AIMS K-12 College Prep Charter District

AIMS Board Meeting

Date and Time

Tuesday September 19, 2023 at 6:45 PM PDT

Location

171 12th Street Oakland

Join Zoom Meeting

https://us02web.zoom.us/j/3311128694?pwd=cVFNbEJtWm40aDZpUlp5WFVxRGVqUT09

Meeting ID: 331 112 8694

Passcode: 0EjSCZ

One tap mobile

+17193594580,,3311128694#,,,,*076927# US

+19294362866,,3311128694#,,,,*076927# US (New York)

Dial by your location

• +1 719 359 4580 US

Meeting ID: 331 112 8694

Passcode: 076927

Find your local number: https://us02web.zoom.us/u/kmHNwDhDX

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meetings at AIMS. Please notify Marisol Magana at (510) 220-9985 at least 24 hours in advance of any disability accommodations being needed in order to participate in the meeting.

Agenda

		Purpose	Presenter	Time

I. Opening Items   **6:45 PM**

Opening Items

A.	Call the Meeting to Order		Chris Edington	
B.	Record Attendance and Guests	Vote	Barbara Pemberton	1 m
C.	Adoption of Agenda	Vote	Chris Edington	1 m
D.	Public Comment on Agenda Items			4 m

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

E.	Public Comment on Non-Agenda Items			4 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. Approve Minutes   **6:55 PM**

A.	Board Meeting Minutes 8-29-23	Approve Minutes		1 m
B.	Special Board Meeting Minutes 12-21-21	Approve Minutes		

		Purpose	Presenter	Time
C.	Governance Committee Monthly Meeting 08-13-19	Approve Minutes		
D.	Special Board Meeting 12-21-21	Approve Minutes		

III.	**Non-Action Items**			**6:56 PM**
A.	President's Report	FYI	Chris Edington	3 m
B.	Superintendent's Report	FYI	Superintendent Woods-Cadiz	3 m
C.	Board Members Questions and Comments on Submitted Staff Reports	FYI	AIMS Board Members	8 m

IV.	**Consent Calendar**			**7:10 PM**
A.	Consent Calendar Items Previously Vetted In Committee	Vote	Chris Edington	2 m

2023-2024 Contract Submission for Board Approval - EMPLOYEE CONTRACTS FY23-24 SEP BOARD
BP & AR Recognition of Prior Teaching Experience
AIMS Vendor Agreement 2023-24-2
Proposal for trademarking AIMS school names and logos
Acceptance of Board of Director Dana Lang's Resignation

V.	**Action Items**			**7:12 PM**
A.	Local Indicators AIMS HS, AIMS MS & AIPCS II	Vote	Marisol Magana	2 m
B.	AIMS MS & AIPCS II ELOP PLAN		Natalie Glass	5 m
C.	Board Policy, Administrative Regulation: Athletic Parents' Code of Conduct		Natalie Glass, Mikael Wooten, Andrew Hampton	5 m
D.	2023-24 Education Protection Account (EPA)		Katema Ballentine	

VI.	**Closed Session**			**7:24 PM**

		Purpose	Presenter	Time
A.	Public Comment on Closed Session Items	FYI		10 m

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

		Purpose	Presenter	Time
B.	Recess to Closed Session	Discuss		30 m

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

		Purpose	Presenter	Time
C.	Report from Closed Session	FYI		2 m

- Board President, Mr. Chris Edington

VII.	**Closing Items**			**8:06 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, September 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 August 26, 2023, before 6:45 PM. Certification of Posting

Coversheet

Board Meeting Minutes 8-29-23

Section: II. Approve Minutes
Item: A. Board Meeting Minutes 8-29-23
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for AIMS Board Meeting on August 29, 2023

AIMS K-12 College Prep Charter District

Minutes

AIMS Board Meeting

Date and Time
Tuesday August 29, 2023 at 6:45 PM

Location
746 Grand Ave. Oakland CA 94610

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

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

Dial by your location
        +1 669 900 6833 US (San Jose)
        +1 669 444 9171 US

Meeting ID: 813 9746 7941
Passcode: 596846

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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.

Directors Present

C. Edington, D. Lang, J. Hinton-Hodge

Directors Absent

J. Colly, S. Leung

Guests Present

B. Pemberton, M. Woods-Cadiz

I. Opening Items

A. Call the Meeting to Order

C. Edington called a meeting of the board of directors of AIMS K-12 College Prep Charter District to order on Tuesday Aug 29, 2023 at 6:53 PM.

B. Record Attendance and Guests

C. Adoption of Agenda

J. Hinton-Hodge made a motion to approve.
C. Edington seconded the motion.
The board **VOTED** to approve the motion.

D. Public Comment on Agenda Items

No comment

E. Public Comment on Non-Agenda Items

No comment

II. Approve Minutes

A. Board Meeting Minutes 8-8-23

C. Edington made a motion to approve the minutes from AIMS Special Board Meeting on 08-08-23.
J. Hinton-Hodge seconded the motion.
The board **VOTED** to approve the motion.

B.

Board Meeting Minutes 6-27-23

C. Edington made a motion to approve the minutes from AIMS Board Meeting on 06-27-23.
J. Hinton-Hodge seconded the motion.
The board **VOTED** to approve the motion.

III. Non-Action Items

A. President's Report

No report

B. Superintendent's Report

The report was presented

C. Staff Reports

Data and Academic Performance
Health & School Support Services
AIMS K-12 Report
Compliance Report
Ombudsman Report
Special Education Report

D. Board Members Questions and Comments on Submitted Staff Reports

IV. Consent Calendar

A. TITLE III MOU

C. Edington made a motion to approve.
D. Lang seconded the motion.
The board **VOTED** to approve the motion.

B. 2023-2024 Contract Submission

C. Edington made a motion to approve.
D. Lang seconded the motion.
The board **VOTED** to approve the motion.

C. AIMS K-12 College Prep RFP Response

C. Edington made a motion to approve.
D. Lang seconded the motion.
The board **VOTED** to approve the motion.

D.

AIMS K12 College Prep Exec Memo Unaudited 2223

C. Edington made a motion to approve.
D. Lang seconded the motion.
The board **VOTED** to approve the motion.

E. Vendor Agreement - All Tied Up

C. Edington made a motion to approve.
D. Lang seconded the motion.
The board **VOTED** to approve the motion.

F. AIMS Student and Family Handbook

This item was moved to the Action Item section.

G. Psychoeducational and Academic Evaluations Contract

C. Edington made a motion to approve.
D. Lang seconded the motion.
The board **VOTED** to approve the motion.

H. Speech and Language Occupational Therapy Services Contract

C. Edington made a motion to approve.
D. Lang seconded the motion.
The board **VOTED** to approve the motion.

I. Resolution - Surplus Items

C. Edington made a motion to approve.
D. Lang seconded the motion.
The board **VOTED** to approve the motion.

V. Action Items

A. Declaration of Need for Fully Qualified Educators at AIMS College Prep Elementary (AIPCS II); AIMS College Prep Middle; AIMS College Prep High.

C. Edington made a motion to approve.
J. Hinton-Hodge seconded the motion.
The board **VOTED** to approve the motion.

B. Board Resolution - Permit Fees

C. Edington made a motion to approve.
J. Hinton-Hodge seconded the motion.
The board **VOTED** to approve the motion.

C.

Adoption of Local Assignment Option EC 44863

C. Edington made a motion to approve.
J. Hinton-Hodge seconded the motion.
The board **VOTED** to approve the motion.

D. AIMS Student and Family Handbook

VI. Closed Session

A. Public Comment on Closed Session Items

No comment

B. Recess to Closed Session

C. Report from Closed Session

Nothing to report

VII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:26 PM.

Respectfully Submitted,
C. Edington

B. NOTICES

None

Coversheet

Special Board Meeting Minutes 12-21-21

Section: II. Approve Minutes
Item: B. Special Board Meeting Minutes 12-21-21
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Special Board Meeting on December 21, 2021

AIMS K-12 College Prep Charter District

Minutes

Special Board Meeting

Date and Time
Tuesday December 21, 2021 at 6:30 PM

Location
Join Zoom Meeting
ID: 83755291886
Passcode: 521058
☐
(US) +1 669-900-6833
Passcode: 521058

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Join Zoom Meeting
ID: 81202296657
Passcode: zzJNl5dT
☐
(US) +1 346-248-7799
Passcode: 97239757

Directors Present

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

Directors Absent

None

Guests Present

B. Pemberton, M. Woods-Cadiz

I. Opening Items

A. Call the Meeting to Order

M. Woods-Cadiz called a meeting of the board of directors of AIMS K-12 College Prep Charter District to order on Tuesday Dec 21, 2021 at 6:34 PM.

