upon COVID-19 standards, with facilities maintained and in good repair.	$195,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP 4.3	Health Coordinator	The Health Coordinator will help to provide basic assessment, support student success by providing health care through assessment, intervention, and follow-up for all children within the school setting. By addressing the physical, mental, emotional, and social health needs, students will be supported in the learning process and poised for achievement.	$47,383.00
LCAP 4.16	GoGuardian	AIMS will utilize GoGuardian software to manage and monitor student devices and online activity.	$7,500
LCAP 1.2	Adobe Suite	Adobe Suite software is software that will be purchased to support the Visual Performing Arts Department.	$1050
LCAP 4.6	Ventilation	Funds will be set aside to upgrade and improve the ventilation system in the building.	$87,853.00
	PPE medical supplies/CPR First Aid, Hearing Test Equipment	Masks and PPE will be available for staff and students. Staff will go through a CPR and First Aid Training Hearing Equipment to conduct hearing tests for students	$21,720
LCAP 4.10	School Site Technology/IT Services	AIMS will contract IT services to help maintain and improve our wireless and technology infrastructure.	$88,750
LCAP 4.11	Furniture	AIMS will also review and examine its existing school furniture inventory in order to maintain a clean and inviting environment within its school.	$3,500

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

$781,814

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP 2.2	Personnel	Teachers, Counselors, Academic Counselors, Instructional Coach, Student Activities Coordinator to address any potential learning loss, we have decided that it would be best to hire an instructional coach, academic counselor and a student activities coordinator.	$685,276
LCAP 1.1	Lumos Learning	AIMS will use Lumos Learning CAASPP Prep testing materials with online testing practices and books with practice tests.	$16,000
4.10	JAMF	JAMF is an online platform that assists in maintaining protection for schoolwide devices and sensitive data.	$160
LCAP 4.11	Student Computers (Chromebooks)	AIMS will continue to maintain and exceed its ratio of 1:1 computers per student, in order to ensure a steady inventory of working computers at any given time.	$75,000
LCAP 3.1	Illuminate	AIMS will contract with a third-party entity to to collect, analyze, and report academic data for school improvement, monitor student student progress, analyze trends, and meet local, state, and federal reporting requirements. Monitor RFEPs for continued academic success.	$5,378
LCAP 1.3	Instructional Materials and Supplies* Added SPSA		$40,000

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

$4980

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP 4.10	Maintenance/Inventory Software	AIMS will use software to track maintenance requests and also track school inventory.	$4,980
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[$ 0.00]
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[$ 0.00]

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA's plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Learning Loss	Benchmarks will be given to students throughout the year to see how they are performing	Every 6 weeks
Teacher	Instructional aids work with struggling students in pull-out & push in settings. Students' progress, being served by iAs, is monitored regularly and evaluated quarterly using various diagnostic tools.	Quarterly
Online Learning Platforms	Students use online platforms as part of their daily instruction and learning tools. The effectiveness of online platforms is reviewed yearly by teachers, instructional leaders and administrators.	Yearly
Janitorial Services	Facility Inspection Tool	Yearly

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ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
    - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at https://www.cde.ca.gov/fg/cr/arpact.asp.

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

- For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
  - **Tier 1 – Strong Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
  - **Tier 2 – Moderate Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
  - **Tier 3 – Promising Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
  - **Tier 4 – Demonstrates a Rationale**: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at https://www.cde.ca.gov/re/es/evidence.asp.

- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
  - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
  - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
  - Any activity authorized by the Adult Education and Family Literacy Act;
  - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
  - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
  - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
  - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
  - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;

- Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
    - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
    - Implementing evidence-based activities to meet the comprehensive needs of students,
    - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
    - Tracking student attendance and improving student engagement in distance education;

  Note: A definition of "underserved students" is provided in the Community Engagement section of the instructions.
- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;

- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant

insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
    - For purposes of this requirement “underserved students” include:
        - Students who are low-income;
        - Students who are English learners;
        - Students of color;
        - Students who are foster youth;
        - Homeless students;

- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
  - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
  - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);

- Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: https://www2.ed.gov/documents/coronavirus/reopening-2.pdf.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “$0”.

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021

School Year: 2023-24

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
AIMS College Prep High School	01612590111856076 5	Monday, June 12, 2023	[Add Local Board Approval date here]

Purpose and Description

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

Schoolwide Program

AIMS College Prep High School is committed to provide academic excellence to all students. Our staff and teachers work collectively to cultivate a school community of diverse learners to commit high expectations, academic achievement, and character development.

The purpose of this plan is to provide all students at AIMS HS has high expectations, academic achievements, and character development with exemplary trained teachers, core curriculums aligned with CCSS, professional development, teachers on special assignments (TSA), teacher assistants, social emotional learning support and additional resources to support state testing such as Lumos Learning practice tests. Additionally, to monitor students' academic achievement students will be administered Illuminate Benchmark tests, Scholastic Reading Inventory and Scholastic Math Inventory. Expanded learning opportunities will be scheduled before and after school along with planned break interventions and Saturday Academic School.

LCAP Goals:
Goal 1: Academic & Curriculum
Goal 2: Instruction Development & Support
Goal 3: Measurement of Data
Goal 4: School Culture & Climate

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

This plan was developed using an analysis of data from the California School Dashboard.
Student Achievement Goals:
1. Implement core curriculum, state testing materials
2. Professional development, trained teachers, support staff
3. Measurement and data with SRI, SMI and Illuminate Benchmark

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

This SPSA plan was developed with the input of various stakeholders. School staff and parents worked together throughout the year.

Parents of English Language Learners also contributed to this plan. Parent informational meetings took place throughout the Spring and Summer.

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

Resource Inequities

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

N/A

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English learner reclassification rate	21% Reclassification rate	Increase annual EL reclassification

		<10% Growth over Baseline
English Learner programs and services	ELD services were provided to all EL students (who did not decline services).	Maintain ELD instruction services to all EL students. 100% of EL students have access to assistive technology supports to access curriculum as appropriate.
English Learner Progress Indicator	59% of English Learners progressed at least one ELPAC level towards proficiency on the English Language Proficiency Assessments for California (ELPAC)	45%-50% progress at least one ELPAC Level

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

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

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

Hold DELAC/ELAC meetings to inform families of supplemental resources that are provided to EL students.

Evaluate the effectiveness of the current ELD program.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

ELD Students

Strategy/Activity

Teachers will use approved textbooks core curriculum in ELA, math, science and social studies. Teachers will use the AIMS lesson plan template to outline core curriculum learning expectations such as: CCSS, learning objectives, checking for understanding strategies, formative and summative assessments to monitor students' learning and progress. Aligned CCSS embedded classroom activities along with ELD standards will be supported by core curriculums. Additional classroom materials and supplies will supplement core curriculum with aligned activities. Furthermore, independent online programs will supplement learning and promote digital literacy by using chromebooks. To support students with state testing, Lumos Learning practice tests will supplement students with test preparation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identifies the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$6,646.79 (Materials/Supplies)	Title I
$7000 (Online Learning Platforms)	Title I
$20,000(Online Learning Platforms)	A-G
$80,000 (Art and Music Field Trips)	Prop 28 - Arts and Music
$120,000 (Art and Music Supplies, materials and curriculum)	Prop 28 - Arts and Music

Goal 2

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

Identified Need

All Teachers

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly Professional Development meetings	95%	98%
Teachers will show improvement from 1st teachers evaluation	85%	95%

raw score to 2nd teacher evaluation raw score.		

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Staff will help AIMS HS students during Academic Intervention to help mitigate academic learning loss actions will better help mitigate student learning loss

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

AIMS will hire 2 Academic Counselors to synthesize and analyze data and review student learning trends.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide professional development to train and develop highly effective teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identifies the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Personnel$ 95,138.24	Title I
$16,124 (Boot Camp PD and PD Training)	Title I ,Title II
$10,000.00 (School IT services and software)	Title IV

Goal 3

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

Identified Need

All Students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase or maintain student achievement with statewide assessment data as measured on the Dashboard.	Dashboard Local Indicators	
Percentage of students who participate in a local benchmark to monitor Common Core standards and identify students in need of intervention	Re- implement benchmarks and determine baseline for all content subject areas.	Administer district benchmark 100% of students 85% of students requiring intervention will attend tutoring

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Illuminate Benchmark, SRI and SMI will support data-driven instruction and student progress. AIMS will administer SRI and SMI to measure student reading and math ability. Additionally, SRI and SMI will help teachers develop goals for students, monitor progress, and adjust instructional plans throughout the year. Relevant data will be accessible and readily available for staff to use in developing plans, setting goals, monitoring progress and evaluating effectiveness. Teachers will use data to create effective lesson plans to target learning gaps and measure students' progress. Illuminate Benchmark will also be administered to track student progress quarterly and measurement of advanced, proficiency, basic and below basic.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$7,000 (SRI & SMI)	Title IV
$3,696.00 (Illuminate Benchmark)	Title I
$3,282.41 (Unified Insights)	Title I

Goal 4

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student participation in afterschool clubs and sports	Extracurriculars are available to all students	% student participation in afterschool clubs or sports
School Survey - Question regarding Safety	Student response Family response	Student response rate 85% Family response rate
Student Survey Student - Caring Relationships	Student survey response	Student response rate %85
School Wide Suspension Rate	Schoolwide suspension rate 4.1%	<3%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

To promote a positive and safe learning environment, the SEL curriculum will support SEL counselors to develop character development through restorative justice and community circles. Our strategy is to provide students a safe environment to discuss any issues head on and learn to build friendships by discussing the current issues as well as their feelings. Additionally, a positive behavior intervention support program (PBIS) will provide social and emotional support by encouraging positive behavior through student rewards and incentives. PBIS will also maintain a low suspension rate and promote a safe and positive learning environment. To maintain school climate and school culture, students will have opportunities to be a part of Student Government Association (SGA) to take on leadership roles. Furthermore, to promote a positive and safe learning environment AIMS will invite guest speakers, SEL assemblies, academic assemblies, orientations, extracurricular activities, school celebrations and school events.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$44,057.15 (SEL counselor)	Title I
$98,885.92 (health coordinator)	A-G
$51,236 (Janitorial Services)	A-G

ANALYSIS

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

The overall implementation of the strategies and activities is to achieve students' articulated goal of academic achievement, high expectations, and character development with core curriculum, effective lesson plans with targeted learning objectives, independent online learning programs and state testing preparation with Lumos Learning. Additionally, to monitor student achievement Illuminate Benchmark, SRI, and SMI will support data-tracking and student progress. Professional development will increase teachers' effectiveness in teaching along with the support of TSA. The SEL curriculum along with SEL counselors will promote a positive learning environment for character development.

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

After analyzing the SPSA from the 2022-2023 school year, decided to implement additional goals and strategies to further close learning gaps by reassessing core curriculum, providing additional professional development opportunities for teachers and TSA's. We will continue to supplement board approved core curriculum with online learning programs in efforts to promote student mastery of skills. We will also continue with exposing our students to various learning opportunities and experiences by offering extracurriculars and provide students with SEL support.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	151,166
Total Federal Funds Provided to the School from the LEA for CSI	[N/A]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$521,287.92

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
	N/A

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

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

State or Local Programs	Allocation ($)
A-G	$170,121.92
Music and Art	$200,000

Subtotal of state or local funds included for this school: $370,121.92

Total of federal, state, and/or local funds for this school: $521,287.92

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

b. use methods and instructional strategies that:

i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

California Department of Education
July 2021

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
AIMS College Prep Middle School	Natalie Glass Director of Schools	natalie.glass@aimsk12.org

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
AIMS MS LCAP	Plan can be accessed at www.aimsk12.org under reports.
[Insert plan name here]	[Insert description of where the plan may be accessed here]

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA
$385,331

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning Janitorial service	$81,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds) Academic Counselors, Student Activity Coordinator, Intervention Aid, ELD Aid, Instructional Coach Lumos Math Illuminate	127,716.44
Use of Any Remaining Funds	[$ 0.00]

Total ESSER III funds included in this plan

$208,716.44

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

AIMS MS hosted a parent meeting via to consult with families re

A description of how the development of the plan was influenced by community input.

[Respond here]

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

$81,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP 4.6	Janitorial Services	We will use funds to continue to clean, maintain facilities and keep them in good repair. Custodial Staff will provide a clean and safe environment, based upon COVID-19 standards, with facilities maintained and in good repair.	$ 81,000

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

$127,716

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP 2.11	Academic Counselor, Student Activity	Counselors, Academic Counselors, Instructional Coach, Student Activities Coordinator to address any potential learning loss, we have	117,890.44

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Coordinator, Intervention Aid, ELD Aid, Instructional Coach	decided that it would be best to hire an instructional coach, academic counselor and a student activities coordinator.	
LCAP 1.7	Lumos Learning	AIMS will use Lumos Learning CAASPP Prep testing materials with online testing practices and books with practice tests.	$8000
LCAP 3.1	Illuminate	AIMS will contract with a third-party entity to collect, analyze, and report academic data for school improvement, monitor student student progress, analyze trends, and meet local, state, and federal reporting requirements. Monitor RFEPs for continued academic success.	$1,826

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

[$ 0.00]

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[$ 0.00]
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[$ 0.00]
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[$ 0.00]

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA's plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Learning Loss	Benchmarks will be given to students throughout the year to see how they are performing	Every 6 weeks
Teacher	Students' progress is monitored regularly and evaluated quarterly using various diagnostic tools.	Quarterly
Online Learning Platforms	Students use online platforms as part of their daily instruction and learning tools. The effectiveness of online platforms is reviewed yearly by teachers, instructional leaders and administrators.	Yearly
Janitorial Services	Facility Inspection Tool	Yearly

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
    - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at https://www.cde.ca.gov/fg/cr/arpact.asp.

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

- For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
  - **Tier 1 – Strong Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
  - **Tier 2 – Moderate Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
  - **Tier 3 – Promising Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
  - **Tier 4 – Demonstrates a Rationale**: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at https://www.cde.ca.gov/re/es/evidence.asp.

- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
  - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
  - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
  - Any activity authorized by the Adult Education and Family Literacy Act;
  - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
  - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
  - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
  - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
  - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;

- Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
    - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
    - Implementing evidence-based activities to meet the comprehensive needs of students,
    - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
    - Tracking student attendance and improving student engagement in distance education;

  Note: A definition of "underserved students" is provided in the Community Engagement section of the instructions.
- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;

- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant

insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
    - For purposes of this requirement “underserved students” include:
        - Students who are low-income;
        - Students who are English learners;
        - Students of color;
        - Students who are foster youth;
        - Homeless students;

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- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
  - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
  - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);

- Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: https://www2.ed.gov/documents/coronavirus/reopening-2.pdf.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “$0”.

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021

School Year: 2023-24

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
AIMS College Prep Middle School	01-61259-6113807	June 9, 2023	[Add Local Board Approval date here]

Purpose and Description

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

Schoolwide Program

AIMS College Prep Middle School (AIMS MS) is committed to provide academic excellence to all students. Our staff and teachers work collectively to cultivate a school community of diverse learners to commit high expectations, academic achievement, and character development.

The purpose of this plan is to provide all students at AIMS MS high expectations, academic achievements, and character development with exemplary trained teachers, core curriculums aligned with CCSS, professional development, teachers on special assignments (TSA), teacher assistants, social emotional learning support and additional resources to support state testing such as Lumos Learning practice tests. Additionally, to monitor students' academic achievement students will be administered Illuminate Benchmark tests, Scholastic Reading Inventory and Scholastic Math Inventory. Expanded learning opportunities will be scheduled before and after school along with planned break interventions and Saturday Academic School.

LCAP Goals:
Goal 1: Academic & Curriculum
Goal 2: Instruction Development & Support
Goal 3: Measurement of Data
Goal 4: School Culture & Climate

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

This plan was developed using an analysis of data from the California School Dashboard.
Student Achievement Goals:
1. Implement core curriculum, state testing materials
2. Professional development, trained teachers, support staff
3. Measurement and data with SRI, SMI and Illuminate Benchmark

4. Create a school culture and climate with support from SEL curriculum, SEL counselors and assemblies

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

This SPSA plan was developed with the input of various stakeholders. School staff and parents worked together throughout the year.

Parents of English Language Learners also contributed to this plan. Parent informational meetings took place throughout the Spring and Summer.

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

Resource Inequities

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

N/A

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Assessment of Student Performance and Progress - Mathematics	55% of all students will reach proficiency in mathematics	65% of all students will reach proficiency in mathematics or higher.
California Assessment of Student Performance and Progress - English Language Arts	45% of all students will reach proficiency in English Language Arts	55% of all students will reach proficiency in English Language Arts or higher
California Assessment of Student Performance and Progress Science	40% of all students will reach proficiency in Science	60% of all students will reach proficiency in Science

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teachers will use approved textbooks core curriculum in ELA, math, science and social studies. Teachers will use the AIMS lesson plan template to outline core curriculum learning expectations such as: CCSS, learning objectives, checking for understanding strategies, formative and summative assessments to monitor students' learning and progress. Aligned CCSS embedded classroom activities along with ELD standards will be supported by core curriculums. Additional classroom materials and supplies will supplement core curriculum with aligned activities. Furthermore, independent online programs will supplement learning and promote digital literacy by using chromebooks. To support students with state testing, Lumos Learning practice tests will supplement students with test preparation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$8,071.28 (Materials/Supplies)	Title I

Amount(s)	Source(s)
$9,000 (Online Learning Platforms)	Title I
$32,000 (Materials, supplies, curriculum)	Prop 28 - Arts and Music
$9000 (Art and Music Field Trips)	Measure G1
$3000 (World Language Materials and Supplies)	Measure G1

Goal 2

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

Identified Need

All Teachers

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly Professional Development meetings	95%	98%
Teachers will show improvement from 1st teachers evaluation raw score to 2nd teacher evaluation raw score.	85%	95%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Professional development will increase teachers' effectiveness in lesson planning, teaching strategies, data tracking and support from TSA. TSA will perform observations and feedback on class improvements with structured strategies. TSA's will provide extensive support for teachers through weekly coaching and professional development. To increase student achievement, AIMS will provide enrichment programs and academic intervention during planned school break as well as before and after school for expanded learning opportunities. Teacher assistants will provide additional academic

support by working with small groups on targeted learning goals. As part of instructional focuses, students will be provided with uniforms, instructional materials, and school supplies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$8,707.09 (Boot Camp PD and PD Training)	Title II
$7,000 (School IT services and software)	Title IV
$ 117,809.44 (personnel)	ESSER III
$76,500 (Art and Music teacher)	Measure G1
$75,176.15 (Art and Music teacher)	Prop 28 - Arts and Music

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$ (Art and Music teacher)	Measure G1

Goal 3

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

Identified Need

All Students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase or maintain student achievement with statewide assessment data as measured on the Dashboard.	Dashboard Local Indicators	
Percentage of students who participate in a local benchmark to monitor Common Core standards and identify students in need of intervention	Re- implement benchmarks and determine baseline for all content subject areas.	Administer district benchmark 100% of students 85% of students requiring intervention will attend tutoring

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Illuminate Benchmark, SRI and SMI will support data-driven instruction and student progress. AIMS will administer SRI and SMI to measure student reading and math ability. Additionally, SRI and SMI will help teachers develop goals for students, monitor progress, and adjust instructional plans throughout the year. Relevant data will be accessible and readily available for staff to use in developing plans, setting goals, monitoring progress and evaluating effectiveness. Teachers will use data to create effective lesson plans to target learning gaps and measure students' progress. Illuminate Benchmark will also be administered to track student progress quarterly and measurement of advanced, proficiency, basic and below basic.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$9,826 (Lumos Learning and Illuminate)	Federal - ESSER III
$3,000.00 (SRI/SMI)	Title IV

Goal 4

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
At least 75 students will participate in afterschool program		75 students will enroll and participate in the after school program
Enrichment will be provided for afterschool program		All students enrolled in the program will receive enrichment
Measure G1 outcomes		
Other outcomes		

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

To promote a positive and safe learning environment, the SEL curriculum will support SEL counselors to develop character development through restorative justice and community circles. Our strategy is to provide students a safe environment to discuss any issues head on and learn to build friendships by discussing the current issues as well as their feelings. Additionally, a positive behavior intervention support program (PBIS) will provide social and emotional support by encouraging positive behavior through student rewards and incentives. PBIS will also maintain a low suspension rate and promote a safe and positive learning environment. To maintain school climate and school culture, students will have opportunities to be a part of Student Government Association (SGA) to take on leadership roles. Furthermore, to promote a positive and safe learning environment AIMS will invite guest speakers, SEL assemblies, academic assemblies, orientations, extracurricular activities, school celebrations and school events.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$22,000 (Materials/supplies)	ELOP
$104,673 (Personnel)	ELOP
$12,060.96 (PBIS Program, Reward and Positive School Culture Contractors)	Measure G1
$81,000 (Janitorial services, cleaning, disinfecting)	Federal - ESSER III

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

AIMS MS will contract with Bay Area Community Resources (BACR) to provide after school programming to our students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

$203,279.20	ASES Grant

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The overall implementation of the strategies and activities is to achieve students' articulated goal of academic achievement, high expectations, and character development with core curriculum, effective lesson plans with targeted learning objectives, independent online learning programs and state testing preparation with Lumos Learning. Additionally, to monitor student achievement Illuminate Benchmark, SRI, and SMI will support data-tracking and student progress. Professional development will increase teachers' effectiveness in teaching along with the support of TSA. The SEL curriculum along with SEL counselors will promote a positive learning environment for character development.

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

After analyzing the SPSA from the 2021-2022 school year, we realized that there was a little bit of learning loss. Our goals and strategies are put in place to close the learning loss with core curriculum, trained teachers with professional development and TSA, supplement online learning programs, expanded learning opportunities, and SEL support.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Metrics were lowered to more realistic percentages to account for learning loss. The learning loss has made us hire TSA with expertise in teaching strategies, including professional development, teacher assistants, online learning programs, expanded learning opportunities and SEL curriculum . We are also putting more funding into professional development for teachers in terms of training on how to work with English Language Learners.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$ 82,228.48
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$838,523.51

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
ESSER III	$216,983.86

Subtotal of additional federal funds included for this school: $216,983.86

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

State or Local Programs	Allocation ($)
ELOP	$126,672.59
Measure G1	$ 102,183.58
Prop 28 - Arts and Music	$107,176
ASES	$203,279

Subtotal of state or local funds included for this school: $539,311.17

Total of federal, state, and/or local funds for this school: $838,523.51

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

b. use methods and instructional strategies that:

i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

Expanded Learning Opportunities
Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by:
Expanded Learning Division

California Department of Education
1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923

This Program Plan Template Guide is required by California *Education Code* (*EC*) Section 46120(b)(2)

Note: This cover page is an example, programs are free to use their own logos and the name of their program.

Expanded Learning Opportunities Program Plan Guide

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name:

Contact Name: Natalie Glass

Contact Email: natalie.glass@aimsk12.org

Contact Phone: (510) 496-9794

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. AIPCS I
2. AIPCS II
3.
4.
5.
6.
7.
8.

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

“Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and

physical needs and interests of pupils through hands-on, engaging learning

Expanded Learning Opportunities
Program Plan Guide

experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section

8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in *EC* Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA’s Governing Board in a public meeting and posted on the LEA’s website.

The program plan template guide is considered a living document that is periodically

reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative

response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of

Education’s (CDE) Quality Standards and CQI web page, located at

https://www.cde.ca.gov/ls/ex/qualstandcqi.asp.

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1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

The Expanded Learning Opportunities Program will provide a safe learning environment that supports the social-emotional and physical needs of participating students.

Staff will ensure that attendance is taken daily, requiring parents to follow the sign-in and sign out procedures. All staff members will be trained in safety protocols and will possess first aid certification. All ELOP safety procedures are aligned with those used daily in the regular school setting. Safety drills will be conducted on a monthly basis to ensure that staff and students know how to respond in case of an emergency.

All students and staff will wear identification badges at all times, so they are easily identifiable. Staff will have assigned students to ensure supervision at all times.

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

Embedded in the ELOP will be Science, Technology, Engineering, Art, and Music STEAM) projects. Students will be provided with hands-on activities and experiments that focus on STEAM concepts and will be introduced to coding, robotics, 3D printing or electronics to encourage critical thinking and problem solving skills. Additionally, students will learn about media technology, including digital literacy skills and internet safety. The ELOP will collaborate with local STEAM professionals in organizing opportunities for guest speakers and field trips.

Students will have a space to explore their creativity through various art forms such as painting, drawing, sculpting, or collage making. Student artwork will be displayed at ELOP sponsored community showcases.

The ELOP will promote environmental awareness and outdoor activities by teaching students environmental stewardship through nature based activities and field trips. Students will also conduct gardening projects and recycling initiatives.

The ELOP will offer opportunities for students to explore music, singing, dance, and

theater. Students will be provided with musical instruments and lessons for music development. Additionally, students will take field trips to plays, musical performances, the opera, etc.

ELOP staff will collaborate with site administrators to coordinate efforts and ensure they have the training required to support student learning through tutoring, enhancing academic achievement. Additionally, intervention is available to students requiring additional support in core content subject areas.

3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

Skill building opportunities for students will be provided through the ELOP educational and literacy elements which will align with the curriculum used in the regular school day. These skill building activities are an extension of the lessons taught in the classroom, providing students with additional opportunities to practice concepts and work towards skill mastery.

The goals of the ELOP will align with “AIMSTRONG”- Academics, Integrity, Mentorship, Strength, Teamwork, Responsibility, Organization, Nerve, and Grit as well as social emotional learning. “AIMSTRONG” will be promoted by enrichment activities that support active and engaged learning. These activities will intentionally link goals and curriculum.

As an extension of the schoolwide SEL curriculum, students learn essential life skills, such as communication, problem solving, and time management. Students will also participate in financial literacy workshops, goal setting activities and career exploration. Additionally, the ELOP will facilitate leadership activities, team building exercises, and community services projects.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

The ELOP will facilitate leadership activities, team building exercises, and community services projects. Students will engage in volunteer activities, such as organizing food and clothing drives, providing tutoring to younger students, and engaging in peer mentorship. Students will learn event planning and leadership skills by planning and organizing special events. Students will be assigned roles and responsibilities, allowing them to develop skills in project management, teamwork, and communication. ELOP will provide opportunities for students to develop public speaking skills by providing them with platforms to practice and deliver presentations, share experiences, or lead discussions on topics of interest.

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

Adhering to the AIMS College Prep School District's wellness plan, the ELOP will implement the practices that encourage healthy choices and behaviors. Healthy habits and well-being will be promoted through nutrition and fitness activities. Students will participate in cooking classes and nutrition workshops hosted by local health and wellness professionals. In efforts to help students relax and manage stress, students will learn about yoga and mindfulness exercises. The ELOP will organize sports activities and games to promote physical fitness and teamwork, offering a variety of sports options such as soccer, basketball, volleyball, and dance.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

The ELOP will promote cultural exploration by introducing students to different cultures throughout music, art, dance and cuisine. Cultural celebrations/festivals will be organized, so students can learn about and share cultural traditions. Guest speakers will be invited from diverse backgrounds to share experiences and insights. There will be special attention to ensuring activities are inclusive of all students' and staff members, including offering reading materials that represent the diversity of student populations. Additionally, staff work closely with Special Education teachers and parents to understand the learning needs of any students in the program, and collaboratively develop a plan for success. To meet the needs of English learners, staff members will support student language needs and facilitate communication with parents through language translation platforms. Although Mandarin and Tigrinya are the predominant second languages, many students and families also speak a variety of other languages, including Vietnamese, Mongolian, Spanish, Arabic, and Amharic, among others. Program staff will work with site administrators to ensure effective communication with students and families.

7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

Staff directly supporting children in the ELOP program will meet the similar minimum requirements as AIMS College Prep clerical staff and instructional aids

I. Some College

II. Completed Mandated Reporter Training

III. CPR and First Aid Certification

IV. Health Screening and Fingerprint Clearance

ELOP staff will have experience working with and supervising students, have knowledge of child development principals behavior management strategies. Effective communication skills, both with children and families are important. Staff must be able to work collaboratively with a team including program coordinators, site administrators, and other ELOP staff.

There will be opportunities for staff to participate in trainings and professional developments through various providers/vendors.

8—Clear Vision, Mission, and Purpose

Describe the program's clear vision, mission, and purpose.

Vision: "To empower and inspire students to reach their full potential by providing a nurturing and engaging after school environment that fosters academic, social-emotional, and personal growth."

Mission: "Our mission is to provide a safe and supportive after school environment that offers a comprehensive range of academic support, enrichment activities, and social-emotional learning opportunities. Through collaboration with families, schools, and community partners, we aim to cultivate a love for learning, promote personal development, and empower students to become confident and well-rounded individuals."

Purpose: "Our purpose is to bridge the gap between school and home by providing a structured and enriching program that supports students' academic progress, fosters social-emotional well-being, and nurtures their interests and talents. We strive to create a positive and inclusive community where every student feels valued, empowered, and equipped with the skills and mindset for success."

9—Collaborative Partnerships

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

Collaborative partnerships will be valuable for the school programs as they can provide additional resources, expertise, and support to enhance the program's offerings. Collaboration with teachers, staff and site administrators to align program goals, share resources, and coordinate academic support. This partnership will help ensure continuity in learning and reinforce the concepts covered during the regular school day.

Partnerships with local community organizations such as libraries, museums, art centers, sports clubs, or non-profit organizations will be established. These partnerships will provide access to specialized resources, expertise, and facilities that enhance the program's curriculum and offer unique learning opportunities. Partnerships with local businesses and corporations will provide resources or expertise. They will offer opportunities for career exploration, mentorship, or exposure to workplace skills and environments. All partnerships will align with the goals and needs of the after school program.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Data will be used from multiple sources to assess program strengths and needs in order to consistently improve program design, outcome and impact. The Continuous Quality Improvement (CQI) will incorporate feedback from staff, parents, program participants, teachers, and partners. The feedback will be used to inform program goals and design.

11—Program Management

Describe the plan for program management.

ELOP budget supports the overall functioning of the program by funding expenditures that are required for the operation of a quality program, including:

Program Coordinator

Overall, the after school program coordinator is responsible for overseeing all aspects of the program, including planning, staff management, curriculum development, budgeting, community engagement, safety, evaluation, and program promotion. They play a crucial role in creating a positive, enriching, and supportive environment for the participants.

Supplies and Materials

Social emotional learning and academic enrichment materials, including those for STEM, arts, and physical activities; office and program materials and supplies, paper, clerical supplies, printer cartridges, and duplication; and storage equipment, including necessary units, cabinets, and bins to maintain instructional materials in good condition.

Curriculum (Intervention, SEL, Language, Extra Curricular)

The curriculum will support social-emotional learning (SEL), by addressing emotional regulation, teaching students strategies to manage their emotions effectively, develop self-awareness, and practice self-control. Students will engage in activities that promote reflection, mindfulness, and emotional expression. The curriculum will focus on relationship building, facilitating activities that foster positive relationships and teamwork, such as team-building exercises, cooperative games, and group projects.

Students will learn communication, empathy, and conflict resolution skills. Additionally, the curriculum will focus on character development, promoting values such as respect, responsibility, honesty, and empathy through discussions, role-playing, and real-life scenarios. Students will be encouraged to apply these values in their interactions with peers, teachers, and the community.

Snacks
On school days, students will be provided with an after school snack. On non-school days, students will be served healthy breakfast, lunch and snacks provided by local food service vendors.

Field Trips
Field trips will be an exciting and educational component of the program. They will provide unique opportunities for hands-on learning, exploration, and exposure to new experiences. Field trips will be well-planned, supervised, and aligned with the program's objectives. They will provide meaningful learning experiences and contribute to the overall enrichment and engagement of the participants.

Uniforms (T-shirts for summer/winter/ spring Participants)
Uniforms/T-shirts will be provided to all students to create a sense of identity and unity among program participants. They can help foster a cohesive group atmosphere and promote a sense of belonging. Uniforms will aid in easily identifying program participants, making it easier to monitor and ensure the safety and security of students.

Student Incentives
Incentives will be used to motivate and reward students in the program. They will help promote positive behavior, encourage participation, and enhance engagement. Incentives will be customized to suit the age and interests of students. The goal is to create a positive and supportive environment where students feel recognized, motivated, and rewarded for their efforts in the program.

Community Engagement Events and Activities
Community engagement events are a wonderful way to involve the local community and enhance the program experience. The events will provide opportunities for students to Students will be involved in the planning and organization of these events as much as possible. This allows them to develop leadership skills, take ownership of the event, and strengthen their sense of community.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a

single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil to-staff member ratio of no more than 10 to 1. (*EC* Section 46120[b][2][D]). Please

address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or Intersession day.

Sample K-2nd Grade Schedule (School Day)
7:00-8:30 Before School Care
7:00-7:30 Breakfast
7:30-8:00 Morning Stretch
8:00-8:30 HW Club

Sample 3rd -5th Grade Schedule
School Day
7:00-8:30 Before School Care
7:00-7:30 Breakfast
7:30-8:00 Morning Stretch

8:00-8:45 HW Club

Sample 6th-8th Schedule
School Day
7:00-8:00 Before School Care
7:00-7:20 Breakfast
7:20-7:30 Morning Stretch
7:30-8:00 HW Club

Sample Schedule K-8th
Non School Day
8:00 - 8:30 Breakfast
8:30-9:00 Morning Free Time
9:00 - 10:00 HW Club/Intervention
10:00 -10:15 Snack
10:15 -12:00 HW Club/Intervention
12:00 -1:00 Lunch/ Free Time
1:00 - 2:00 Enrichment #1
2:00 - 2:30 Small Group Instruction
2:30 - 3:00 Snack
3:00 - 4:30 Enrichment #2
4:30-5:00 SSR

Expanded Learning Opportunities Program Plan Guide

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

***EC* Section 46120(b)(2):**

> [LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;
>
> (2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

***EC* Section 46120(b)(1)(A):**

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school

expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

***EC* Section 46120(b)(1)(B):**

For at least 30 non school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

Expanded Learning Opportunities Program Plan Guide

***EC* Section 46120(b)(3):**

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year

percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

***EC* Section 46120(b)(4):**

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

***EC* Section 46120(b)(6):**

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally

subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

***EC* Section 46120(c):**

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

***EC* Section 8482.3(d):**

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care
Food Program (42 United States Code [U.S.C.] Section 1766).

***EC* Section 8482.6:**

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program

that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

***EC* sections 8483.4 and 46120(b)(2)(D):**

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the

minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject

to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

***EC* Section 8482.3(c)(1)(A–B):**

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

California Department of Education
Created September 30, 2021
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School Year: 2023-24

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
American Indian Public Charter School II	[01-61259-0114363]	June 9, 2023	[Add Local Board Approval date here]

Purpose and Description

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

Schoolwide Program

American Indian Public Charter School II (AIPCS II) is committed to provide academic excellence to all students. Our staff and teachers work collectively to cultivate a school community of diverse learners to commit high expectations, academic achievement, and character development.

The purpose of this plan is to provide all students at AIPCS II high expectations, academic achievements, and character development with exemplary trained teachers, core curriculums aligned with CCSS, professional development, teachers on special assignments (TSA), teacher assistants, social emotional learning support and additional resources to support state testing such as Lumos Learning practice tests. Additionally, to monitor students' academic achievement students will be administered Illuminate Benchmark tests, Scholastic Reading Inventory and Scholastic Math Inventory. Expanded learning opportunities will be scheduled before and after school along with planned break interventions and Saturday Academic School.

LCAP Goals:
Goal 1: Academic & Curriculum
Goal 2: Instruction Development & Support
Goal 3: Measurement of Data
Goal 4: School Culture & Climate

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

This plan was developed using an analysis of data from the California School Dashboard.
Student Achievement Goals:
1. Implement core curriculum, state testing materials
2. Professional development, trained teachers, support staff
3. Measurement and data with SRI, SMI and Illuminate Benchmark

4. Create a school culture and climate with support from SEL curriculum, SEL counselors and assemblies

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

This SPSA plan was developed with the input of various stakeholders. School staff and parents worked together throughout the year.

Parents of English Language Learners also contributed to this plan. Parent informational meetings took place throughout the Spring and Summer.

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

Resource Inequities

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

N/A

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Assessment of Student Performance and Progress - Mathematics	55% of all students will reach proficiency in mathematics	65% of all students will reach proficiency in mathematics or higher.
California Assessment of Student Performance and Progress - English Language Arts	45% of all students will reach proficiency in English Language Arts	55% of all students will reach proficiency in English Language Arts or higher
California Assessment of Student Performance and Progress Science	40% of all students will reach proficiency in Science	60% of all students will reach proficiency in Science
Measure G1 Outcomes	71 of 5th grades students will remain at AIPCS II and matriculate to the 6th grade 5 students in our population will incur out-of-schoool suspension incidents 213 students in our population will students take elective courses 19 students in our population will experience chronic absence	75 of 5th grades students will remain at AIPCS II and matriculate to the 6th grade 2 students in our population will incur out-of-schoool suspension incidents 230 students in our population will students take elective courses 10 students in our population will experience chronic absence

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

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

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

Hold DELAC/ELAC meetings to inform families of supplemental resources that are provided to EL students.