B. Record Attendance and Guests

C. AIMS - Permitting Virtual Meetings in Specified Circumstances

C. Edington made a motion to approve.
J. Hinton-Hodge seconded the motion.
The board **VOTED** to approve the motion.

D. Adoption of Agenda

C. Edington made a motion to approve.
D. Lang seconded the motion.
The board **VOTED** to approve the motion.

E. Approval of November 30, 2021 AIMS Board of Directors Meeting Minutes

C. Edington made a motion to approve the minutes from AIMS Special Board Meeting on 12-21-21.
J. Colly seconded the motion.
The board **VOTED** to approve the motion.

F. Public Comment on Agenda Items

No Comment

G. Public Comment on Non-Agenda Items

No Comment

II. Action Items

A. Consent Calendar

C. Edington made a motion to approve.
D. Lang seconded the motion.
The board **VOTED** to approve the motion.

III. Closed Session

A. Public Comment on Closed Session Items

No Comment

B. Recess to Closed Session

C. Reconvene from Closed Session

D. Report from Closed Session

Nothing to report

IV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:24 PM.

Respectfully Submitted,
C. Edington

B. NOTICES

None

Coversheet

Governance Committee Monthly Meeting 08-13-19

Section: II. Approve Minutes
Item: C. Governance Committee Monthly Meeting 08-13-19
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Governance Committee Monthly Meeeting on August 13, 2019

AIMS K-12 College Prep Charter District

Minutes

Governance Committee Monthly Meeeting

Date and Time
Tuesday August 13, 2019 at 11:00 AM

Location
171 12th Street, Oakland Ca. 94607

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Committee Members Present
A. Abuyen, D. Lang, M. Woods-Cadiz, T. Cook

Committee Members Absent
None

Guests Present
K. Ballentine, K. Minor

I. Opening Items

    A.   Call the Meeting to Order

T. Cook called a meeting of the Governance Committee of AIMS K-12 College Prep Charter District to order on Tuesday Aug 13, 2019 at 11:05 AM.

B. Record Attendance and Guests

C. Public Comments on Non-Action Items

D. Public Comments on Action Items

II. Non-Action Items

A. Review of Bylaws

Director Cook made a motion to amend the bylaws, Superintendent Woods seconded the motion. Motion passed.

B. AIMS Resolution opposing AB1505

Opposition resolution should be uploaded to the website. Director Cook made a motion to accept and Superintendent Woods seconded. Motion passed.

C. Business Policies

Director Cook moved to accept policies and approved it as a draft with possible revisions. Moved to go to Finance committee. Superintendent seconded. Motion passed.

III. Action Items

A. Revised board calendar

Director Cook motioned to amend Board calendar, Director Abuyen seconded. Motion passed.
T. Cook made a motion to Approve newly revised Board calendar.
A. Abuyen seconded the motion.
The motion did not carry.

IV. Closed Session

A. Public Comment on Closed Session Items

B. Reconvene from Closed Session

Need copies of Board policies at the next Board meeting. Board members to sign NDA's and COI's at the next Board meeting. Anyone making fiscal decisions needs to fill out, sign and submit a 700 form.

V. Closing Items

A.

Items for Next Agenda

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 11:58 AM.

Respectfully Submitted,
T. Cook

C. NOTICES

Coversheet

Special Board Meeting 12-21-21

Section: II. Approve Minutes
Item: D. Special Board Meeting 12-21-21
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Special Board Meeting on December 21, 2021

AIMS K-12 College Prep Charter District

Minutes

Special Board Meeting

Date and Time
Tuesday December 21, 2021 at 6:30 PM

Location
Join Zoom Meeting
ID: 83755291886
Passcode: 521058
☐
(US) +1 669-900-6833
Passcode: 521058

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Passcode: zzJNl5dT
☐
(US) +1 346-248-7799
Passcode: 97239757

Directors Present

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

Directors Absent

None

Guests Present

B. Pemberton, M. Woods-Cadiz

I. Opening Items

A. Call the Meeting to Order

M. Woods-Cadiz called a meeting of the board of directors of AIMS K-12 College Prep Charter District to order on Tuesday Dec 21, 2021 at 6:34 PM.

B. Record Attendance and Guests

C. AIMS - Permitting Virtual Meetings in Specified Circumstances

C. Edington made a motion to approve.
J. Hinton-Hodge seconded the motion.
The board **VOTED** to approve the motion.

D. Adoption of Agenda

C. Edington made a motion to approve.
D. Lang seconded the motion.
The board **VOTED** to approve the motion.

E. Approval of November 30, 2021 AIMS Board of Directors Meeting Minutes

C. Edington made a motion to approve the minutes from AIMS Special Board Meeting on 12-21-21.
J. Colly seconded the motion.
The board **VOTED** to approve the motion.

F. Public Comment on Agenda Items

No Comment

G. Public Comment on Non-Agenda Items

No Comment

II. Action Items

A. Consent Calendar

C. Edington made a motion to approve.
D. Lang seconded the motion.
The board **VOTED** to approve the motion.

III. Closed Session

A. Public Comment on Closed Session Items

No Comment

B. Recess to Closed Session

C. Reconvene from Closed Session

D. Report from Closed Session

Nothing to report

IV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:24 PM.

Respectfully Submitted,
C. Edington

B. NOTICES

None

Coversheet

Superintendent's Report

Section: III. Non-Action Items
Item: B. Superintendent's Report
Purpose: FYI
Submitted by:
Related Material: Superintendent Report September 2023.pptx.pdf

AIMS K-12 College Prep Charter District Superintendent's Report September 2023

Superintendent Woods-Cadiz

Summary Of Superintendent's Work Plan

The Superintendent Work Plan for AIMS K12 College Preparatory Charter District outlines a comprehensive strategy to achieve academic excellence and holistic growth within the district. The plan focuses on key areas that directly impact student learning outcomes, teacher development, and community engagement.The Superintendent Work Plan reflects the district's dedication to providing an exceptional education that prepares students for a rapidly evolving world. Through academic rigor, student support, community engagement, technological innovation, and educator development, the plan aims to foster a dynamic educational environment that empowers students to reach their full potential.

Areas Of Focus For Superintendent Work Plan 2023–2024

- **Academic Excellence**

- **Student Support and Well Being**

- **Community Engagement**

- **Technology Integration**

- **Staff Development**

- **Budget and Resources**

- **Measurement of District Success**

Timeline For Reporting On Areas Of Focus

- **Academic Excellence (August, 2023)**

- **Student Support and Well Being (September, 2023)**

- **Community Engagement (October, 2023)**

- **Technology Integration (November, 2023)**

- **Staff Development (January, 2024)**

- **Budget and Resources(February, 2024)**

- **Measurement of District Success Indicators**

(March, 2024)

Student Support and Well Being

- Increased Special Education (SpEd) Services
- Social-Emotional Learning (SEL) Counseling
- All Tied Up
- Extended Saturday School with Enrichment Activities
- Campus Supervisors
- K-12 Student Government Executive Council

Benefits of SpEd Services

Benefits of SpEd Services

- Individualized Learning: SpEd services create personalized learning plans for students, catering to their unique strengths and challenges.
- Improved Academic Performance: Students receiving SpEd support often demonstrate improved academic outcomes.
- Enhanced Social and Emotional Skills: Special Education fosters social and emotional development, helping students build self-confidence and relationships.
- Inclusive Education: Promotes inclusive classrooms where students of all abilities learn together, reducing stigmatization.
- Preparation for Future Success: Equips students with essential skills needed for post-school life, including employment and independent living.

Benefits of SEL Counseling

Benefits of SEL Counseling

- Enhanced Mental Health: SEL counseling provides a safe space for students to express their emotions, reducing stress and anxiety.
- Conflict Resolution: Helps students develop strategies for handling conflicts and disagreements in healthy ways.
- Self-Regulation: Teaches self-control and emotional regulation, which are crucial for managing stress and making sound decisions.
- Empathy and Compassion: Encourages empathy towards others, leading to a more inclusive and compassionate school environment.
- Long-Term Wellbeing: SEL skills learned through counseling can benefit students throughout their lives, contributing to overall well being.