Evaluate the effectiveness of the current ELD program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$1,800.00 (ELD Curriculum)	Title III

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will use approved textbooks core curriculum in ELA, math, science and social studies. Teachers will use the AIMS lesson plan template to outline core curriculum learning expectations such as: CCSS, learning objectives, checking for understanding strategies, formative and summative assessments to monitor students' learning and progress. Aligned CCSS embedded classroom activities along with ELD standards will be supported by core curriculums. Benchmark Advance online component will supplement online reading assignments, online class materials with visual representation to support the ELA curriculum. Additional classroom materials and supplies will supplement core curriculum with aligned activities. Furthermore, independent online programs will supplement learning and promote digital literacy by using chromebooks. To support students with state testing, Lumos Learning practice tests will supplement students with test preparation. Lumos Learning will supplement test preparation for state testing with online practice tests and hands-on learning book.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$14,458.58 (Art and Music Field Trips and World Language Materials and Supplies)	Measure G1

Amount(s)	Source(s)
$11, 745.86 (Materials/Supplies)	Title I
$20,000.00 (Benchmark Advance Online)	Title I
$29,000.00 (Lumos Learning)	Title I
$9,564.06 (software and licensing)	Title IV
$75,000.00 (chromebooks)	Federal - ESSER III

Goal 2

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

Identified Need

All Teachers

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly Professional Development meetings	95%	98%
Teachers will show improvement from 1st teachers evaluation raw score to 2nd teacher evaluation raw score.	100%	95%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Professional development will increase teachers' effectiveness in lesson planning, teaching strategies, data tracking and support from TSA. TSA will perform observations and feedback on class

improvements with structured strategies. TSA's will provide extensive support for teachers through weekly coaching and professional development. To increase student achievement, AIMS will provide enrichment programs and academic intervention during planned school break as well as before and after school for expanded learning opportunities. Teacher assistants will provide additional academic support by working with small groups on targeted learning goals. As part of instructional focuses, students will be provided with uniforms, instructional materials, and school supplies. Restorative justice professional development will support staff and teachers to implement restorative practices in classes to promote a well-rounded class structure.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$234,610.02 (personnel)	Title I
$90,000.00 (materials/supplies)	ELOP
$625.00 (Restorative Justice PD)	Title II
$28,507.28 (Boot Camp PD Training and other PD training)	Title II
$3,000.00 (Curriculum Training)	Title II
$ 231,761.00 (Arts and Music Teacher)	Prop 28 - Arts and Music
$685,276.00 (Academic counselor, student activity coordinator, instructional coach)	ESSER III

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$ 78,732.65 (Art and Music teacher)	Measure G1

Goal 3

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

Identified Need

All Students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase or maintain student achievement with statewide assessment data as measured on the Dashboard.	Dashboard Local Indicators	

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students K-8

Strategy/Activity

Illuminate Benchmark, SRI and SMI will support data-driven instruction and student progress. AIMS will administer SRI and SMI to measure student reading and math ability. Additionally, SRI and SMI will help teachers develop goals for students, monitor progress, and adjust instructional plans throughout the year. Relevant data will be accessible and readily available for staff to use in developing plans, setting goals, monitoring progress and evaluating effectiveness. Teachers will use data to create effective lesson plans to target learning gaps and measure students' progress. Illuminate Benchmark will also be administered to track student progress quarterly and measurement of advanced, proficiency, basic and below basic.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$5,478.00 (Illuminate benchmark)	Federal - ESSER III
$9,000.00 (SRI & SMI)	Title IV

Goal 4

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
At least 75 students will participate in afterschool program		75 students will enroll and participate in the after school program
Enrichment will be provided for afterschool program		All students enrolled in the program will receive enrichment
Outcomes for other expenditures		

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students K-8

Strategy/Activity

To promote a positive and safe learning environment, the SEL curriculum will support SEL counselors to develop character development through restorative justice and community circles. Our strategy is to provide students a safe environment to discuss any issues head on and learn to build friendships by discussing the current issues as well as their feelings. Additionally, a positive behavior intervention support program (PBIS) will provide social and emotional support by encouraging positive behavior through student rewards and incentives. PBIS will also maintain a low suspension rate and promote a safe and positive learning environment. To maintain school climate and school culture, students will have opportunities to be a part of Student Government Association (SGA) to take on leadership roles. Furthermore, to promote a positive and safe learning environment AIMS will invite guest speakers, SEL assemblies, academic assemblies, orientations, extracurricular activities, school celebrations and school events. Expanded learning opportunities will provide before and after school enrichment programs with extracurricular activities and clubs. GoGuardian is an online component that will support all students' digital citizenship and maintain safe usage of technology. Additionally, CharacterStrong SEL professional development will implement and maintain school culture and climate with the principles of family and community, the recognition of dignity and worth of every human being, and social awareness and justice.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$72,046.00 (SEL counselor)	Title I
$47,383.00 (health coordinator)	ESSER III
$340,000.00 (materials/supplies)	ELOP
$1,055,739.75 (personnel)	ELOP
$87,853.00 (ventilation)	ESSER III
$21,720.00 (PPE medical supplies/CPR First Aid, Hearing Test Equipment)	ESSER III
$195,000.00 (Janitorial Services)	ESSER III
$3,500.00 (furniture)	ESSER III
$15,400.00 (GoGuardian)	Title I
$7,000.00 (CharacterStrong SEL)	Title II

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

AIPCS II will contract with Bay Area Community Resources (BACR) to provide after school programming to our students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$203,279	ASES Grant

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Middle School Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$9225 (PBIS Program, Reward and Positive School Culture Contractors)	Measure G1

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The overall implementation of the strategies and activities is to achieve students' articulated goal of academic achievement, high expectations, and character development with core curriculum, effective lesson plans with targeted learning objectives, independent online learning programs and state testing preparation with Lumos Learning. Additionally, to monitor student achievement Illuminate Benchmark, SRI, and SMI will support data-tracking and student progress. Professional development will increase teachers' effectiveness in teaching along with the support of TSA. The SEL curriculum along with SEL counselors will promote a positive learning environment for character development.

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

After analyzing the SPSA from the 2022-2023 school year, it is decided to implement additional goals and strategies to further close learning gaps by reassessing core curriculum, providing additional professional development opportunities for teachers and TSA's. We will continue to supplement board approved core curriculum with online learning programs in efforts to promote student mastery of skills. We will also expose our students to various learning opportunities and experiences through our ELOP program and provide students with SEL support.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$323,713.46
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$3,513,601.94

Other Federal, State, and Local Funds

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

Federal Programs	**Allocation ($)**
ESSER III	$1,291,650.00

Subtotal of additional federal funds included for this school: $ [1,615,363.46]

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

State or Local Programs	Allocation ($)
ELOP	$1,395,740.00
Measure G1	$102,183.58
Prop 28 - Arts and Music	$231,761.00
ASES	$203,279.00
[List state or local program here]	$[Enter amount here]

Subtotal of state or local funds included for this school: $ [1,932,963.58]

Total of federal, state, and/or local funds for this school: $[3,548,327.04]

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

b. use methods and instructional strategies that:

i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by:
Expanded Learning Division

California Department of Education
1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923

This Program Plan Template Guide is required by California *Education Code* (*EC*) Section 46120(b)(2)

Note: This cover page is an example, programs are free to use their own logos and the name of their program.

Expanded Learning Opportunities Program Plan Guide

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name:

Contact Name: Natalie Glass

Contact Email: natalie.glass@aimsk12.org

Contact Phone: (510) 496-9794

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. AIPCS I
2. AIPCS II
3.
4.
5.
6.
7.
8.

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

“Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and

physical needs and interests of pupils through hands-on, engaging learning

Expanded Learning Opportunities
Program Plan Guide

experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section

8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in *EC* Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA’s Governing Board in a public meeting and posted on the LEA’s website.

The program plan template guide is considered a living document that is periodically

reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative

response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of

Education’s (CDE) Quality Standards and CQI web page, located at

https://www.cde.ca.gov/ls/ex/qualstandcqi.asp.

Expanded Learning Opportunities
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1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

The Expanded Learning Opportunities Program will provide a safe learning environment that supports the social-emotional and physical needs of participating students.

Staff will ensure that attendance is taken daily, requiring parents to follow the sign-in and sign out procedures. All staff members will be trained in safety protocols and will possess first aid certification. All ELOP safety procedures are aligned with those used daily in the regular school setting. Safety drills will be conducted on a monthly basis to ensure that staff and students know how to respond in case of an emergency.

All students and staff will wear identification badges at all times, so they are easily identifiable. Staff will have assigned students to ensure supervision at all times.

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

Embedded in the ELOP will be Science, Technology, Engineering, Art, and Music STEAM) projects. Students will be provided with hands-on activities and experiments that focus on STEAM concepts and will be introduced to coding, robotics, 3D printing or electronics to encourage critical thinking and problem solving skills. Additionally, students will learn about media technology, including digital literacy skills and internet safety. The ELOP will collaborate with local STEAM professionals in organizing opportunities for guest speakers and field trips.

Students will have a space to explore their creativity through various art forms such as painting, drawing, sculpting, or collage making. Student artwork will be displayed at ELOP sponsored community showcases.

The ELOP will promote environmental awareness and outdoor activities by teaching students environmental stewardship through nature based activities and field trips. Students will also conduct gardening projects and recycling initiatives.

The ELOP will offer opportunities for students to explore music, singing, dance, and

theater. Students will be provided with musical instruments and lessons for music development. Additionally, students will take field trips to plays, musical performances, the opera, etc.

ELOP staff will collaborate with site administrators to coordinate efforts and ensure they have the training required to support student learning through tutoring, enhancing academic achievement. Additionally, intervention is available to students requiring additional support in core content subject areas.

3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

Skill building opportunities for students will be provided through the ELOP educational and literacy elements which will align with the curriculum used in the regular school day. These skill building activities are an extension of the lessons taught in the classroom, providing students with additional opportunities to practice concepts and work towards skill mastery.

The goals of the ELOP will align with “AIMSTRONG”- Academics, Integrity, Mentorship, Strength, Teamwork, Responsibility, Organization, Nerve, and Grit as well as social emotional learning. “AIMSTRONG” will be promoted by enrichment activities that support active and engaged learning. These activities will intentionally link goals and curriculum.

As an extension of the schoolwide SEL curriculum, students learn essential life skills, such as communication, problem solving, and time management. Students will also participate in financial literacy workshops, goal setting activities and career exploration. Additionally, the ELOP will facilitate leadership activities, team building exercises, and community services projects.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

The ELOP will facilitate leadership activities, team building exercises, and community services projects. Students will engage in volunteer activities, such as organizing food and clothing drives, providing tutoring to younger students, and engaging in peer mentorship. Students will learn event planning and leadership skills by planning and organizing special events. Students will be assigned roles and responsibilities, allowing them to develop skills in project management, teamwork, and communication. ELOP will provide opportunities for students to develop public speaking skills by providing them with platforms to practice and deliver presentations, share experiences, or lead discussions on topics of interest.

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

Adhering to the AIMS College Prep School District's wellness plan, the ELOP will implement the practices that encourage healthy choices and behaviors. Healthy habits and well-being will be promoted through nutrition and fitness activities. Students will participate in cooking classes and nutrition workshops hosted by local health and wellness professionals. In efforts to help students relax and manage stress, students will learn about yoga and mindfulness exercises. The ELOP will organize sports activities and games to promote physical fitness and teamwork, offering a variety of sports options such as soccer, basketball, volleyball, and dance.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

The ELOP will promote cultural exploration by introducing students to different cultures throughout music, art, dance and cuisine. Cultural celebrations/festivals will be organized, so students can learn about and share cultural traditions. Guest speakers will be invited from diverse backgrounds to share experiences and insights. There will be special attention to ensuring activities are inclusive of all students' and staff members, including offering reading materials that represent the diversity of student populations. Additionally, staff work closely with Special Education teachers and parents to understand the learning needs of any students in the program, and collaboratively develop a plan for success. To meet the needs of English learners, staff members will support student language needs and facilitate communication with parents through language translation platforms. Although Mandarin and Tigrinya are the predominant second languages, many students and families also speak a variety of other languages, including Vietnamese, Mongolian, Spanish, Arabic, and Amharic, among others. Program staff will work with site administrators to ensure effective communication with students and families.

7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

Staff directly supporting children in the ELOP program will meet the similar minimum requirements as AIMS College Prep clerical staff and instructional aids

I. Some College

II. Completed Mandated Reporter Training

III. CPR and First Aid Certification

IV. Health Screening and Fingerprint Clearance

ELOP staff will have experience working with and supervising students, have knowledge of child development principals behavior management strategies. Effective communication skills, both with children and families are important. Staff must be able to work collaboratively with a team including program coordinators, site administrators, and other ELOP staff.

There will be opportunities for staff to participate in trainings and professional developments through various providers/vendors.

8—Clear Vision, Mission, and Purpose

Describe the program's clear vision, mission, and purpose.

Vision: "To empower and inspire students to reach their full potential by providing a nurturing and engaging after school environment that fosters academic, social-emotional, and personal growth."

Mission: "Our mission is to provide a safe and supportive after school environment that offers a comprehensive range of academic support, enrichment activities, and social-emotional learning opportunities. Through collaboration with families, schools, and community partners, we aim to cultivate a love for learning, promote personal development, and empower students to become confident and well-rounded individuals."

Purpose: "Our purpose is to bridge the gap between school and home by providing a structured and enriching program that supports students' academic progress, fosters social-emotional well-being, and nurtures their interests and talents. We strive to create a positive and inclusive community where every student feels valued, empowered, and equipped with the skills and mindset for success."

9—Collaborative Partnerships

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

Collaborative partnerships will be valuable for the school programs as they can provide additional resources, expertise, and support to enhance the program's offerings. Collaboration with teachers, staff and site administrators to align program goals, share resources, and coordinate academic support. This partnership will help ensure continuity in learning and reinforce the concepts covered during the regular school day.

Partnerships with local community organizations such as libraries, museums, art centers, sports clubs, or non-profit organizations will be established. These partnerships will provide access to specialized resources, expertise, and facilities that enhance the program's curriculum and offer unique learning opportunities. Partnerships with local businesses and corporations will provide resources or expertise. They will offer opportunities for career exploration, mentorship, or exposure to workplace skills and environments. All partnerships will align with the goals and needs of the after school program.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Data will be used from multiple sources to assess program strengths and needs in order to consistently improve program design, outcome and impact. The Continuous Quality Improvement (CQI) will incorporate feedback from staff, parents, program participants, teachers, and partners. The feedback will be used to inform program goals and design.

11—Program Management

Describe the plan for program management.

ELOP budget supports the overall functioning of the program by funding expenditures that are required for the operation of a quality program, including:

Program Coordinator

Overall, the after school program coordinator is responsible for overseeing all aspects of the program, including planning, staff management, curriculum development, budgeting, community engagement, safety, evaluation, and program promotion. They play a crucial role in creating a positive, enriching, and supportive environment for the participants.

Supplies and Materials

Social emotional learning and academic enrichment materials, including those for STEM, arts, and physical activities; office and program materials and supplies, paper, clerical supplies, printer cartridges, and duplication; and storage equipment, including necessary units, cabinets, and bins to maintain instructional materials in good condition.

Curriculum (Intervention, SEL, Language, Extra Curricular)

The curriculum will support social-emotional learning (SEL), by addressing emotional regulation, teaching students strategies to manage their emotions effectively, develop self-awareness, and practice self-control. Students will engage in activities that promote reflection, mindfulness, and emotional expression. The curriculum will focus on relationship building, facilitating activities that foster positive relationships and teamwork, such as team-building exercises, cooperative games, and group projects.

Students will learn communication, empathy, and conflict resolution skills. Additionally, the curriculum will focus on character development, promoting values such as respect, responsibility, honesty, and empathy through discussions, role-playing, and real-life scenarios. Students will be encouraged to apply these values in their interactions with peers, teachers, and the community.

Snacks
On school days, students will be provided with an after school snack. On non-school days, students will be served healthy breakfast, lunch and snacks provided by local food service vendors.

Field Trips
Field trips will be an exciting and educational component of the program. They will provide unique opportunities for hands-on learning, exploration, and exposure to new experiences. Field trips will be well-planned, supervised, and aligned with the program's objectives. They will provide meaningful learning experiences and contribute to the overall enrichment and engagement of the participants.

Uniforms (T-shirts for summer/winter/ spring Participants)
Uniforms/T-shirts will be provided to all students to create a sense of identity and unity among program participants. They can help foster a cohesive group atmosphere and promote a sense of belonging. Uniforms will aid in easily identifying program participants, making it easier to monitor and ensure the safety and security of students.

Student Incentives
Incentives will be used to motivate and reward students in the program. They will help promote positive behavior, encourage participation, and enhance engagement. Incentives will be customized to suit the age and interests of students. The goal is to create a positive and supportive environment where students feel recognized, motivated, and rewarded for their efforts in the program.

Community Engagement Events and Activities
Community engagement events are a wonderful way to involve the local community and enhance the program experience. The events will provide opportunities for students to Students will be involved in the planning and organization of these events as much as possible. This allows them to develop leadership skills, take ownership of the event, and strengthen their sense of community.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a

single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

By integrating the ELO-P funding into the existing ASES program and aligning the most stringent requirements, the result would be a comprehensive and universal Expanded Learning Program that maximizes the resources and benefits provided to elementary and middle school students.
Some examples of this include:

1. Extended Hours and Days: ELOP funding can be used to extend the program's hours and days of operation, aligning with the expanded learning vision. This would provide students with more opportunities for academic support, enrichment activities, and social-emotional development.
2. Enrichment and Project-Based Learning: ELOP funding can be allocated to offer a wide range of enrichment activities and project-based learning experiences. This could include arts and music programs, STEM (Science, Technology, Engineering, and Math) activities, sports and physical education, career exploration, and community engagement projects.
3. Professional Development: ELOP funding can be utilized to provide professional development opportunities for program staff. This would ensure that educators and support personnel are equipped with the necessary skills and knowledge to implement high-quality, research-based practices in areas such as academic instruction, social-emotional learning, and positive youth development.
4. Family and Community Engagement: ELOP funding can be dedicated to strengthening family and community engagement efforts. This might involve organizing workshops, events, and informational sessions for parents and caregivers, as well as fostering partnerships with local organizations and businesses to provide additional resources and opportunities for students and families.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil to-staff member ratio of no more than 10 to 1. (*EC* Section 46120[b][2][D]). Please

address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

To address the requirements of maintaining a pupil-to-staff member ratio of no more than 10 to 1 in programs serving transitional kindergarten or

kindergarten pupils, a schedule and plan can be implemented as follows:

1. Recruiting and Hiring Staff:
    - Advertise job openings specifically targeting individuals experienced in working with younger children, such as those with early childhood education backgrounds.
    - Provide training and orientation programs to new staff members to familiarize them with the curriculum, program goals, and best practices for working with younger children.
2. Maintaining the Pupil-to-Staff Ratio:
    - Regularly monitor and adjust the number of staff members based on the enrollment of pupils to ensure compliance with the 10 to 1 ratio.
    - Hire additional staff members as needed to maintain the appropriate pupil-to-staff ratio, especially during peak enrollment periods.
    - Conduct regular assessments and evaluations of the program to ensure that the ratio is being maintained effectively.
3. Developmentally-Informed Curriculum and Program:
    - Use a curriculum that aligns with the developmental needs and abilities of transitional kindergarten or kindergarten pupils, considering their physical, social, emotional, and cognitive development.
    - Incorporate age-appropriate activities, materials, and teaching strategies into the curriculum to support children's learning and development.
    - Provide opportunities for hands-on, experiential learning, and play-based activities that encourage exploration, problem-solving, and creativity.
    - Foster a supportive and nurturing classroom environment that promotes positive social interactions, self-regulation skills, and a love for learning.

To ensure the success of these efforts, it's important to establish effective communication channels with staff members, provide ongoing support and feedback, and create a collaborative and inclusive work culture that values the unique contributions of each team member. Additionally, seeking input from families and involving them in the educational process can further enhance the program's effectiveness in meeting the needs of younger children.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to

create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or Intersession day.

Sample K-2nd Grade Schedule (School Day)
7:00-8:30 Before School Care
7:00-7:30 Breakfast
7:30-8:00 Morning Stretch
8:00-8:30 HW Club

Sample 3rd -5th Grade Schedule
School Day
7:00-8:30 Before School Care
7:00-7:30 Breakfast
7:30-8:00 Morning Stretch
8:00-8:45 HW Club

Sample 6th-8th Schedule
School Day
7:00-8:00 Before School Care
7:00-7:20 Breakfast
7:20-7:30 Morning Stretch
7:30-8:00 HW Club

Sample Schedule K-8th
Non School Day
8:00 - 8:30 Breakfast
8:30-9:00 Morning Free Time
9:00 - 10:00 HW Club/Intervention
10:00 -10:15 Snack
10:15 -12:00 HW Club/Intervention
12:00 -1:00 Lunch/ Free Time
1:00 - 2:00 Enrichment #1
2:00 - 2:30 Small Group Instruction
2:30 - 3:00 Snack
3:00 - 4:30 Enrichment #2
4:30-5:00 SSR

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Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

***EC* Section 46120(b)(2):**

> [LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;
>
> (2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:
>
> (A) The department's guidance.
>
> (B) Section 8482.6.
>
> (C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.
>
> (D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

***EC* Section 46120(b)(1)(A):**

> On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school
>
> expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

***EC* Section 46120(b)(1)(B):**

> For at least 30 non school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

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***EC* Section 46120(b)(3):**

> [LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

***EC* Section 46120(b)(4):**

> [LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

***EC* Section 46120(b)(6):**

> [LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally
>
> subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

***EC* Section 46120(c):**

> A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

***EC* Section 8482.3(d):**

> [LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.
>
> [LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of

Agriculture's at-risk afterschool meal component of the Child and Adult Care
Food Program (42 United States Code [U.S.C.] Section 1766).

***EC* Section 8482.6:**

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program

that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

***EC* sections 8483.4 and 46120(b)(2)(D):**

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the

minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject

to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

***EC* Section 8482.3(c)(1)(A–B):**

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
American Indian Public Charter School II	Natalie Glass, Director of Schools	natalie.glass@aimsk12.org 510-893-8701

Plan Summary [2023-2024]

General Information

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

American Indian Public Charter School II is located in downtown Oakland. We serve 650 students. The school community prides itself on being family oriented. The overarching goal is college and career readiness for all students and joint stakeholder strategic planning through the annual local control process aligns our resources and actions to serve our students in pursuit of this goal.

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

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

AIMS Values At AIMS we value:
Excellence - Commitment to excellence in all that we do
Wisdom and Knowledge - Pursuit of wisdom and knowledge as intrinsically valuable
Empathy - Recognition of dignity and worth of every human being Family and Community -
Building of family and community

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

LCAP Goals

1) **Academics & Curriculum:** We will commit to academic excellence by ensuring that all students receive Data-Driven Instruction and curriculum in Common Core State Standards (CCSS), Next Generation Science Standards (NGSS,) other California State Standards (ELD, Social Studies, World Languages, Visual Performing Arts).
2) **Instruction Development & Support:** Provide high quality classroom instruction from appropriately credentialed teachers and staff that promotes college and career readiness with academic interventions and professional development to eliminate barriers to student success.
3) **Measurement of Data:** Use technology and supplemental education resources to increase staff effectiveness, progress monitor, and improve student outcomes in becoming 21st century learners and educators.
4) **School Culture & Climate:** Create a safe and positive school that's based upon the principles of family and community, the recognition of dignity and worth of every human being, and social awareness and justice that leads to action.

Reflections: Successes

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

AIPCS II has shown significant improvement serving the very diverse student population. CA Dashboard for 2022 has shown the continued success in the following areas:

Academic Engagement

Chronic Absenteeism: Medium- 7.9%

Academic Performance

ELA: High- 21.9 points above standard

Math: High- 12.3 points above standard

English Learners Progress: Very High- 66.7% making progress towards English Language proficiency.

Conditions and Climate

Suspension Rate: Very Low- 0.3% Suspended at least 1 day

Basics: Teachers, instructional Materials, Facilities

Standard Met

Implementation of Academic Standards

Standard Met

Parent and Family Engagement

Standard Met

Local Climate Survey

Standard Met

Access to Broad Course of Study

Standard Met

Reflections: Identified Need

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

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

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

Additionally, an opportunity for no cost enrollment at AIMS specifically designed to provide access for Low Income and English Learner students to increase their participation in After-School Tutoring. Priority is given to English Learners, Foster Youth, and Homeless Youth. By

providing no cost After School tutoring that includes the general ed teachers, and materials for intervention and enrichment specifically directed to create participation opportunities for these target groups.

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

LCAP Highlights

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

For the start of the new 2023-24 LCAP Cycle, AIPCS II has identified four new goals:

1. ***Academics & Curriculum***- Adopted additional supplemental curriculum in Science, ELA & History to support individualized needs
2. ***Instruction Development & Support-*** AIPCS II will attempt to increase teacher effectiveness by providing significant resources into highly qualified teachers, professional development, and PLC's. Additionally, Teachers on Special Assignment (TSA's), Instructional Coaches, and Academic Counselors will support in increasing teacher effectiveness.
3. ***Measurement of Data-*** AIPCS II will be adopting several benchmark examinations that are norm-referenced for local, statewide, and federal reporting purposes.
4. ***School Culture & Climate-*** AIPCS II will be hiring a qualified Dean of Students, Student Activity Coordinators, and Campus Supervisors to support and create the positive physical, environmental, and social aspects of school that have a profound impact on student experiences, attitudes, behaviors, and performance. AIPCS II will aim to ensure that school culture and climate supports in helping students to be motivated to learn and stay in school. In a healthy and positive school culture, all students will experience equally a supportive learning environment and opportunities that help them learn and thrive.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

The LEA partnered with AIMS' stakeholders including parents, staff, and students to conduct community based meetings. The LCAP was presented to stakeholders on 4/14/23, 5/12/23, 5/30/23, and 5/31/23. The input received by all partners was taken into account and helped in the development of the plan. Additionally, annual parent and student surveys were compiled for consideration on the LCAP.

A summary of the feedback provided by specific educational partners.

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

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

•Stakeholders wanted more Social Emotional Learning and support for students

•Stakeholders wish to increase the amount of extra curricular activities available for all students.

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

For the creation of this LCAP, we took into account all of the stakeholders' feedback from our various forms of engagement. In response to the feedback AIMS will increase support for teachers and provide more direct services to students for the 2023-2024 school year. Some of the new changes include the addition of positions like campus supervisors, licensed vocational nurses, student academic counselors, and a student activity coordinator, which will significantly increase student support and supervision. In addition, changes like the restructuring of instructional coaches, a proposed raise for teachers and staff, and the addition of teacher assistants will allow for more significant support for our staff and faculty.

Goals and Actions

Goal 1

Goal #	Description
[Goal #1]	**Academics and Curriculum:** We we will commit to academic excellence by ensuring that all students receive Data-Driven Instruction and curriculum in Common Core State Standards (CCSS), Next Generation Science Standards (NGSS,) other California State Standards (ELD, Social Studies, World Languages, Visual Performing Arts).

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Assessment of Student Performance and Progress - Mathematics	55% of all students will reach proficiency in mathematics	56% Proficient	58.33% Proficient		65% of all students will reach proficiency in mathematics or higher.
California Assessment of Student Performance and Progress- Mathematics- Students w/ Disabilities	Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Small Sample Size to Report	33.34% Proficient	Results will be published 7/2023		45% of students w/ disabilities will reach proficiency in mathematics or higher.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Assessment of Student Performance and Progress - English Language Arts	45% of all students will reach proficiency in English Language Arts	61% Proficient	60.33% Proficient		55% of all students will reach proficiency in English Language Arts or higher
California Assessment of Student Performance and Progress - English Language Arts - Students w / Disabilities	Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Small Sample Size to Report	33.33% Proficient			45% of students w/ disabilities will reach proficiency in English Language Arts or higher
California Assessment of Student Performance and Progress Science	40% of all students will reach proficiency in Science	35% Proficient	27.5% Proficient		60% of all students will reach proficiency in Science
English Learners making annual growth as measured by ELPAC annual growth data	At least 60% of English Language Learners will make at least one year's progress in learning English	64% of English Language Learners made at least one year's progress based on ELPAC data available as of 6/15/22	2022-2023 53% progressed at least one ELPAC level		65% of English Language Learners will make at least one year's progress in learning English

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Reclassification Rate	40% EL Reclassification Rate	10% of EL students were reclassified in 21-22	2022-2023 18% Reclassification rate		40% EL Reclassification Rate

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Textbooks and Supplemental Curriculum, and Individual Online Learning Platforms	Approved textbooks and standards aligned instructional materials will ensure that students will have access to appropriate curriculum. Supplement testing prep materials (CAASPP, CAST and CAT). Approved online learning programs to supplement learning and promote student success. Raz-Kids, Quill Writing, IXL, Learning Farm, Learning Ally, Kami, additional learning programs. $9000 from Title IV, $16,000 ESSER III, $120,205 from LCFF ALEKS $4000 ESSERIII	$145,769	[Y/N]
1.2	VAPA-Visual Performing Arts Department Resources (Prop 28)	Additional materials and resources will be purchased to support the Visual Performing Arts Department.	$50,000	
1.3	Instructional Materials	Instructional materials and supplies to implement curriculum-aligned instruction that includes learning tools, student planners, class materials and supplies. 751 LCAP, 11…Title I, 40,000 ESSER	$52,496.09	

Action #	Title	Description	Total Funds	Contributing
1.4	ELD Curriculum, ELD Field Trips, Supplies and Materials	ELD curriculum, supplies and materials will support instructional lesson plans to meet the needs of identified English Learner students. Field trips will enhance learning experiences. Title III	27,261.00	

Goal Analysis for [2022-23]

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.

There were no substantive differences in planned actions and actual implementation of actions.

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

There were no differences in Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

The curriculum used provided opportunities for students to practice and achieve proficiency in content and applied learning skills.

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

AIMS will continue to utilize approved textbooks, curriculum, and instructional materials.

Metrics for students with disabilities have been added because CAASPP and local data indicate that students w/ disabilities are at a greater risk of not achieving grade level standards. Students with disabilities have shown an achievement gap compared to “all students” in academic performance in both local and state assessments in English Language Arts and Mathematics. AIMS K12 partnered with the EL Dorado Charter SELPA, beginning in July 2022, to build capacity and create a special education program that provides a range of services for students with disabilities that support learning opportunities aimed at reducing the achievement gap.

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

Goal 2

Goal #	Description
[Goal #2]	**Instruction, Development, and Support:** Provide high quality classroom instruction from appropriately credentialed teachers and staff, that promotes college and career readiness with academic interventions and professional development to eliminate barriers to student success.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately credentialed and assigned teachers	68.82% of teachers were appropriately assigned and credentialed during the school year CalSAAS Summary findings used.	70.47% of teachers were appropriately assigned and credentialed during the school year CalSAAS Summary findings used.	71.88% were appropriately assigned and credentialed during the school year Year 2 is an estimate; CalSAAS reporting is not yet available for calculation.		90% of teachers are appropriately credentialed and assigned.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher misassignment	31.18% of teacher misassignment	29.53% of teacher misassignment	28.12% of teacher misassignment Year 2 is an estimate; CalSAAS reporting is not yet available for calculation.		10% of teacher misassignment
Student access to instructional materials and supplies	100% of students have access to board adopted materials and instructional supplies	100% of students have access to board adopted materials and instructional supplies	100% of students have access to board adopted materials and instructional supplies		100% of students have access to board adopted materials and instructional supplies
Professional Development Attendance	At least 90% of the staff will attend professional development when it occurs	95% Staff attendance for PDs	95% Staff attendance for PDs		At least 90% of the staff will attend professional development when it occurs

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Administrative Staff	The Director of Schools, Head of Division for Academics, and Dean of Students will run the day to day operations of AIMS .	$302,884.00	[Y/N]
2.2	Teachers, Substitutes	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.	$3,241,298.00	

Action #	Title	Description	Total Funds	Contributing
2.3	School Supplies and Uniforms LCFF	The school will provide all necessary resources and components to support student learning, including school supplies, uniforms, science lab, and other instructional materials.	$36,000.00	
2.4	Professional Development and Coaching Title II funds	Ongoing professional development and learning opportunities and resources for teachers will enhance their skills to improve student outcomes. In addition, Integrated and Designated ELD PD will support general ed teachers in support of ELLs. Identified areas of development include Bloom's Taxonomy, Differentiated Instruction, Modified and Adapted Curriculum for EL and SPED students, and culturally responsive pedagogy. TSA's will provide extensive support for teachers through weekly coaching and professional development	$31,507.28	
2.5	Support Staff LCFF	Support staff will provide regular and equitable instructional "push-in" and "pull-out" support to students. Support staff will also provide and promote a positive, proactive, professional, and efficient environment. Support Staff will include:Instruction Aids Clerks, Teacher Assistants, and Campus Supervisors	$848,982.00	
2.6	College Bound Kids Coordinator and Program LCFF	College bound kids will provide youth with the guidance, support and encouragement to attain college goals.	$8,337.00	
2.7	Saturday Intervention Enrichment School, Students Tutors, Summer Intervention, Winter Intervention, Spring and Thanksgiving Intervention Program Coordinator Staffing and Supplies ELOP	AIMS will provide enrichment programming and academic intervention and support during planned school breaks as well as before and after school for expanded learning opportunities.	$1,335,739.75	
2.8	El Dorado SELPA Agreement Fed SpEd	AIMS will contribute funds for eligible students to the El Dorado SELPA for SPED Services,which includes individualized education plans, resources, and services for students with disabilities to be successful in school.	$105,049.00	

Action #	Title	Description	Total Funds	Contributing
2.9	SpEd Staff and Supplies and Materials for SpEd students (State SPED)	In conjunction with the AIMS K12 District, AIMS will maintain the SPED Director, Psychologist, Paraprofessional Aide, Speech Therapist, and Compliance Officer to provide support to AIMS Students with Disabilities.	$524,062.00	
2.10	Academic Counselor, Student Activity Coordinator	AIMS will maintain the academic counselor to synthesize and analyze data and review student learning trends. The Student Activity Coordinator will maintain school events.	$32,990.00	
2.11	ELD Coordinator & ELD IA LCFF	ELD Coordinator and ELD IA will provide regular and equitable instructional support with “push in” and “pull out.” ELD Coordinator will support teachers with lesson plans to embed and implement ELD standards.	100,558.00	

Goal Analysis for [2022-23]

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.

There were no substantive differences in planned actions and actual implementation of actions.

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

There were no differences in Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

AIMS continues to provide training and support for all teachers across the content areas. The Summer Bootcamp and our midyear Bootcamp held this year are examples of how we have continued our training for staff. Professional Learning Communities (PLC) training continued with a focus on student achievement, classroom instruction, and intervention.

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

In identifying learning gaps caused by distance learning AIMS will provide additional academic support for all students by embedding intervention support in the daily school schedule. AIMS will also hire an Academic Counselor Additionally, AIMS will hire an Instructional Coach to support teachers in using data to improve instruction on all levels. These Coaches will work with teachers to improve the quality of their lessons, design targeted professional development topics, develop coaching plans for teachers to ensure student improvement and the overall quality of students' education.

The 100% goal for correctly assigned and credentialed teachers was modified in light of continuing Bay Area-wide teacher shortages and turnover. AIMS has made progress in realizing gains to move us out of Williams Assignment Monitoring. Effective the 2022-2023 Academic Year, AIMS added a senior level Credential Analyst to advise all prospective and employed teachers, gained approval for CTC Online recommendation access for teaching and English Learner Permits, increased the number of MOU's with teacher preparation programs to 8, and conducted regular meetings with Site Administrators to confer and consult regarding placing and monitoring assignments and credential status updates. Deficits in assignment monitoring understanding and credential program guidance are being remedied.

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

Goal 3

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

An explanation of why the LEA has developed this goal.

AIPCS II will continue to analyze and assess verifiable data that is norm-referenced for reporting to the state and our charter authorizer, as this information will help determine how best to mitigate any potential student learning loss. We will also use technology and various online

programs to track student performance data, share the data, and plan with it. We will administer assessments throughout the year to track all student's progress.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Formative Assessment Scholastic Math Inventory (SMI)	50% of students will be at grade the grade level proficiency	72% of students are at grade level proficiency	72% of students are at grade level proficiency		70% of students will be at grade the grade level proficiency
Formative Assessment Scholastic Reading Inventory (SRI)	40% of students will be at grade the grade level proficiency	65.5% of students are at grade level proficiency	64.5% of students are at grade level proficiency		60% of students will be at grade the grade level proficiency
Illuminate Math	Each K-5 grade level will have a proficiency rate of at least 50% or above	84% of students are at grade level proficiency	40% of students are at grade level proficiency		Each grade level will have a proficiency rate of at least 55%
Illuminate ELA	Each K-5 grade level will have a proficiency rate of at least 45% or above	63% of students are at grade level proficiency	58.5% of students are at grade level proficiency		Each grade level will have a proficiency rate of at least 50%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	District-Wide Assessments & Data Platforms ESSER III, LCFF	AIMS will contract with a third-party entity to to collect, analyze, and report academic data for school improvement, monitor student student progress, analyze trends, and meet local, state, and federal reporting requirements Illuminate-$5,478 (ESSER III) Unified Insights- $4794 (LCFF)	$10,272.00	[Y/N]
3.2	HMH Scholastic Math Inventory/ HMH Scholastic Reading Inventory Title IV Funds	HMH Math Inventory is an adaptive, research-based assessment that reliably measures math ability and progress from Kindergarten to Algebra II in significantly less time than traditional assessments. Smart praise, based on mindset research, reinforces student knowledge and keeps confidence high throughout the assessment. Once complete, teachers are provided with data that have been transformed into actionable teaching strategies for each student. Proficiency levels dictate Statewide assessment trajectory. Scholastic Reading Inventory (SRI) Interactive is a computer-adaptive assessment designed to measure how well students read literature and expository texts of varying difficulties. This psychometrically valid assessment instrument can be used as a diagnostic tool to place students at the best level in the program so they can read with success. Includes professional development for teachers.	$9,000.00	

Goal Analysis for [2022-23]

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.