Benefits of Extended Saturday School

Benefits of Extended Saturday School

- Saturday school plays a pivotal role in extending and enhancing the educational experience for our students. This initiative goes beyond conventional learning hours, providing diverse opportunities for growth and support. In the upcoming slides, we will delve into the significance of Saturday school, emphasizing its capacity to cater to a wide range of student needs and contribute to holistic development.
- Podcast Training: Enhances communication and critical thinking skills, empowers creative expression, and opens doors to future media careers.
- Parent ESL Classes: Empowers parents for active involvement in their children's education, fosters improved home-school communication, and nurtures a supportive home environment.
- Academic Tutoring: Drives academic success, offers personalized support, and establishes a strong educational foundation.
- World Language Activities: Enriches cultural understanding, promotes language proficiency, and broadens students' global perspectives.
- Restorative Justice: Develops conflict resolution skills, fosters a positive school climate, and strengthens peer relationships.
- Sports: Improves physical health, imparts life skills such as teamwork and leadership, and serves as a healthy stress relief outlet.
- Cybersecurity Training: Enhances digital safety awareness, boosts digital literacy, and prepares students for the demands of an increasingly digital society's

Benefits of All Tied Up Program

Benefits of The All Tied Up Program

- Etiquette Workshops: Equips students with essential social skills and manners, enhancing their professionalism and interpersonal relationships.
- Leadership Assemblies: Fosters leadership qualities, encouraging students to take initiative and make positive contributions to their community.
- Financial Literacy: Provides crucial knowledge about money management, empowering students to make informed financial decisions.
- Cisco Cyber Academies: Offers cutting-edge cybersecurity education, preparing students for careers in a digitally connected world.
- Internships: Facilitates real-world work experience, allowing students to apply classroom learning in professional settings.
- Podcasting: Develops communication and media skills, enabling students to share their voices and stories with a wider audience.
- Mentorships: Establishes meaningful connections with experienced individuals, guiding students toward personal and academic growth.

Benefits of Campus Supervisors

Benefits of Campus Supervisors

- Safety and Security: Campus supervisors play a crucial role in maintaining a safe and secure learning environment for students and staff.
- Conflict Resolution: They are skilled at de-escalating conflicts among students, promoting a more harmonious school atmosphere.
- Student Guidance: Campus supervisors often serve as mentors and role models, providing guidance and support to students.
- Emergency Response: In the event of emergencies, they are trained to take swift and appropriate action to ensure the well-being of everyone on campus.
- Promoting Positive Behavior: Their presence encourages positive behavior, reinforcing school rules and expectations.
- Enhancing Campus Life: They contribute to a positive school culture by organizing events and activities that engage and connect students

Benefits of K-12 SGA Executive Council

Benefits of K-12 Student Government Executive Council

- Unified Representation: A K-12 Executive Council brings together students from all campuses, ensuring that the voices and concerns of students at every grade level are heard.
- Building Leadership Skills: Students gain valuable leadership experience by participating in the Executive Council, preparing them for future roles in civic engagement and leadership.
- Cross-Campus Collaboration: Collaboration among students from different campuses promotes a sense of unity, shared goals, and the exchange of diverse ideas.
- Inclusivity and Diversity: The Executive Council fosters inclusivity by representing students from various backgrounds, promoting diversity in decision-making.
- Enhanced Communication: It serves as a platform for students to communicate with school administration, facilitating constructive dialogue and problem-solving.
- Promoting School Spirit: By organizing and participating in school-wide events and activities, the Executive Council contributes to a vibrant and positive school culture.

Questions?

Coversheet

Board Members Questions and Comments on Submitted Staff Reports

Section: III. Non-Action Items
Item: C. Board Members Questions and Comments on Submitted Staff Reports
Purpose: FYI
Submitted by:
Related Material: _Compliance FY23 Board Report Re_ September.pdf
Health & School Support Services Sept 2023 Board Report (1).pdf
September K-12BOARD REPORT 2023 -2024 (1).pdf
SpEd BOARD REPORT September 2023.pdf
Sep 2023 MarCom Dept Board Report.pdf

Program Compliance Board Report

September 2023

Director of Program Compliance Tiffany Tung

Professional Development Initiatives

Trainings Provided August-September, 2023

➢ Paycom training guidance [Hiring Manager Step By Step Initiate Self Onboarding Checklist](#) [ESS Employee Self Service Step By Step](#)

➢ School Site School Training [Introduction to School Site Council](#)

➢ Time accounting (Personnel Activity Report)/ Semi Annual Certification - documentation from school site employees to ensure that the district is properly charging salaries and wages to federally funded programs.
[Time & Accounting/Personnel Activity Report Training](#)

➢ Mandated Trainings - New employees must be trained within 6 months of hire to be aligned with California employment law.
[Vector Training Management Step By Step Guide](#)

The Compliance department provides access to training materials as well as sessions that ensure compliance with federal, state and local regulations. The training sessions provide employees with information that allows AIMS K12 to appropriately administer, track and record mandated and/or specialized knowledge in a well-structured learning environment.

Providing Professional Development and Trainings will be the key element in maintaining a successful AIMS K-12th year and ensuring a successful organization. These trainings will ensure that employees are have the necessary knowledge and skills to carry out their job duties safely, effectively and compliantly. The structure that has been established will help to mitigate risks, reduce audit findings related to FPM Federal Program Monitoring, increase efficiency and improve employee morale.

Training Initiatives

Compliance Training Offerings

➢ Nutritional Services Mandated Training
➢ Beginning of the Year Vended Meal Model
➢ California CEP
➢ Food Handlers
➢ CDE Civil Rights
➢ Productions Records
➢ Mealtime POS
➢ Bootcamp Compliance District Training
➢ SSC/Plan Training/Monitoring
➢ Federal Time & Accounting
➢ Vector Employee Mandated Training/Sexual Harassment

Providing Hiring manager/employee trainings will be the key element in maintaining a successful AIMS K-12th year and ensuring a successful organization. These trainings will ensure that employees are have the necessary knowledge and skills to carry out their job duties safely, effectively and compliantly. The structure that has been established will help to mitigate risks, reduce audit findings, increase efficiency and improve employee morale.

Collaborative Hiring & Onboarding

Compliance Departments Role in hiring and onboarding process

- ➢ Ensures PayCom aligns with processes and procedures
- ➢ Collaborates with departments to create a more transparent hiring and onboarding process
- ➢ Verifies federal and state laws and mandates are included in the hiring and onboarding process
- ➢ Reviews and verifies applicant documentation aligns with federal and state laws
- ➢ Aligns compensation schedules with job descriptions and applicant experience
- ➢ Verifies Department of Justice results with AIMS K12 policies
- ➢ Manages offer letter and employee contract distribution and record keeping
- ➢ Provides resources and training to assist with the self onboarding process
- ➢ Ensures that the district operates in a consistent and ethical manner that aligns with compliant local, state and federal regulations.
- ➢ Elevates and improves the effectiveness of process flows, controls and business practices.
- ➢ Established compliance standards and designs improvements to internal controls and structures within Paycom HRIS system.

Goal: To ensure contributions streamline the hiring and onboarding process to ensure smooth integration of new hires.

Successful collaborations Compliance has been successful in

- ➢ PayCom implementation training
- ➢ Compliance BootCamp Professional Development
- ➢ Mandated Reporter/Sexual Harassment Training
- ➢ NSLP(National School Lunch Program) Training
- ➢ Vector (Training Management Platform) Implementation Training

Compliance & Regulatory Work

➢ Compliance schedules, monitors and documents all required local, state and federal training requirements .
➢ A requirement for the use of federal funds for salaries, time accounting certification records must be maintained and collected.
➢ Staffing compliance reviews policy and procedures for compensation, documentation, site plan alignment and record keeping https://www.cde.ca.gov/fg/ac/ff/
➢ In accordance with best practices with CDE, school site plans are reviewed and aligned with programmatic, strategic and fiscal plans
➢ Compliance created an internal form to track extended contract requests and provide accountability & oversight of Extended Contracts Extended Contract Requisition this request form will allow to better track employees that must complete semi-annual and annual time and accounting forms.
➢ Compliance monitors and reviews Spendwise purchase orders to ensure spending of school sites are allowable and aligned with school site plans. If cost is not allowable and does not align properly, request for purchases are sent back to requester.

All school site plans are specific to local, federal and state requirements. Compliance verifies that the requirements are documented and accounted for. All plans must be submitted with request aligning with expenditures from the specific resource. Compliance meets with Leadership once a month to review requirements. Compliance created a resource to support with allowable expenditures of plans Catagorical Spending Guidance

➢ LCAP - The LCAP is a tool for local educational agencies to set goals, plan actions and leverage resources to meet goals to improve student learning. (Compliance LCAP Resource FY23-24)
➢ SPSA - Single Plan for Student Achievement - a required plan for schools that participate in any state or federal program in the consolidated application (ConApp)The plan, which is developed by the school site council, must describe how the school will spend the funds received through the consolidated application to improve student achievement.
➢ ESSER III Plan - The ARP Act, requires LEAs that receive ESSER III funds to complete a plan that address the academic impact of lost instructional time as well as respond to the Safe Return to in person instruction.
➢ Title III MOU - student data is used in the analysis of teachers, subject and supports needed.
➢ Measure G1- is a Parcel collect from Oakland residents to support Middle School enrichment.
➢ ELOP

Achievements & Metrics

➢ **_Blue_** shows the percentage of employees who have completed both training
  ○ 61.2% of employees have completed both
➢ **_Red_** shows the percentage of employees who have not completed any training
  ○ 34.5% haven't completed none
➢ **_Green_** shows the percentage of employees who have only completed 1 of 2 training
  ○ 4.3% only completed 1 of 2
➢ We have sent out emails to employees to complete the trainings with reminders
  ○ Notifying them of their username and how to log into Vector with the link
➢ We have created employees an account on Vector (new hires as well)
  ○ Assigned them the mandated training (sexual harassment and child abuse and neglect)

Employees Who Have Completed Mandated Training

Employess who have
4.3%

Employees who have
34.5%
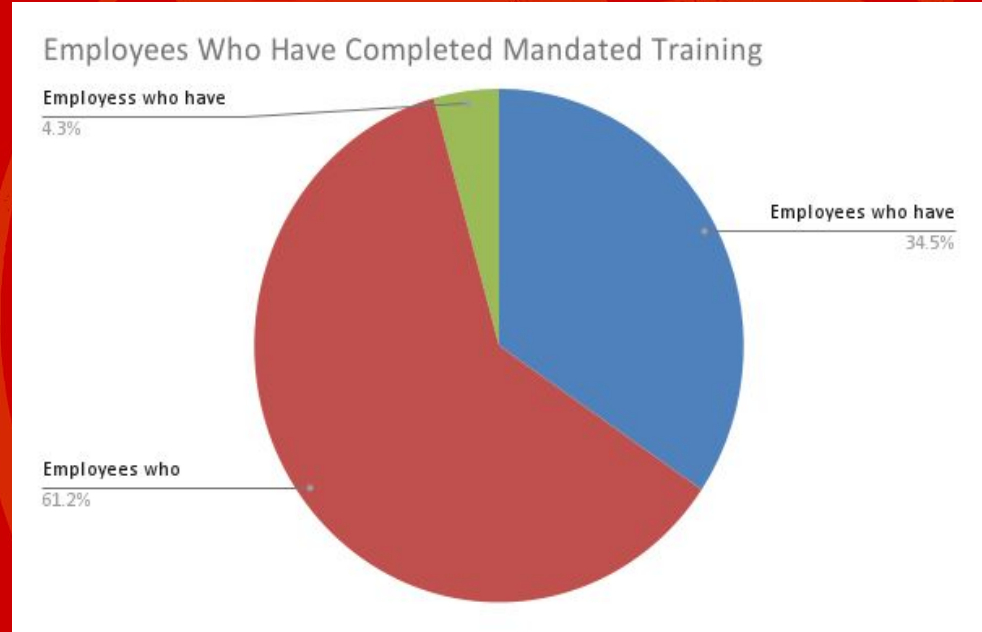
Employees who
61.2%

Achievements & Metrics

➢ 11 employees hired from August 23 - September 11, 2023.

- *6 Teachers*
- *1 Food Clerk*
- *1 Administrative Assistant*
- *1 Instructional Aide*
- *1 Teacher Assistant*
- *1 Campus Supervisor*

➢ Below is the pending hire status spreadsheet from Paycom:

Pending Hires

NEW HIRES AUGUST 23-SEPTEMBER 11, 2023

Total Pending Hires:

➢ 4 candidates are in the hiring process
➢ 5 candidates have been offered a position

Achievements & Metrics

- ➢ **Parent Communication**- Communication has been sent out via Parentsquare to emphasize on the importance of submitting these forms.

- ➢ **Distribution of Forms** - Letters are sent home with each student, including the Income Survey and AIMS Income Verification Letter. This will help families understand the purpose and importance of these forms.

- ➢ **Support for Parents**- If parents need assistance in completing the forms, teachers/staff encourage them to set up appointments with our staff by contacting us at NutritionalServices@aimsk12.org. We want to make this process as smooth as possible for everyone.

- ➢ **Follow-Up**-If any families still need to submit their applications, staff/teachers follow up with families. Gentle reminders can make a significant difference.

- ➢ **Teacher Involvement**-Teachers are being asked to remind their students about the importance of submitting these forms. Teachers have a direct influence on students and can encourage them to participate. Back to School night will occur soon, and this is a perfect opportunity for teachers to encourage families to complete the form.

➢ **946 out of 1207 students have completed a survey or have been directly certified**

- # of Students that have completed a Survey or that have been Directly Certified
- # of Students that have NOT completed a Survey or have not been Directly Certified
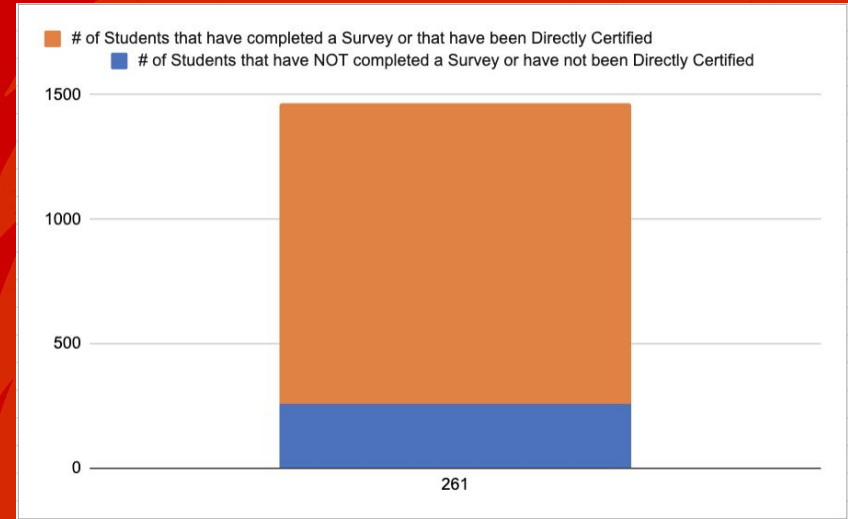
Goal: We project to reach 100% completed Income Surveys for 23-24 school year.

Achievements & Metrics

➢ **Participation has increased for all 3 services at 12th Street Campus**

AIPCS & AIPCS II

➢ **Breakfast - 69% Increase**
➢ **Lunch - 15% Increase**
➢ **Snack - 47% Increase**

AIPHS

➢ **Breakfast - 40% Decrease**
➢ **Lunch - .09% Decrease**

Launching Soon ——— Flavor Station

➢ Spices and Seasoning
➢ Personalization = Enjoyment and Fun
➢ Having students learn new flavors and flavor combinations
➢ Appeal to a wide variety of palates and food cultures/traditions
➢ Easy to see, use and access

*Goal: We aim to increase our participation rate
for each service provided to students.*

Employee Paycom Feedback & Engagement
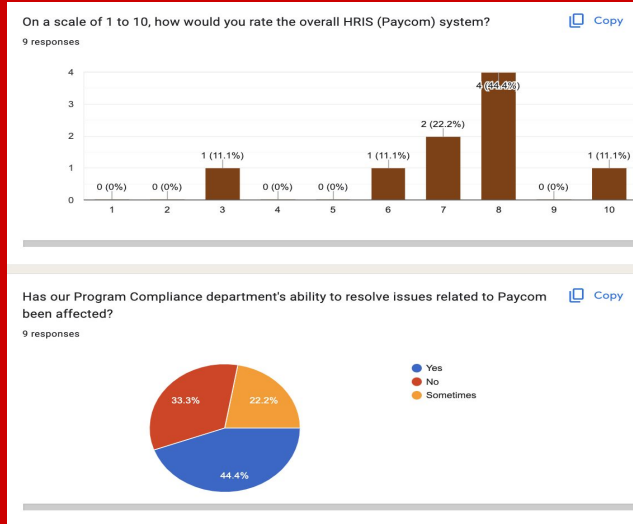
➢ Overall, feedback on Paycom vary among our team members, with many offering an average rating. Some individuals have faced challenges while using Paycom. However, our department has played a pivotal role in assisting and successfully resolving these issues.
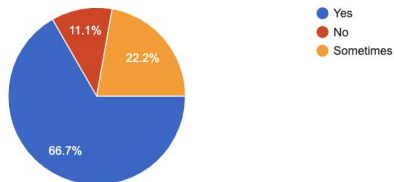
➢ Our Compliance Personnel Clerk collaborates closely with a service representative from Paycom. Their primary responsibility is to work alongside our employees who may encounter challenges or have questions regarding Paycom. Together, they ensure that any issues are promptly addressed and resolved.

Employee Vector Solutions Feedback

Have the compliance trainings on Vector Solutions been effective for you and your staff?

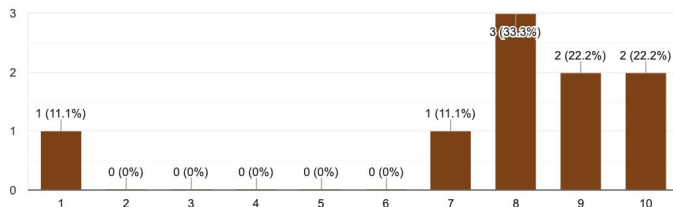9 responses

Copy

- Yes 66.7%
- No 11.1%
- Sometimes 22.2%

On a scale of 1 to 10 (1 being the worst and 10 being the best), how would you rate the overall Vector Solutions system?