There were no substantive differences in planned actions and actual implementation of actions.

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

There were no differences in Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

The Scholastic Reading and Math Inventory was instrumental in tracking student progress throughout the school year and providing intervention for students that require it.

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

AIMS will continue to use the Scholastic Reading and Math Inventory in addition to the District Wide Assessment and Data Platform to monitor student progress.

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

Goal 4

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

An explanation of why the LEA has developed this goal.

To provide students and families with appropriate health services interventions to be healthy and be able to learn. These services are principally directed and are an effective use of funds, targeting our unduplicated students. COVID-19 has reminded us that the holistic needs of students (particularly mental health) must be taken into account in order to facilitate student and community success. Our goal is to provide a positive,

safe, and comfortable environment where students and teachers only need to worry about teaching and learning. We also want to focus on positive interactions with staff and students. We want to teach students how to learn from their mistakes, interact with their peers, and build trust within the school community.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	95% ADA	96.49% ADA			97.5% ADA
School Survey - Question regarding Safety	Student Response: 80% Family Response: 80%	Student Response: 85.5% Family Response: 96.9%			Student Response: 85% Family Response: 85%
Family Survey - Question regarding High Expectations	Family Response: 85%	Family Response: 98.4%			Family Response: 90%
Student Survey Student - Caring Relationships	Student Survey Response: 80%	Student Survey Response: 94.2%			Student Survey Response: 85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students in grade K-5, receiving social emotional counseling, who reported an increased sense of connection and belonging.	No baseline data available (this data has not been previously collected)	This data has not been previously collected.	6/10: 60%		70 % of students who received counseling will report an increased sense of connection and belonging. (Note: the desired outcome may be adjusted to reflect Year 2 Outcome).
School Wide Suspension Rate	School Wide Suspension Rate 5%	School Wide Suspension Rate 2.5%	School Wide Suspension Rate		< 3%
School facility is maintained and in good repair. The facility received Good rating on the Facilities Inspection Tool	School facility is maintained and in good repair. For 2020-2021 the facility received Good rating on the Facilities Inspection Tool	School facility is maintained and in good repair. For 2021-2022 the facility received Good rating on the Facilities Inspection Tool	School facility is maintained and in good repair. For 2022-2023 the facility received Good rating on the Facilities Inspection Tool		The facility receives at least a Good rating on the Facilities Inspection Tool
Food Service Survey- Quality of meals and interest to enhance overall wellbeing	Positive Response of at least 70% or above	91% Positive Response			Positive Response of at least 75% or above

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	AIMS K-12 College Prep Charter District CMO (LCFF)	The AIMS District CMO covers costs associated with the office of the Superintendent, the Business Department, Operations, and Human Resources. These departments help facilitate the management of the AIMS organization.	$2,538,230.00	N
4.2	Socioemotional Counselor Mental Health Workshops / Presentations and Program Expenses (LCFF)	The AIMS Socioemotional Counselor provides mild to moderate socioemotional guidance, counseling, and support to help promote the holistic well-being of students - particularly with extra care towards student mental health. Professional consultants from the mental health industry will provide training and support to the AIMS community.	$70,540.00	
4.3	Health Coordinator (ESSER III)	The AIMS school nurse and Health Clerk will help to provide basic assessment, support student success by providing health care through assessment, intervention, and follow-up for all children within the school setting. By addressing the physical, mental, emotional, and social health needs, students will be supported in the learning process and poised for achievement.	$70,411.00	
4.4	Community Liaison and Parent Engagement (LCFF)	The AIMS Community Liaison helps lead the Family Advisory Council (FAC) and provides wrap-around support, voices, and engagement activities for all families. Parent engagement such as Back to School Night, Open House, Town Hall Meetings	$85,102.00	

Action #	Title	Description	Total Funds	Contributing
4.5	Healthy and Nutritious Meals, Child Nutrition & Food Services [NSLP/SSO] (LCFF, SSO)	AIMS will implement its free-and reduced breakfast and lunch program to ensure that students are well-nourished and prepared to learn. Additionally, AIMS will continue to provide resources for nutrition education and materials to promote healthy alternatives that meet wellness policy and state and federal guidelines.	$292,166.00	
4.6	Custodial Staff, Facility Maintenance & Utilities (ESSER III, LCFF)	At AIMS, we believe that our school should continue to be clean and inviting, maintained and in good repair, and have the necessary supplies and utilities to be sustainable in an environmentally responsible manner. Custodial Staff will provide a clean and safe environment, based upon COVID-19 standards, with facilities maintained and in good repair. The school will make improvements needed to be in compliance with Williams Act monitoring. This includes restroom flooring upgrades and other needed upgrades.	$700,209.00	
4.7	AIMS Athletic Department and Clubs (LCFF)	The purpose of the AIMS Athletic Department is to aid in the academic, emotional, mental, and physical development of our scholar-athletes through the promotion of teamwork, leadership, sportsmanship, and organized athletic competition. $56,243.00 LCFF ELOP - $20,000	$76,243.00	

Action #	Title	Description	Total Funds	Contributing
4.8	Oakland Enrolls / Schoolmint / PowerSchool - Student Information System / ParentSquare (LCFF)	AIMS has partnered with Oakland Enrolls since its inception in 2016, which empowers Oakland families to make informed choices about their public school options and make the process of selecting and enrolling in a public school easy, efficient, transparent, and equitable. PowerSchool is the Student Information System that is used to keep track of attendance, gradebook and student demographic information. ParentSquare is an online digital communication tool that combines multiple communication streams (email, text, robocall) into one easy-to-use interface for families and staff. Parent Square also delivers secure documents and provides translation support in Chinese and Spanish languages. Oakland Enrolls - $21,000 - under dues and membership Schoolmint - $6000 PowerSchool - Student Information System - $9000 ParentSquare $3500	$39,500.00	
4.9	Public Transportation Support to Vulnerable Student Populations (LCFF)	AIMS will provide support to its most vulnerable student populations (low-income, homeless, foster care, etc.) by providing public transportation passes (clipper cards).	No cost	
4.10	IT Services / IT Maintenance (LCFF)	AIMS will contract IT services to help maintain and improve our wireless and technology infrastructure. School Site IT Services $15,000	$15,000	
4.11	Computer / School Furniture Inventory (LCFF, ESSER III)	AIMS will continue to maintain and exceed its ratio of 1:1 computers per student, in order to ensure a steady inventory of working computers at any given time. AIMS will also review and examine its existing school furniture inventory in order to maintain a clean and inviting environment within its school. $75,000 ESSER III School Furniture: $3,500 (ESSER III)	$78,500	

Action #	Title	Description	Total Funds	Contributing
4.12	Campus Security / Bell System Enhancements (LCFF)	AIMS will commit to additional campus security enhancements, including the installation of additional security cameras and software, and enhancements to our digital bell system. AIMS will also commit to an orderly pick up and dismissal system. AIMS will be in compliance with school safety procedures and will carry out monthly drills.	$3,000.00	
4.13	Experiential Learning / Field Trip Opportunities (ELOP)/Measure G1	AIMS will commit funding to permit students to engage in educational and end of year field trips. AIMS Middle School will promote college visits by committing to 8th grade college tours.	$44,000	
4.14	After School & Enrichment / Extracurricular Programs (BACR)	AIMS will hold extracurricular programs to promote student engagement (AIMS Elementary Chess Club) and extracurricular clubs.	$203,279	
4.15	Teacher Appreciation	Different events and activities to show educator appreciation	No Cost	

Action #	Title	Description	Total Funds	Contributing
4.16	School Culture Enhancements/ SEL Curriculum/ No Bullying Schools (LCFF, Measure G1, ESSER III)	AIMS will commit to school culture by enhancing social emotional learning with positive behavior programs, GoGuardian, assemblies and guest speakers, PBIS and PBIS events with incentives. AIMS will continue to implement Positive Behavior Intervention Support (PBIS) programs and incentives to provide access to social/emotional curriculum, encourage positive behavior through student rewards. Together, with restorative justice practices, and curriculum, PBIS will help increase student attendance, maintain a low suspension rate, and promote a safe and positive learning environment. The Golden Talon Yearbook AIMS will commit funding to the printing and distribution of The Golden Talon Yearbook, a student yearbook production. SGA The AIMS Student Government Association will provide opportunities for students to take on leadership roles in the school. The SGA will also help support all AIMS Clubs and Organizations in order to promote School / Cultural Events & Assemblies, and Guest Speakers to promote a positive and diverse environment. Student SWAG with school-wide campaign materials. SEL Curriculum - $6,000 (ELOP) PBIS - $2,020.00 (LCFF) SGA - no cost Talon Yearbook - (will come back to it -considering yearbook club) PBIS - Program - $1,225.00 (Measure G1) PBIS Incentives & Rewards - $3,000.00 (Measure G1) Go Guardian: $7,500 (ESSER III) Positive School Culture Contractor $5,000 (Measure G1)	$24,745.00	
4.17	Student Events (LCFF, Measure G1)	AIMS will have student events such as graduation, orientations, honor roll assemblies with incentives to promote school community. **Grad Supplies & Grad Venue- $6,225.00** PBIS Events- $5,000.00 (Measure G1)	$11,225.00	

Action #	Title	Description	Total Funds	Contributing
4.18	District Oversight Fee (LCFF)	District oversight fee	$ 76,263.32	

Goal Analysis for [2022-23]

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.

There were no substantive differences in planned actions and actual implementation of actions.

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

There were no differences in Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

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

AIMS will continue to focus on the holistic needs of our students. In doing so, we will continue to utilize PBIS to incentivize positive student behavior, Character Strong to provide students with SEL support, and work closely with our school counsels in identifying specific needs of individual students.

Additionally, a new metric was added to support the social emotional development of all students. AIMS K12 partnered with the El Dorado Charter SELPA, beginning in July 2022, to build capacity around the creation of a special education program that uses a MTSS framework to provide a range of academic, social-emotional and behavioral services and supports. The metric is aimed at developing the whole child in an inclusive and equitable learning environment that closes equity gaps for all students’.

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

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

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

Required Percentage to Increase or Improve Services for the LCAP Year

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

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

Required Descriptions

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

To support progress towards proficiency and reclassification, English learners receive daily designated and integrated ELD instruction to practice language skills and to support progress relative to achieving academic standards. Instruction is targeted to specific student proficiency levels. Our English Language Development teachers, and aides provide support to our English learner students through 1:1 and/or small groups instruction focusing on speaking and listening and supporting students with vocabulary and assignments as needed. Progress is monitored through assessments, assignments and interactions.

Our low-income students have access to free meals, technology, counseling and other support as needed. AIMS utilizes benchmark assessments and ongoing formative assessments to monitor student progress. Progress monitoring and research based interventions are in place to accelerate academic progress and to meet grade level standards.

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

AIMS will continue to identify students' needs through CAASPP data, District assessment data, intervention meetings and support them through research-based interventions, targeted support in the classroom. There will be continued focus on teacher training, professional

development, and Professional Learning Communities to expand targeted instruction for EL students, building practices of expanding academic vocabulary skills, comprehension, speaking, listening, reading and writing.

AIMS will:

-Analyze and reflect upon student achievement results from District benchmark assessments and CAASPP assessments

-Align benchmark assessments and instruction with Common Core State Standards and essential standards

-Utilize these assessments to provide important information that will guide curriculum and instructional decisions

-Provide time for grade level teams to engage in collegial dialogue and analysis of assessment results as a means to guide instruction

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

NA

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:65	1:65
Staff-to-student ratio of certificated staff providing direct services to students	1:20	1:20

Instructions

Plan Summary

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Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Data Entry Table

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

California Department of Education
January 2022

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
AIMS College Prep Middle School (AIMS MS)	Natalie Glass, Director of Schools	natalie.glass@aimsk12.org 510-893-8701

Plan Summary 2023-2024

General Information

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

AIMS College Prep Middle School (AIMS MS) is located in downtown Oakland. We serve 218 students. The school community prides itself on being family oriented. The overarching goal is college and career readiness for all students and joint stakeholder strategic planning through the annual local control process aligns our resources and actions to serve our students in pursuit of this goal.

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

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

AIMS Values At AIMS we value:
Excellence - Commitment to excellence in all that we do
Wisdom and Knowledge - Pursuit of wisdom and knowledge as intrinsically valuable
Empathy - Recognition of dignity and worth of every human being Family and Community -

Building of family and community
Citizenship - Social awareness and justice that leads to action
Legacy - The continued preservation and development of AIMS methodologies for 21st century learners and educators.

LCAP Goals

1) **Academics & Curriculum:** We will commit to academic excellence by ensuring that all students receive Data-Driven Instruction and curriculum in Common Core State Standards (CCSS), Next Generation Science Standards (NGSS,) other California State Standards (ELD, Social Studies, World Languages, Visual Performing Arts).
2) **Instruction Development & Support:** Provide high quality classroom instruction from appropriately credentialed teachers and staff that promotes college and career readiness with academic interventions and professional development to eliminate barriers to student success.
3) **Measurement of Data:** Use technology and supplemental education resources to increase staff effectiveness, progress monitor, and improve student outcomes in becoming 21st century learners and educators.
4) **School Culture & Climate:** Create a safe and positive school that's based upon the principles of family and community, the recognition of dignity and worth of every human being, and social awareness and justice that leads to action.

Reflections: Successes

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

AIMS MS has shown significant improvement serving the very diverse student population. CA Dashboard for 2022 has shown the continued success in the following areas:

Academic Engagement

Chronic Absenteeism: Medium- 11.5%

Academic Performance

ELA: Medium- .2 points below standard

Math: Medium- 17.2 points above standard

English Learners Progress: Medium- 47.9% making progress towards English Language proficiency.

Conditions and Climate

Suspension Rate: Very Low- 0.4% Suspended at least 1 day

Basics: Teachers, instructional Materials, Facilities

Standard Met

Implementation of Academic Standards

Standard Met

Parent and Family Engagement

Standard Met

Local Climate Survey

Standard Met

Access to Broad Course of Study

Standard Met

Reflections: Identified Need

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

According to literacy data and progress monitoring, it shows improvement is needed with our English Learners and Low Income students. This specific action is principally directed to increase interventions and a multi-tiered system of supports in order to remediate skill deficits and accelerate learning to close the achievement gap. To address this need, services and supports are offered within the school day, but not limited to beyond the school day. Interventions and support are targeted and uniquely designed to take into account additional and unique risk factors for English Learners, Foster Youth and Low Income students. To expand access and opportunity to academic intervention and supports to these targeted student groups, AIMS Middle School will support school sites in providing multi- tiered systems of support that are designed to meet the unique needs of English Learners, Low Income students.

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

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

LCAP Highlights

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

For the start of the new 2023-2024 LCAO Cycle, AIMS MS has identified four new goals:

1. ***Academics & Curriculum***- Adopted additional supplemental curriculum in Science, ELA & History to support individualized needs
2. ***Instruction Development & Support-*** AIMS MS will attempt to increase teacher effectiveness by providing significant resources into highly qualified teachers, professional development, and PLC's. Additionally, Teachers on Special Assignment (TSA's), Instructional Coaches, and Academic Counselors will support in increasing teacher effectiveness.
3. ***Measurement of Data-*** AIMS MS will be adopting several benchmark examinations that are norm-referenced for local, statewide, and federal reporting purposes.
4. ***School Culture & Climate-*** AIMS MS will be hiring a qualified Dean of Students, Student Activity Coordinators, and Campus Supervisors to support and create the positive physical, environmental, and social aspects of school that have a profound impact on student experiences, attitudes, behaviors, and performance. AIMS MS will aim to ensure that school culture and climate supports in helping students to be motivated to learn and stay in school. In a healthy and positive school culture, all students will experience equally a supportive learning environment and opportunities that help them learn and thrive.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

The LEA partnered with AIMS' stakeholders including parents, staff, and students to conduct community based meetings. The LCAP was presented to stakeholders on 4/14/23, 5/12/23, 5/30/23, and 5/31/23. The input received by all partners was taken into account and helped in the development of the plan. Additionally, annual parent and student surveys were compiled for consideration on the LCAP.

A summary of the feedback provided by specific educational partners.

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

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

•Stakeholders wanted more Social Emotional Learning and support for students

•Stakeholders wish to increase the amount of extra curricular activities available for all students.

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

For the creation of this LCAP, we took into account all of the stakeholders' feedback from our various forms of engagement. In response to the feedback AIMS will increase support for teachers and provide more direct services to students for the 2023-2024 school year. Some of the new changes include the addition of positions like campus supervisors, licensed vocational nurses, student academic counselors, and a student activity coordinator, which will significantly increase student support and supervision. In addition, changes like the restructuring of instructional coaches, a proposed raise for teachers and staff, and the addition of teacher assistants will allow for more significant support for our staff and faculty.

Goals and Actions

Goal 1

Goal #	Description
[Goal #1]	**Academics and Curriculum:** We we will commit to academic excellence by ensuring that all students receive Data-Driven Instruction and curriculum in Common Core State Standards (CCSS), Next Generation Science Standards (NGSS,) other California State Standards (ELD, Social Studies, World Languages, Visual Performing Arts).

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Assessment of Student Performance and Progress: Mathematics	55% of all students will reach proficiency in mathematics or higher	46% proficient of all students reached proficiency in mathematics or higher	41.66% Proficient		65% of all students will reach proficiency in mathematics or higher
California Assessment of Student Performance and Progress: ELA	40% of all students will reach proficiency in English Language Arts or higher	55% proficient	38% Proficient		55% of all students will reach proficiency in English Language Arts or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Assessment of Student Performance and Progress: Mathematics- Students w/ Disabilities	Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Small Sample Size to Report	16.67% proficient of students w/ disabilities reached proficiency in mathematics or higher	Results will be published 7/2023		30% of students w/ disabilities will reach proficiency in mathematics or higher
California Assessment of Student Performance and Progress: ELA- Students w/ Disabilities	Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Small Sample Size to Report	25% proficient	Results will be published 7/2023		35% of students with disabilities will reach proficiency in English Language Arts or higher
California Assessment of Student Performance and Progress Science	40% of all students will reach proficiency in Science or higher	36% proficient	12% Proficient		60% of all students will reach proficiency in Science or higher
English Learners making annual growth as measured by ELPAC annual growth data	2019-2020 ELPAC Year, 30% Progressed at least one ELPAC Level	2021-2022 ELPAC Year, 34% Progressed at least one ELPAC Level	2022-2023 66% progressed at least one ELPAC level		2023-24 50% progressed at least one ELPAC Level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Reclassification Rate	2020-2021 Baseline English Learner Reclassification rate 10%	2021-2022 English Learner Reclassification rate 3%	2022-2023 16% Reclassification rate		2023-24 25% Reclassification rate

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Textbooks and Supplemental Curriculum, and Individual Online Learning Platforms	Approved textbooks and standards aligned instructional materials will ensure that students will have access to appropriate curriculum. Supplement testing prep materials (CAASPP, CAST and CAT). Approved online learning programs to supplement learning and promote student success. Quill Writing, IXL, Kami, ALEKS $4000 ESSER III 13,226 LCFF	$17,226	[Y/N]
1.2	VAPA-Visual Performing Arts Department Resources (Prop 28)	Additional materials and resources will be purchased to support the Visual Performing Arts Department.	$ 32,000.00	
1.3	Instructional Materials	Instructional materials and supplies to implement curriculum-aligned instruction that includes learning tools, student planners, class materials and supplies. $4000 ESSER III	$4000	

Action #	Title	Description	Total Funds	Contributing
1.4	ELD Curriculum, ELD Field Trips, Supplies and Materials	ELD curriculum, supplies and materials will support instructional lesson plans to meet the needs of identified English Learner students. Field trips will enhance learning experiences. LCFF	$4000	

Goal Analysis for [2022-23]

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.

There were no substantive differences in planned actions and actual implementation of actions.

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

There were no differences in Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

AIMS will continue to utilize approved textbooks, curriculum, and instructional materials.

Metrics for students with disabilities have been added because CAASPP and local data indicate that students w/ disabilities are at a greater risk of not achieving grade level standards. Students with disabilities have shown an achievement gap compared to “all students” in academic performance in both local and state assessments in English Language Arts and Mathematics. AIMS K12 partnered with the EL Dorado Charter SELPA, beginning in July 2022, to build capacity and create a special education program that provides a range of services for students with disabilities that support learning opportunities aimed at reducing the achievement gap.

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

Metrics for students with disabilities have been added because CAASPP and local data indicate that students w/ disabilities are at a greater risk of not achieving grade level standards. Students with disabilities have shown an achievement gap compared to “all students” in academic performance in both local and state assessments in English Language Arts and Mathematics. AIMS K12 partnered with the EL Dorado Charter SELPA beginning in July 2022 to build capacity and create a special education program that provides a range of services for students with disabilities that support learning opportunities aimed at reducing the achievement gap.

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

Goal 2

Goal #	Description
[Goal #2]	**Instruction, Development, and Support:** Provide high quality classroom instruction from appropriately credentialed teachers and staff, that promotes college and career readiness with academic interventions and professional development to eliminate barriers to student success.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately credentialed and assigned teachers	62.5% of teachers are appropriately credentialed and assigned.	81.13% of teachers are appropriately credentialed and assigned.	58.33% of teachers are appropriately credentialed and assigned.		87% of teachers are appropriately credentialed and assigned.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher misassignment	37.5% of teacher misassignment CALSAAS Summary findings used.	23.52% of teacher misassignment CALSAAS Summary findings used.	41.66% of teacher misassignment Year 3 is an estimate; CALSAAS reporting is not yet available for calculation.		13% of teacher misassignment
Student access to instructional materials and supplies	100% of students have access to board adopted materials and instructional supplies	100% of students have access to board adopted materials and instructional supplies	100% of students have access to board adopted materials and instructional supplies		100% of students have access to board adopted materials and instructional supplies
Professional Development Attendance	At least 80% of the staff will attend professional development when it occurs	95% Staff attendance for PDs			At least 95% of the staff will attend professional development when it occurs

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Administrative Staff (LCFF)	The Director of Schools, Head of Division for Academics, and Dean of Students will run the day to day operations of AIMS .	$167,107.73	

Action #	Title	Description	Total Funds	Contributing
2.2	Teachers, Substitutes (LCFF)	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.	$994,676.23	
2.3	School Supplies and Uniforms (LCFF)	The school will provide all necessary resources and components to support student learning, including school supplies, uniforms, science lab, and other instructional materials. LCFF	$18,000.00	
2.4	Professional Development and Coaching	Ongoing professional development and learning opportunities and resources for teachers will enhance their skills to improve student outcomes. In addition, Integrated and Designated ELD PD will support general ed teachers in support of ELLs. Identified areas of development include Bloom's Taxonomy, Differentiated Instruction, Modified and Adapted Curriculum for EL and SPED students, and culturally responsive pedagogy. TSA's will provide extensive support for teachers through weekly coaching and professional development Title II funds - $ 8,707.09	$24,649.09	
2.5	Support Staff (LCFF)	Support staff will provide regular and equitable instructional "push-in" and "pull-out" support to students. Support staff will also provide and promote a positive, proactive, professional, and efficient environment. Support Staff will include:Instruction Aids Clerks, Teacher Assistants, and Campus Supervisors 8785864 LCFF,	$87,858.64	
2.6	College Bound Kids (LCFF)	College bound kids will provide youth with the guidance, support and encouragement to attain college goals.	$11,014.62	

Action #	Title	Description	Total Funds	Contributing
2.7	Saturday Intervention Enrichment School, Students Tutors, Summer Intervention, Winter Intervention, Spring and Thanksgiving Intervention Program Coordinator Staffing and Supplies (ELOP)	AIMS will provide enrichment programming and academic intervention and support during planned school breaks as well as before and after school for expanded learning opportunities.	$112,673.00	
2.8	El Dorado SELPA Agreement Fed SpEd	AIMS will contribute funds for eligible students to the El Dorado SELPA for SPED Services,which includes individualized education plans, resources, and services for students with disabilities to be successful in school.	$36,453.40	
2.9	SpEd Staff and Supplies and Materials for SpEd students (State SPED)	In conjunction with the AIMS K12 District, AIMS will maintain the SPED Director, Psychologist, Paraprofessional Aide, Speech Therapist, and Compliance Officer to provide support to AIMS SPED / 504 students.	$201,868.00	
2.10	Academic Counselor, Student Activity Coordinator	AIMS will maintain the academic counselor to synthesize and analyze data and review student learning trends. The Student Activity Coordinator will maintain school events.	$34,674.54	
2.11	ELD Coordinator & ELD IA (LCFF)	ELD Coordinator and ELD IA will provide regular and equitable instructional support with “push in” and “pull out.” ELD Coordinator will support teachers with lesson plans to embed and implement ELD standards.	$37,386.19	

Goal Analysis for [2022-23]

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.

There were no substantive differences in planned actions and actual implementation of actions.

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

There were no differences in Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

AIMS continues to provide training and support for all teachers across the content areas. The Summer Bootcamp and our midyear Bootcamp held this year are examples of how we have continued our training for staff. Professional Learning Communities (PLC) training continued with a focus on student achievement, classroom instruction, and intervention.

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

The 100% goal for correctly assigned and credentialed teachers was modified in light of continuing Bay Area-wide teacher shortages and turnover. AIMS has made progress in realizing gains to move us out of Williams Assignment Monitoring. Effective the 2022-2023 Academic Year, AIMS added a senior level Credential Analyst to advise all prospective and employed teachers, gained approval for CTC Online recommendation access for teaching and English Learner Permits, increased the number of MOU's with teacher preparation programs to 8, and conducted regular meetings with Site Administrators to confer and consult regarding placing and monitoring assignments and credential status updates. Deficits in assignment monitoring understanding and credential program guidance are being remedied.

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

Goal 3

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

An explanation of why the LEA has developed this goal.

AIMS MS will continue to analyze and assess verifiable data that is norm-referenced for reporting to the state and our charter authorizer, as this information will help determine how best to mitigate any potential student learning loss. We will also use technology and various online programs to track student performance data, share the data, and plan with it. We will administer assessments throughout the year to track all student's progress.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Formative Assessment - Scholastic Math Inventory (SMI)	50% of students will be at grade the grade level proficiency	51% of students were at grade level proficiency	49% of students were at grade level proficiency		70% of students will be at grade the grade level proficiency
Formative Assessment Scholastic Reading Inventory (SRI)	40% of students will be at grade the grade level proficiency	59% of students were at grade level proficiency	49% of students were at grade level proficiency		60 % of students will be at grade the grade level proficiency
Illuminate Math	Each 6-8 grade level will have a proficiency rate of at least 50% or above	N/A	28.6% of students were at grade level proficiency		Each grade level will have a proficiency rate of at least 55%
Illuminate ELA	Each 6-8 grade level will have a proficiency rate of at least 45% or above	N/A	39.5% of students were at grade level proficiency		Each grade level will have a proficiency rate of at least 55%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	District-Wide Assessments & Data Platforms (ESSER III, LCFF)	AIMS will contract with a third-party entity to to collect, analyze, and report academic data for school improvement, monitor student student progress, analyze trends, and meet local, state, and federal reporting requirements Illuminate-$2247 (ESSER III) Unified Insights- $1756.40 (LCFF)	$4,003.40	
3.2	HMH Scholastic Math Inventory/ HMH Scholastic Reading Inventory Title IV Funds	HMH Math Inventory is an adaptive, research-based assessment that reliably measures math ability and progress from Kindergarten to Algebra II in significantly less time than traditional assessments. Smart praise, based on mindset research, reinforces student knowledge and keeps confidence high throughout the assessment. Once complete, teachers are provided with data that have been transformed into actionable teaching strategies for each student. Proficiency levels dictate Statewide assessment trajectory. Scholastic Reading Inventory (SRI) Interactive is a computer-adaptive assessment designed to measure how well students read literature and expository texts of varying difficulties. This psychometrically valid assessment instrument can be used as a diagnostic tool to place students at the best level in the program so they can read with success. Includes professional development for teachers.	$3000	

Goal Analysis for [2022-23]

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.

There were no substantive differences in planned actions and actual implementation of actions.

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

There were no differences in Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

The Scholastic Reading and Math Inventory was instrumental in tracking student progress throughout the school year and providing intervention for students that require it.

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

AIMS will continue to use the Scholastic Reading and Math Inventory in addition to the District Wide Assessment and Data Platform to monitor student progress.

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

Goal 4

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	95% ADA	95.62% ADA			97.5% ADA
School Survey - Question regarding Safety	Student Response : 80% Family Response: 80%	Student Response : 89.7% Family Response: 98.7%			Student Response: 85% Family Response: 85%
Family Survey - Question regarding High Expectations	Family Response: 85%	Family Response: 94.7%			Family Response: 90%
Student Survey Student - Caring Relationships	Student Survey Response: 80%	Student Survey Response: 89.8%			Student Survey Response: 85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students in grades 6th-8th, receiving social emotional counseling, who reported an increased sense of connection and belonging.	No baseline data available (this data has not been previously collected)	This data has not been previously collected.	12/21: 57%		70 % of students who received counseling will report an increased sense of connection and belonging. (Note: the desired outcome may be adjusted to reflect Year 2 Outcome).
School Wide Suspension Rate	School Wide Suspension Rate 5%	School Wide Suspension Rate 2.2%			< 3%
School facility is maintained and in good repair. The facility received Good rating on the Facilities Inspection Tool	School facility is maintained and in good repair. For 2020-2021 the facility received Good rating on the Facilities Inspection Tool	School facility is maintained and in good repair. For 2021-2022 the facility received Good rating on the Facilities Inspection Tool	School facility is maintained and in good repair. For 2022-2023 the facility received Good rating on the Facilities Inspection Too		The facility receives at least a Good rating on the Facilities Inspection Tool
Food Service Survey- Quality of meals and interest to enhance overall wellbeing	Positive Response of at least 70% or above	71% Positive Response			Positive Response of at least 75% or above

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	AIMS K-12 College Prep Charter District CMO (LCFF)	The AIMS District CMO covers costs associated with the office of the Superintendent, the Business Department, Operations, and Human Resources. These departments help facilitate the management of the AIMS organization.	670,038	
4.2	Socioemotional Counselor Mental Health Workshops / Presentations (LCFF)	The AIMS Socioemotional Counselor provides mild to moderate socioemotional guidance, counseling, and support to help promote the holistic well-being of students - particularly with extra care towards student mental health. Professional consultants from the mental health industry will provide training and support to the AIMS community. Counselor 43341.98 - LCFF		
4.3	Health Coordinator	The Health Coordinator will help to provide basic assessment, support student success by providing health care through assessment, intervention, and follow-up for all children within the school setting. By addressing the physical, mental, emotional, and social health needs, students will be supported in the learning process and poised for achievement.	TBD	
4.4	Community Liaison and Parent Engagement (LCFF)	The AIMS Community Liaison helps lead the Family Advisory Council (FAC) and provides wrap-around support, voices, and engagement activities for all families. Parent engagement such as Back to School Night, Open House, Town Hall Meetings	26,972.85	

Action #	Title	Description	Total Funds	Contributing
4.5	Healthy and Nutritious Meals, Child Nutrition & Food Services [NSLP/SSO] (LCFF, SSO)	AIMS will implement its free-and reduced breakfast and lunch program to ensure that students are well-nourished and prepared to learn. Additionally, AIMS will continue to provide resources for nutrition education and materials to promote healthy alternatives that meet wellness policy and state and federal guidelines.	$ 85,932.39	
4.6	Custodial Staff, Facility Maintenance & Utilities (ESSER III, LCFF)	At AIMS, we believe that our school should continue to be clean and inviting, maintained and in good repair, and have the necessary supplies and utilities to be sustainable in an environmentally responsible manner. Custodial Staff will provide a clean and safe environment, based upon COVID-19 standards, with facilities maintained and in good repair. The school will make improvements needed to be in compliance with Williams Act monitoring. This includes restroom flooring upgrades and other needed upgrades.	$286,683.00	
4.7	AIMS Athletic Department and Clubs (LCFF)	The purpose of the AIMS Athletic Department is to aid in the academic, emotional, mental, and physical development of our scholar-athletes through the promotion of teamwork, leadership, sportsmanship, and organized athletic competition.	$ 58,586.00	

Action #	Title	Description	Total Funds	Contributing
4.8	Oakland Enrolls / Schoolmint / PowerSchool - Student Information System / ParentSquare (LCFF)	AIMS has partnered with Oakland Enrolls since its inception in 2016, which empowers Oakland families to make informed choices about their public school options and make the process of selecting and enrolling in a public school easy, efficient, transparent, and equitable. PowerSchool is the Student Information System that is used to keep track of attendance, gradebook and student demographic information. ParentSquare is an online digital communication tool that combines multiple communication streams (email, text, robocall) into one easy-to-use interface for families and staff. Parent Square also delivers secure documents and provides translation support in Chinese and Spanish languages. Oakland Enrolls - $12,000 - under dues and membership Schoolmint - $1,977.53 PowerSchool - Student Information System - $3,235.96 ParentSquare - $1,258.43	$20,000	
4.9	Public Transportation Support to Vulnerable Student Populations (LCFF)	AIMS will provide support to its most vulnerable student populations (low-income, homeless, foster care, etc.) by providing public transportation passes (clipper cards).	No cost	
4.10	IT Services / IT Maintenance (LCFF)	AIMS will contract IT services to help maintain and improve our wireless and technology infrastructure. School Site IT Services $5,000	$5,000	
4.11	Computer / School Furniture Inventory (LCFF, ESSER III)	AIMS will continue to maintain and exceed its ratio of 1:1 computers per student, in order to ensure a steady inventory of working computers at any given time. AIMS will also review and examine its existing school furniture inventory in order to maintain a clean and inviting environment within its school.	$25,000	

Action #	Title	Description	Total Funds	Contributing
4.12	Campus Security / Bell System Enhancements (LCFF)	AIMS will commit to additional campus security enhancements, including the installation of additional security cameras and software, and enhancements to our digital bell system. AIMS will also commit to an orderly pick up and dismissal system. AIMS will be in compliance with school safety procedures and will carry out monthly drills.	$1,000	
4.13	Experiential Learning / Field Trip Opportunities (ELOP)/(Measure G1)	AIMS will commit funding to permit students to engage in educational and end of year field trips. AIMS Middle School will promote college visits by committing to 8th grade college tours.	$23,000	
4.14	After School & Enrichment / Extracurricular Programs (BACR)	AIMS will hold extracurricular programs to promote student engagement (AIMS Elementary Chess Club) and extracurricular clubs.	$203,279	
4.15	Teacher Appreciation	Different events and activities to show educator appreciation	No Cost	

Action #	Title	Description	Total Funds	Contributing
4.16	School Culture Enhancements/ SEL Curriculum/ No Bullying Schools (LCFF, Measure G1, ESSER III)	AIMS will commit to school culture by enhancing SEL with positive behavior programs, GoGuardian, assemblies and guest speakers, PBIS and PBIS events with incentives. AIMS will continue to implement Positive Behavior Intervention Support (PBIS) programs and incentives to provide access to social/emotional curriculum, encourage positive behavior through student rewards. Together, with restorative justice practices, and curriculum, PBIS will help increase student attendance, maintain a low suspension rate, and promote a safe and positive learning environment. The Golden Talon Yearbook AIMS will commit funding to the printing and distribution of The Golden Talon Yearbook, a student yearbook production. SGA The AIMS Student Government Association will provide opportunities for students to take on leadership roles in the school. The SGA will also help support all AIMS Clubs and Organizations in order to promote School / Cultural Events & Assemblies, and Guest Speakers to promote a positive and diverse environment. Student SWAG with school-wide campaign materials. SEL Curriculum - $2000 (ELOP) SGA - no cost Talon Yearbook - (will come back to it -considering yearbook club) PBIS - Program - $1275 PBIS Incentives & Rewards - 3,000 (Measure G1) Go Guardian: 2,500 (ESSER III) $4,785.96 (Measure G1)	$13,560.96	
4.17	Student Events (LCFF, Measure G1)	AIMS will have student events such as graduation, orientations, honor roll assemblies with incentives. **Grad Supplies & Grad Venue-** $5,475.00 (LCFF) PBIS Events- $3,000 (Measure G1)	$8,475	

Action #	Title	Description	Total Funds	Contributing
4.18	District Oversight Fee (LCFF)	District oversight fee	26,414	

Goal Analysis for [2022-23]

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.

There were no substantive differences in planned actions and actual implementation of actions.

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

There were no differences in Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

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

AIMS will continue to focus on the holistic needs of our students. In doing so, we will continue to utilize PBIS to incentivize positive student behavior, Character Strong to provide students with SEL support, and work closely with our school counsels in identifying specific needs of individual students.

Additionally, a new metric was added to support the social emotional development of all students. AIMS K12 partnered with the El Dorado Charter SELPA, beginning in July 2022, to build capacity around the creation of a special education program that uses a MTSS framework to provide a range of academic, social-emotional and behavioral services and supports. The metric is aimed at developing the whole child in an inclusive and equitable learning environment that closes equity gaps for all students’.