9 responses

Copy

1: 1 (11.1%)
2: 0 (0%)
3: 0 (0%)
4: 0 (0%)
5: 0 (0%)
6: 0 (0%)
7: 1 (11.1%)
8: 3 (33.3%)
9: 2 (22.2%)
10: 2 (22.2%)

➤ Overall, employees have provided an average rating for Vector Solutions, the training system we've implemented. Many of our employees have reported finding it effective for themselves and their staff, contributing positively to our organization's learning and development. Fortunately, very few issues have been encountered, demonstrating the system's reliability.

➤ Our Personnel Clerk collaborates closely with a service representative from Vector Solutions and our AIMS Technology Coordinator. Their primary responsibility is to work alongside our employees who may encounter challenges or have questions regarding Vector Solutions. Together, they ensure that any issues are promptly addressed and resolved.

What challenges or obstacles are you currently encountering with Vector Solutions?

5 responses

N/A

None

Ensuring I took the correct training (manager training vs employee training)
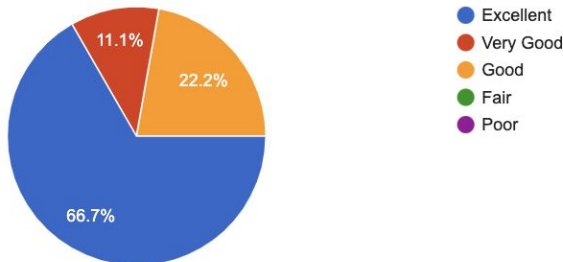
Trying to add the new employees

Employee Program Compliance Feedback

➢ Our feedback regarding our department's performance for the 2023-2024 school year has been overwhelmingly positive. Many have expressed that we are doing an excellent job in various aspects of our work.

➢ Feedback from employees indicates that our department has been actively and effectively supporting them with compliance issues and concerns. This positive perception reaffirms our commitment to providing the best possible assistance and ensuring that our organization remains compliant and efficient.
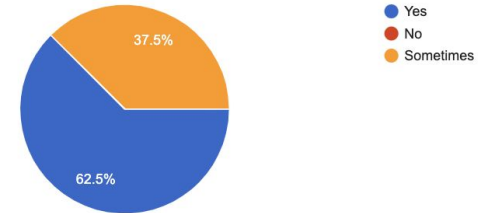
Have you received timely responses from our Program Compliance department in addressing your requests and concerns?   Copy
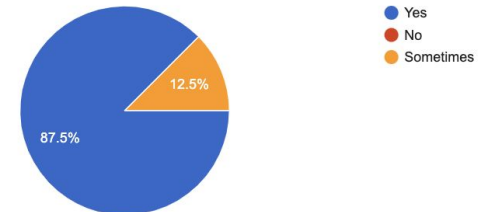
8 responses

- Yes
- No
- Sometimes

37.5%
62.5%

Overall, how would you rate how the Program Compliance is doing for the 2023-2024 school year?

9 responses

- Excellent
- Very Good
- Good
- Fair
- Poor

11.1%
22.2%
66.7%

Do we actively provide support to you around compliance issues?   Copy

8 responses

- Yes
- No
- Sometimes

12.5%
87.5%

Future Direction & Ongoing Projects

- ➢ Providing series of training for hiring managers around federal time & accounting requirements.
- ➢ Continue to provide ongoing training for SSC/Plans ensure meeting requirements are being met. School site plans are reviewed and aligned with programmatic, strategic and fiscal plans.
- ➢ Continue to survey employees regarding job satisfaction, skill development & career progression.
- ➢ Continue to streamline Paycom hiring process to ensure smooth integration of new hires.
- ➢ Create process for PAF for extended contracts to ensure smooth transition for workflow and approval process.
- ➢ Finalizing extended contracts/extra duty workflow process in PAYCOM (HRIS) system.

The goal is that these ongoing projects/activities will will support the organization's growth and objectives. Compliance will continue to commit to continuous improvement and excellence.
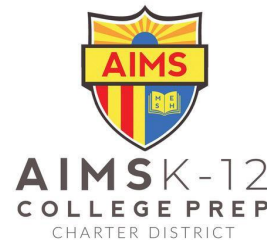
Q&A

Thank you!

Health & School Support Services Board Report
August 2023

Marisol Magaña

Health & School Support Services Director

Introduction

The department of Health & School Support Services, provides support to the school sites with credentials, enrollment, COVID-19, facilities, maintenance, and technology support.

The purpose of this presentation is to inform the board as well as other educational partners on recent updates and achievements from this department.

Enrollment & Waiting List

- Number of students currently enrolled in the schools as of **9/12/23**

School Name	Enrollment
AIMS College Prep Middle School	192
American Indian Public Charter School II	634
AIMS College Prep High School	375

Under enrolled grade levels K, 1st, 6th, 7th, 9th

- Number of students on waiting lists for various courses

School	2nd	3rd	4th	5th	Total
American Indian Public Charter School II	25	18	42	46	131

Professional Development/Trainings

Health & School Support Services supported with the CPR/First aid for staff members.

The training was held on Friday, September 1, 2023.

18 staff members received their certification.

The next training will be held on Friday, September 29, 2023.

Attendance training

Site attendance training was held on Wednesday, September 6, 2023, to review attendance and also train new staff members

Reports and Key Deadlines

- **September 15, 2023:** Oversight documents due in Epicenter. For a full list of all documents due, see here.
- **September 28, 2023**: California School Dashboard Local Indicators
- **September 28, 2023:** Attendance Report for Month 2 (8/28/23-9/22/23) and Student Exit Report due on Epicenter
- **September 29, 2023:** CPR/First Aid Training #2 for AIMS Staff
- **September 30, 2023:** CalSAAS corrections due Office of Charters

Accomplishments and Future Goals

Accomplishments

We had the Williams Instructional Materials site visit for AIMS College Prep High School, AIMS College Prep Middle School and American Indian Public Charter School II. The site visit went very well.

Future Goals

- Proactively monitoring teacher assignment to meet LCAP credential metrics
- Maintaining accurate technology inventory
- Well maintained and clean facilities
- Supporting families with enrollment and re-enrollment
- Submit reports accurately and in a timely manner
- Continue to seek professional development opportunities for all team members to support in their professional growth and development

Thank you!!

If you have any questions about this presentation please contact the department at HSSS@aimsk12.org

AIMS College Prep K-12 Board Report
September 2023

Natalie Glass
K-12 Director of School
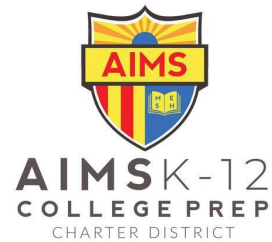
Number Of Students By Grade Level

AIMS Elementary School K-8

Kinder	53
1st	67
2nd	75
3rd	79
4th	79
5th	81
6th	64
7th	63
8th	71

AIMS Middle School 6-8

6th	57
7th	56
8th	79

AIMS High School 9-12

9th	113
10th	88
11th	95
12th	86

ADA High School

Attendance Summary By Grade

AIMS College Prep High School 111856

Run Date/Time: **09/12/23 06:57 PM**

08/14/2023 to 09/08/2023 =20 days

All Students

Grade Level	Carry Fwd	Gain	Loss	Ending	Actual Days	OffTrack	Days N/E	Days Ineligible	Days Absent	Days Attd	ADA	ADA %
9	0	117	4	113	2340	0	88	20	147.00	2085.00	104.25	93.41 %
10	0	90	3	87	1800	0	79	9	99.00	1613.00	80.65	94.22 %
11	0	94	0	94	1880	0	17	0	135.00	1728.00	86.40	92.75 %
12	0	86	0	86	1720	0	17	0	58.00	1645.00	82.25	96.59 %
SubTotal	**0**	**387**	**7**	**380**	**7740**	**0**	**201**	**29**	**439.00**	**7071.00**	**353.55**	**94.15 %**
Grand Total	**0**	**387**	**7**	**380**	**7740**	**0**	**201**	**29**	**439.00**	**7071.00**	**353.55**	**94.15 %**

To the best of my knowledge,
the above attendance information is correct.

Signed _____

Date _____

Report Calculations

(Carry Fwd + Gain) X School Days) = Actual Days

Actual Days - (Off Track + Days N/E + Days Ineligible + Days Absent) = Days Attd

Days Attd / (Actual Days - Off Track - Days N/E - Days Ineligible)] X 100 = ADA%

ADA Middle School

Attendance Summary By Grade

AIMS College Prep Middle School
07/31/2023 to 08/25/2023 = 10 school days

Grade Level	Carry Fwd	Gain	Mult Gain	Loss	Ending	Actual Days	OffTrack	Days N/E	Days Absent	Days Attd	ADA	ADA %
6	0	56	0	1	55	560	0	1	25.00	534.00	53.40	95.53%
Subtotal	**0**	**56**	**0**	**1**	**55**	**560**	**0**	**1**	**25.00**	**534.00**	**53.40**	**95.53%**
7	0	60	0	2	58	600	0	8	6.00	586.00	58.60	98.99%
8	0	78	0	0	78	780	0	0	45.00	735.00	73.50	94.23%
Subtotal	**0**	**138**	**0**	**2**	**136**	**1380**	**0**	**8**	**51.00**	**1321.00**	**132.10**	**96.28%**
Grand Total	**0**	**194**	**0**	**3**	**191**	**1940**	**0**	**9**	**76.00**	**1855.00**	**185.50**	**96.06%**

To the best of my knowledge,
the above attendance information is correct.

Signed _____

Date _____

Report Calculations

((Carry Fwd + Gain - Mult. Gain) X School Days) = Actual Days

Actual Days - (Off Track + Days N/E + Days Absent) = Days Attd

[Days Attd / (Actual Days - Off Track - Days N/E)] X 100 = ADA%

[Note: Multiple gains are for students that entered more than one time during the report time span.

ADA Elementary School K-8

Attendance Summary By Grade

American Indian Public Charter School II
07/31/2023 to 08/25/2023 = 10 school days

Grade Level	Carry Fwd	Gain	Mult Gain	Loss	Ending	Actual Days	OffTrack	Days N/E	Days Absent	Days Attd	ADA	ADA %
0	0	51	0	0	51	510	0	6	43.00	461.00	46.10	91.47%
Subtotal	**0**	**51**	**0**	**0**	**51**	**510**	**0**	**6**	**43.00**	**461.00**	**46.10**	**91.47%**
1	0	67	0	0	67	670	0	0	40.00	620.00	62.00	92.54%
2	0	72	0	0	72	720	0	8	36.00	676.00	67.60	94.94%
3	0	77	0	0	77	770	0	0	41.00	729.00	72.90	94.68%
Subtotal	**0**	**216**	**0**	**0**	**216**	**2160**	**0**	**8**	**117.00**	**2025.00**	**202.50**	**94.10%**
4	0	76	0	0	76	760	0	8	34.00	718.00	71.80	95.48%
5	0	76	0	0	76	760	0	0	37.00	723.00	72.30	95.13%
6	0	66	0	0	66	660	0	0	36.00	624.00	62.40	94.55%
Subtotal	**0**	**218**	**0**	**0**	**218**	**2180**	**0**	**8**	**107.00**	**2065.00**	**206.50**	**95.07%**
7	0	62	0	0	62	620	0	0	41.00	579.00	57.90	93.39%
8	0	73	0	0	73	730	0	5	42.00	683.00	68.30	94.21%
Subtotal	**0**	**135**	**0**	**0**	**135**	**1350**	**0**	**5**	**83.00**	**1262.00**	**126.20**	**93.83%**
Grand Total	**0**	**620**	**0**	**0**	**620**	**6200**	**0**	**27**	**350.00**	**5813.00**	**581.30**	**94.17%**

To the best of my knowledge,
the above attendance information is correct.

Signed _____

Date _____

Report Calculations

((Carry Fwd + Gain - Mult. Gain) X School Days) = Actual Days

Actual Days - (Off Track + Days N/E + Days Absent) = Days Attd

[Days Attd / (Actual Days - Off Track - Days N/E)] X 100 = ADA%

[Note: Multiple gains are for students that entered more than one time during the report time span.

Committee Meeting Summary

School Site Council

Elementary and Middle School will have their first SSC meeting on Wednesday, September 13th to announce SSC members.

High School will host their first SSC on Tuesday, September 12th to announce SSC members.

Wellness Committee
Wellness Committee meetings will begin in October 2023.

High School Parent Committee
Interest forms have gone out to the parent community

POSITION REPORT

Number of Classroom Teacher Vacancies as of 9/12/2023

AIMS Elementary School K-5

1st Grade - onboarding
1st Grade - onboarding
1st Grade - onboarding
5th Grade - onboarding
Art Teacher - Vacant
World Language Teacher - Vacant
Instructional Aide - onboarding

AIMS Middle School 6-8

6th Grade - ELA/History - Onboarding
6th Grade - Math/Science - Onboarding
7th Grade - Math/Science - Vacant
8th Grade - ELA/History - Onboarding
6th - 8th Grade - ART - Onboarding

AIMS High School 9-12

High School Campus Supervisor- onboarding
9 Grade - Algebra/Geometry - Onboarding
10 Grade - Algebra II - Onboarding
10 Grade - AP Chemistry - Onboarding
9/10 Grade - Mandarin - Vacant
12 Grade - AP Literature/College Planning - Onboarding

ACADEMIC BASELINE DATA MATH

	Elementary School	Middle School	High School
Scholastic Reading Inventory 1	October 9th-13th	October 9th-13th	October 9th-13th
Scholastic Math Inventory 1	October 17th-20th	October 17th-20th	October 17th-20th
Illuminate Benchmark 1	October 23rd-27th	October 23rd-27th	October 23rd-27th
Scholastic Reading Inventory 2	January 8th-12th	January 8th-12th	January 8th-12th
Scholastic Math Inventory 2	January 16th-19th	January 16th-19th	January 16th-19th
Illuminate Benchmark 2	January 22nd-26th	January 22nd-26th	January 22nd-26th
Scholastic Reading Inventory 3	March 11th-15th	March 11th-15th	March 11th-15th
Scholastic Math Inventory 3	March 18th-22nd	March 18th-22nd	March 18th-22nd
Illuminate Benchmark 3	March 25th-28th	March 25th-28th	March 25th-28th
Scholastic Reading Inventory 4	May 20th-24th	May 20th-24th	May 20th-24th
Scholastic Math Inventory 4	May 28th-31st	May 28th-31st	May 28th-31st
Illuminate Benchmark 4	June 3rd-7th	June 3rd-7th	June 3rd-7th

ACADEMIC BASELINE DATA ELA

	Elementary School	Middle School	High School
Scholastic Reading Inventory 1	October 9th-13th	October 9th-13th	October 9th-13th
Scholastic Math Inventory 1	October 17th-20th	October 17th-20th	October 17th-20th
Illuminate Benchmark 1	October 23rd-27th	October 23rd-27th	October 23rd-27th
Scholastic Reading Inventory 2	January 8th-12th	January 8th-12th	January 8th-12th
Scholastic Math Inventory 2	January 16th-19th	January 16th-19th	January 16th-19th
Illuminate Benchmark 2	January 22nd-26th	January 22nd-26th	January 22nd-26th
Scholastic Reading Inventory 3	March 11th-15th	March 11th-15th	March 11th-15th
Scholastic Math Inventory 3	March 18th-22nd	March 18th-22nd	March 18th-22nd
Illuminate Benchmark 3	March 25th-28th	March 25th-28th	March 25th-28th
Scholastic Reading Inventory 4	May 20th-24th	May 20th-24th	May 20th-24th
Scholastic Math Inventory 4	May 28th-31st	May 28th-31st	May 28th-31st
Illuminate Benchmark 4	June 3rd-7th	June 3rd-7th	June 3rd-7th

KEY ACADEMIC FOCUS THIS MONTH

:

- Lesson plans
- Board configuration
- Diagnostic assessment
- Classroom community
- Reading and understanding data
- Data driven instruction

SCHOOL CULTURE FOCUS THIS MONTH

<u>Empathy</u> - Recognition of dignity and worth of every human being.

- Building positive classroom culture
- Strengthening school community
- Preparing students to be leaders
- SGA

STUDENT CELEBRATION

Welcome back returning students

Welcome new students

AIMS High School and Middle School Athletic Teams

STAFF CELEBRATION

- [ES] - welcome Elizabeth Marshall - Music Teacher
- [ES] - welcome Tara Seo - 2nd grade teacher
- [ES] - welcome Raymond Ly - 3rd grade teacher
- [ES] - welcome Genesis Chavez - KG teacher
- [ES] - welcome Maria Sacramento - KG teacher
- [ES] - welcome Uzoma Amuchie - P.E teacher
- [ES] - welcome Lavonna Johnson - 5th grade teacher
- [MS] - welcome Charles Thimesch - 6th ELA - history
- [MS] - welcome Suryani Hidayat - 7th math - science
- [MS] - welcome Ms. Arezu Yaqubi - admin assistant
- [MS] - welcome Earl Campbell - instructional aide
- [HS] - welcome Alexandra Morales - Admin Assistant
- [HS] - welcome Osama Ibreham - AP Environmental Science
- [HS] - welcome Rohit Krishnan - AP World HistoryAP Government
- [HS] - welcome Tazeen Ahamad - English 9
- [HS] - welcome Elizieh Mendoza - TA
- [HS] - welcome Jordy Alsonso - AP US History/AP Government
- [HS] - welcome Hersey Basutisa - Art, Art II