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

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

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

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
23.13%	[Insert percentage here]%	$[Insert dollar amount here]	[Insert percentage here]%

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

Required Descriptions

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

To support progress towards proficiency and reclassification, English learners receive daily designated and integrated ELD instruction to practice language skills and to support progress relative to achieving academic standards. Instruction is targeted to specific student proficiency levels. Our English Language Development teachers, and aides provide support to our English learner students through 1:1 and/or small groups instruction focusing on speaking and listening and supporting students with vocabulary and assignments as needed. Progress is monitored through assessments, assignments and interactions.

Our low-income students have access to free meals, technology, counseling and other support as needed. AIMS utilizes benchmark assessments and ongoing formative assessments to monitor student progress. Progress monitoring and research based interventions are in place to accelerate academic progress and to meet grade level standards.

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

AIMS will continue to identify students' needs through CAASPP data, District assessment data, intervention meetings and support them through research-based interventions, targeted support in the classroom. There will be continued focus on teacher training, professional

development, and Professional Learning Communities to expand targeted instruction for EL students, building practices of expanding academic vocabulary skills, comprehension, speaking, listening, reading and writing.

AIMS will:

-Analyze and reflect upon student achievement results from District benchmark assessments and CAASPP assessments

-Align benchmark assessments and instruction with Common Core State Standards and essential standards

-Utilize these assessments to provide important information that will guide curriculum and instructional decisions

-Provide time for grade level teams to engage in collegial dialogue and analysis of assessment results as a means to guide instruction

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

N/A

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

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Data Entry Table

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

California Department of Education
January 2022

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
AIMS College Prep High School (AIMS HS)	Natalie Glass, Director of Schools	natalie.glass@aims12.org 510-893-8701

Plan Summary [2023-2024]

General Information

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

AIMS College Prep High School is located in the heart of Lake Merritt, Oakland. We serve 443 students. The school community prides itself on being family oriented. The overarching goal is college and career readiness for all students and joint stakeholder strategic planning through the annual local control process aligns our resources and actions to serve our students in pursuit of this goal.

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

AIMS Values At AIMS we value:
Excellence - Commitment to excellence in all that we do
Wisdom and Knowledge - Pursuit of wisdom and knowledge as intrinsically valuable
Empathy - Recognition of dignity and worth of every human being Family and Community -
Building of family and community
Citizenship - Social awareness and justice that leads to action
Legacy - The continued preservation and development of AIMS methodologies for 21st century learners and educators.

LCAP Goals

1) **Academics & Curriculum:** We will commit to academic excellence by ensuring that all students receive Data-Driven Instruction and curriculum in Common Core State Standards (CCSS), Next Generation Science Standards (NGSS,) other California State Standards (ELD, Social Studies, World Languages, Visual Performing Arts).
2) **Instruction Development & Support:** Provide high quality classroom instruction from appropriately credentialed teachers and staff that promotes college and career readiness with academic interventions and professional development to eliminate barriers to student success.
3) **Measurement of Data:** Use technology and supplemental education resources to increase staff effectiveness, progress monitor, and improve student outcomes in becoming 21st century learners and educators.
4) **School Culture & Climate:** Create a safe and positive school that's based upon the principles of family and community, the recognition of dignity and worth of every human being, and social awareness and justice that leads to action.

Reflections: Successes

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

[Respond here]

Reflections: Identified Need

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

[Respond here]

LCAP Highlights

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

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

1. ***Instruction Development & Support-*** AIMS will attempt to increase teacher effectiveness by providing significant resources into highly qualified teachers, professional development, and PLC's. Additionally, Teachers on Special Assignment (TSA's), Instructional Coaches, and Academic Counselors will support in increasing teacher effectiveness.
2. ***Measurement of Data-*** AIMS will be adopting several benchmark examinations that are norm-referenced for local, statewide, and federal reporting purposes.

3. ***School Culture & Climate-*** AIMS will be hiring qualified, Student Activity Coordinators, and Campus Supervisors to support and create the positive physical, environmental, and social aspects of school that have a profound impact on student experiences, attitudes, behaviors, and performance. AIPCS II will aim to ensure that school culture and climate supports in helping students to be motivated to learn and stay in school. In a healthy and positive school culture, all students will experience equally a supportive learning environment and opportunities that help them learn and thrive.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

LCAP Engagement meetings were held with all AIMS HS Staff and Teachers, Parents, and the Student Government Association. For constituency groups that were unable to attend these engagement meetings, all stakeholders were provided with an opportunity to provide their suggestions via survey.

The District English Learner Advisory Committee received updates and gave their input on the current ELD services.

A summary of the feedback provided by specific educational partners.

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

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

•Stakeholders wanted more Social Emotional Learning and support for students

•Stakeholders wish to continue the amount of extra curricular activities available for all students.

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

For the creation of this LCAP, we took into account all of the stakeholders' feedback from our various forms of engagement. In response to the feedback AIMS will increase support for teachers and provide more direct services to students for the 2023-2024 school year. Some of the new changes include the addition of positions like campus supervisors, licensed vocational nurses, student academic counselors, and a student activity coordinator, which will significantly increase student support and supervision. In addition, changes like the restructuring of instructional coaches, a proposed raise for teachers and staff, and the addition of teacher assistants will allow for more significant support for our staff and faculty.

Goals and Actions

Goal 1

Goal #	Description
[Goal #1]	**Academics and Curriculum:** We we will commit to academic excellence by ensuring that all students receive Data-Driven Instruction and curriculum in Common Core State Standards (CCSS), Next Generation Science Standards (NGSS,) other California State Standards (ELD, Social Studies, World Languages, Visual Performing Arts).

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learners making annual growth as measured by ELPAC annual growth data	2019-2020 ELPAC Year, 25% Progressed at least one ELPAC Level	In 2021-2022 ELPAC year, 46% progressed at least one ELPAC level based on data available as of 6/15/22	2022-2023 59% progressed at least one ELPAC level		2023-24 45%-50% progressed at least one ELPAC Level
English Learner Reclassification Rate	2020-2021 Baseline English Learner Reclassification rate 5%	In 2021-2022 the English Learner Reclassification rate was 8%	2022-2023 21% Reclassification rate		2023-24 <10% Growth over Baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of High School Graduates Eligible for the California State Biliteracy Seal	< 10%	7.75%			10%-15% percent of high school graduates eligible for the California State Biliteracy Seal.
The percentage of students who have passed an Advanced Placement (AP) examination with a score of three or higher.	30% students who have passed an Advanced Placement (AP) examination with a score of three or higher.	TBD [Data Not Released Until July 5, 2022]	TBD [Data Not Released Until July 5, 2023]		2023-24 40% of students have passed at least one Advanced Placement (AP) examination with a score of three or higher
The percentage of students scoring above state average in SAT	25% percentage of students scoring above state average in SAT	50.26% percentage of students scoring above California state average in SAT (October 21' and April 22' State SAT Averages)			40% percentage of students scoring above state average in SAT

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Textbooks,Supplemental Curriculum, and Individual Online Learning Platforms	Approved textbooks and standards aligned instructional materials will ensure that students will have access to appropriate curriculum. Supplement testing prep materials. Approved online learning programs to supplement learning and promote student success. Accelus,Quill Writing, IXL, Kami, additional learning programs.	$90,007	

Action #	Title	Description	Total Funds	Contributing
1.2	VAPA-Visual Performing Arts Department Resources	Additional materials and resources will be purchased to support the Visual Performing Arts Department.	$60,000	
1.3	Instructional Materials	Instructional materials and supplies to implement curriculum-aligned instruction that includes learning tools, student planners, class materials and supplies.	$45,000	
1.4	ELD Curriculum, ELD Field Trips, Supplies and Materials	ELD curriculum, supplies and materials will support instructional lesson plans to meet the needs of identified English Learner students. Field trips will enhance learning experiences. Title III	$10,929	

Goal Analysis for [2022-23]

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 2022-23 academic school year, the LEA implemented all actions as planned.

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

There were no differences in Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

During the 2022-23 school year, curriculum and instruction was enhanced and modified to ensure that English Learners had access to CCSS and ELD Standards. This enhancement improved professional development and support for instructional staff, and increased planning time to incorporate ELD standards into integrated instructional time.

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

N/A

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

Goal 2

Goal #	Description
[Goal #2]	**Instruction, Development, and Support:** Provide high quality classroom instruction from appropriately credentialed teachers and staff, that promotes college and career readiness with academic interventions and professional development to eliminate barriers to student success.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for
Appropriately credentialed and assigned teachers	71.19% of teachers of teachers are appropriately credentialed and assigned.	86.67% of teachers are appropriately credentialed and assigned.	86.31% of teachers are appropriately credentialed and assigned.		90% of teachers are appropriately credentialed and assigned.
Teacher misassignment	28.81% teacher misassignment	13.33% teacher misassignment	13.69% teacher misassignment		10% of teacher misassignment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for
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		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	The Director of Schools, Head of Division for Academics, and Dean of Students will run the day to day operations of AIMS .	$310, 291.03	
2.2	Teachers, Substitutes	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.	1,560,184.02	
2.3	School Supplies and Uniforms (LCFF)	The school will provide all necessary resources and components to support student learning, including school supplies, uniforms, science lab, and other instructional materials.	$30,000	

Action #	Title	Description	Total Funds	Contributing
2.4	Professional Development and Coaching	Ongoing professional development and learning opportunities and resources for teachers will enhance their skills to improve student outcomes. In addition, Integrated and Designated ELD PD will support general ed teachers in support of ELLs. Identified areas of development include Bloom's Taxonomy, Differentiated Instruction, Modified and Adapted Curriculum for EL and SPED students, and culturally responsive pedagogy. TSA's will provide extensive support for teachers through weekly coaching and professional development	$58,693	
2.5	Support Staff	Support staff will provide regular and equitable instructional "push-in" and "pull-out" support to students. Support staff will also provide and promote a positive, proactive, professional, and efficient environment. Support Staff will include:Instruction Aids Clerks, Teacher Assistants, and Campus Supervisors	$938,396.15	
2.6	College Bound Kids Coordinator and Program College Applications Scholarships (LCFF)	College bound kids will provide youth with the guidance, support and encouragement to attain college goals.	194,546.32	
2.7	Saturday Intervention Enrichment School, Students Tutors, Summer Intervention, Winter Intervention, Spring and Thanksgiving Intervention Program Coordinator Staffing and Supplies	AIMS will provide enrichment programming and academic intervention and support during planned school breaks as well as before and after school for expanded learning opportunities.	$83,$334.32	

Action #	Title	Description	Total Funds	Contributing
2.8	El Dorado SELPA Agreement Fed SpEd	AIMS will contribute funds for eligible students to the El Dorado SELPA for SPED Services,which includes individualized education plans, resources, and services for students with disabilities to be successful in school.	$34,304.00	
2.9	SpEd Staff and Supplies and Materials for SpEd students (State SPED)	In conjunction with the AIMS K12 District, AIMS will maintain the SPED Director, Psychologist, Paraprofessional Aide, Speech Therapist, and Compliance Officer to provide support to AIMS SPED / 504 students.	$356,664.10	
2.10	Academic Counselor, Student Activity Coordinator	AIMS will maintain the academic counselor to synthesize and analyze data and review student learning trends. The Student Activity Coordinator will maintain school events.	$259,029.62	
2.11	ELD Coordinator & ELD Teacher (LCFF)	ELD Teacher will provide regular and equitable instruction to ELD students. ELD Coordinator will support teachers with lesson plans to embed and implement ELD standards.	$110,000	
2.12	Instructional Coach	AIMS will hire Instructional Coaches to provide mentoring, guidance, support, and professional development to developing AIMS teachers. Instructional Coaches will help promote overall well-being and campus success.	$50,360.54	

Goal Analysis for [2022-23]

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 2022-23 academic school year, all actions were implemented as planned.

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

There were no differences in Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

AIMS continues to provide training and support for all teachers across the content areas. The Summer Bootcamp and our midyear Bootcamp held this year are examples of how we have continued our training for staff. Professional Learning Communities (PLC) training continued with a focus on student achievement, classroom instruction, and intervention.

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

The 100% goal for correctly assigned and credentialed teachers was modified in light of continuing Bay Area-wide teacher shortages and turnover. AIMS has made progress in realizing gains to move us out of Williams Assignment Monitoring. Effective the 2022-2023 Academic Year, AIMS added a senior level Credential Analyst to advise all prospective and employed teachers, gained approval for CTC Online recommendation access for teaching and English Learner Permits, increased the number of MOU's with teacher preparation programs to 8, and conducted regular meetings with Site Administrators to confer and consult regarding placing and monitoring assignments and credential status updates. Deficits in assignment monitoring understanding and credential program guidance are being remedied.

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

Goal 3

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Formative Assessment Scholastic Math Inventory (SMI)	50.0% of students will be at grade the grade level proficiency	20% Proficient	32% Proficient		50.0% of students will be at grade level proficiency
Formative Assessment Scholastic Reading Inventory (SRI)	50.0% of students will be at grade the grade level proficiency	57% Proficient	64% Proficient		60.0% of students will be at grade level proficiency
California Assessment of Student Performance and Progress Mathematics	63% of 11th grade students will reach proficiency in mathematics	36% Proficient	58% Proficient		60% of 11th grade students will reach proficiency in mathematics
California Assessment of Student Performance and Progress ELA	59% of 11th grade students will reach proficiency in English Language Arts	44% Proficient	66% Proficient		60% of 11th grade students will reach proficiency in English Language Arts
California Assessment of Student Performance and Progress Science	29.32% of all students will reach proficiency in Science	31% Proficient	N/A		50% of all students will reach proficiency in Science

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	District-Wide Assessments & Data Platforms (LCFF)	AIMS will contract with a third-party entity to to collect, analyze, and report academic data for school improvement, monitor student student progress, analyze trends, and meet local, state, and federal reporting requirements Unified Insights $3,282.41 Illuminate Lumos Learning	$7600	
3.2	HMH Scholastic Math Inventory/ HMH Scholastic Reading Inventory Title IV Funds	HMH Math Inventory is an adaptive, research-based assessment that reliably measures math ability and progress from Kindergarten to Algebra II in significantly less time than traditional assessments. Smart praise, based on mindset research, reinforces student knowledge and keeps confidence high throughout the assessment. Once complete, teachers are provided with data that have been transformed into actionable teaching strategies for each student. Proficiency levels dictate Statewide assessment trajectory. Scholastic Reading Inventory (SRI) Interactive is a computer-adaptive assessment designed to measure how well students read literature and expository texts of varying difficulties. This psychometrically valid assessment instrument can be used as a diagnostic tool to place students at the best level in the program so they can read with success. Includes professional development for teachers.	$7,000	

Goal Analysis for [2022-23]

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

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

[Respond here]

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

[Respond here]

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

[Respond here]

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

[Respond here]

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

Goal 4

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

An explanation of why the LEA has developed this goal.

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

positive interactions with staff and students. We want to teach students how to learn from their mistakes, interact with their peers, and build trust within the school community.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	95% ADA	94.88% ADA			97.5% ADA
School Survey - Question regarding Safety	Student Response : 80% Family Response: 80%	Student Response : 89.6% Family Response: 92%			Student Response: 85% Family Response: 85%
Family Survey - Question regarding High Expectations	Family Response: 85%	Family Response: 92%			Family Response: 90%
Student Survey Student - Caring Relationships	Student Survey Response: 80%	Student Survey Response: 90.9%			Student Survey Response: 85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students in grades 9-12, receiving social emotional counseling, who reported an increased sense of connection and belonging.	No baseline data available (this data has not been previously collected)	This data has not been previously collected.	7/26: 27%		50 % of students who received counseling will report an increased sense of connection and belonging. (Note: the desired outcome may be adjusted to reflect Year 2 Outcome).
School Wide Suspension Rate	School Wide Suspension Rate 5%	4.26%			< 3%
School facility is maintained and in good repair. The facility received Good rating on the Facilities Inspection Tool	School facility is maintained and in good repair. For 2020-2021 the facility received Good rating on the Facilities Inspection Tool	School facility is maintained and in good repair. For 2021-2022 the facility received Good rating on the Facilities Inspection Tool	School facility is maintained and in good repair. For 2022-2023 the facility received Good rating on the Facilities Inspection Tool		The facility receives at least a Good rating on the Facilities Inspection Tool
Food Service Survey- Quality of meals and interest to enhance overall wellbeing	Positive Response of at least 70% or above	100% Positive Response			Positive Response of at least 75% or above

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	AIMS K-12 College Prep Charter District CMO (LCFF)	The AIMS District CMO covers costs associated with the office of the Superintendent, the Business Department, Operations, and Human Resources. These departments help facilitate the management of the AIMS organization.	$1,639,163.00	
4.2	Socioemotional Counselor / Mental Health Workshops / Presentations, and Program Expenses (LCFF)	The AIMS Socioemotional Counselor provides mild to moderate socioemotional guidance, counseling, and support to help promote the holistic well-being of students - particularly with extra care towards student mental health. Professional consultants from the mental health industry will provide training and support to the AIMS community.	$46,270.15	
4.3	Health Coordinator (A-G)	The Health Coordinator will help to provide basic assessment, support student success by providing health care through assessment, intervention, and follow-up for all children within the school setting. By addressing the physical, mental, emotional, and social health needs, students will be supported in the learning process and poised for achievement.	$98,885.92	
4.4	Community Liaison and Parent Engagement (LCFF)	The AIMS Community Liaison helps lead the Family Advisory Council (FAC) and provides wrap-around support, voices, and engagement activities for all families. Parent engagement such as Back to School Night, Open House, Town Hall Meetings	$49,049.03	
4.5	Healthy and Nutritious Meals, Child Nutrition & Food Services [NSLP/SSO] (LCFF, SSO)	AIMS will implement its free-and reduced breakfast and lunch program to ensure that students are well-nourished and prepared to learn. Additionally, AIMS will continue to provide resources for nutrition education and materials to promote healthy alternatives that meet wellness policy and state and federal guidelines.	$146,402	

Action #	Title	Description	Total Funds	Contributing
4.6	Custodial Staff, Facility Maintenance & Utilities (LCFF)	At AIMS, we believe that our school should continue to be clean and inviting, maintained and in good repair, and have the necessary supplies and utilities to be sustainable in an environmentally responsible manner. Custodial Staff will provide a clean and safe environment, based upon COVID-19 standards, with facilities maintained and in good repair.	$508,265	
4.7	AIMS Athletic Department and Clubs (LCFF)	The purpose of the AIMS Athletic Department is to aid in the academic, emotional, mental, and physical development of our scholar-athletes through the promotion of teamwork, leadership, sportsmanship, and organized athletic competition.	$119,000.00	
4.8	Oakland Enrolls / Schoolmint / PowerSchool - Student Information System / ParentSquare (LCFF)	AIMS has partnered with Oakland Enrolls since its inception in 2016, which empowers Oakland families to make informed choices about their public school options and make the process of selecting and enrolling in a public school easy, efficient, transparent, and equitable. PowerSchool is the Student Information System that is used to keep track of attendance, gradebook and student demographic information. ParentSquare is an online digital communication tool that combines multiple communication streams (email, text, robocall) into one easy-to-use interface for families and staff. Parent Square also delivers secure documents and provides translation support in Chinese and Spanish languages. Oakland Enrolls- Schoolmint - PowerSchool - Student Information System ParentSquare	$25,000.00	
4.9	Public Transportation Support to Vulnerable Student Populations (LCFF)	AIMS will provide support to its most vulnerable student populations (low-income, homeless, foster care, etc.) by providing public transportation passes (clipper cards).	No Cost	

Action #	Title	Description	Total Funds	Contributing
4.10	IT Services / IT Maintenance (LCFF)	AIMS will contract IT services to help maintain and improve our wireless and technology infrastructure. School Site IT Services	$10,000.00	
4.11	Computer / School Furniture Inventory (LCFF)	AIMS will continue to maintain and exceed its ratio of 1:1 computers per student, in order to ensure a steady inventory of working computers at any given time. AIMS will also review and examine its existing school furniture inventory in order to maintain a clean and inviting environment within its school.	$79,500.00	
4.12	Campus Security / Bell System Enhancements (LCFF)	AIMS will commit to additional campus security enhancements, including the installation of additional security cameras and software, and enhancements to our digital bell system. AIMS will also commit to an orderly pick up and dismissal system. AIMS will be in compliance with school safety procedures and will carry out monthly drills.	$6,000	
4.13	Experiential Learning / Field Trip Opportunities	AIMS will commit funding to permit students to engage in educational and end of year field trips. AIMS Middle School will promote college visits by committing to 8th grade college tours. $20,000 LCFF $30,000 - Art and Music Grant	$50,000	
4.14	Teacher Appreciation	Different events and activities to show educator appreciation	5,000	

Action #	Title	Description	Total Funds	Contributing
4.15	School Culture Enhancements/ No Bullying Schools (LCFF)	AIMS will commit to school culture by enhancing SEL with positive behavior programs, GoGuardian, assemblies and guest speakers, PBIS and PBIS events with incentives. AIMS will continue to implement Positive Behavior Intervention Support (PBIS) programs and incentives to provide access to social/emotional curriculum, encourage positive behavior through student rewards. Together, with restorative justice practices, and curriculum, PBIS will help increase student attendance, maintain a low suspension rate, and promote a safe and positive learning environment. The Golden Talon Yearbook AIMS will commit funding to the printing and distribution of The Golden Talon Yearbook, a student yearbook production. SGA The AIMS Student Government Association will provide opportunities for students to take on leadership roles in the school. The SGA will also help support all AIMS Clubs and Organizations in order to promote School / Cultural Events & Assemblies, and Guest Speakers to promote a positive and diverse environment. Student SWAG with school-wide campaign materials. PBIS - $4500 Talon Yearbook- $35,000 PBIS Incentives & Rewards - $20,000 (LCFF) Go Guardian: $ 5,400	$65,000	
4.16	Student Events (LCFF)	AIMS will have student events such as graduation, orientations, honor roll assemblies with incentives, dances, spirit week Grad Supplies & Grad Venue- $8500 SGA /Assemblies- $20,000	$28,500	
4.17	District Oversight Feed	OUSD oversight fee	$56,886	
4.18	Lakeview Lease	Facility Use Agreement with Oakland Unified School District	$230,000	

Goal Analysis for [2022-23]

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

There were no differences in Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

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

A new metric was added to support the social emotional development of all students. AIMS K12 partnered with the El Dorado Charter SELPA, beginning in July 2022, to build capacity around the creation of a special education program that uses a MTSS framework to provide a range of academic, social-emotional and behavioral services and supports. The metric is aimed at developing the whole child in an inclusive and equitable learning environment that closes equity gaps for all students’.

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

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

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

Required Percentage to Increase or Improve Services for the LCAP Year

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

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1: There was a broader need to enhance and modify EL curriculum and instruction to ensure English Learners have access to CCSS and ELD Standards. These enhancements will include increased professional development and support for instructional staff, and increased planning time to incorporate ELD standards into integrated instructional time. As a result of this action, teachers and staff will be aware of which students are in need of the most support so that they can be placed in intervention right away.

Goal 2: There was a need to increase intervention services to EL Students throughout all AIMS HS classes. For these reasons, our ELD Teacher will take on a new role as an ELD TSA and will help provide additional intervention support to general ed teachers in support of ELLs. To ensure a high-quality academic program for English learners: There are 3 ELD Courses that are provided to enhance Designated ELD to build language skills and integrated ELD to support acquisition of content knowledge. TSA's will partner with the ELD Coordinator in providing professional development in differentiating instruction techniques, based on the specific needs of newcomer ELs and Long Term English Learner Students.

Goal 3 Our district wide assessment and data platform allows teachers to see assessment data in real time while Academic Intervention support will help remediate skill deficits and accelerate learning to close the achievement gap.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

To ensure a high-quality academic program for English learners, the ELD program will continue to enhance the PD for integrated and designated ELD. The ELD teacher will collaborate with general education teachers to improve the performance of ELs in AP Courses.

There will be instructional aides who will provide the appropriate support for all levels of English Learners.

The Enhanced Curriculum / Instruction for English Language Learners will help support teachers with EL strategies to implement in Integrated ELD and in Designated ELD.

With the District Wide Assessment and Data Platform in place; teachers, admins, stakeholders, etc. will be able to progress monitor all students including English Learners. Tracking and placing students in intervention would be more efficient. Data will be easier to monitor and struggling students can be identified sooner for intervention.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

[Respond here]

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	[Provide ratio here]	1:89

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	[Provide ratio here]	1:28

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year*:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

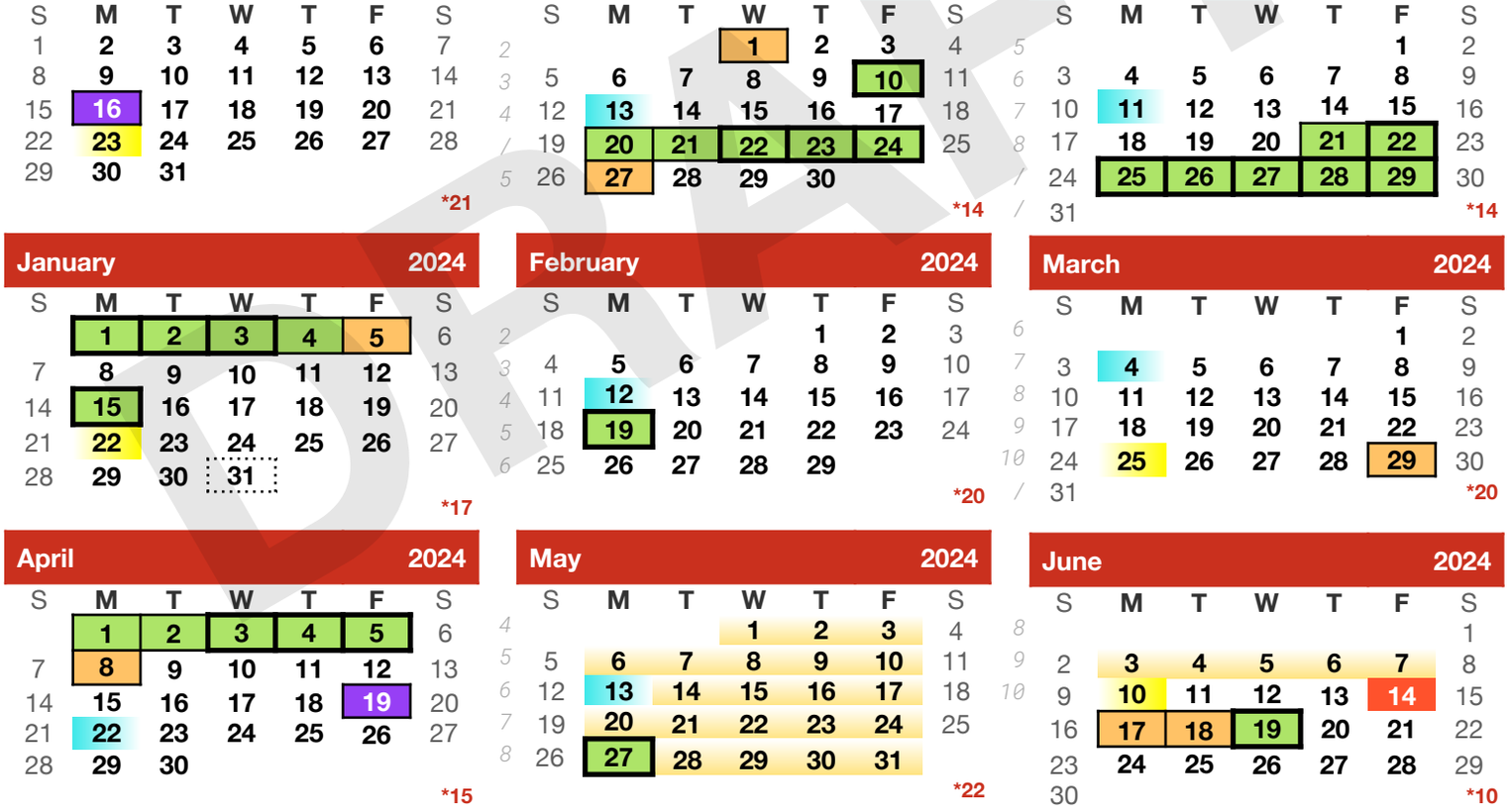
    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

AIMS K-12 College Prep Charter District

2023-2024 School Calendar



Schools Closed
Schools & Office Closed
All Staff PD
Leadership Training

First/Last Day of School
Report Card Week
Progress Report Week
100th Day of School

AP/CAASPP Testing
Teacher/Parent Conference
*## Number of Instructional Days in the Month
187 Number of Instructional Days in the School Year

JUL 04	Independence Day (School & Office Closed)
AUG 01-11	AIMS Staff Orientation (School Closed)
AUG 14	First Day of School for Students
SEP 04	Labor Day (School & Office Closed)
OCT 16	Teacher/Parent Conference (No School For Students)
OCT 23	End of Quarter 1 Marking Period
NOV 01	Staff Development (School Closed)
NOV 10	Veterans Day (School & Office Closed)
NOV 20-24	Thanksgiving Break (School Closed)
NOV 27	Staff Development (School Closed)
DEC 21-JAN 04	Winter Break (School Closed)
JAN 05	Staff Development (School Closed)
JAN 15	MLK Jr. Day (School & Office Closed)
JAN 23	End of Quarter 2/ Semester 1 Marking Period
JAN 31	100th Day of School
FEB 19	Presidents' Day (School & Office Closed)
MAR 25	End of Quarter 3 Marking Period
MAR 29	Staff Development (School Closed)
APR 01-05	Spring Break (School Closed)
APR 08	Staff Development (School Closed)
APR 19	Teacher/Parent Conference (No School For Students)
MAY 01-JUN 07	AP/CAASPP Testing
MAY 27	Memorial Day (School & Office Closed)
JUN 07	End of Quarter 4/ Semester 2 Marking Period
JUN 14	Last Day of School for Students
JUN 14	AIMS Graduation Day
JUN 16-18	Staff Development (School Closed)
JUN 19	Juneteenth (School & Office Closed)

Check Update: calendar.aimsk12.org DRAFT v.05152023

WWW.AIMSK12.ORG

DRAFT

Coversheet

Compliance Action Items

Section: II. Action Items
Item: C. Compliance Action Items
Purpose:
Submitted by:
Related Material: Teacher.Salary.FY23.pdf
Draft Salary Schedule Non -Teacher 23-24 (2).pdf

AIMS K12-COLLEGE PREP
TEACHER SALARY SCHEDULE
FY 2023-2024

Years	BA Degree	MA Degree	DOC Degree
1	$61,882	$63,064	$64,247
2	$62,808	$64,011	$65,210
3	$63,751	$64,971	$66,188
4	$64,708	$65,945	$67,181
5	$65,678	$66,934	$68,189
6	$66,664	$67,937	$69,212
7	$67,663	$68,957	$70,251
8	$68,678	$69,992	$71,304
9	$69,709	$71,041	$72,373
10	$70,754	$72,106	$73,459
11	$71,816	$73,188	$74,561
12	$72,894	$74,286	$75,725
13	$73,986	$75,400	$76,814
14	$75,096	$76,531	$77,966
15	$76,222	$77,679	$79,137
16	$77,366	$78,844	$80,323
17	$78,526	$80,027	$81,528
18	$79,704	$81,227	$82,751
19	$80,900	$82,446	$83,993
20	$82,112	$83,683	$85,252
21	$83,345	$84,939	$86,532
22	$84,594	$86,212	$87,828
23	$85,863	$87,506	$89,146
24	$87,153	$88,817	$90,483

AIMS K12-COLLEGE PREP
TEACHER SALARY SCHEDULE
FY 2023-2024

25	**$88,460**	**$90,150**	**$91,841**

* FY2023/2024 reflects 8% increase from prior FY22/23 Salary Schedule

*increments of 1.5%	
	FTE: FULL TI
	DAYS PER YEAR
12 MONTH POSITION	241
11 MONTH POSITION	205
CERTIFICATED MANAGEMENT	**PCN**
Head of School	**1300**
	Monthly
	Daily
	Hourly
Head of Academics/Head of Divison	**1300**
	Monthly
	Daily
	Hourly
Dean of Schools	**1300**
	Monthly
	Daily
	Hourly
Classified Director	**2300**
12 MONTH POSITION	**Monthly**
	Daily
	Hourly
CLASSIFIED MANAGEMENT	
Chief Business Officer	**2300**
12 MONTH POSITION	**Monthly**
	Daily
	Hourly
Classified Director	**2300**
12 MONTH POSITION	**Monthly**
	Daily
	Hourly
Classified Manager	**2300**
12 MONTH POSITION	**Monthly**
	Daily

	Hourly
CLASSIFIED	
Coordinator of Human Resources	**2400**
12 MONTH POSITION	**Monthly**
Education Coordinator	**Daily**
Coordanator Postion Control	**Hourly**
Credential Analyst	
Coordinator of Business Services	**2400**
12 MONTH POSITION	**Monthly**
Technology Coordinator	**Daily**
	Hourly
Fiscal Technician	**2400**
12 MONTH POSITION	**Monthly**
	Daily
	Hourly
AfterSchool Program Coordinator	**2400**
11 MONTH POSITION	**Monthly**
	Daily
	Hourly
Coordinator - Classified	**1200**
12 MONTH POSITION	**Monthly**
	Daily
	Hourly
Grant Writer	**2400**
11 MONTH POSITION	**Monthly**
	Daily
	Hourly
Executive Assistant	**2400**
12 MONTH POSITION	**Monthly**
	Daily
	Hourly
Administrative Assistant I	**2400**
12 MONTH POSITION: Site Based	**Monthly**
	Daily
	Hourly

Administrative Assistant II	**2400**
12 MONTH POSITION: Site Based	**Monthly**
	Daily
	Hourly
Administrative Assistant III	**2400**
12 MONTH POSITION: CENTRAL	**Monthly**
	Daily
	Hourly
Board Secretary	**2400**
12 MONTH POSITION	**Monthly**
	Daily
	Hourly
Clerk I: 11 Month. Front Desk Clerk I, Food Service Clerk	**2400**
11 MONTH POSITION: Site Based	**Monthly**
Hourly	**Daily**
	Hourly
Clerk II: 11 Month	**2400**
11 MONTH POSITION: Site Based	**Monthly**
Hourly	**Daily**
	Hourly
Clerk III : 11 Month	**2400**
11 MONTH POSITION: Site Based	**Monthly**
	Daily
	Hourly
Instructional Aide I	**2100**
11 MONTH POSITION: Site Based	**Monthly**
Hourly	**Daily**
	Hourly
Instructional Aide II	**2100**
11 MONTH POSITION: Site Based	**Monthly**
	Daily
	Hourly
Instructional Aide III	**2100**
11 MONTH POSITION: Site Based	**Monthly**
	Daily

	Hourly
OTHER CERTIFICATED	
Counselor	**1200**
11 MONTH POSITION: Site Based	**Monthly**
	Daily
	Hourly
Coordinator - Cerificated	**2400**
12 MONTH POSITION	**Monthly**
	Daily
	Hourly
ELD Coordinator	
12 MONTH POSITION	

ME EQUIVALENT	22-23		
HOURS PER DAY			
8			
8			$ 28,673.75
STEP I	**STEP II**	**STEP III**	**STEP IV**
$ 113,275.00	$ 115,000.00	$ 116,725.00	$ 118,475.88
~~$ 9,439.58~~	$ 9,583.33	$ 9,727.08	$ 9,872.99
$ 435.67	$ 442.31	$ 448.94	$ 455.68
$ 54.46	$ 55.29	$ 56.12	$ 56.96
$ 93,575.00	$ 95,000.00	$ 96,425.00	$ 97,871.38
$ 7,797.92	$ 7,916.67	$ 8,035.42	$ 8,155.95
$ 359.90	$ 365.38	$ 370.87	$ 376.43
$ 44.99	$ 45.67	$ 46.36	$ 47.05
$ 74,695.83	$ 75,833.33	$ 76,970.83	$ 78,125.39
$ 6,224.65	$ 6,319.44	$ 6,414.24	$ 6,510.45
$ 287.29	$ 291.67	$ 296.04	$ 300.48
$ 35.91	$ 36.46	$ 37.01	$ 37.56
$ 93,725.00	$ 95,000.00	$ 96,425.00	$ 97,871.38
$ 7,810.42	$ 7,916.67	$ 8,035.42	$ 8,155.95
$ 360.48	$ 365.38	$ 370.87	$ 376.43
$ 45.06	$ 45.67	$ 46.36	$ 47.05
$ 118,200.00	$ 120,000.00	$ 121,800.00	$ 123,627.00
$ 9,850.00	$ 10,000.00	$ 10,150.00	$ 10,302.25
$ 454.62	$ 461.54	$ 468.46	$ 475.49
$ 56.83	$ 57.69	$ 58.56	$ 59.44
$ 93,725.00	$ 95,000.00	$ 96,425.00	$ 97,871.38
$ 7,810.42	$ 7,916.67	$ 8,035.42	$ 8,155.95
$ 360.48	$ 365.38	$ 370.87	$ 376.43
$ 45.06	$ 45.67	$ 46.36	$ 47.05
$ 90,770.00	$ 92,000.00	$ 93,380.00	$ 94,780.70
$ 7,564.17	$ 7,666.67	$ 7,781.67	$ 7,898.39
$ 349.12	$ 353.85	$ 359.15	$ 364.54

$ 43.64	$ 44.23	$ 44.89	$ 45.57
$ 67,915.75	$ 68,934.49	$ 69,968.50	$ 71,018.03
$ 5,659.65	$ 5,744.54	$ 5,830.71	$ 5,918.17
$ 261.21	$ 265.13	$ 269.11	$ 273.15
$ 32.65	$ 33.14	$ 33.64	$ 34.14
$ 67,915.75	$ 68,934.49	$ 69,968.50	$ 71,018.03
$ 5,659.65	$ 5,744.54	$ 5,830.71	$ 5,918.17
$ 261.21	$ 265.13	$ 269.11	$ 273.15
$ 32.65	$ 33.14	$ 33.64	$ 34.14
$ 54,817.71	$ 55,639.98	$ 56,474.58	$ 57,321.69
$ 4,568.14	$ 4,636.66	$ 4,706.21	$ 4,776.81
$ 210.84	$ 214.00	$ 217.21	$ 220.47
$ 26.35	$ 26.75	$ 27.15	$ 27.56
$ 44,427.60	$ 45,094.01	$ 45,770.42	$ 46,456.98
$ 4,038.87	$ 4,099.46	$ 4,160.95	$ 4,223.36
$ 216.72	$ 219.97	$ 223.27	$ 226.62
$ 27.09	$ 27.50	$ 27.91	$ 28.33
$ 64,025.00	$ 65,000.00	$ 65,975.00	$ 66,964.63
$ 5,820.45	$ 5,909.09	$ 5,997.73	$ 6,087.69
$ 312.32	$ 317.07	$ 321.83	$ 326.66
$ 39.04	$ 39.63	$ 40.23	$ 40.83
$ 54,175.00	$ 55,000.00	$ 55,825.00	$ 56,662.38
$ 4,925.00	$ 5,000.00	$ 5,075.00	$ 5,151.13
$ 234.52	$ 238.10	$ 241.67	$ 245.29
$ 29.32	$ 29.76	$ 30.21	$ 30.66
$ 64,025.00	$ 65,000.00	$ 65,975.00	$ 66,964.63
$ 5,335.42	$ 5,416.67	$ 5,497.92	$ 5,580.39
$ 265.66	$ 281.39	$ 285.61	$ 289.89
$ 33.21	$ 35.17	$ 35.70	$ 36.24
$ 49,995.00	$ 50,744.93	$ 51,506.10	$ 52,278.69
$ 4,545.00	$ 4,613.18	$ 4,682.37	$ 4,752.61
$ 243.88	$ 247.54	$ 251.25	$ 255.02
$ 30.48	$ 30.94	$ 31.41	$ 31.88

$ 54,818.00	$ 55,640.27	$ 56,474.87	$ 57,322.00
$ 4,983.45	$ 4,636.69	$ 5,134.08	$ 5,211.09
$ 267.40	$ 230.87	$ 275.49	$ 279.62
$ 33.43	$ 28.86	$ 34.44	$ 34.95
$ 57,347.50	$ 58,207.71	$ 59,080.83	$ 59,967.04
$ 5,213.41	$ 5,291.61	$ 5,370.98	$ 5,451.55
$ 279.74	$ 283.94	$ 288.20	$ 292.52
$ 34.97	$ 35.49	$ 36.02	$ 36.57
$ 56,500.00	$ 57,347.50	$ 58,207.71	$ 59,080.83
$ 4,708.33	$ 4,778.96	$ 4,850.64	$ 4,923.40
$ 244.59	$ 248.26	$ 251.98	$ 255.76
$ 30.57	$ 31.03	$ 31.50	$ 31.97
$ 24,600.00	$ 24,969.00	$ 25,343.54	$ 25,723.69
$ 2,236.36	$ 2,269.91	$ 2,303.96	$ 2,338.52
$ 120.00	$ 121.80	$ 123.63	$ 125.48
$ 15.00	$ 15.23	$ 15.45	$ 15.69
$ 28,700.00	$ 29,130.50	$ 29,567.46	$ 30,010.97
$ 2,609.09	$ 2,648.23	$ 2,687.95	$ 2,728.27
$ 140.00	$ 142.10	$ 144.23	$ 146.39
$ 17.50	$ 17.76	$ 18.03	$ 18.30
$ 32,800.00	$ 33,292.00	$ 33,791.38	$ 34,298.25
$ 2,981.82	$ 3,026.55	$ 3,071.94	$ 3,118.02
$ 160.00	$ 162.40	$ 164.84	$ 167.31
$ 20.00	$ 20.30	$ 20.60	$ 20.91
$ 28,700.00	$ 29,130.50	$ 29,567.46	$ 30,010.97
$ 2,609.09	$ 2,648.23	$ 2,687.95	$ 2,728.27
$ 140.00	$ 142.10	$ 144.23	$ 146.39
$ 17.50	$ 17.76	$ 18.03	$ 18.30
$ 43,615.00	$ 44,269.23	$ 44,933.26	$ 45,607.26
$ 3,965.00	$ 4,024.48	$ 4,084.84	$ 4,146.11
$ 212.76	$ 215.95	$ 219.19	$ 222.47
$ 26.59	$ 26.99	$ 27.40	$ 27.81
$ 49,342.00	$ 50,082.13	$ 50,833.36	$ 51,595.86
$ 4,485.64	$ 4,552.92	$ 4,621.21	$ 4,690.53
$ 240.69	$ 244.30	$ 247.97	$ 251.69

$ 30.09	$ 30.54	$ 31.00	$ 31.46
$ 73,875.00	$ 75,000.00	$ 76,125.00	$ 77,266.88
$ 6,715.91	$ 6,818.18	$ 6,920.45	$ 7,024.26
$ 360.37	$ 365.85	$ 371.34	$ 376.91
$ 45.05	$ 45.73	$ 46.42	$ 47.11
$ 69,845.45	$ 70,909.09	$ 71,972.73	$ 73,052.32
$ 6,349.59	$ 6,446.28	$ 6,542.98	$ 6,641.12
$ 340.71	$ 345.90	$ 351.09	$ 356.35
$ 42.59	$ 43.24	$ 43.89	$ 44.54

STEP V	STEP VI	Step VII	STEP VIII	STEP VIIII	STEP X
$ 120,253.01	$ 122,056.81	$ 123,887.66	$ 125,745.98	$ 127,632.16	$ 129,546.65
$ 10,021.08	$ 10,171.40	$ 10,323.97	$ 10,478.83	$ 10,636.01	$ 10,795.55
$ 462.51	$ 469.45	$ 476.49	$ 483.64	$ 490.89	$ 498.26
$ 57.81	$ 58.68	$ 59.56	$ 60.45	$ 61.36	$ 62.28
$ 99,339.45	$ 100,829.54	$ 102,341.98	$ 103,877.11	$ 105,435.27	$ 107,016.80
$ 8,278.29	$ 8,402.46	$ 8,528.50	$ 8,656.43	$ 8,786.27	$ 8,918.07
$ 382.07	$ 387.81	$ 393.62	$ 399.53	$ 405.52	$ 411.60
$ 47.76	$ 48.48	$ 49.20	$ 49.94	$ 50.69	$ 51.45
$ 79,297.27	$ 80,486.73	$ 81,694.03	$ 82,919.44	$ 84,163.24	$ 85,425.68
$ 6,608.11	$ 6,707.23	$ 6,807.84	$ 6,909.95	$ 7,013.60	$ 7,118.81
$ 304.99	$ 309.56	$ 314.21	$ 318.92	$ 323.70	$ 328.56
$ 38.12	$ 38.70	$ 39.28	$ 39.87	$ 40.46	$ 41.07
$ 99,339.45	$ 100,829.54	$ 102,341.98	$ 103,877.11	$ 105,435.27	$ 107,016.80
$ 8,278.29	$ 8,402.46	$ 8,528.50	$ 8,656.43	$ 8,786.27	$ 8,918.07
$ 382.07	$ 387.81	$ 393.62	$ 399.53	$ 405.52	$ 411.60
$ 47.76	$ 48.48	$ 49.20	$ 49.94	$ 50.69	$ 51.45
$ 125,481.41	$ 127,363.63	$ 129,274.08	$ 131,213.19	$ 133,181.39	$ 135,179.11
$ 10,456.78	$ 10,613.64	$ 10,772.84	$ 10,934.43	$ 11,098.45	$ 11,264.93
$ 482.62	$ 489.86	$ 497.21	$ 504.67	$ 512.24	$ 519.92
$ 60.33	$ 61.23	$ 62.15	$ 63.08	$ 64.03	$ 64.99
$ 99,339.45	$ 100,829.54	$ 102,341.98	$ 103,877.11	$ 105,435.27	$ 107,016.80
$ 8,278.29	$ 8,402.46	$ 8,528.50	$ 8,656.43	$ 8,786.27	$ 8,918.07
$ 382.07	$ 387.81	$ 393.62	$ 399.53	$ 405.52	$ 411.60
$ 47.76	$ 48.48	$ 49.20	$ 49.94	$ 50.69	$ 51.45
$ 96,202.41	$ 97,645.45	$ 99,110.13	$ 100,596.78	$ 102,105.73	$ 103,637.32
$ 8,016.87	$ 8,137.12	$ 8,259.18	$ 8,383.07	$ 8,508.81	$ 8,636.44
$ 370.01	$ 375.56	$ 381.19	$ 386.91	$ 392.71	$ 398.61

$ 46.25	$ 46.94	$ 47.65	$ 48.36	$ 49.09	$ 49.83
$ 72,083.30	$ 73,164.55	$ 74,262.02	$ 75,375.95	$ 76,506.59	$ 77,654.19
$ 6,006.94	$ 6,097.05	$ 6,188.50	$ 6,281.33	$ 6,375.55	$ 6,471.18
$ 277.24	$ 281.40	$ 285.62	$ 289.91	$ 294.26	$ 298.67
$ 34.66	$ 35.18	$ 35.70	$ 36.24	$ 36.78	$ 37.33
$ 72,083.30	$ 73,164.55	$ 74,262.02	$ 75,375.95	$ 76,506.59	$ 77,654.19
$ 6,006.94	$ 6,097.05	$ 6,188.50	$ 6,281.33	$ 6,375.55	$ 6,471.18
$ 277.24	$ 281.40	$ 285.62	$ 289.91	$ 294.26	$ 298.67
$ 34.66	$ 35.18	$ 35.70	$ 36.24	$ 36.78	$ 37.33
$ 58,181.52	$ 59,054.24	$ 59,940.06	$ 60,839.16	$ 61,751.74	$ 62,678.02
$ 4,848.46	$ 4,921.19	$ 4,995.00	$ 5,069.93	$ 5,145.98	$ 5,223.17
$ 223.78	$ 227.13	$ 230.54	$ 234.00	$ 237.51	$ 241.07
$ 27.97	$ 28.39	$ 28.82	$ 29.25	$ 29.69	$ 30.13
$ 47,153.84	$ 47,861.14	$ 48,579.06	$ 49,307.75	$ 50,047.36	$ 50,798.07
$ 4,286.71	$ 4,351.01	$ 4,416.28	$ 4,482.52	$ 4,549.76	$ 4,618.01
$ 230.02	$ 233.47	$ 236.97	$ 240.53	$ 244.13	$ 247.80
$ 28.75	$ 29.18	$ 29.62	$ 30.07	$ 30.52	$ 30.97
$ 67,969.09	$ 68,988.63	$ 70,023.46	$ 71,073.81	$ 72,139.92	$ 73,222.02
$ 6,179.01	$ 6,271.69	$ 6,365.77	$ 6,461.26	$ 6,558.17	$ 6,656.55
$ 331.56	$ 336.53	$ 341.58	$ 346.70	$ 351.90	$ 357.18
$ 41.44	$ 42.07	$ 42.70	$ 43.34	$ 43.99	$ 44.65
$ 57,512.31	$ 58,375.00	$ 59,250.62	$ 60,139.38	$ 61,041.47	$ 61,957.09
$ 5,228.39	$ 5,306.82	$ 5,386.42	$ 5,467.22	$ 5,549.22	$ 5,632.46
$ 248.97	$ 252.71	$ 256.50	$ 260.34	$ 264.25	$ 268.21
$ 31.12	$ 31.59	$ 32.06	$ 32.54	$ 33.03	$ 33.53
$ 67,969.09	$ 68,988.63	$ 70,023.46	$ 71,073.81	$ 72,139.92	$ 73,222.02
$ 5,664.09	$ 5,749.05	$ 5,835.29	$ 5,922.82	$ 6,011.66	$ 6,101.83
$ 294.24	$ 298.65	$ 303.13	$ 307.68	$ 312.29	$ 316.98
$ 36.78	$ 37.33	$ 37.89	$ 38.46	$ 39.04	$ 39.62
$ 53,062.87	$ 53,858.81	$ 54,666.70	$ 55,486.70	$ 56,319.00	$ 57,163.78
$ 4,823.90	$ 4,896.26	$ 4,969.70	$ 5,044.25	$ 5,119.91	$ 5,196.71
$ 258.84	$ 262.73	$ 266.67	$ 270.67	$ 274.73	$ 278.85
$ 32.36	$ 32.84	$ 33.33	$ 33.83	$ 34.36	$ 34.86

$ 58,181.83	$ 59,054.55	$ 59,940.37	$ 60,839.48	$ 61,752.07	$ 62,678.35
$ 5,289.26	$ 5,368.60	$ 5,449.12	$ 5,530.86	$ 5,613.82	$ 5,698.03
$ 283.81	$ 288.07	$ 292.39	$ 296.78	$ 301.23	$ 305.75
$ 35.48	$ 36.01	$ 36.55	$ 37.10	$ 37.65	$ 38.22
$ 60,866.55	$ 61,779.54	$ 62,706.24	$ 63,646.83	$ 64,601.53	$ 65,570.56
$ 5,533.32	$ 5,616.32	$ 5,700.57	$ 5,786.08	$ 5,872.87	$ 5,960.96
$ 296.91	$ 301.36	$ 260.19	$ 310.47	$ 315.13	$ 319.86
$ 37.11	$ 37.67	$ 32.52	$ 38.81	$ 39.39	$ 39.98
				1.87	
$ 59,967.04	$ 60,866.55	$ 61,779.54	$ 62,706.24	$ 63,646.83	$ 64,601.53
$ 4,997.25	$ 5,072.21	$ 5,148.30	$ 5,225.52	$ 5,303.90	$ 5,383.46
$ 259.60	$ 263.49	$ 267.44	$ 271.46	$ 275.53	$ 279.66
$ 32.45	$ 32.94	$ 33.43	$ 33.93	$ 34.44	$ 34.96
$ 26,109.54	$ 26,501.19	$ 26,898.70	$ 27,302.18	$ 27,711.72	$ 28,127.39
$ 2,373.59	$ 2,409.20	$ 2,445.34	$ 2,482.02	$ 2,519.25	$ 2,557.04
$ 127.36	$ 129.27	$ 131.21	$ 133.18	$ 135.18	$ 137.21
$ 15.92	$ 16.16	$ 16.40	$ 16.65	$ 16.90	$ 17.15
$ 30,461.13	$ 30,918.05	$ 31,381.82	$ 31,852.55	$ 32,330.34	$ 32,815.29
$ 2,769.19	$ 2,810.73	$ 2,852.89	$ 2,895.69	$ 2,939.12	$ 2,983.21
$ 148.59	$ 150.82	$ 153.08	$ 155.38	$ 157.71	$ 160.07
$ 18.57	$ 18.85	$ 19.14	$ 19.42	$ 19.71	$ 20.01
$ 34,812.72	$ 35,334.92	$ 35,864.94	$ 36,402.91	$ 36,948.96	$ 37,503.19
$ 3,164.79	$ 3,212.27	$ 3,260.45	$ 3,309.36	$ 3,359.00	$ 3,409.38
$ 169.82	$ 172.37	$ 174.95	$ 177.58	$ 180.24	$ 182.94
$ 21.23	$ 21.55	$ 21.87	$ 22.20	$ 22.53	$ 22.87
$ 30,461.13	$ 30,918.05	$ 31,381.82	$ 31,852.55	$ 32,330.34	$ 32,815.29
$ 2,769.19	$ 2,810.73	$ 2,852.89	$ 2,895.69	$ 2,939.12	$ 2,983.21
$ 148.59	$ 150.82	$ 153.08	$ 155.38	$ 157.71	$ 160.07
$ 18.57	$ 18.85	$ 19.14	$ 19.42	$ 19.71	$ 20.01
$ 46,291.37	$ 46,985.74	$ 47,690.53	$ 48,405.89	$ 49,131.97	$ 49,868.95
$ 4,208.31	$ 4,271.43	$ 4,335.50	$ 4,400.54	$ 4,466.54	$ 4,533.54
$ 225.81	$ 229.20	$ 232.64	$ 236.13	$ 239.67	$ 243.26
$ 28.23	$ 28.65	$ 29.08	$ 29.52	$ 29.96	$ 30.41
$ 52,369.80	$ 53,155.35	$ 53,952.68	$ 54,761.97	$ 55,583.40	$ 56,417.15
$ 4,760.89	$ 4,832.30	$ 4,904.79	$ 4,978.36	$ 5,053.04	$ 5,128.83
$ 255.46	$ 259.29	$ 263.18	$ 267.13	$ 271.14	$ 275.21

$ 31.93	$ 32.41	$ 32.90	$ 33.39	$ 33.89	$ 34.40
$ 78,425.88	$ 79,602.27	$ 80,796.30	$ 82,008.24	$ 83,238.37	$ 84,486.94
$ 7,129.63	$ 7,236.57	$ 7,345.12	$ 7,455.29	$ 7,567.12	$ 7,680.63
$ 382.57	$ 388.30	$ 394.13	$ 400.04	$ 406.04	$ 412.13
$ 47.82	$ 48.54	$ 49.27	$ 50.01	$ 50.76	$ 51.52
$ 74,148.10	$ 75,260.32	$ 76,389.23	$ 77,535.07	$ 78,698.09	$ 79,878.56
$ 6,740.74	$ 6,841.85	$ 6,944.48	$ 7,048.64	$ 7,154.37	$ 7,261.69
$ 361.70	$ 367.12	$ 372.63	$ 378.22	$ 383.89	$ 389.65
$ 45.21	$ 45.89	$ 46.58	$ 47.28	$ 47.99	$ 48.71

STEP XI	STEP XII	STEP XIII	STEP XIV	STEP XV	STEP XVI
$ 131,489.85	$ 133,462.19	$ 135,464.13	$ 137,496.09	$ 139,558.53	$ 141,651.91
$ 10,957.49	$ 11,121.85	$ 11,288.68	$ 11,458.01	$ 11,629.88	$ 11,804.33
$ 505.73	$ 513.32	$ 521.02	$ 528.83	$ 536.76	$ 544.82
$ 63.22	$ 64.16	$ 65.13	$ 66.10	$ 67.10	$ 68.10
$ 108,622.05	$ 110,251.38	$ 111,905.15	$ 113,583.73	$ 115,287.48	$ 117,016.79
$ 9,051.84	$ 9,187.61	$ 9,325.43	$ 9,465.31	$ 9,607.29	$ 9,751.40
$ 417.78	$ 424.04	$ 430.40	$ 436.86	$ 443.41	$ 450.06
$ 52.22	$ 53.01	$ 53.80	$ 54.61	$ 55.43	$ 56.26
$ 86,707.07	$ 88,007.68	$ 89,327.79	$ 90,667.71	$ 92,027.72	$ 93,408.14
$ 7,225.59	$ 7,333.97	$ 7,443.98	$ 7,555.64	$ 7,668.98	$ 7,784.01
$ 333.49	$ 338.49	$ 343.57	$ 348.72	$ 353.95	$ 359.26
$ 41.69	$ 42.31	$ 42.95	$ 43.59	$ 44.24	$ 44.91
$ 108,622.05	$ 110,251.38	$ 111,905.15	$ 113,583.73	$ 115,287.48	$ 117,016.79
$ 9,051.84	$ 9,187.61	$ 9,325.43	$ 9,465.31	$ 9,607.29	$ 9,751.40
$ 417.78	$ 424.04	$ 430.40	$ 436.86	$ 443.41	$ 450.06
$ 52.22	$ 53.01	$ 53.80	$ 54.61	$ 55.43	$ 56.26
$ 137,206.80	$ 139,264.90	$ 141,353.87	$ 143,474.18	$ 145,626.29	$ 147,810.69
$ 11,433.90	$ 11,605.41	$ 11,779.49	$ 11,956.18	$ 12,135.52	$ 12,317.56
$ 527.72	$ 535.63	$ 543.67	$ 551.82	$ 560.10	$ 568.50
$ 65.96	$ 66.95	$ 67.96	$ 68.98	$ 70.01	$ 71.06
$ 108,622.05	$ 110,251.38	$ 111,905.15	$ 113,583.73	$ 115,287.48	$ 117,016.79
$ 9,051.84	$ 9,187.61	$ 9,325.43	$ 9,465.31	$ 9,607.29	$ 9,751.40
$ 417.78	$ 424.04	$ 430.40	$ 436.86	$ 443.41	$ 450.06
$ 52.22	$ 53.01	$ 53.80	$ 54.61	$ 55.43	$ 56.26
$ 105,191.88	$ 106,769.76	$ 108,371.30	$ 109,996.87	$ 111,646.82	$ 113,321.53
$ 8,765.99	$ 8,897.48	$ 9,030.94	$ 9,166.41	$ 9,303.90	$ 9,443.46
$ 404.58	$ 410.65	$ 416.81	$ 423.06	$ 429.41	$ 435.85

$ 50.57	$ 51.33	$ 52.10	$ 52.88	$ 53.68	$ 54.48
$ 78,819.00	$ 80,001.29	$ 81,201.30	$ 82,419.32	$ 83,655.61	$ 84,910.45
$ 6,568.25	$ 6,666.77	$ 6,766.78	$ 6,868.28	$ 6,971.30	$ 7,075.87
$ 303.15	$ 307.70	$ 312.31	$ 317.00	$ 321.75	$ 326.58
$ 37.89	$ 38.46	$ 39.04	$ 39.62	$ 40.22	$ 40.82
$ 78,819.00	$ 80,001.29	$ 81,201.30	$ 82,419.32	$ 83,655.61	$ 84,910.45
$ 6,568.25	$ 6,666.77	$ 6,766.78	$ 6,868.28	$ 6,971.30	$ 7,075.87
$ 303.15	$ 307.70	$ 312.31	$ 317.00	$ 321.75	$ 326.58
she w	$ 38.46	$ 39.04	$ 39.62	$ 40.22	$ 40.82
$ 63,604.30	$ 64,530.57	$ 65,456.85	$ 66,383.12	$ 67,309.40	$ 68,235.68
$ 5,300.36	$ 5,377.55	$ 5,454.74	$ 5,531.93	$ 5,609.12	$ 5,686.31
$ 244.63	$ 248.19	$ 251.76	$ 255.32	$ 258.88	$ 262.44
$ 30.58	$ 31.02	$ 31.47	$ 31.91	$ 32.36	$ 32.81
$ 51,560.04	$ 52,333.44	$ 53,118.45	$ 53,915.22	$ 54,723.95	$ 55,544.81
$ 4,687.28	$ 4,757.59	$ 4,828.95	$ 4,901.38	$ 4,974.90	$ 5,049.53
$ 251.51	$ 255.29	$ 259.11	$ 263.00	$ 266.95	$ 270.95
$ 31.44	$ 31.91	$ 32.39	$ 32.88	$ 33.37	$ 33.87
$ 74,320.35	$ 75,435.15	$ 76,566.68	$ 77,715.18	$ 78,880.91	$ 80,064.12
$ 6,756.40	$ 6,857.74	$ 6,960.61	$ 7,065.02	$ 7,170.99	$ 7,278.56
$ 362.54	$ 367.98	$ 373.50	$ 379.10	$ 384.78	$ 390.56
$ 45.32	$ 46.00	$ 46.69	$ 47.39	$ 48.10	$ 48.82
$ 62,886.45	$ 63,829.75	$ 64,787.19	$ 65,759.00	$ 66,745.38	$ 67,746.57
$ 5,716.95	$ 5,802.70	$ 5,889.74	$ 5,978.09	$ 6,067.76	$ 6,158.78
$ 272.24	$ 276.32	$ 280.46	$ 284.67	$ 288.94	$ 293.28
$ 34.03	$ 34.54	$ 35.06	$ 35.58	$ 36.12	$ 36.66
$ 74,320.35	$ 75,435.15	$ 76,566.68	$ 77,715.18	$ 78,880.91	$ 80,064.12
$ 6,193.36	$ 6,286.26	$ 6,380.56	$ 6,476.27	$ 6,573.41	$ 6,672.01
$ 321.73	$ 326.56	$ 331.46	$ 336.43	$ 341.48	$ 346.60
$ 40.22	$ 40.82	$ 41.43	$ 42.05	$ 42.68	$ 43.32
$ 58,021.24	$ 58,891.56	$ 59,774.93	$ 60,671.55	$ 61,581.63	$ 62,505.35
$ 5,274.66	$ 5,353.78	$ 5,434.08	$ 5,515.60	$ 5,598.33	$ 5,682.30
$ 283.03	$ 287.28	$ 291.59	$ 295.96	$ 300.40	$ 304.90
$ 35.38	$ 35.91	$ 36.45	$ 36.99	$ 37.55	$ 38.11

$ 63,618.53	$ 64,572.80	$ 65,541.40	$ 66,524.52	$ 67,522.39	$ 68,535.22
$ 5,783.50	$ 5,870.25	$ 5,958.31	$ 6,047.68	$ 6,138.40	$ 6,230.47
$ 310.33	$ 314.99	$ 319.71	$ 324.51	$ 329.38	$ 334.32
$ 38.79	$ 39.37	$ 39.96	$ 40.56	$ 41.17	$ 41.79
$ 66,554.11	$ 67,552.43	$ 68,565.71	$ 69,594.20	$ 70,638.11	$ 71,697.68
$ 6,050.37	$ 6,141.13	$ 6,233.25	$ 6,326.75	$ 6,421.65	$ 6,517.97
$ 324.65	$ 329.52	$ 334.47	$ 339.48	$ 344.58	$ 349.74
$ 40.58	$ 41.19	$ 41.81	$ 42.44	$ 43.07	$ 43.72
$ 65,570.56	$ 66,554.11	$ 67,552.43	$ 68,565.71	$ 69,594.20	$ 70,638.11
$ 5,464.21	$ 5,546.18	$ 5,629.37	$ 5,713.81	$ 5,799.52	$ 5,886.51
$ 283.86	$ 288.11	$ 292.43	$ 296.82	$ 301.27	$ 305.79
$ 35.48	$ 36.01	$ 36.55	$ 37.10	$ 37.66	$ 38.22
$ 28,549.30	$ 28,977.54	$ 29,412.21	$ 29,853.39	$ 30,301.19	$ 30,755.71
$ 2,595.39	$ 2,634.32	$ 2,673.84	$ 2,713.94	$ 2,754.65	$ 2,795.97
$ 139.26	$ 141.35	$ 143.47	$ 145.63	$ 147.81	$ 150.03
$ 17.41	$ 17.67	$ 17.93	$ 18.20	$ 18.48	$ 18.75
$ 33,307.52	$ 33,807.13	$ 34,314.24	$ 34,828.96	$ 35,351.39	$ 35,881.66
$ 3,027.96	$ 3,073.38	$ 3,119.48	$ 3,166.27	$ 3,213.76	$ 3,261.97
$ 162.48	$ 164.91	$ 167.39	$ 169.90	$ 172.45	$ 175.03
$ 20.31	$ 20.61	$ 20.92	$ 21.24	$ 21.56	$ 21.88
$ 38,065.74	$ 38,636.73	$ 39,216.28	$ 39,804.52	$ 40,401.59	$ 41,007.61
$ 3,460.52	$ 3,512.43	$ 3,565.12	$ 3,618.59	$ 3,672.87	$ 3,727.96
$ 185.69	$ 188.47	$ 191.30	$ 194.17	$ 197.08	$ 200.04
$ 23.21	$ 23.56	$ 23.91	$ 24.27	$ 24.64	$ 25.00
$ 33,307.52	$ 33,807.13	$ 34,314.24	$ 34,828.96	$ 35,351.39	$ 35,881.66
$ 3,027.96	$ 3,073.38	$ 3,119.48	$ 3,166.27	$ 3,213.76	$ 3,261.97
$ 162.48	$ 164.91	$ 167.39	$ 169.90	$ 172.45	$ 175.03
$ 20.31	$ 20.61	$ 20.92	$ 21.24	$ 21.56	$ 21.88
$ 50,616.99	$ 51,376.24	$ 52,146.89	$ 52,929.09	$ 53,723.03	$ 54,528.87
$ 4,601.54	$ 4,670.57	$ 4,740.63	$ 4,811.74	$ 4,883.91	$ 4,957.17
$ 246.91	$ 250.62	$ 254.38	$ 258.19	$ 262.06	$ 265.99
$ 30.86	$ 31.33	$ 31.80	$ 32.27	$ 32.76	$ 33.25
$ 57,263.41	$ 58,122.36	$ 58,994.19	$ 59,879.10	$ 60,777.29	$ 61,688.95
$ 5,205.76	$ 5,283.85	$ 5,363.11	$ 5,443.55	$ 5,525.21	$ 5,608.09
$ 279.33	$ 283.52	$ 287.78	$ 292.09	$ 296.47	$ 300.92

$ 34.92	$ 35.44	$ 35.97	$ 36.51	$ 37.06	$ 37.62
$ 85,754.25	$ 87,040.56	$ 88,346.17	$ 89,671.36	$ 91,016.43	$ 92,381.68
$ 7,795.84	$ 7,912.78	$ 8,031.47	$ 8,151.94	$ 8,274.22	$ 8,398.33
$ 418.31	$ 424.59	$ 430.96	$ 437.42	$ 443.98	$ 450.64
$ 52.29	$ 53.07	$ 53.87	$ 54.68	$ 55.50	$ 56.33
$ 81,076.74	$ 82,292.89	$ 83,527.29	$ 84,780.20	$ 86,051.90	$ 87,342.68
$ 7,370.61	$ 7,481.17	$ 7,593.39	$ 7,707.29	$ 7,822.90	$ 7,940.24
$ 395.50	$ 401.43	$ 407.45	$ 413.56	$ 419.77	$ 426.06
$ 49.44	$ 50.18	$ 50.93	$ 51.70	$ 52.47	$ 53.26

STEP XVII	STEP XVIII	STEP XVIIII	STEP XX	STEP XXI	STEP XXII
$ 143,776.69	$ 145,933.34	$ 148,122.34	$ 150,344.17	$ 152,599.34	$ 154,888.33
$ 11,981.39	$ 12,161.11	$ 12,343.53	$ 12,528.68	$ 12,716.61	$ 12,907.36
$ 552.99	$ 561.28	$ 569.70	$ 578.25	$ 586.92	$ 595.72
$ 69.12	$ 70.16	$ 71.21	$ 72.28	$ 73.37	$ 74.47
$ 118,772.05	$ 120,553.63	$ 122,361.93	$ 124,197.36	$ 126,060.32	$ 127,951.23
$ 9,897.67	$ 10,046.14	$ 10,196.83	$ 10,349.78	$ 10,505.03	$ 10,662.60
$ 456.82	$ 463.67	$ 470.62	$ 477.68	$ 484.85	$ 492.12
$ 57.10	$ 57.96	$ 58.83	$ 59.71	$ 60.61	$ 61.52
$ 94,809.26	$ 96,231.40	$ 97,674.87	$ 99,139.99	$ 100,627.09	$ 102,136.50
$ 7,900.77	$ 8,019.28	$ 8,139.57	$ 8,261.67	$ 8,385.59	$ 8,511.38
$ 364.65	$ 370.12	$ 375.67	$ 381.31	$ 387.03	$ 392.83
$ 45.58	$ 46.27	$ 46.96	$ 47.66	$ 48.38	$ 49.10
$ 118,772.05	$ 120,553.63	$ 122,361.93	$ 124,197.36	$ 126,060.32	$ 127,951.23
$ 9,897.67	$ 10,046.14	$ 10,196.83	$ 10,349.78	$ 10,505.03	$ 10,662.60
$ 456.82	$ 463.67	$ 470.62	$ 477.68	$ 484.85	$ 492.12
$ 57.10	$ 57.96	$ 58.83	$ 59.71	$ 60.61	$ 61.52
$ 150,027.85	$ 152,278.27	$ 154,562.44	$ 156,880.88	$ 159,234.09	$ 161,622.60
$ 12,502.32	$ 12,689.86	$ 12,880.20	$ 13,073.41	$ 13,269.51	$ 13,468.55
$ 577.03	$ 585.69	$ 594.47	$ 603.39	$ 612.44	$ 621.63
$ 72.13	$ 73.21	$ 74.31	$ 75.42	$ 76.55	$ 77.70
$ 118,772.05	$ 120,553.63	$ 122,361.93	$ 124,197.36	$ 126,060.32	$ 127,951.23
$ 9,897.67	$ 10,046.14	$ 10,196.83	$ 10,349.78	$ 10,505.03	$ 10,662.60
$ 456.82	$ 463.67	$ 470.62	$ 477.68	$ 484.85	$ 492.12
$ 57.10	$ 57.96	$ 58.83	$ 59.71	$ 60.61	$ 61.52
$ 115,021.35	$ 116,746.67	$ 118,497.87	$ 120,275.34	$ 122,079.47	$ 123,910.66
$ 9,585.11	$ 9,728.89	$ 9,874.82	$ 10,022.94	$ 10,173.29	$ 10,325.89
$ 442.39	$ 449.03	$ 455.76	$ 462.60	$ 469.54	$ 476.58

$ 55.30	$ 56.13	$ 56.97	$ 57.82	$ 58.69	$ 59.57
$ 86,184.11	$ 87,476.87	$ 88,789.02	$ 90,120.86	$ 91,472.67	$ 92,844.76
$ 7,182.01	$ 7,289.74	$ 7,399.08	$ 7,510.07	$ 7,622.72	$ 7,737.06
$ 331.48	$ 336.45	$ 341.50	$ 346.62	$ 351.82	$ 357.10
$ 41.43	$ 42.06	$ 42.69	$ 43.33	$ 43.98	$ 44.64
$ 86,184.11	$ 87,476.87	$ 88,789.02	$ 90,120.86	$ 91,472.67	$ 92,844.76
$ 7,182.01	$ 7,289.74	$ 7,399.08	$ 7,510.07	$ 7,622.72	$ 7,737.06
$ 331.48	$ 336.45	$ 341.50	$ 346.62	$ 351.82	$ 357.10
$ 41.43	$ 42.06	$ 42.69	$ 43.33	$ 43.98	$ 44.64
$ 69,161.95	$ 70,088.23	$ 71,014.50	$ 71,940.78	$ 72,867.06	$ 73,793.33
$ 5,763.50	$ 5,840.69	$ 5,917.88	$ 5,995.07	$ 6,072.25	$ 6,149.44
$ 266.01	$ 269.57	$ 273.13	$ 276.70	$ 280.26	$ 283.82
$ 33.25	$ 33.70	$ 34.14	$ 34.59	$ 35.03	$ 35.48
$ 56,377.98	$ 57,223.65	$ 58,082.01	$ 58,953.24	$ 59,837.54	$ 60,735.10
$ 5,125.27	$ 5,202.15	$ 5,280.18	$ 5,359.39	$ 5,439.78	$ 5,521.37
$ 275.01	$ 279.14	$ 283.33	$ 287.58	$ 291.89	$ 296.27
$ 34.38	$ 34.89	$ 35.42	$ 35.95	$ 36.49	$ 37.03
$ 81,265.08	$ 82,484.06	$ 83,721.32	$ 84,977.14	$ 86,251.80	$ 87,545.58
$ 7,387.73	$ 7,498.55	$ 7,611.03	$ 7,725.19	$ 7,841.07	$ 7,958.69
$ 396.42	$ 402.36	$ 408.40	$ 414.52	$ 420.74	$ 427.05
$ 49.55	$ 50.30	$ 51.05	$ 51.82	$ 52.59	$ 53.38
$ 68,762.76	$ 69,794.21	$ 70,841.12	$ 71,903.73	$ 72,982.29	$ 74,077.03
$ 6,251.16	$ 6,344.93	$ 6,440.10	$ 6,536.70	$ 6,634.75	$ 6,734.28
$ 297.67	$ 302.14	$ 306.67	$ 311.27	$ 315.94	$ 320.68
$ 37.21	$ 37.77	$ 38.33	$ 38.91	$ 39.49	$ 40.08
$ 81,265.08	$ 82,484.06	$ 83,721.32	$ 84,977.14	$ 86,251.80	$ 87,545.58
$ 6,772.09	$ 6,873.67	$ 6,976.78	$ 7,081.43	$ 7,187.65	$ 7,295.46
$ 351.80	$ 357.07	$ 362.43	$ 367.87	$ 373.38	$ 378.99
$ 43.97	$ 44.63	$ 45.30	$ 45.98	$ 46.67	$ 47.37
$ 63,442.93	$ 64,394.58	$ 65,360.50	$ 66,340.90	$ 67,336.02	$ 68,346.06
$ 5,767.54	$ 5,854.05	$ 5,941.86	$ 6,030.99	$ 6,121.46	$ 6,213.28
$ 309.48	$ 314.12	$ 318.83	$ 323.61	$ 328.47	$ 333.40
$ 38.68	$ 39.26	$ 39.85	$ 40.45	$ 41.06	$ 41.67