PARENT CELEBRATION

Understanding Special Education at AIMS
September 2023

Deborah Woods
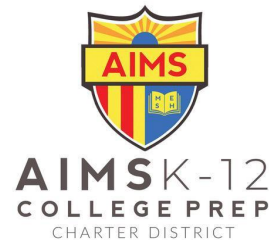
Overview of Special Education Students

THIS YEAR

Sept 2023	IEPs	504	SST Review
AIPCS II	23	1	2
Middle	13	9	4
High	17	7	1
TOTALS	53	17	7

COMPARED TO

LAST YEAR

Sept 2022	IEPs	504	SST Review
AIPCS II	21	5	1
Middle	17	5	2
High	17	6	2
TOTALS	55	16	5

Demographics

Students w/ Disabilities	ES	MS	HS
Autism	7	1	0
Speech (SLI)	9	3	1
Specific Learning Disabiliy (SLD	4	7	8
Intellectual Disbalilty (ID)	1	0	0
Emotional Disturbance (ED)	0	1	3
Other Health Impairment (OHI)	1	0	3
Hard of Hearing		1	0
Concomitant Disabilities	7 (SLI:6	5 (SDL-2, SLI-3)	3 (OHI)
To Be Determined (TBD)	1		2
TOTAL STUDENTS	23	13	17

Individualized Education Plans (IEPs)

What is an IEP?

A written document describing the educational program designed to meet a student with disabilities' unique needs that is developed for each public school child who is eligible for special education. The IEP is created through a team effort and reviewed at least once a year.

IEP Process

15 Days
> **Referral**
> o By parents, guardians, teachers, doctors, agencies, or others who are familiar with the child
> **Problem Solving Team**
> o Respond to reason for referral
> o Document response to pre-referral intervention
> o Continue intervention; If appropriate, refer to multi-disciplinary team member for next steps

15 Days Minimum
> **Informed Consent**
> o Meet or Call Parent to explain:
> o Notice of Parent Guardian Rights and Procedural Safeguards
> o Prior Written Notice (PWN) & proposed assessment plan
>
> **Assessment Plan**
> o Describe reason for assessment
> o Identify areas to be assessed
> o Check type of tests or procedures to be used
> o Obtain parent guardian permission to assess
> o Note who will conduct assessments

60 Days
> **Receipt of Parent Guardian Consent**
> o Assessment begins when parent guardian permission is received
>
> **Multidisciplinary Assessment Begins**
> o Assess in all areas of suspected disability, such as:
>> ▪ Academic or Pre-Academic Achievement
>> ▪ Social, Emotional, and/or Adaptive Behavior
>> ▪ Psychomotor Development ▪ Communication Development
>> ▪ Vision/Hearing
>> ▪ Intellectual Development
>> ▪ Vocational/Career Development
>> ▪ Other (e.g., audiological, health, independent evaluation, etc.)
>
> **IEP Team Meeting**
> o Provide Notice of Meeting
> o Provide Notice of Parent Guardian Rights and Procedural Safeguards
> o Discuss present levels of performance
> o Determine eligibility for special education services
> o Identify impact of disability on educational performance

Supporting Inclusion to the Fullest Extent Possible.

Ability Awareness Campaign

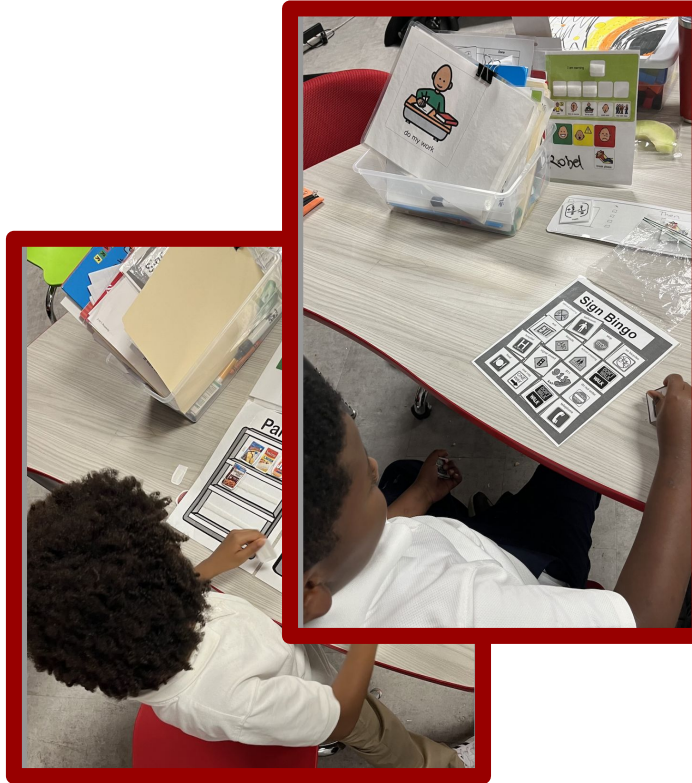**District:** Monthly newsletters to include information about different disabilities.

Staff: Professional Learning Community trainings and simulation activities.

Students: Grade Level assemblies and activities to promote acceptance.

Successes

New room increasing service delivery options.

Visual supports offered increasing time on task.

New IEP Team increasing student participation!

Questions or Clarifications?

THANK YOU!

AIMS K-12
Marketing, Communications, and Recruitment Department

September 2023 Board Meeting Presentation

By Suzen Chu - Director of Marketing and Communications and Recruitment

September 2023 - Social Media Fast Facts

	Analytics in the Last 28 Days
Facebook	816 reaches (50% ⬆️)
Instagram	932 reaches (56% ⬆️)
TikTok	1298 views (new)
YouTube	894 views (14 ⬆️)
AIMS website	6.4K visits (102% ⬇️)
AIMS Intranet	60 users (28% ⬇️)

AIMS K-12 COLLEGE PREP CHARTER DISTRICT

September 2023 - Wrap Up

Boosting Enrollment

- **Oakland Chinatown StreetFest** - AIMS K-12 booth a local street fair. Had around 45 student volunteers over two days help tell the positive AIMS story and let people know about their experiences at AIMS District. Answered questions about school programs, enrollment from current and future families.
- **510 Families Listing and Sidebar Advertisement** - To be featured in their "2023 Guide to East Bay Charter Schools" and three month sidebar advertisement on their website in English, Chinese, and Spanish.
- **Updated 2023/2024 Brochure** - Redesigned and updated the wordings to encourage more engagement and better represent the District.
- **New TikTok account -** to reach younger audiences that will influence their parents on school choice.
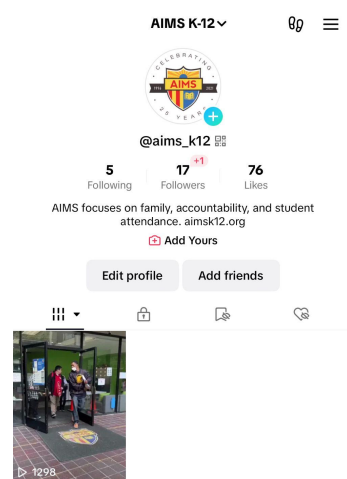
September 2023 - Wrap Up

Boosting Recruitment

- **Oakland Chinatown StreetFest** - Discusses open job positions and application process with a few interested local candidates attending the street festival.
- **Outreach campaign** to invite candidates to apply for open roles at AIMS.
  - 463 Reached
  - 94 Positive responses
  - 32 Applied
  - 6 Interviewed
  - 4 Offered
  - 3 Hired (9% Hired over Applied, and 0.6% Hired over Reached)
- **Edjoin** - Refreshed Edjoin posts daily to ensure AIMS requisitions were always at the top of the listings.
- **Paycom** - Created boosted posts for hard to fill positions and marked as "hot posts"
- **LinkedIn** - Boosted the High School Chemistry (5 apply clicks) and Environmental Science (10 apply clicks) positions.
- **Internal candidate pool search -** match candidates of filled positions to open positions, and recommended to hiring managers.
- **Scoot.Education** - referred their sub-teacher matching services to school adminators, ELD and SpEd

| | vs. | Positive response rate ▾ |
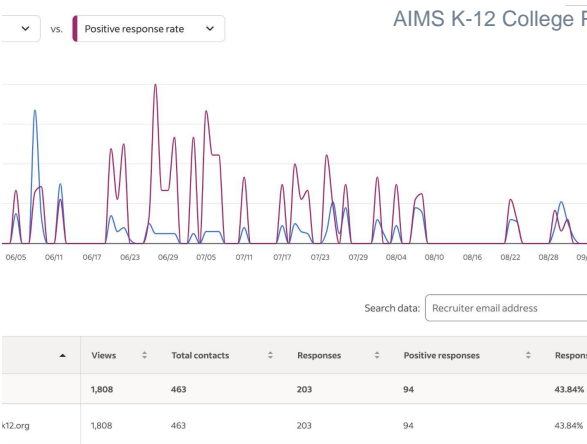
High School Algebra II and AP ... (44930)
AIMS College Prep High School
Chaniel Clark
Hiring Manager