$ 69,563.25	$ 70,606.70	$ 71,665.80	$ 72,740.79	$ 73,831.90	$ 74,939.38
$ 6,323.93	$ 6,418.79	$ 6,515.07	$ 6,612.80	$ 6,711.99	$ 6,812.67
$ 339.33	$ 344.42	$ 349.59	$ 354.83	$ 360.16	$ 365.56
$ 42.42	$ 43.05	$ 43.70	$ 44.35	$ 45.02	$ 45.69
$ 72,773.15	$ 73,864.75	$ 74,972.72	$ 76,097.31	$ 77,238.77	$ 78,397.35
$ 6,615.74	$ 6,714.98	$ 6,815.70	$ 6,917.94	$ 7,021.71	$ 7,127.03
$ 354.99	$ 360.32	$ 365.72	$ 371.21	$ 376.77	$ 382.43
$ 44.37	$ 45.04	$ 45.72	$ 46.40	$ 47.10	$ 47.80
$ 71,697.68	$ 72,773.15	$ 73,864.75	$ 74,972.72	$ 76,097.31	$ 77,238.77
$ 5,974.81	$ 6,064.43	$ 6,155.40	$ 6,247.73	$ 6,341.44	$ 6,436.56
$ 310.38	$ 315.04	$ 319.76	$ 324.56	$ 329.43	$ 334.37
$ 38.80	$ 39.38	$ 39.97	$ 40.57	$ 41.18	$ 41.80
$ 31,217.04	$ 31,685.30	$ 32,160.58	$ 32,642.99	$ 33,132.63	$ 33,629.62
$ 2,837.91	$ 2,880.48	$ 2,923.69	$ 2,967.54	$ 3,012.06	$ 3,057.24
$ 152.28	$ 154.56	$ 156.88	$ 159.23	$ 161.62	$ 164.05
$ 19.03	$ 19.32	$ 19.61	$ 19.90	$ 20.20	$ 20.51
$ 36,419.89	$ 36,966.18	$ 37,520.68	$ 38,083.49	$ 38,654.74	$ 39,234.56
$ 3,310.90	$ 3,360.56	$ 3,410.97	$ 3,462.14	$ 3,514.07	$ 3,566.78
$ 177.66	$ 180.32	$ 183.03	$ 185.77	$ 188.56	$ 191.39
$ 22.21	$ 22.54	$ 22.88	$ 23.22	$ 23.57	$ 23.92
$ 41,622.73	$ 42,247.07	$ 42,880.77	$ 43,523.98	$ 44,176.84	$ 44,839.50
$ 3,783.88	$ 3,840.64	$ 3,898.25	$ 3,956.73	$ 4,016.08	$ 4,076.32
$ 203.04	$ 206.08	$ 209.17	$ 212.31	$ 215.50	$ 218.73
$ 25.38	$ 25.76	$ 26.15	$ 26.54	$ 26.94	$ 27.34
$ 36,419.89	$ 36,966.18	$ 37,520.68	$ 38,083.49	$ 38,654.74	$ 39,234.56
$ 3,310.90	$ 3,360.56	$ 3,410.97	$ 3,462.14	$ 3,514.07	$ 3,566.78
$ 177.66	$ 180.32	$ 183.03	$ 185.77	$ 188.56	$ 191.39
$ 22.21	$ 22.54	$ 22.88	$ 23.22	$ 23.57	$ 23.92
$ 55,346.80	$ 56,177.01	$ 57,019.66	$ 57,874.96	$ 58,743.08	$ 59,624.23
$ 5,031.53	$ 5,107.00	$ 5,183.61	$ 5,261.36	$ 5,340.28	$ 5,420.38
$ 269.98	$ 274.03	$ 278.14	$ 282.32	$ 286.55	$ 290.85
$ 33.75	$ 34.25	$ 34.77	$ 35.29	$ 35.82	$ 36.36
$ 62,614.28	$ 63,553.50	$ 64,506.80	$ 65,474.40	$ 66,456.52	$ 67,453.37
$ 5,692.21	$ 5,777.59	$ 5,864.25	$ 5,952.22	$ 6,041.50	$ 6,132.12
$ 305.44	$ 310.02	$ 314.67	$ 319.39	$ 324.18	$ 329.04

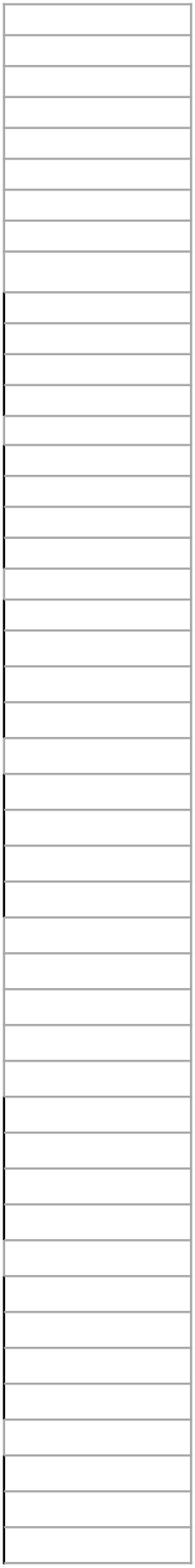
$ 38.18	$ 38.75	$ 39.33	$ 39.92	$ 40.52	$ 41.13
$ 93,767.40	$ 95,173.92	$ 96,601.52	$ 98,050.55	$ 99,521.31	$ 101,014.13
$ 8,524.31	$ 8,652.17	$ 8,781.96	$ 8,913.69	$ 9,047.39	$ 9,183.10
$ 457.40	$ 464.26	$ 471.23	$ 478.30	$ 485.47	$ 492.75
$ 57.18	$ 58.03	$ 58.90	$ 59.79	$ 60.68	$ 61.59
$ 88,652.82	$ 89,982.61	$ 91,332.35	$ 92,702.33	$ 94,092.87	$ 95,504.26
$ 8,059.35	$ 8,180.24	$ 8,302.94	$ 8,427.48	$ 8,553.90	$ 8,682.21
$ 432.45	$ 438.94	$ 445.52	$ 452.21	$ 458.99	$ 465.87
$ 54.06	$ 54.87	$ 55.69	$ 56.53	$ 57.37	$ 58.23

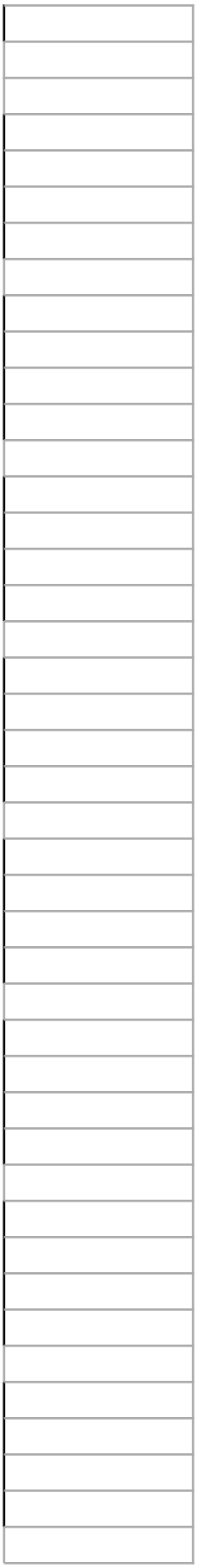
STEP XXIII	STEP XXVI	STEP XXVII	STEP XXVIII	STEP XXIIII	STEP XXX
$ 157,211.65	$ 159,569.83	$ 161,963.37	$ 164,392.82	$ 166,858.72	$ 169,361.60
$ 13,100.97	$ 13,297.49	$ 13,496.95	$ 13,699.40	$ 13,904.89	$ 14,113.47
$ 604.66	$ 613.73	$ 622.94	$ 632.28	$ 641.76	$ 651.39
$ 75.58	$ 76.72	$ 77.87	$ 79.04	$ 80.22	$ 81.42
$ 129,870.49	$ 131,818.55	$ 133,795.83	$ 135,802.77	$ 137,839.81	$ 139,907.41
$ 10,822.54	$ 10,984.88	$ 11,149.65	$ 11,316.90	$ 11,486.65	$ 11,658.95
$ 499.50	$ 506.99	$ 514.60	$ 522.32	$ 530.15	$ 538.11
$ 62.44	$ 63.37	$ 64.32	$ 65.29	$ 66.27	$ 67.26
$ 103,668.55	$ 105,223.58	$ 106,801.93	$ 108,403.96	$ 110,030.02	$ 111,680.47
$ 8,639.05	$ 8,768.63	$ 8,900.16	$ 9,033.66	$ 9,169.17	$ 9,306.71
$ 398.73	$ 404.71	$ 410.78	$ 416.94	$ 423.19	$ 429.54
$ 49.84	$ 50.59	$ 51.35	$ 52.12	$ 52.90	$ 53.69
$ 129,870.49	$ 131,818.55	$ 133,795.83	$ 135,802.77	$ 137,839.81	$ 139,907.41
$ 10,822.54	$ 10,984.88	$ 11,149.65	$ 11,316.90	$ 11,486.65	$ 11,658.95
$ 499.50	$ 506.99	$ 514.60	$ 522.32	$ 530.15	$ 538.11
$ 62.44	$ 63.37	$ 64.32	$ 65.29	$ 66.27	$ 67.26
$ 164,046.94	$ 166,507.64	$ 169,005.26	$ 171,540.34	$ 174,113.44	$ 176,725.14
$ 13,670.58	$ 13,875.64	$ 14,083.77	$ 14,295.03	$ 14,509.45	$ 14,727.10
$ 630.95	$ 640.41	$ 650.02	$ 659.77	$ 669.67	$ 679.71
$ 78.87	$ 80.05	$ 81.25	$ 82.47	$ 83.71	$ 84.96
$ 129,870.49	$ 131,818.55	$ 133,795.83	$ 135,802.77	$ 137,839.81	$ 139,907.41
$ 10,822.54	$ 10,984.88	$ 11,149.65	$ 11,316.90	$ 11,486.65	$ 11,658.95
$ 499.50	$ 506.99	$ 514.60	$ 522.32	$ 530.15	$ 538.11
$ 62.44	$ 63.37	$ 64.32	$ 65.29	$ 66.27	$ 67.26
$ 125,769.32	$ 127,655.86	$ 129,570.70	$ 131,514.26	$ 133,486.97	$ 135,489.28
$ 10,480.78	$ 10,637.99	$ 10,797.56	$ 10,959.52	$ 11,123.91	$ 11,290.77
$ 483.73	$ 490.98	$ 498.35	$ 505.82	$ 513.41	$ 521.11

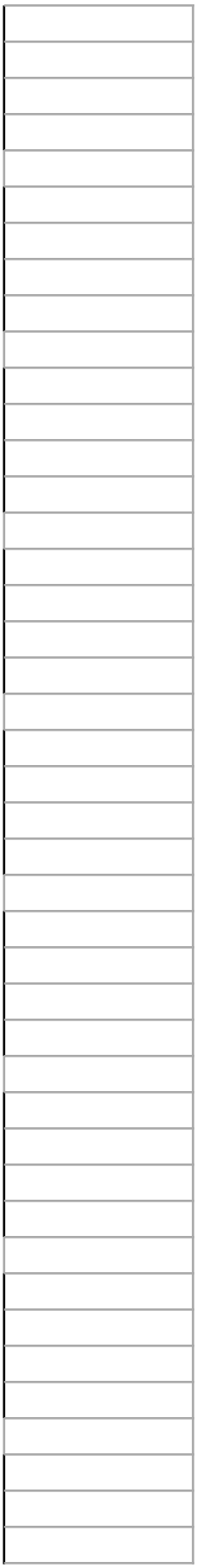
$ 60.47	$ 61.37	$ 62.29	$ 63.23	$ 64.18	$ 65.14
$ 94,237.43	$ 95,650.99	$ 97,085.76	$ 98,542.04	$ 100,020.17	$ 101,520.48
$ 7,853.12	$ 7,970.92	$ 8,090.48	$ 8,211.84	$ 8,335.01	$ 8,460.04
$ 362.45	$ 367.89	$ 373.41	$ 379.01	$ 384.69	$ 390.46
$ 45.31	$ 45.99	$ 46.68	$ 47.38	$ 48.09	$ 48.81
$ 94,237.43	$ 95,650.99	$ 97,085.76	$ 98,542.04	$ 100,020.17	$ 101,520.48
$ 7,853.12	$ 7,970.92	$ 8,090.48	$ 8,211.84	$ 8,335.01	$ 8,460.04
$ 362.45	$ 367.89	$ 373.41	$ 379.01	$ 384.69	$ 390.46
$ 45.31	$ 45.99	$ 46.68	$ 47.38	$ 48.09	$ 48.81
$ 74,719.61	$ 75,645.89	$ 76,572.16	$ 77,498.44	$ 78,424.71	$ 79,350.99
$ 6,226.63	$ 6,303.82	$ 6,381.01	$ 6,458.20	$ 6,535.39	$ 6,612.58
$ 287.38	$ 290.95	$ 294.51	$ 298.07	$ 301.63	$ 305.20
$ 35.92	$ 36.37	$ 36.81	$ 37.26	$ 37.70	$ 38.15
$ 61,646.12	$ 62,570.82	$ 63,509.38	$ 64,462.02	$ 65,428.95	$ 66,410.38
$ 5,604.19	$ 5,688.26	$ 5,773.58	$ 5,860.18	$ 5,948.09	$ 6,037.31
$ 300.71	$ 305.22	$ 309.80	$ 314.45	$ 319.17	$ 323.95
$ 37.59	$ 38.15	$ 38.73	$ 39.31	$ 39.90	$ 40.49
$ 88,858.76	$ 90,191.64	$ 91,544.52	$ 92,917.68	$ 94,311.45	$ 95,726.12
$ 8,078.07	$ 8,199.24	$ 8,322.23	$ 8,447.06	$ 8,573.77	$ 8,702.37
$ 433.46	$ 439.96	$ 446.56	$ 453.26	$ 460.06	$ 466.96
$ 54.18	$ 54.99	$ 55.82	$ 56.66	$ 57.51	$ 58.37
$ 75,188.18	$ 76,316.00	$ 77,460.74	$ 78,622.65	$ 79,801.99	$ 80,999.02
$ 6,835.29	$ 6,937.82	$ 7,041.89	$ 7,147.51	$ 7,254.73	$ 7,363.55
$ 325.49	$ 330.37	$ 335.33	$ 340.36	$ 345.46	$ 350.65
$ 40.69	$ 41.30	$ 41.92	$ 42.54	$ 43.18	$ 43.83
$ 88,858.76	$ 90,191.64	$ 91,544.52	$ 92,917.68	$ 94,311.45	$ 95,726.12
$ 7,404.90	$ 7,515.97	$ 7,628.71	$ 7,743.14	$ 7,859.29	$ 7,977.18
$ 384.67	$ 390.44	$ 396.30	$ 402.24	$ 408.27	$ 414.40
$ 48.08	$ 48.81	$ 49.54	$ 50.28	$ 51.03	$ 51.80
$ 69,371.25	$ 70,411.82	$ 71,467.99	$ 72,540.01	$ 73,628.11	$ 74,732.53
$ 6,306.48	$ 6,401.07	$ 6,497.09	$ 6,594.55	$ 6,693.46	$ 6,793.87
$ 338.40	$ 343.47	$ 348.62	$ 353.85	$ 359.16	$ 364.55
$ 42.30	$ 42.93	$ 43.58	$ 44.23	$ 44.90	$ 45.57

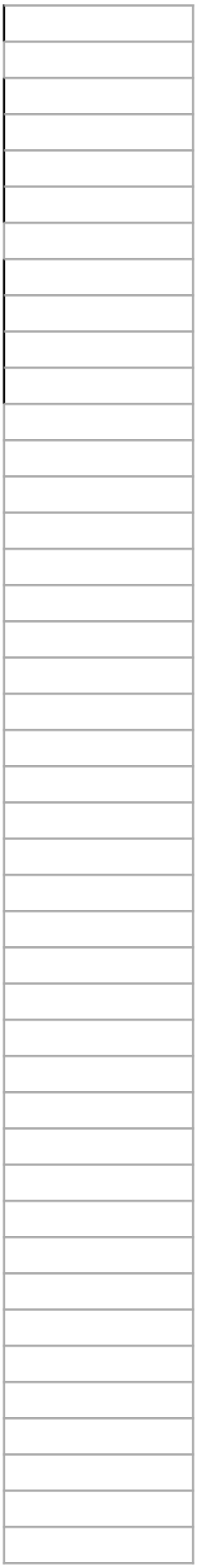
$ 76,063.47	$ 77,204.42	$ 78,362.49	$ 79,537.92	$ 80,730.99	$ 81,941.96
$ 6,914.86	$ 7,018.58	$ 7,123.86	$ 7,230.72	$ 7,339.18	$ 7,449.27
$ 371.04	$ 376.61	$ 382.26	$ 387.99	$ 393.81	$ 399.72
$ 46.38	$ 47.08	$ 47.78	$ 48.50	$ 49.23	$ 49.96
$ 79,573.31	$ 80,766.91	$ 81,978.41	$ 83,208.09	$ 84,456.21	$ 85,723.05
$ 7,233.94	$ 7,342.45	$ 7,452.58	$ 7,564.37	$ 7,677.84	$ 7,793.00
$ 388.16	$ 393.98	$ 399.89	$ 405.89	$ 411.98	$ 418.16
$ 48.52	$ 49.25	$ 49.99	$ 50.74	$ 51.50	$ 52.27
$ 78,397.35	$ 79,573.31	$ 80,766.91	$ 81,978.41	$ 83,208.09	$ 84,456.21
$ 6,533.11	$ 6,631.11	$ 6,730.58	$ 6,831.53	$ 6,934.01	$ 7,038.02
$ 339.38	$ 344.47	$ 349.64	$ 354.88	$ 360.21	$ 365.61
$ 42.42	$ 43.06	$ 43.71	$ 44.36	$ 45.03	$ 45.70
$ 34,134.07	$ 34,646.08	$ 35,165.77	$ 35,693.26	$ 36,228.65	$ 36,772.08
$ 3,103.10	$ 3,149.64	$ 3,196.89	$ 3,244.84	$ 3,293.51	$ 3,342.92
$ 166.51	$ 169.01	$ 171.54	$ 174.11	$ 176.73	$ 179.38
$ 20.81	$ 21.13	$ 21.44	$ 21.76	$ 22.09	$ 22.42
$ 39,823.08	$ 40,420.42	$ 41,026.73	$ 41,642.13	$ 42,266.76	$ 42,900.77
$ 3,620.28	$ 3,674.58	$ 3,729.70	$ 3,785.65	$ 3,842.43	$ 3,900.07
$ 194.26	$ 197.17	$ 200.13	$ 203.13	$ 206.18	$ 209.27
$ 24.28	$ 24.65	$ 25.02	$ 25.39	$ 25.77	$ 26.16
$ 45,512.09	$ 46,194.77	$ 46,887.69	$ 47,591.01	$ 48,304.87	$ 49,029.45
$ 4,137.46	$ 4,199.52	$ 4,262.52	$ 4,326.46	$ 4,391.35	$ 4,457.22
$ 222.01	$ 225.34	$ 228.72	$ 232.15	$ 235.63	$ 239.17
$ 27.75	$ 28.17	$ 28.59	$ 29.02	$ 29.45	$ 29.90
$ 39,823.08	$ 40,420.42	$ 41,026.73	$ 41,642.13	$ 42,266.76	$ 42,900.77
$ 3,620.28	$ 3,674.58	$ 3,729.70	$ 3,785.65	$ 3,842.43	$ 3,900.07
$ 194.26	$ 197.17	$ 200.13	$ 203.13	$ 206.18	$ 209.27
$ 24.28	$ 24.65	$ 25.02	$ 25.39	$ 25.77	$ 26.16
$ 60,518.59	$ 61,426.37	$ 62,347.77	$ 63,282.98	$ 64,232.23	$ 65,195.71
$ 5,501.69	$ 5,584.22	$ 5,667.98	$ 5,753.00	$ 5,839.29	$ 5,926.88
$ 295.21	$ 299.64	$ 304.14	$ 308.70	$ 313.33	$ 318.03
$ 36.90	$ 37.46	$ 38.02	$ 38.59	$ 39.17	$ 39.75
$ 68,465.17	$ 69,492.15	$ 70,534.53	$ 71,592.55	$ 72,666.43	$ 73,756.43
$ 6,224.11	$ 6,317.47	$ 6,412.23	$ 6,508.41	$ 6,606.04	$ 6,705.13
$ 333.98	$ 338.99	$ 344.07	$ 349.23	$ 354.47	$ 359.79

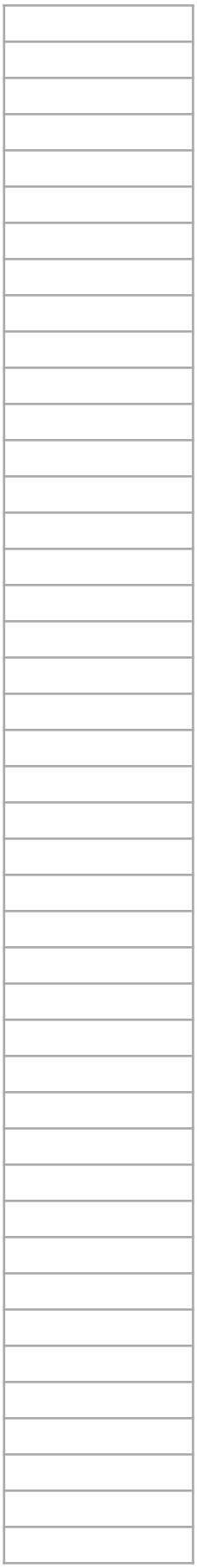
$ 41.75	$ 42.37	$ 43.01	$ 43.65	$ 44.31	$ 44.97
$ 102,529.34	$ 104,067.28	$ 105,628.29	$ 107,212.71	$ 108,820.90	$ 110,453.22
$ 9,320.85	$ 9,460.66	$ 9,602.57	$ 9,746.61	$ 9,892.81	$ 10,041.20
$ 500.14	$ 507.65	$ 515.26	$ 522.99	$ 530.83	$ 538.80
$ 62.52	$ 63.46	$ 64.41	$ 65.37	$ 66.35	$ 67.35
$ 96,936.83	$ 98,390.88	$ 99,866.74	$ 101,364.74	$ 102,885.21	$ 104,428.49
$ 8,812.44	$ 8,944.63	$ 9,078.79	$ 9,214.98	$ 9,353.20	$ 9,493.50
$ 472.86	$ 479.96	$ 487.15	$ 494.46	$ 501.88	$ 509.41
$ 59.11	$ 59.99	$ 60.89	$ 61.81	$ 62.73	$ 63.68

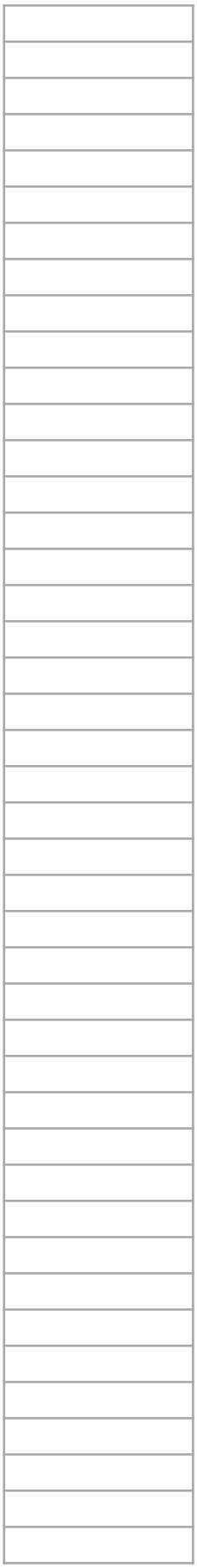


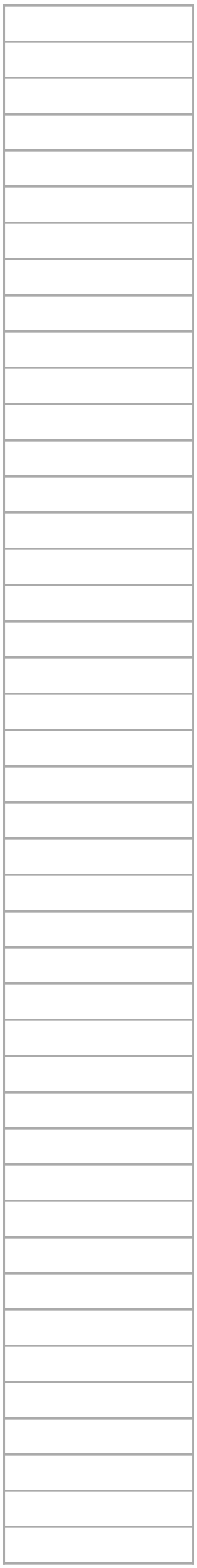


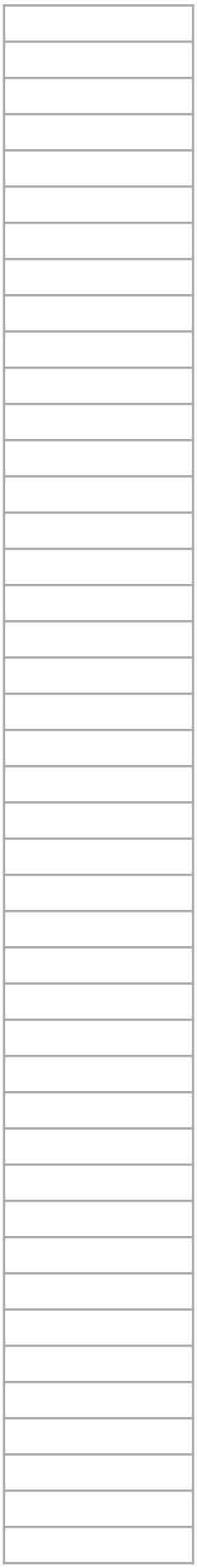


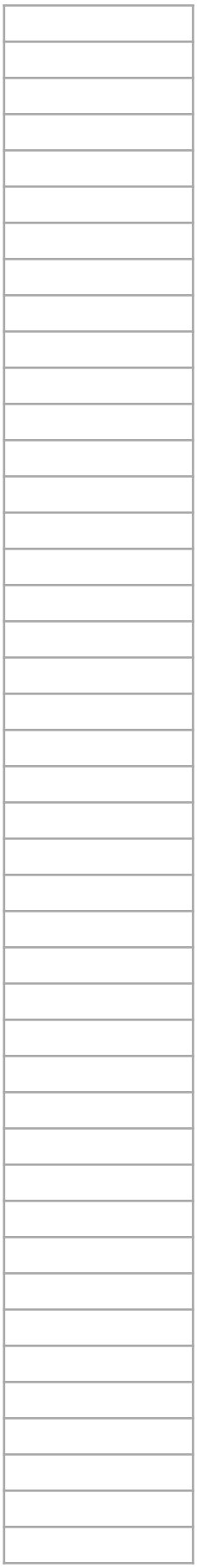


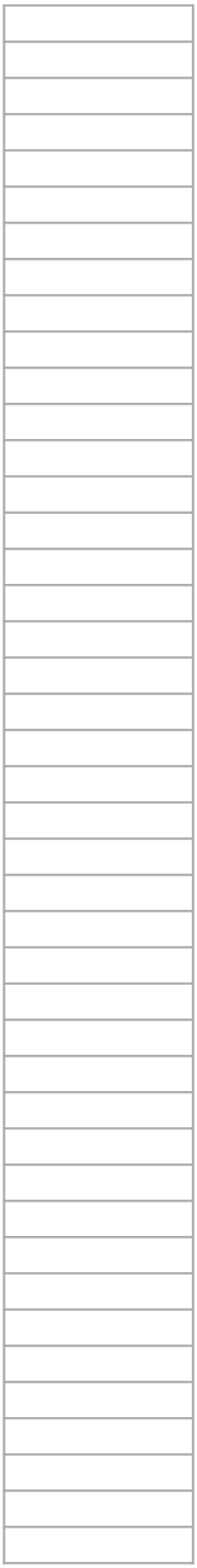


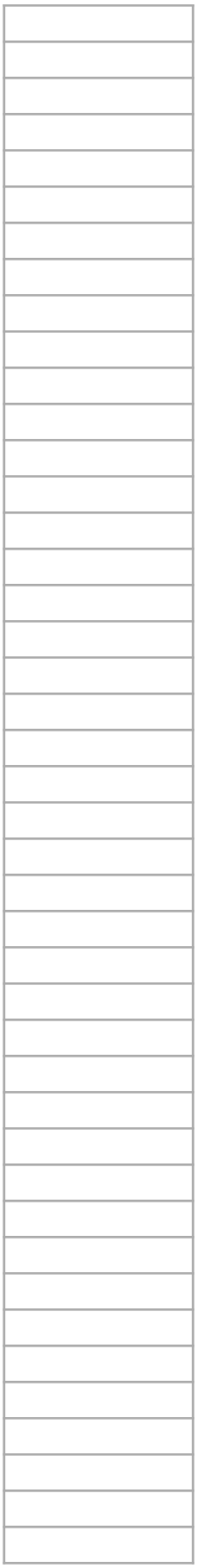


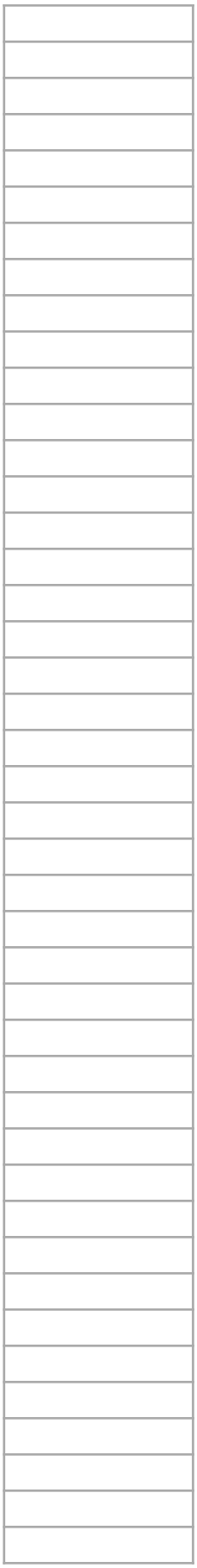


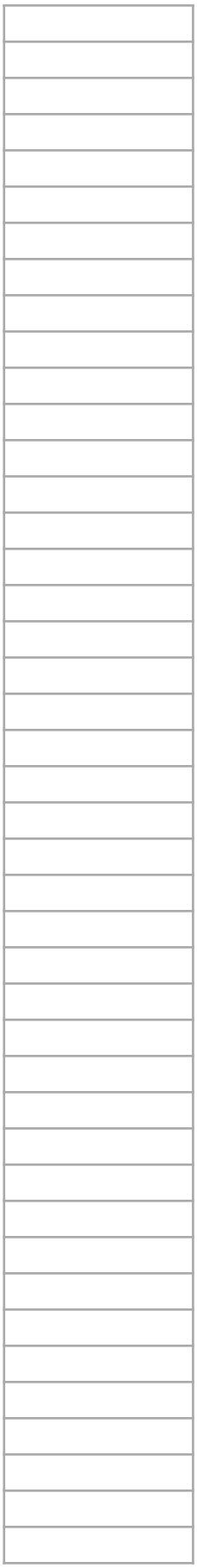


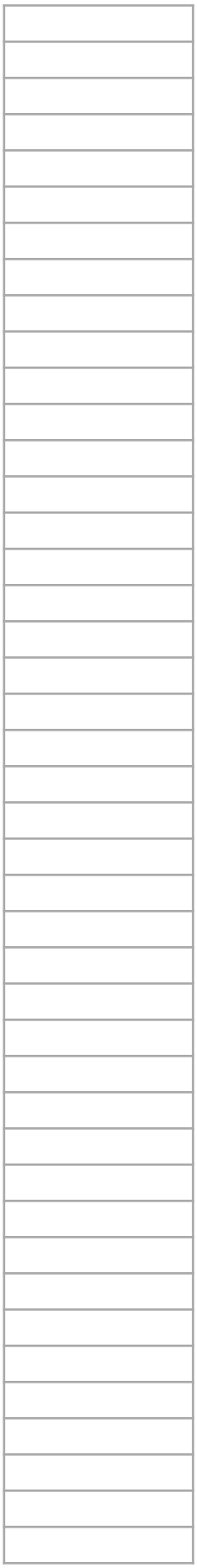


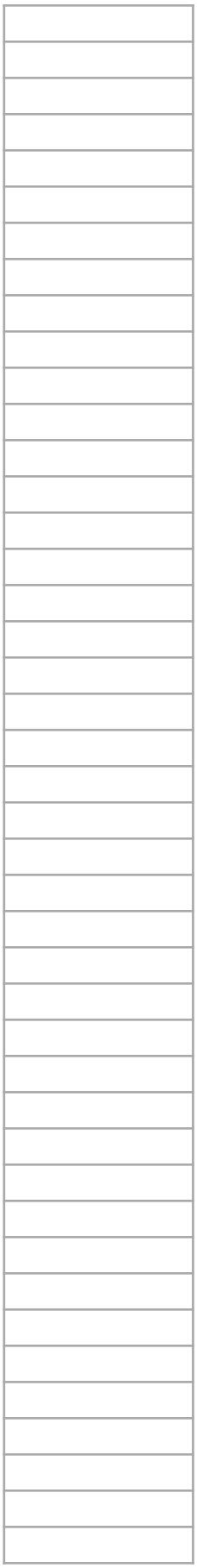


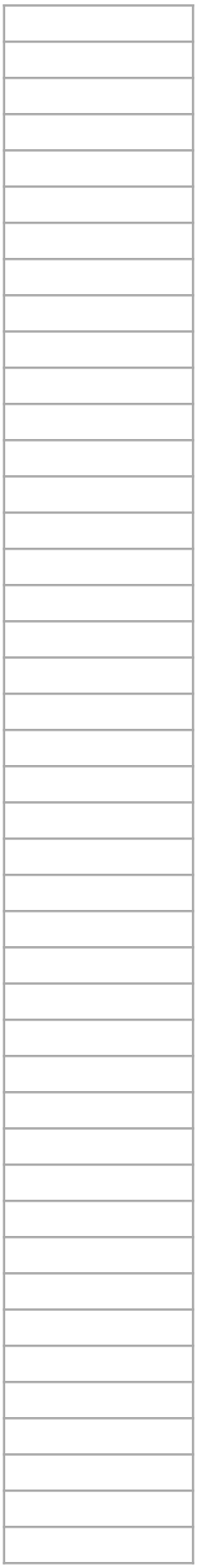


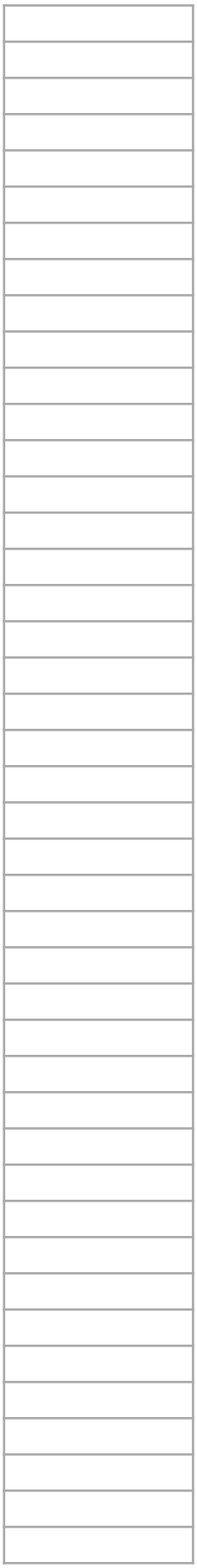


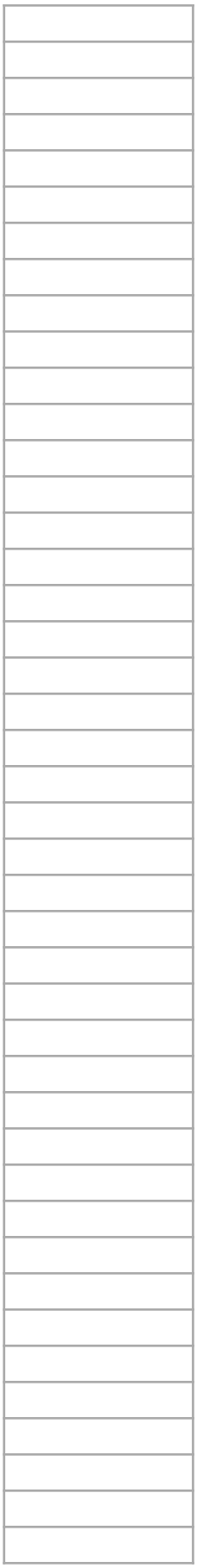


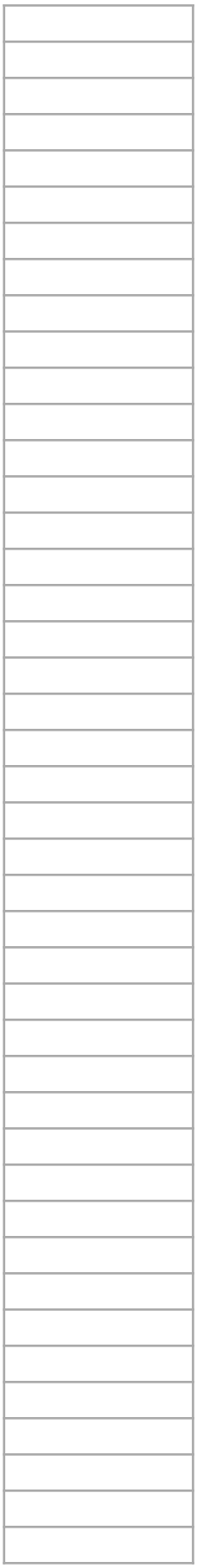


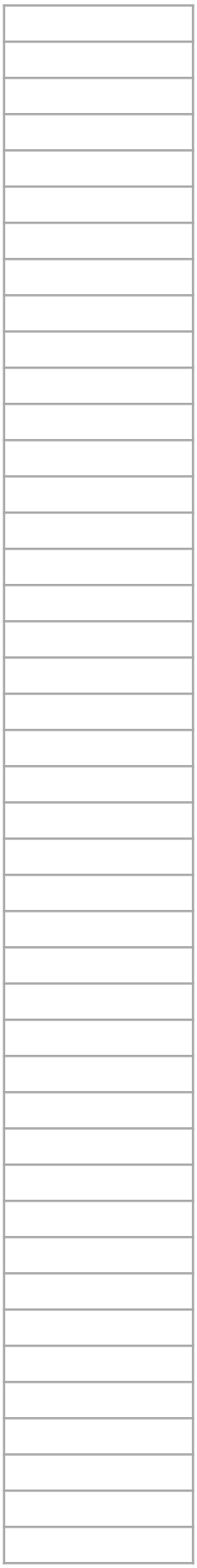


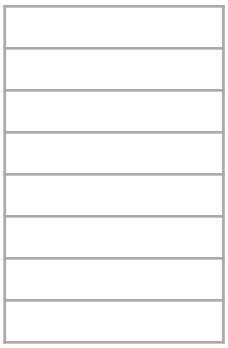












*increments of 1.5%

	FTE: FULL TIME EQUIVALENT		23-24
	DAYS PER YEAR	HOURS PER DAY	
12 MONTH POSITION	238	8	
11 MONTH POSITION	205	8	

Position	PCN	STEP I	STEP II	STEP III	STEP IV	STEP V	STEP VI	Step VII	STEP VIII	STEP VIIII	STEP X	STEP XI	STEP XII	STEP XIII	STEP XIV	STEP XV	STEP XVI	STEP XVII
Director- Certificated	**1300**	$ 115,000.00	$ 116,725.00	$ 118,475.88	$ 120,253.01	$ 122,056.81	$ 123,887.66	$ 125,745.98	$ 127,632.16	$ 129,546.65	$ 131,489.85	$ 133,462.19	$ 135,464.13	$ 137,496.09	$ 139,558.53	$ 141,651.91	$ 143,776.69	$ 145,933.34
12 MONTH POSITION	**Monthly**	$ 9,583.33	$ 9,727.08	$ 9,872.99	$ 10,021.08	$ 10,171.40	$ 10,323.97	$ 10,478.83	$ 10,636.01	$ 10,795.55	$ 10,957.49	$ 11,121.85	$ 11,288.68	$ 11,458.01	$ 11,629.88	$ 11,804.33	$ 11,981.39	$ 12,161.11
	Daily	$ 483.19	$ 490.44	$ 497.80	$ 505.26	$ 512.84	$ 520.54	$ 528.34	$ 536.27	$ 544.31	$ 552.48	$ 560.77	$ 569.18	$ 577.71	$ 586.38	$ 595.18	$ 604.10	$ 613.17
	Hourly	$ 60.40	$ 61.31	$ 62.22	$ 63.16	$ 64.11	$ 65.07	$ 66.04	$ 67.03	$ 68.04	$ 69.06	$ 70.10	$ 71.15	$ 72.21	$ 73.30	$ 74.40	$ 75.51	$ 76.65
Head of Academics/Head of Divison	**1300**	$ 93,575.00	$ 94,978.63	$ 96,403.30	$ 97,849.35	$ 99,317.09	$ 100,806.85	$ 102,318.95	$ 103,853.74	$ 105,411.54	$ 106,992.72	$ 108,597.61	$ 110,226.57	$ 111,879.97	$ 113,558.17	$ 115,261.54	$ 116,990.47	$ 118,745.32
12 MONTH POSITION	**Monthly**	$ 7,797.92	$ 7,914.89	$ 8,033.61	$ 8,154.11	$ 8,276.42	$ 8,400.57	$ 8,526.58	$ 8,654.48	$ 8,784.30	$ 8,916.06	$ 9,049.80	$ 9,185.55	$ 9,323.33	$ 9,463.18	$ 9,605.13	$ 9,749.21	$ 9,895.44
	Daily	$ 393.17	$ 399.07	$ 405.06	$ 411.13	$ 417.30	$ 423.56	$ 429.91	$ 436.36	$ 442.91	$ 449.55	$ 456.29	$ 463.14	$ 470.08	$ 477.14	$ 484.29	$ 491.56	$ 498.93
	Hourly	$ 49.15	$ 49.88	$ 50.63	$ 51.39	$ 52.16	$ 52.94	$ 53.74	$ 54.55	$ 55.36	$ 56.19	$ 57.04	$ 57.89	$ 58.76	$ 59.64	$ 60.54	$ 61.44	$ 62.37
Dean of Schools/Students- Certificated	**1300**	$ 74,695.83	$ 75,833.33	$ 76,970.83	$ 78,125.39	$ 79,297.27	$ 80,486.73	$ 81,694.03	$ 82,919.44	$ 84,163.24	$ 85,425.68	$ 86,707.07	$ 88,007.68	$ 89,327.79	$ 90,667.71	$ 92,027.72	$ 93,408.14	$ 94,809.26
12 MONTH POSITION	**Monthly**	$ 6,224.65	$ 6,319.44	$ 6,414.24	$ 6,510.45	$ 6,608.11	$ 6,707.23	$ 6,807.84	$ 6,909.95	$ 7,013.60	$ 7,118.81	$ 7,225.59	$ 7,333.97	$ 7,443.98	$ 7,555.64	$ 7,668.98	$ 7,784.01	$ 7,900.77
	Daily	$ 313.85	$ 318.63	$ 323.41	$ 328.26	$ 333.18	$ 338.18	$ 343.25	$ 348.40	$ 353.63	$ 358.93	$ 364.32	$ 369.78	$ 375.33	$ 380.96	$ 386.67	$ 392.47	$ 398.36
	Hourly	$ 39.23	$ 39.83	$ 40.43	$ 41.03	$ 41.65	$ 42.27	$ 42.91	$ 43.55	$ 44.20	$ 44.87	$ 45.54	$ 46.22	$ 46.92	$ 47.62	$ 48.33	$ 49.06	$ 49.79
Director-Classified	**2300**	$ 115,000.00	$ 116,725.00	$ 118,475.88	$ 120,253.01	$ 122,056.81	$ 123,887.66	$ 125,745.98	$ 127,632.16	$ 129,546.65	$ 131,489.85	$ 133,462.19	$ 135,464.13	$ 137,496.09	$ 139,558.53	$ 141,651.91	$ 143,776.69	$ 145,933.34
12 MONTH POSITION	**Monthly**	$ 9,583.33	$ 9,727.08	$ 9,872.99	$ 10,021.08	$ 10,171.40	$ 10,323.97	$ 10,478.83	$ 10,636.01	$ 10,795.55	$ 10,957.49	$ 11,121.85	$ 11,288.68	$ 11,458.01	$ 11,629.88	$ 11,804.33	$ 11,981.39	$ 12,161.11
	Daily	$ 483.19	$ 490.44	$ 497.80	$ 505.26	$ 512.84	$ 520.54	$ 528.34	$ 536.27	$ 544.31	$ 552.48	$ 560.77	$ 569.18	$ 577.71	$ 586.38	$ 595.18	$ 604.10	$ 613.17
	Hourly	$ 60.40	$ 61.31	$ 62.22	$ 63.16	$ 64.11	$ 65.07	$ 66.04	$ 67.03	$ 68.04	$ 69.06	$ 70.10	$ 71.15	$ 72.21	$ 73.30	$ 74.40	$ 75.51	$ 76.65
Executive Assistant- Classified	**2400**	$ 69,147.00	$ 70,184.21	$ 71,236.97	$ 72,305.52	$ 73,390.11	$ 74,490.96	$ 75,608.32	$ 76,742.45	$ 77,893.58	$ 79,061.99	$ 80,247.92	$ 81,451.64	$ 82,673.41	$ 83,913.51	$ 85,172.21	$ 86,449.80	$ 87,746.54
12 MONTH POSITION	**Monthly**	$ 5,762.25	$ 5,848.68	$ 5,936.41	$ 6,025.46	$ 6,115.84	$ 6,207.58	$ 6,300.69	$ 6,395.20	$ 6,491.13	$ 6,588.50	$ 6,687.33	$ 6,787.64	$ 6,889.45	$ 6,992.79	$ 7,097.68	$ 7,204.15	$ 7,312.21
	Daily	$ 290.53	$ 294.89	$ 299.31	$ 303.80	$ 308.36	$ 312.99	$ 317.68	$ 322.45	$ 327.28	$ 332.19	$ 337.18	$ 342.23	$ 347.37	$ 352.58	$ 357.87	$ 363.23	$ 368.68
	Hourly	$ 36.32	$ 36.86	$ 37.41	$ 37.98	$ 38.55	$ 39.12	$ 39.71	$ 40.31	$ 40.91	$ 41.52	$ 42.15	$ 42.78	$ 43.42	$ 44.07	$ 44.73	$ 45.40	$ 46.09
Manager-Classified	**2300**	$ 98,031.60	$ 99,502.07	$ 100,994.61	$ 102,509.52	$ 104,047.17	$ 105,607.87	$ 107,191.99	$ 108,799.87	$ 110,431.87	$ 112,088.35	$ 113,769.67	$ 115,476.22	$ 117,208.36	$ 118,966.49	$ 120,750.99	$ 122,562.25	$ 124,400.68
12 MONTH POSITION	**Monthly**	$ 8,169.30	$ 8,291.84	$ 8,416.22	$ 8,542.46	$ 8,670.60	$ 8,800.66	$ 8,932.67	$ 9,066.66	$ 9,202.66	$ 9,340.70	$ 9,480.81	$ 9,623.02	$ 9,767.36	$ 9,913.87	$ 10,062.58	$ 10,213.52	$ 10,366.72
	Daily	$ 411.90	$ 418.08	$ 424.35	$ 430.71	$ 437.17	$ 443.73	$ 450.39	$ 457.14	$ 464.00	$ 470.96	$ 478.02	$ 485.19	$ 492.47	$ 499.86	$ 507.36	$ 514.97	$ 522.69
	Hourly	$ 51.49	$ 52.26	$ 53.04	$ 53.84	$ 54.65	$ 55.47	$ 56.30	$ 57.14	$ 58.00	$ 58.87	$ 59.75	$ 60.65	$ 61.56	$ 62.48	$ 63.42	$ 64.37	$ 65.34
Coach-Instructional - Certificated	**1200**	$ 69,845.45	$ 70,909.09	$ 71,972.73	$ 73,052.32	$ 74,148.10	$ 75,260.32	$ 76,389.23	$ 77,535.07	$ 78,698.09	$ 79,878.56	$ 81,076.74	$ 82,292.89	$ 83,527.29	$ 84,780.20	$ 86,051.90	$ 87,342.68	$ 88,652.82
12 MONTH POSITION	**Monthly**	$ 6,349.59	$ 6,446.28	$ 6,542.98	$ 6,641.12	$ 6,740.74	$ 6,841.85	$ 6,944.48	$ 7,048.64	$ 7,154.37	$ 7,261.69	$ 7,370.61	$ 7,481.17	$ 7,593.39	$ 7,707.29	$ 7,822.90	$ 7,940.24	$ 8,059.35
	Daily	$ 293.47	$ 297.94	$ 302.41	$ 306.94	$ 311.55	$ 316.22	$ 320.96	$ 325.78	$ 330.66	$ 335.62	$ 340.66	$ 345.77	$ 350.95	$ 356.22	$ 361.56	$ 366.99	$ 372.49
	Hourly	$ 36.68	$ 37.24	$ 37.80	$ 38.37	$ 38.94	$ 39.53	$ 40.12	$ 40.72	$ 41.33	$ 41.95	$ 42.58	$ 43.22	$ 43.87	$ 44.53	$ 45.20	$ 45.87	$ 46.56
Coordinator - Classified	**2400**	$ 70,000.00	$ 71,050.00	$ 72,115.75	$ 73,197.49	$ 74,295.45	$ 75,409.88	$ 76,541.03	$ 77,689.14	$ 78,854.48	$ 80,037.30	$ 81,237.86	$ 82,456.43	$ 83,693.27	$ 84,948.67	$ 86,222.90	$ 87,516.24	$ 88,828.99
12 MONTH POSITION	**Monthly**	$ 6,363.64	$ 6,459.09	$ 6,555.98	$ 6,654.32	$ 6,754.13	$ 6,855.44	$ 6,958.28	$ 7,062.65	$ 7,168.59	$ 7,276.12	$ 7,385.26	$ 7,496.04	$ 7,608.48	$ 7,722.61	$ 7,838.45	$ 7,956.02	$ 8,075.36
	Daily	$ 294.12	$ 298.53	$ 303.01	$ 307.55	$ 312.17	$ 316.85	$ 321.60	$ 326.42	$ 331.32	$ 336.29	$ 341.34	$ 346.46	$ 351.65	$ 356.93	$ 362.28	$ 367.72	$ 373.23
	Hourly	$ 36.76	$ 37.32	$ 37.88	$ 38.44	$ 39.02	$ 39.61	$ 40.20	$ 40.80	$ 41.42	$ 42.04	$ 42.67	$ 43.31	$ 43.96	$ 44.62	$ 45.29	$ 45.96	$ 46.65
Counselor-SEL -Certificted	**1200**	$ 79,785.00	$ 80,981.78	$ 82,196.50	$ 83,429.45	$ 84,680.89	$ 85,951.10	$ 87,240.37	$ 88,548.98	$ 89,877.21	$ 91,225.37	$ 92,593.75	$ 93,982.66	$ 95,392.40	$ 96,823.28	$ 98,275.63	$ 99,749.77	$ 101,246.01
11 MONTH POSITION: Central	**Monthly**	$ 7,253.18	$ 7,361.98	$ 7,472.41	$ 7,584.50	$ 7,698.26	$ 7,813.74	$ 7,930.94	$ 8,049.91	$ 8,170.66	$ 8,293.22	$ 8,417.61	$ 8,543.88	$ 8,672.04	$ 8,802.12	$ 8,934.15	$ 9,068.16	$ 9,204.18
	Daily	$ 389.20	$ 395.03	$ 400.96	$ 406.97	$ 413.08	$ 419.27	$ 425.56	$ 431.95	$ 438.43	$ 445.00	$ 451.68	$ 458.45	$ 465.33	$ 472.31	$ 479.39	$ 486.58	$ 493.88
	Hourly	$ 48.65	$ 49.38	$ 50.12	$ 50.87	$ 51.63	$ 52.41	$ 53.20	$ 53.99	$ 54.80	$ 55.63	$ 56.46	$ 57.31	$ 58.17	$ 59.04	$ 59.92	$ 60.82	$ 61.74
Counselor-Academic- Certificated	**1200**	$ 76,695.83	$ 77,846.27	$ 79,013.96	$ 80,199.17	$ 81,402.16	$ 82,623.19	$ 83,862.54	$ 85,120.48	$ 86,397.28	$ 87,693.24	$ 89,008.64	$ 90,343.77	$ 91,698.93	$ 93,074.41	$ 94,470.53	$ 95,887.59	$ 97,325.90
12 MONTH POSITION: Site Based	**Monthly**	$ 6,972.35	$ 7,076.93	$ 7,183.09	$ 7,290.83	$ 7,400.20	$ 7,511.20	$ 7,623.87	$ 7,738.23	$ 7,854.30	$ 7,972.11	$ 8,091.69	$ 8,213.07	$ 8,336.27	$ 8,461.31	$ 8,588.23	$ 8,717.05	$ 8,847.81
	Daily	$ 322.25	$ 327.09	$ 331.99	$ 336.97	$ 342.03	$ 347.16	$ 352.36	$ 357.65	$ 363.01	$ 368.46	$ 373.99	$ 379.60	$ 385.29	$ 391.07	$ 396.93	$ 402.89	$ 408.93
	Hourly	$ 40.28	$ 40.89	$ 41.50	$ 42.12	$ 42.75	$ 43.39	$ 44.05	$ 44.71	$ 45.38	$ 46.06	$ 46.75	$ 47.45	$ 48.16	$ 48.88	$ 49.62	$ 50.36	$ 51.12
Community Liasion- Classified	**1200**	$ 70,000.00	$ 71,050.00	$ 72,115.75	$ 73,197.49	$ 74,295.45	$ 75,409.88	$ 76,541.03	$ 77,689.14	$ 78,854.48	$ 80,037.30	$ 81,237.86	$ 82,456.43	$ 83,693.27	$ 84,948.67	$ 86,222.90	$ 87,516.24	$ 88,828.99
12 MONTH POSITION	**Monthly**	$ 6,363.64	$ 6,459.09	$ 6,555.98	$ 6,654.32	$ 6,754.13	$ 6,855.44	$ 6,958.28	$ 7,062.65	$ 7,168.59	$ 7,276.12	$ 7,385.26	$ 7,496.04	$ 7,608.48	$ 7,722.61	$ 7,838.45	$ 7,956.02	$ 8,075.36
	Daily	$ 294.12	$ 298.53	$ 303.01	$ 307.55	$ 312.17	$ 316.85	$ 321.60	$ 326.42	$ 331.32	$ 336.29	$ 341.34	$ 346.46	$ 351.65	$ 356.93	$ 362.28	$ 367.72	$ 373.23
	Hourly	$ 36.76	$ 37.32	$ 37.88	$ 38.44	$ 39.02	$ 39.61	$ 40.20	$ 40.80	$ 41.42	$ 42.04	$ 42.67	$ 43.31	$ 43.96	$ 44.62	$ 45.29	$ 45.96	$ 46.65
Coordinator - Certificated	**1200**	$ 70,000.00	$ 71,050.00	$ 72,115.75	$ 73,197.49	$ 74,295.45	$ 75,409.88	$ 76,541.03	$ 77,689.14	$ 78,854.48	$ 80,037.30	$ 81,237.86	$ 82,456.43	$ 83,693.27	$ 84,948.67	$ 86,222.90	$ 87,516.24	$ 88,828.99
12 MONTH POSITION	**Monthly**	$ 6,363.64	$ 6,459.09	$ 6,555.98	$ 6,654.32	$ 6,754.13	$ 6,855.44	$ 6,958.28	$ 7,062.65	$ 7,168.59	$ 7,276.12	$ 7,385.26	$ 7,496.04	$ 7,608.48	$ 7,722.61	$ 7,838.45	$ 7,956.02	$ 8,075.36
	Daily	$ 294.12	$ 298.53	$ 303.01	$ 307.55	$ 312.17	$ 316.85	$ 321.60	$ 326.42	$ 331.32	$ 336.29	$ 341.34	$ 346.46	$ 351.65	$ 356.93	$ 362.28	$ 367.72	$ 373.23
	Hourly	$ 36.76	$ 37.32	$ 37.88	$ 38.44	$ 39.02	$ 39.61	$ 40.20	$ 40.80	$ 41.42	$ 42.04	$ 42.67	$ 43.31	$ 43.96	$ 44.62	$ 45.29	$ 45.96	$ 46.65
Analyst	**1200**	$ 70,000.00	$ 71,050.00	$ 72,115.75	$ 73,197.49	$ 74,295.45	$ 75,409.88	$ 76,541.03	$ 77,689.14	$ 78,854.48	$ 80,037.30	$ 81,237.86	$ 82,456.43	$ 83,693.27	$ 84,948.67	$ 86,222.90	$ 87,516.24	$ 88,828.99
12 MONTH POSITION	**Monthly**	$ 6,363.64	$ 6,459.09	$ 6,555.98	$ 6,654.32	$ 6,754.13	$ 6,855.44	$ 6,958.28	$ 7,062.65	$ 7,168.59	$ 7,276.12	$ 7,385.26	$ 7,496.04	$ 7,608.48	$ 7,722.61	$ 7,838.45	$ 7,956.02	$ 8,075.36
12 MONTH POSITION	**Daily**	$ 294.12	$ 298.53	$ 303.01	$ 307.55	$ 312.17	$ 316.85	$ 321.60	$ 326.42	$ 331.32	$ 336.29	$ 341.34	$ 346.46	$ 351.65	$ 356.93	$ 362.28	$ 367.72	$ 373.23
	Hourly	$ 36.76	$ 37.32	$ 37.88	$ 38.44	$ 39.02	$ 39.61	$ 40.20	$ 40.80	$ 41.42	$ 42.04	$ 42.67	$ 43.31	$ 43.96	$ 44.62	$ 45.29	$ 45.96	$ 46.65
Ombudsperson-Classified	**2300**	$ 90,770.00	$ 92,000.00	$ 93,380.00	$ 94,780.70	$ 96,202.41	$ 97,645.45	$ 99,110.13	$ 100,596.78	$ 102,105.73	$ 103,637.32	$ 105,191.88	$ 106,769.76	$ 108,371.30	$ 109,996.87	$ 111,646.82	$ 113,321.53	$ 115,021.35
12 MONTH POSITION	**Monthly**	$ 7,564.17	$ 7,666.67	$ 7,781.67	$ 7,898.39	$ 8,016.87	$ 8,137.12	$ 8,259.18	$ 8,383.07	$ 8,508.81	$ 8,636.44	$ 8,765.99	$ 8,897.48	$ 9,030.94	$ 9,166.41	$ 9,303.90	$ 9,443.46	$ 9,585.11
	Daily	$ 381.39	$ 386.55	$ 392.35	$ 398.24	$ 404.21	$ 410.27	$ 416.43	$ 422.68	$ 429.02	$ 435.45	$ 441.98	$ 448.61	$ 455.34	$ 462.17	$ 469.10	$ 476.14	$ 483.28
	Hourly	$ 47.67	$ 48.32	$ 49.04	$ 49.78	$ 50.53	$ 51.28	$ 52.05	$ 52.83	$ 53.63	$ 54.43	$ 55.25	$ 56.08	$ 56.92	$ 57.77	$ 58.64	$ 59.52	$ 60.41

STEP XVIII	STEP XVIIII	STEP XX	STEP XXI	STEP XXII	STEP XXIII	STEP XXVI	STEP XXVII	STEP XXVIII	STEP XXIIII	STEP XXX
$ 148,122.34	$ 150,344.17	$ 152,599.34	$ 154,888.33	$ 157,211.65	$ 159,569.83	$ 161,963.37	$ 164,392.82	$ 166,858.72	$ 169,361.60	$ 171,902.02
$ 12,343.53	$ 12,528.68	$ 12,716.61	$ 12,907.36	$ 13,100.97	$ 13,297.49	$ 13,496.95	$ 13,699.40	$ 13,904.89	$ 14,113.47	$ 14,325.17
$ 622.36	$ 631.70	$ 641.17	$ 650.79	$ 660.55	$ 670.46	$ 680.52	$ 690.73	$ 701.09	$ 711.60	$ 722.28
$ 77.80	$ 78.96	$ 80.15	$ 81.35	$ 82.57	$ 83.81	$ 85.06	$ 86.34	$ 87.64	$ 88.95	$ 90.28
$ 120,526.50	$ 122,334.40	$ 124,169.42	$ 126,031.96	$ 127,922.44	$ 129,841.27	$ 131,788.89	$ 133,765.73	$ 135,772.21	$ 137,808.79	$ 139,875.93
$ 10,043.88	$ 10,194.53	$ 10,347.45	$ 10,502.66	$ 10,660.20	$ 10,820.11	$ 10,982.41	$ 11,147.14	$ 11,314.35	$ 11,484.07	$ 11,656.33
$ 506.41	$ 514.01	$ 521.72	$ 529.55	$ 537.49	$ 545.55	$ 553.73	$ 562.04	$ 570.47	$ 579.03	$ 587.71
$ 63.30	$ 64.25	$ 65.22	$ 66.19	$ 67.19	$ 68.19	$ 69.22	$ 70.26	$ 71.31	$ 72.38	$ 73.46
$ 96,231.40	$ 97,674.87	$ 99,139.99	$ 100,627.09	$ 102,136.50	$ 103,668.55	$ 105,223.58	$ 106,801.93	$ 108,403.96	$ 110,030.02	$ 111,680.47
$ 8,019.28	$ 8,139.57	$ 8,261.67	$ 8,385.59	$ 8,511.38	$ 8,639.05	$ 8,768.63	$ 8,900.16	$ 9,033.66	$ 9,169.17	$ 9,306.71
$ 404.33	$ 410.40	$ 416.55	$ 422.80	$ 429.14	$ 435.58	$ 442.12	$ 448.75	$ 455.48	$ 462.31	$ 469.25
$ 50.54	$ 51.30	$ 52.07	$ 52.85	$ 53.64	$ 54.45	$ 55.26	$ 56.09	$ 56.93	$ 57.79	$ 58.66
$ 148,122.34	$ 150,344.17	$ 152,599.34	$ 154,888.33	$ 157,211.65	$ 159,569.83	$ 161,963.37	$ 164,392.82	$ 166,858.72	$ 169,361.60	$ 171,902.02
$ 12,343.53	$ 12,528.68	$ 12,716.61	$ 12,907.36	$ 13,100.97	$ 13,297.49	$ 13,496.95	$ 13,699.40	$ 13,904.89	$ 14,113.47	$ 14,325.17
$ 622.36	$ 631.70	$ 641.17	$ 650.79	$ 660.55	$ 670.46	$ 680.52	$ 690.73	$ 701.09	$ 711.60	$ 722.28
$ 77.80	$ 78.96	$ 80.15	$ 81.35	$ 82.57	$ 83.81	$ 85.06	$ 86.34	$ 87.64	$ 88.95	$ 90.28
$ 89,062.74	$ 90,398.68	$ 91,754.66	$ 93,130.98	$ 94,527.95	$ 95,945.87	$ 97,385.06	$ 98,845.83	$ 100,328.52	$ 101,833.45	$ 103,360.95
$ 7,421.90	$ 7,533.22	$ 7,646.22	$ 7,760.92	$ 7,877.33	$ 7,995.49	$ 8,115.42	$ 8,237.15	$ 8,360.71	$ 8,486.12	$ 8,613.41
$ 374.21	$ 379.83	$ 385.52	$ 391.31	$ 397.18	$ 403.13	$ 409.18	$ 415.32	$ 421.55	$ 427.87	$ 434.29
$ 46.78	$ 47.48	$ 48.19	$ 48.91	$ 49.65	$ 50.39	$ 51.15	$ 51.91	$ 52.69	$ 53.48	$ 54.29
$ 126,266.69	$ 128,160.69	$ 130,083.10	$ 132,034.35	$ 134,014.87	$ 136,025.09	$ 138,065.47	$ 140,136.45	$ 142,238.49	$ 144,372.07	$ 146,537.65
$ 10,522.22	$ 10,680.06	$ 10,840.26	$ 11,002.86	$ 11,167.91	$ 11,335.42	$ 11,505.46	$ 11,678.04	$ 11,853.21	$ 12,031.01	$ 12,211.47
$ 530.53	$ 538.49	$ 546.57	$ 554.77	$ 563.09	$ 571.53	$ 580.11	$ 588.81	$ 597.64	$ 606.61	$ 615.70
$ 66.32	$ 67.31	$ 68.32	$ 69.35	$ 70.39	$ 71.44	$ 72.51	$ 73.60	$ 74.71	$ 75.83	$ 76.96
$ 89,982.61	$ 91,332.35	$ 92,702.33	$ 94,092.87	$ 95,504.26	$ 96,936.83	$ 98,390.88	$ 99,866.74	$ 101,364.74	$ 102,885.21	$ 104,428.49
$ 8,180.24	$ 8,302.94	$ 8,427.48	$ 8,553.90	$ 8,682.21	$ 8,812.44	$ 8,944.63	$ 9,078.79	$ 9,214.98	$ 9,353.20	$ 9,493.50
$ 378.08	$ 383.75	$ 389.51	$ 395.35	$ 401.28	$ 407.30	$ 413.41	$ 419.61	$ 425.90	$ 432.29	$ 438.78
$ 47.26	$ 47.97	$ 48.69	$ 49.42	$ 50.16	$ 50.91	$ 51.68	$ 52.45	$ 53.24	$ 54.04	$ 54.85
$ 90,161.42	$ 91,513.84	$ 92,886.55	$ 94,279.85	$ 95,694.05	$ 97,129.46	$ 98,586.40	$ 100,065.20	$ 101,566.17	$ 103,089.67	$ 104,636.01
$ 8,196.49	$ 8,319.44	$ 8,444.23	$ 8,570.90	$ 8,699.46	$ 8,829.95	$ 8,962.40	$ 9,096.84	$ 9,233.29	$ 9,371.79	$ 9,512.36
$ 378.83	$ 384.51	$ 390.28	$ 396.13	$ 402.08	$ 408.11	$ 414.23	$ 420.44	$ 426.75	$ 433.15	$ 439.65
$ 47.35	$ 48.06	$ 48.78	$ 49.52	$ 50.26	$ 51.01	$ 51.78	$ 52.56	$ 53.34	$ 54.14	$ 54.96
$ 102,764.70	$ 104,306.17	$ 105,870.77	$ 107,458.83	$ 109,070.71	$ 110,706.77	$ 112,367.37	$ 114,052.88	$ 115,763.68	$ 117,500.13	$ 119,262.63
$ 9,342.25	$ 9,482.38	$ 9,624.62	$ 9,768.98	$ 9,915.52	$ 10,064.25	$ 10,215.22	$ 10,368.44	$ 10,523.97	$ 10,681.83	$ 10,842.06
$ 501.29	$ 508.81	$ 516.44	$ 524.19	$ 532.05	$ 540.03	$ 548.13	$ 556.36	$ 564.70	$ 573.17	$ 581.77
$ 62.66	$ 63.60	$ 64.56	$ 65.52	$ 66.51	$ 67.50	$ 68.52	$ 69.54	$ 70.59	$ 71.65	$ 72.72
$ 98,785.79	$ 100,267.58	$ 101,771.59	$ 103,298.16	$ 104,847.64	$ 106,420.35	$ 108,016.65	$ 109,636.90	$ 111,281.46	$ 112,950.68	$ 114,644.94
$ 8,980.53	$ 9,115.23	$ 9,251.96	$ 9,390.74	$ 9,531.60	$ 9,674.58	$ 9,819.70	$ 9,966.99	$ 10,116.50	$ 10,268.24	$ 10,422.27
$ 415.07	$ 421.29	$ 427.61	$ 434.03	$ 440.54	$ 447.14	$ 453.85	$ 460.66	$ 467.57	$ 474.58	$ 481.70
$ 51.88	$ 52.66	$ 53.45	$ 54.25	$ 55.07	$ 55.89	$ 56.73	$ 57.58	$ 58.45	$ 59.32	$ 60.21
$ 90,161.42	$ 91,513.84	$ 92,886.55	$ 94,279.85	$ 95,694.05	$ 97,129.46	$ 98,586.40	$ 100,065.20	$ 101,566.17	$ 103,089.67	$ 104,636.01
$ 8,196.49	$ 8,319.44	$ 8,444.23	$ 8,570.90	$ 8,699.46	$ 8,829.95	$ 8,962.40	$ 9,096.84	$ 9,233.29	$ 9,371.79	$ 9,512.36
$ 378.83	$ 384.51	$ 390.28	$ 396.13	$ 402.08	$ 408.11	$ 414.23	$ 420.44	$ 426.75	$ 433.15	$ 439.65
$ 47.35	$ 48.06	$ 48.78	$ 49.52	$ 50.26	$ 51.01	$ 51.78	$ 52.56	$ 53.34	$ 54.14	$ 54.96
$ 90,161.42	$ 91,513.84	$ 92,886.55	$ 94,279.85	$ 95,694.05	$ 97,129.46	$ 98,586.40	$ 100,065.20	$ 101,566.17	$ 103,089.67	$ 104,636.01
$ 8,196.49	$ 8,319.44	$ 8,444.23	$ 8,570.90	$ 8,699.46	$ 8,829.95	$ 8,962.40	$ 9,096.84	$ 9,233.29	$ 9,371.79	$ 9,512.36
$ 378.83	$ 384.51	$ 390.28	$ 396.13	$ 402.08	$ 408.11	$ 414.23	$ 420.44	$ 426.75	$ 433.15	$ 439.65
$ 47.35	$ 48.06	$ 48.78	$ 49.52	$ 50.26	$ 51.01	$ 51.78	$ 52.56	$ 53.34	$ 54.14	$ 54.96
$ 90,161.42	$ 91,513.84	$ 92,886.55	$ 94,279.85	$ 95,694.05	$ 97,129.46	$ 98,586.40	$ 100,065.20	$ 101,566.17	$ 103,089.67	$ 104,636.01
$ 8,196.49	$ 8,319.44	$ 8,444.23	$ 8,570.90	$ 8,699.46	$ 8,829.95	$ 8,962.40	$ 9,096.84	$ 9,233.29	$ 9,371.79	$ 9,512.36
$ 378.83	$ 384.51	$ 390.28	$ 396.13	$ 402.08	$ 408.11	$ 414.23	$ 420.44	$ 426.75	$ 433.15	$ 439.65
$ 47.35	$ 48.06	$ 48.78	$ 49.52	$ 50.26	$ 51.01	$ 51.78	$ 52.56	$ 53.34	$ 54.14	$ 54.96
$ 116,746.67	$ 118,497.87	$ 120,275.34	$ 122,079.47	$ 123,910.66	$ 125,769.32	$ 127,655.86	$ 129,570.70	$ 131,514.26	$ 133,486.97	$ 135,489.28
$ 9,728.89	$ 9,874.82	$ 10,022.94	$ 10,173.29	$ 10,325.89	$ 10,480.78	$ 10,637.99	$ 10,797.56	$ 10,959.52	$ 11,123.91	$ 11,290.77
$ 490.53	$ 497.89	$ 505.36	$ 512.94	$ 520.63	$ 528.44	$ 536.37	$ 544.41	$ 552.58	$ 560.87	$ 569.28
$ 61.32	$ 62.24	$ 63.17	$ 64.12	$ 65.08	$ 66.06	$ 67.05	$ 68.05	$ 69.07	$ 70.11	$ 71.16

	in																			
	FTE: FULL TIME EQUIVALENT		23-24																	
	DAYS PER YEAR	**HOURS PER DAY**																		
12 MONTH POSITION	238	8																		
11 MONTH POSITION	205	8																		
Position	**PCN**	**STEP I**	**STEP II**	**STEP III**	**STEP IV**	**STEP V**	**STEP VI**	**Step VII**	**STEP VIII**	**STEP VIIII**	**STEP X**	**STEP XI**	**STEP XII**	**STEP XIII**	**STEP XIV**	**STEP XV**	**STEP XVI**	**STEP XVII**	**STEP XVIII**	
Clerk -Central Office	**2400**	$ 59,203.13	$ 60,091.17	$ 60,992.54	$ 61,907.43	$ 62,836.04	$ 63,778.58	$ 64,735.26	$ 65,706.29	$ 66,691.88	$ 67,618.16	$ 68,544.44	$ 69,470.71	$ 70,396.99	$ 71,323.26	$ 72,249.54	$ 73,175.82	$ 74,102.09	$ 75,028.37	
12 MONTH POSITION	**Monthly**	$ 4,933.59	$ 5,007.60	$ 5,082.71	$ 5,158.95	$ 5,236.34	$ 5,314.88	$ 5,394.61	$ 5,475.52	$ 5,557.66	$ 5,634.85	$ 5,712.04	$ 5,789.23	$ 5,866.42	$ 5,943.61	$ 6,020.80	$ 6,097.98	$ 6,175.17	$ 6,252.36	
	Daily	$ 248.75	$ 252.48	$ 256.27	$ 260.12	$ 264.02	$ 267.98	$ 272.00	$ 276.08	$ 280.22	$ 284.11	$ 288.00	$ 291.89	$ 295.79	$ 299.68	$ 303.57	$ 307.46	$ 311.35	$ 315.25	
	Hourly	$ 31.09	$ 31.56	$ 32.03	$ 32.51	$ 33.00	$ 33.50	$ 34.00	$ 34.51	$ 35.03	$ 35.51	$ 36.00	$ 36.49	$ 36.97	$ 37.46	$ 37.95	$ 38.43	$ 38.92	$ 39.41	
Administrative Assistant	**2400**	$ 61,935.30	$ 62,864.33	$ 63,807.29	$ 64,764.40	$ 65,735.87	$ 66,721.91	$ 67,722.74	$ 68,738.58	$ 69,769.66	$ 70,816.20	$ 71,878.44	$ 72,956.62	$ 74,050.97	$ 75,161.73	$ 76,289.16	$ 77,433.50	$ 78,595.00	$ 79,773.93	
12 MONTH POSITION	**Monthly**	$ 5,161.28	$ 5,238.69	$ 5,317.27	$ 5,397.03	$ 5,477.99	$ 5,560.16	$ 5,643.56	$ 5,728.21	$ 5,814.14	$ 5,901.35	$ 5,989.87	$ 6,079.72	$ 6,170.91	$ 6,263.48	$ 6,357.43	$ 6,452.79	$ 6,549.58	$ 6,647.83	
	Daily	$ 260.23	$ 264.14	$ 268.10	$ 272.12	$ 276.20	$ 280.34	$ 284.55	$ 288.82	$ 293.15	$ 297.55	$ 302.01	$ 306.54	$ 311.14	$ 315.81	$ 320.54	$ 325.35	$ 330.23	$ 335.18	
	Hourly	$ 32.53	$ 33.02	$ 33.51	$ 34.01	$ 34.53	$ 35.04	$ 35.57	$ 36.10	$ 36.64	$ 37.19	$ 37.75	$ 38.32	$ 38.89	$ 39.48	$ 40.07	$ 40.67	$ 41.28	$ 41.90	
Instructional Aide	**2100**	$ 47,104.20	$ 47,810.76	$ 48,527.92	$ 49,255.84	$ 49,994.68	$ 50,744.60	$ 51,505.77	$ 52,278.36	$ 53,062.53	$ 53,858.47	$ 54,666.35	$ 55,486.34	$ 56,318.64	$ 57,163.42	$ 58,020.87	$ 58,891.18	$ 59,774.55	$ 60,671.17	
11 MONTH POSITION: Site Based	**Monthly**	$ 4,282.20	$ 4,346.43	$ 4,411.63	$ 4,477.80	$ 4,544.97	$ 4,613.15	$ 4,682.34	$ 4,752.58	$ 4,823.87	$ 4,896.22	$ 4,969.67	$ 5,044.21	$ 5,119.88	$ 5,196.67	$ 5,274.62	$ 5,353.74	$ 5,434.05	$ 5,515.56	
	Daily	$ 229.78	$ 233.22	$ 236.72	$ 240.27	$ 243.88	$ 247.53	$ 251.25	$ 255.02	$ 258.84	$ 262.72	$ 266.67	$ 270.67	$ 274.73	$ 278.85	$ 283.03	$ 287.27	$ 291.58	$ 295.96	
	Hourly	$ 28.72	$ 29.15	$ 29.59	$ 30.03	$ 30.48	$ 30.94	$ 31.41	$ 31.88	$ 32.36	$ 32.84	$ 33.33	$ 33.83	$ 34.34	$ 34.86	$ 35.38	$ 35.91	$ 36.45	$ 36.99	
Teachers Assistant	**2100**	$ 53,289.36	$ 54,088.70	$ 54,900.03	$ 55,723.53	$ 56,559.38	$ 57,407.78	$ 58,268.89	$ 59,142.93	$ 60,030.07	$ 60,930.52	$ 61,844.48	$ 62,772.14	$ 63,713.73	$ 64,669.43	$ 65,639.47	$ 66,624.07	$ 67,623.43	$ 68,637.78	
11 MONTH POSITION: Site Based	**Monthly**	$ 4,844.49	$ 4,917.15	$ 4,990.91	$ 5,065.78	$ 5,141.76	$ 5,218.89	$ 5,297.17	$ 5,376.63	$ 5,457.28	$ 5,539.14	$ 5,622.23	$ 5,706.56	$ 5,792.16	$ 5,879.04	$ 5,967.22	$ 6,056.73	$ 6,147.58	$ 6,239.80	
	Daily	$ 259.95	$ 263.85	$ 267.81	$ 271.82	$ 275.90	$ 280.04	$ 284.24	$ 288.50	$ 292.83	$ 297.22	$ 301.68	$ 306.21	$ 310.80	$ 315.46	$ 320.19	$ 325.00	$ 329.87	$ 334.82	
	Hourly	$ 32.49	$ 32.98	$ 33.48	$ 33.98	$ 34.49	$ 35.00	$ 35.53	$ 36.06	$ 36.60	$ 37.15	$ 37.71	$ 38.28	$ 38.85	$ 39.43	$ 40.02	$ 40.62	$ 41.23	$ 41.85	
Secretary	**2400**	$ 61,020.00	$ 61,935.30	$ 62,864.33	$ 63,807.29	$ 64,764.40	$ 65,735.87	$ 66,721.91	$ 67,722.74	$ 68,738.58	$ 69,769.66	$ 70,816.20	$ 71,878.44	$ 72,956.62	$ 74,050.97	$ 75,161.73	$ 76,289.16	$ 77,433.50	$ 78,595.00	
12 MONTH POSITION	**Monthly**	$ 5,085.00	$ 5,161.28	$ 5,238.69	$ 5,317.27	$ 5,397.03	$ 5,477.99	$ 5,560.16	$ 5,643.56	$ 5,728.21	$ 5,814.14	$ 5,901.35	$ 5,989.87	$ 6,079.72	$ 6,170.91	$ 6,263.48	$ 6,357.43	$ 6,452.79	$ 6,549.58	
	Daily	$ 256.39	$ 260.23	$ 264.14	$ 268.10	$ 272.12	$ 276.20	$ 280.34	$ 284.55	$ 288.82	$ 293.15	$ 297.55	$ 302.01	$ 306.54	$ 311.14	$ 315.81	$ 320.54	$ 325.35	$ 330.23	
	Hourly	$ 32.05	$ 32.53	$ 33.02	$ 33.51	$ 34.01	$ 34.53	$ 35.04	$ 35.57	$ 36.10	$ 36.64	$ 37.19	$ 37.75	$ 38.32	$ 38.89	$ 39.48	$ 40.07	$ 40.67	$ 41.28	
K12 Clerk : School Site	**2400**	$ 35,424.00	$ 35,955.36	$ 36,494.69	$ 37,042.11	$ 37,597.74	$ 38,161.71	$ 38,734.14	$ 39,315.14	$ 39,904.88	$ 40,503.45	$ 41,111.00	$ 41,727.67	$ 42,353.58	$ 42,988.88	$ 43,633.72	$ 44,288.22	$ 44,952.55	$ 45,626.84	
11 MONTH POSITION	**Monthly**	$ 3,220.36	$ 3,268.67	$ 3,317.70	$ 3,367.46	$ 3,417.98	$ 3,469.25	$ 3,521.29	$ 3,574.10	$ 3,627.72	$ 3,682.13	$ 3,737.36	$ 3,793.42	$ 3,850.33	$ 3,908.08	$ 3,966.70	$ 4,026.20	$ 4,086.60	$ 4,147.89	
	Daily	$ 172.80	$ 175.39	$ 178.02	$ 180.69	$ 183.40	$ 186.15	$ 188.95	$ 191.78	$ 194.66	$ 197.58	$ 200.54	$ 203.55	$ 206.60	$ 209.70	$ 212.85	$ 216.04	$ 219.28	$ 222.57	
	Hourly	$ 21.60	$ 21.92	$ 22.25	$ 22.59	$ 22.93	$ 23.27	$ 23.62	$ 23.97	$ 24.33	$ 24.70	$ 25.07	$ 25.44	$ 25.83	$ 26.21	$ 26.61	$ 27.01	$ 27.41	$ 27.82	
Campus Supervisor	**2100**	$ 47,104.20	$ 47,810.76	$ 48,527.92	$ 49,255.84	$ 49,994.68	$ 50,744.60	$ 51,505.77	$ 52,278.36	$ 53,062.53	$ 53,858.47	$ 54,666.35	$ 55,486.34	$ 56,318.64	$ 57,163.42	$ 58,020.87	$ 58,891.18	$ 59,774.55	$ 60,671.17	
11 MONTH POSITION: Site Based	**Monthly**	$ 4,282.20	$ 4,346.43	$ 4,411.63	$ 4,477.80	$ 4,544.97	$ 4,613.15	$ 4,682.34	$ 4,752.58	$ 4,823.87	$ 4,896.22	$ 4,969.67	$ 5,044.21	$ 5,119.88	$ 5,196.67	$ 5,274.62	$ 5,353.74	$ 5,434.05	$ 5,515.56	
	Daily	$ 229.78	$ 233.22	$ 236.72	$ 240.27	$ 243.88	$ 247.53	$ 251.25	$ 255.02	$ 258.84	$ 262.72	$ 266.67	$ 270.67	$ 274.73	$ 278.85	$ 283.03	$ 287.27	$ 291.58	$ 295.96	
	Hourly	$ 28.72	$ 29.15	$ 29.59	$ 30.03	$ 30.48	$ 30.94	$ 31.41	$ 31.88	$ 32.36	$ 32.84	$ 33.33	$ 33.83	$ 34.34	$ 34.86	$ 35.38	$ 35.91	$ 36.45	$ 36.99	

STEP XVIIII	STEP XX	STEP XXI	STEP XXII	STEP XXIII	STEP XXVI	STEP XXVII	STEP XXVIII	STEP XXIIII	STEP XXX
$ 75,954.64	$ 76,880.92	$ 77,807.20	$ 78,733.47	$ 79,659.75	$ 80,586.02	$ 81,512.30	$ 82,438.58	$ 83,364.85	$ 84,291.13
$ 6,329.55	$ 6,406.74	$ 6,483.93	$ 6,561.12	$ 6,638.31	$ 6,715.50	$ 6,792.69	$ 6,869.88	$ 6,947.07	$ 7,024.26
$ 319.14	$ 323.03	$ 326.92	$ 330.81	$ 334.70	$ 338.60	$ 342.49	$ 346.38	$ 350.27	$ 354.16
$ 39.89	$ 40.38	$ 40.87	$ 41.35	$ 41.84	$ 42.32	$ 42.81	$ 43.30	$ 43.78	$ 44.27
$ 80,970.53	$ 82,185.09	$ 83,417.87	$ 84,669.14	$ 85,939.17	$ 87,228.26	$ 88,536.69	$ 89,864.74	$ 91,212.71	$ 92,580.90
$ 6,747.54	$ 6,848.76	$ 6,951.49	$ 7,055.76	$ 7,161.60	$ 7,269.02	$ 7,378.06	$ 7,488.73	$ 7,601.06	$ 7,715.07
$ 340.21	$ 345.32	$ 350.50	$ 355.75	$ 361.09	$ 366.51	$ 372.00	$ 377.58	$ 383.25	$ 389.00
$ 42.53	$ 43.16	$ 43.81	$ 44.47	$ 45.14	$ 45.81	$ 46.50	$ 47.20	$ 47.91	$ 48.62
$ 61,581.23	$ 62,504.95	$ 63,442.53	$ 64,394.17	$ 65,360.08	$ 66,340.48	$ 67,335.59	$ 68,345.62	$ 69,370.80	$ 70,411.37
$ 5,598.29	$ 5,682.27	$ 5,767.50	$ 5,854.02	$ 5,941.83	$ 6,030.95	$ 6,121.42	$ 6,213.24	$ 6,306.44	$ 6,401.03
$ 300.40	$ 304.90	$ 309.48	$ 314.12	$ 318.83	$ 323.61	$ 328.47	$ 333.39	$ 338.39	$ 343.47
$ 37.55	$ 38.11	$ 38.68	$ 39.26	$ 39.85	$ 40.45	$ 41.06	$ 41.67	$ 42.30	$ 42.93
$ 69,667.35	$ 70,712.36	$ 71,773.04	$ 72,849.64	$ 73,942.38	$ 75,051.52	$ 76,177.29	$ 77,319.95	$ 78,479.75	$ 79,656.94
$ 6,333.40	$ 6,428.40	$ 6,524.82	$ 6,622.69	$ 6,722.03	$ 6,822.87	$ 6,925.21	$ 7,029.09	$ 7,134.52	$ 7,241.54
$ 339.84	$ 344.94	$ 350.11	$ 355.36	$ 360.69	$ 366.10	$ 371.60	$ 377.17	$ 382.83	$ 388.57
$ 42.48	$ 43.12	$ 43.76	$ 44.42	$ 45.09	$ 45.76	$ 46.45	$ 47.15	$ 47.85	$ 48.57
$ 79,773.93	$ 80,970.53	$ 82,185.09	$ 83,417.87	$ 84,669.14	$ 85,939.17	$ 87,228.26	$ 88,536.69	$ 89,864.74	$ 91,212.71
$ 6,647.83	$ 6,747.54	$ 6,848.76	$ 6,951.49	$ 7,055.76	$ 7,161.60	$ 7,269.02	$ 7,378.06	$ 7,488.73	$ 7,601.06
$ 335.18	$ 340.21	$ 345.32	$ 350.50	$ 355.75	$ 361.09	$ 366.51	$ 372.00	$ 377.58	$ 383.25
$ 41.90	$ 42.53	$ 43.16	$ 43.81	$ 44.47	$ 45.14	$ 45.81	$ 46.50	$ 47.20	$ 47.91
$ 46,311.23	$ 47,005.90	$ 47,710.99	$ 48,426.66	$ 49,153.06	$ 49,890.35	$ 50,638.71	$ 51,398.29	$ 52,169.37	$ 52,951.81
$ 4,210.11	$ 4,273.26	$ 4,337.36	$ 4,402.42	$ 4,468.46	$ 4,535.49	$ 4,603.52	$ 4,672.57	$ 4,742.67	$ 4,813.80
$ 225.91	$ 229.30	$ 232.74	$ 236.23	$ 239.77	$ 243.37	$ 247.02	$ 250.72	$ 254.48	$ 258.30
$ 28.24	$ 28.66	$ 29.09	$ 29.53	$ 29.97	$ 30.42	$ 30.88	$ 31.34	$ 31.81	$ 32.29
$ 61,581.23	$ 62,504.95	$ 63,442.53	$ 64,394.17	$ 65,360.08	$ 66,340.48	$ 67,335.59	$ 68,345.62	$ 69,370.80	$ 70,411.37
$ 5,598.29	$ 5,682.27	$ 5,767.50	$ 5,854.02	$ 5,941.83	$ 6,030.95	$ 6,121.42	$ 6,213.24	$ 6,306.44	$ 6,401.03
$ 300.40	$ 304.90	$ 309.48	$ 314.12	$ 318.83	$ 323.61	$ 328.47	$ 333.39	$ 338.39	$ 343.47
$ 37.55	$ 38.11	$ 38.68	$ 39.26	$ 39.85	$ 40.45	$ 41.06	$ 41.67	$ 42.30	$ 42.93

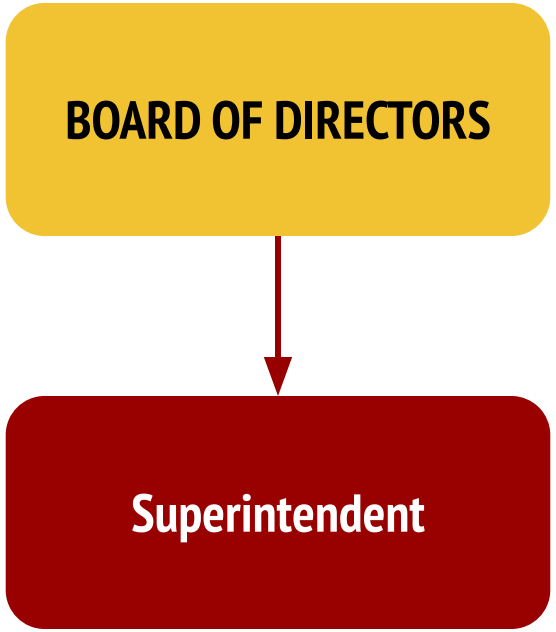
Coversheet

AIMS Organizational Chart

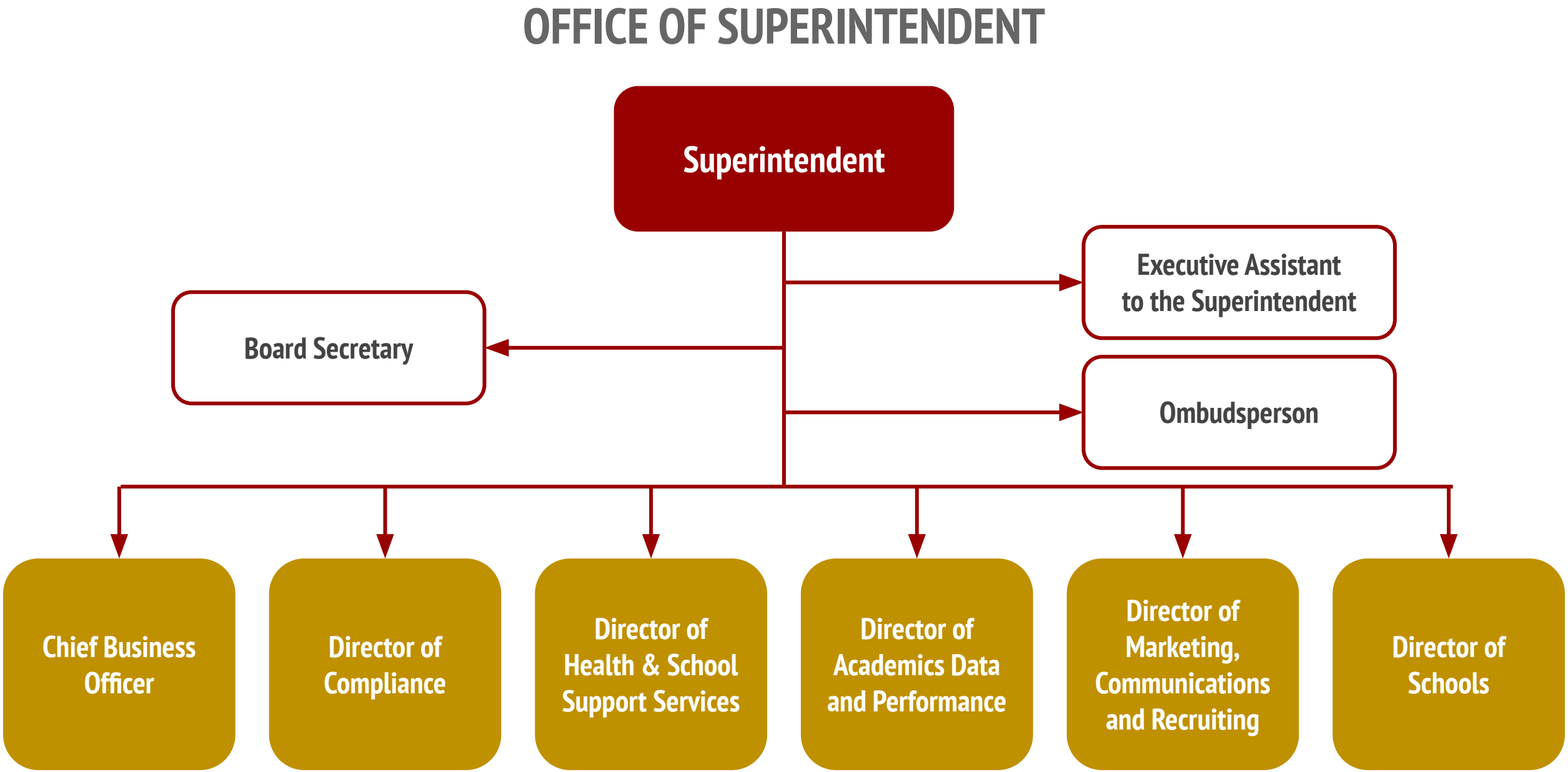
Section: II. Action Items
Item: D. AIMS Organizational Chart
Purpose:
Submitted by:
Related Material: AIMS Organizational Chart 2023-2024.pdf

AIMS Organizational Chart

BOARD OF DIRECTORS

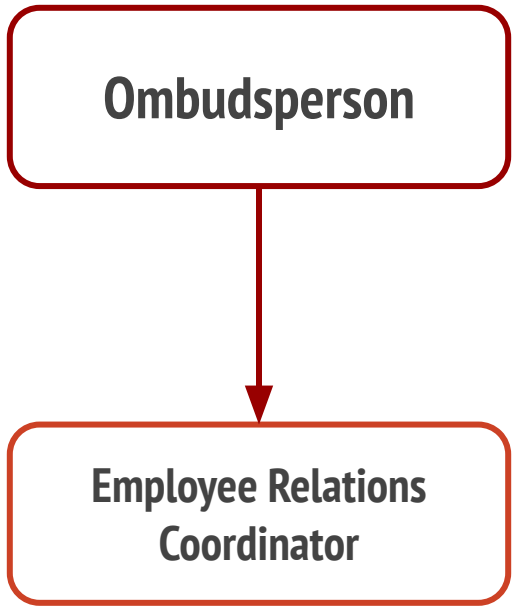


AIMS Organizational Chart



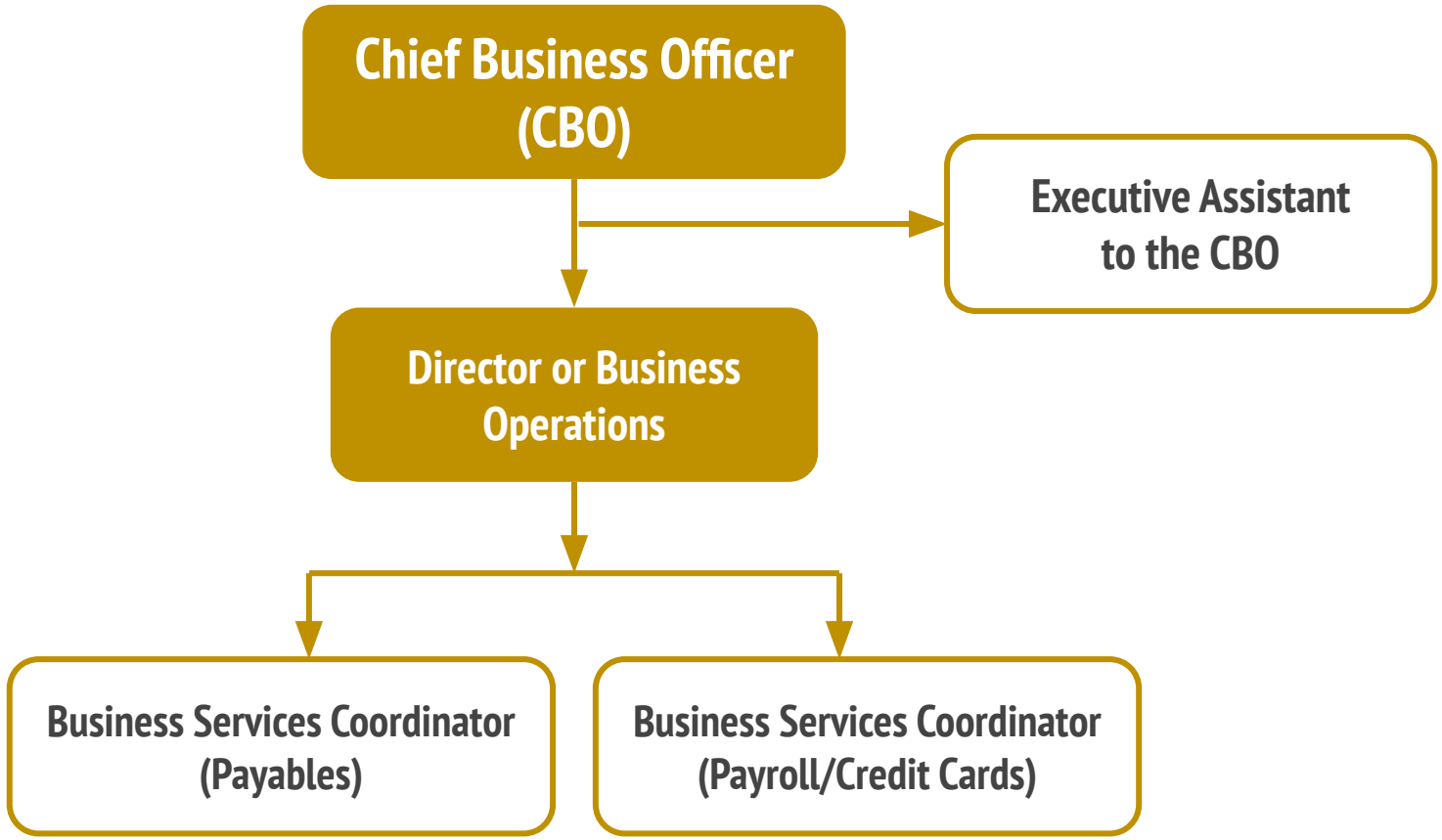
AIMS Organizational Chart

OFFICE OF OMBUDSPERSON



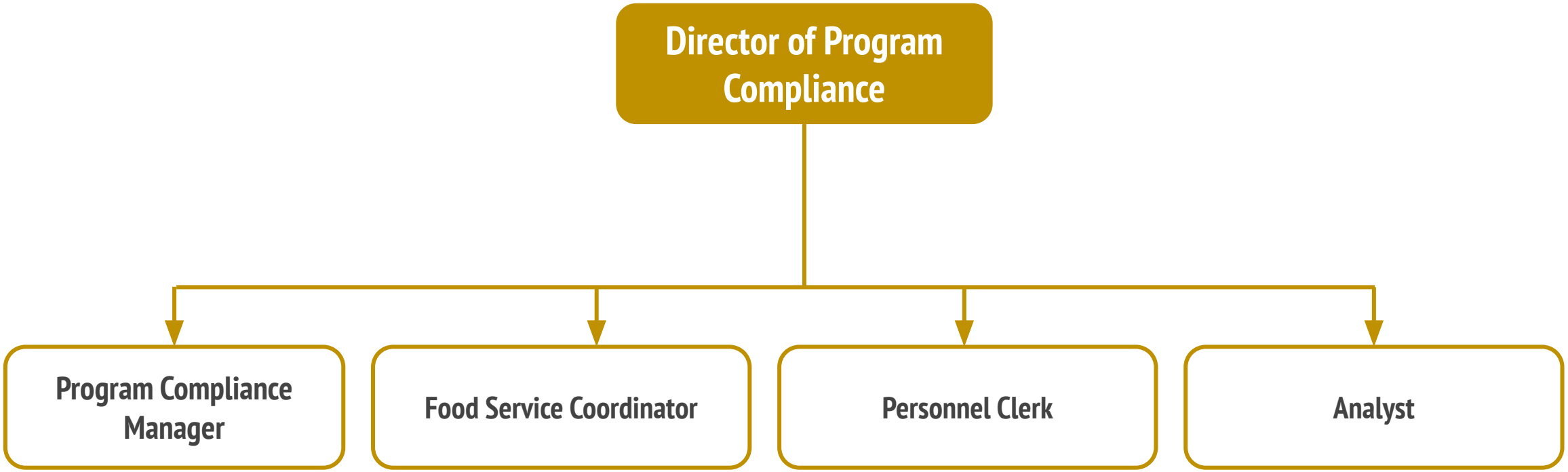
AIMS Organizational Chart

OFFICE OF Business Service and Operations



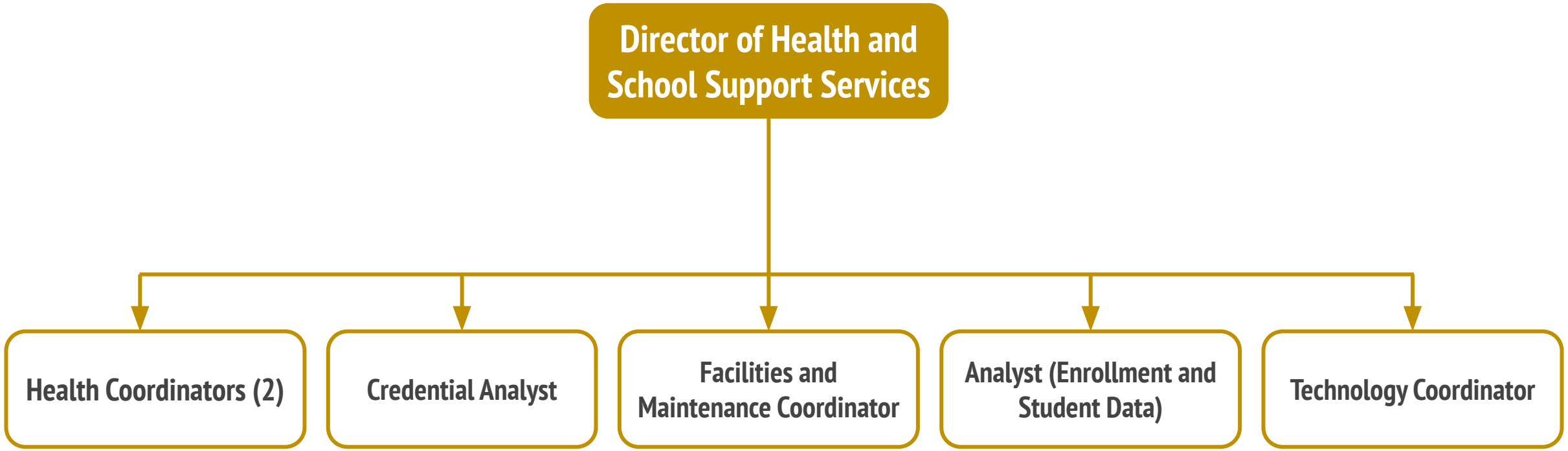
AIMS Organizational Chart

Office of Program Compliance



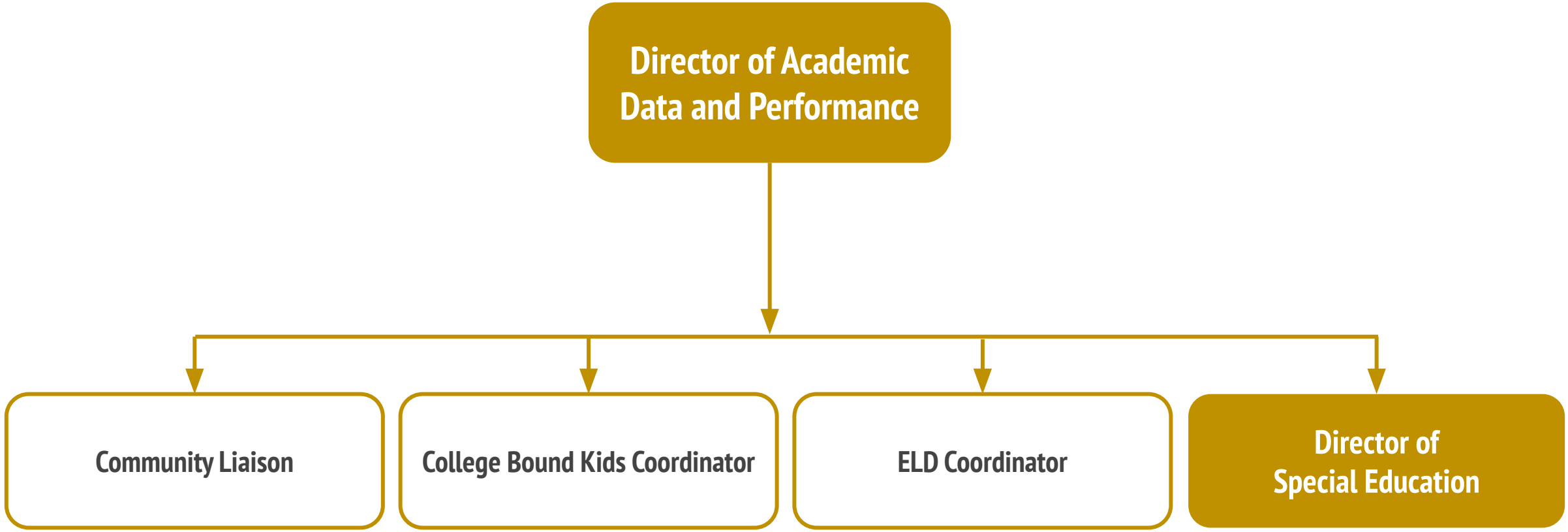
AIMS Organizational Chart

Office of Health and School Support Services

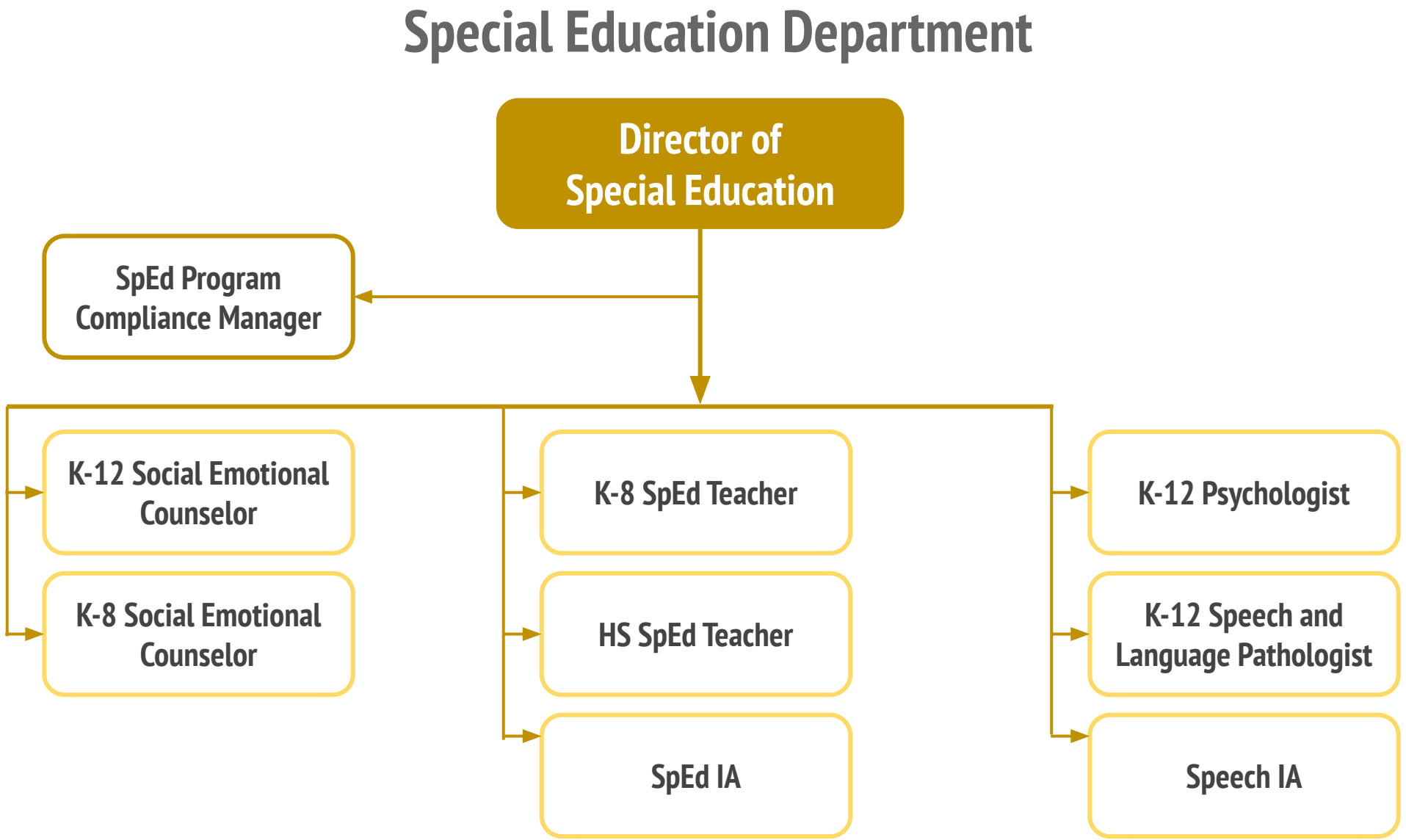


AIMS Organizational Chart

Office of Academic Data and Performance

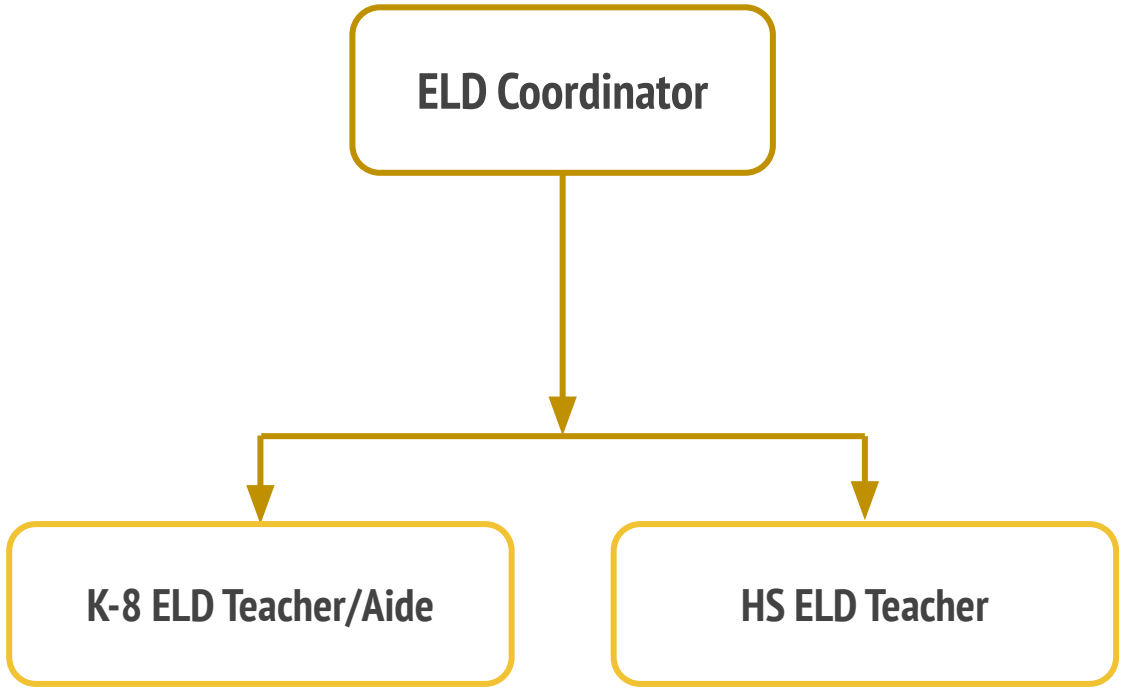


AIMS Organizational Chart



AIMS Organizational Chart

English Language Development (ELD) Department



AIMS Organizational Chart

Office of Marketing, Communications, and Recruiting



AIMS Organizational Chart