High School AP English Literat... (44905)
AIMS College Prep High School
Chaniel Clark
Hiring Manager

Middle School 7th Grade Math/ ... (44852)
AIMS College Prep Middle School
HOT
Zubida Bakeit
Hiring Manager

High School Environmental Science Teacher
AIMS K-12 College Prep Charter District
Oakland, California, United States (On-site)
Closed · Closed 6d ago · $542.93 spent
10 apply clicks

High School Chemistry Teacher- $11k TSA Bonus
AIMS K-12 College Prep Charter District
Oakland, California, United States (On-site)
Closed · Closed 1mo ago · $88.72 spent
5 apply clicks

Indeed (Graph,) Paycom ("Hot Post" and Transfer,) LinkedIn (Boosted Post,) Edjoin (Posted Date)

	Views	Total contacts	Responses	Positive responses	Respons
	1,808	463	203	94	43.84%
k12.org	1,808	463	203	94	43.84%

Search data: Recruiter email address

Posting	Application	Posting Date	Display Until ▾	Contact
High School Teacher Eligibility Pool (2023-2024)		9/13/2023	9/13/2024	Natalie Glass

Suzen Chu sent candidate to Hiring Manager & Super for Middle School Campus Supervisor application.   8/15/2023 | 9:18:23 AM

Suzen Chu transferred High School Campus Supervisor application to [Requisition ID 44172 - External] Middle School Campus Supervisor requisition.   8/15/2023 | 9:18:23 AM

Natalie Glass hired candidate for Middle School Campus Supervisor application.   8/28/2023 | 10:03:03 AM

September 2023 - Wrap Up

Supporting School Sites and Departments

- **Oakland Chinatown StreetFest -** Listened to Chinese-speaking parent. Follow up and supported with Ombudsperson to close the case.
- **Athletics** - attended 4 games/meeting for photos and video. Updated athletics website, instagram.
- **ES** - Classroom Poster designs and printing.
- **MS** - Poster designs for Back to School Night.
- **HS** - Support Athletics and University presentations.
- **College Bound** - College Visits AIMS (Dartmouth & Brown University)
- **Community Liaison** - [Draft] AIMS School Volunteer Guidelines 2023-2024
- **Enrollment** - Created Parent Contact Information Update Form to centralize the request, and reduce the workload of teachers and site administrators.
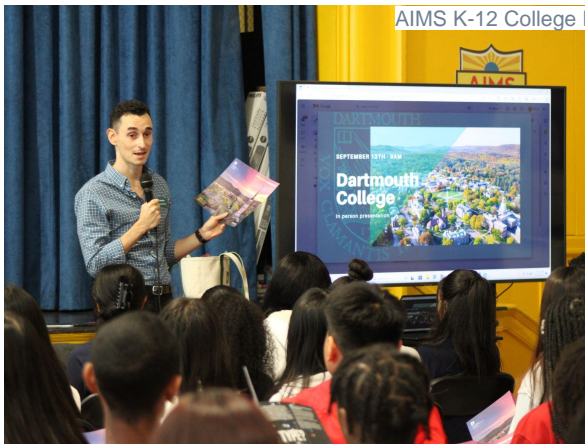
September 2023 - Current Projects/Moving Forward

For Enrollment

- Developing postcard design to send to Oakland residences via Direct Mail

For Recruitment

- Continue to work with hiring managers. Actively search and match qualified candidates to vacancies.

Supporting School Sites and Departments

- Be present in Back to School Night for all sites
- Publish all-new K-12 Magazine that covers news and updates from school sites and departments and tips for families.

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

Thank you!

Coversheet

Consent Calendar Items Previously Vetted In Committee

Section: IV. Consent Calendar
Item: A. Consent Calendar Items Previously Vetted In Committee
Purpose: Vote
Submitted by:
Related Material:
2023-2024 Contract Submission for Board Approval - EMPLOYEE CONTRACTS FY23-24 SEP BOARD .pdf
BP & AR Recognition of Prior Teaching Experience.pdf
AIMS Vendor Agreement 2023-24-2 (1) (1).pdf
Proposal for trademarking AIMS school names and logos (1).pdf

EMPLOYEE CONTRACTS FY23-24

POSITION CODE	SITE LOCATION	RESOURCE	EMPLOYEE	FY23-24 Position Title	FTE FUNDED	FY23-24 SALARIES/WAGES	11/12 MONTH	
TCHAST0006	Highschool	General Fund	ELIEZHA MENDOZA	TEACHER ASSISTANT	1.00	$53,286.36	11 Month Certificated	
FDSRV0004	Highschool	General Fund	MARIA RODRIGUEZ	FOOD SERVICES CLERK	0.75	$21.60 per hour	11 Month Classified	
MIDTCH0008	Highschool	ESSER III	SURYANI HIDAYAT	TEACHER	1.00	$63,064.00	11 Month Certificated	
IA0001	Middle School	ESSER III	EARL CAMPBELL	INSTRUCTIONAL AIDE	1.00	$28.72 per hour	11 Month Classified	
HITCH0014	Highschool	EPA (Education Protection Acct)	MAGED BOTROS	TEACHER	1.00	$61,882.00	11 Month Certificated	
HITCH0015	Highschool	EPA (Education Protection Acct)	TAZEEN AHAMED	TEACHER	1.00	$61,882.00	11 Month Certificated	
CAMP0002	Middle School	ELOP, General Fund	LIONEL ANDREWS	CAMPUS SUPERVISOR	1.00	$28.72 per hour	11 Month Classified	
HITCH0013	Highschool	EPA (Education Protection Acct)	OSAMA IBRAHEM	TEACHER	1.00	$63,064.00	11 Month Certificated	
ADMIN0003	Highschool	General Fund	ALEXANDRA MORALES	ADMINISTRATIVE ASSISTANT	1.00	$61,935.30	12 Month Classified	
MIDTCH0009	Middle School/Elementary	EPA (Education Protection Acct)	CHARLES THIMESCH	TEACHER	1.00	$63,064.00	11 Month Certificated	
HITCH0003	Highschool	EPA (Education Protection Acct)	ROHIT KRISHNAN	TEACHER	1.00	$63,064.00	11 Month Certificated	

EXTENDED CONTRACTS FY23-24

SITE LOCATION	RESOURCE	PROGRAM/DEPT	EMPLOYEE	POSITION TITLE		Type of Pay	Unstricted/Restricted	Start/End Date of Work
Highschool	General	High School Sports	Taylor Noel	Cheer Coach		Stipend		August 2023-June 2024

AIMS K12 College Prep Charter District -Board Policy: Recognition of Prior Teaching Experience

Policy Code:
Effective Date:

Purpose: The purpose of this policy is to establish guidelines for recognizing and granting credit to teachers who have prior teaching experience in public, parochial, or private schools in the United States or abroad, provided that the experience meets specific criteria and is verified through the AIMS Verification of Employment process.

Policy: AIMS K12 College Prep Charter District acknowledges the value of prior teaching experience in various educational settings and is committed to ensuring fair and equitable recognition of this experience. To be eligible for credit for prior teaching experience, the following conditions must be met:

1. **Eligibility Criteria:** Teachers seeking credit for prior teaching experience must meet the following criteria:
   - The teaching experience must have been full-time permanent employment, amounting to at least 75% of the standard school year.
   - The teaching experience must be verifiable through the AIMS Verification of Employment process.
   - The teaching experience may have occurred in public, parochial, or private schools in the United States or abroad.
   - The teacher did not need to be credentialed at the time of service, recognizing that private and parochial schools may not always require teaching credentials.

1. **Maximum Credit:**
2. Credit for prior teaching experience shall not exceed a maximum of 10 years of service. The credit shall be applied towards determining the teacher's placement on the salary schedule and will not impact other employment-related benefits as determined by district policies.
3. **Verification of Employment:**
4. AIMS K12 College Prep Charter District will utilize the AIMS Verification of Employment process to verify prior teaching experience. This process will include contacting previous employers and reviewing relevant documentation to establish the accuracy and completeness of the experience.
5. **Application Procedure:** Teachers seeking credit for prior teaching experience shall submit a formal application to the Compliance Department of AIMS K12 College Prep Charter District. The application should include all necessary documentation, including proof of prior teaching experience and any other documents requested by the district for verification.
6. **Review and Approval:** The Compliance Department shall review each application for credit for prior teaching experience and recommend to the Superintendent or designee for final approval. The Superintendent or designee shall have the authority to grant or deny credit based on the eligibility criteria outlined in this policy.

7. **Appeals Process:** Teachers who are denied credit for prior teaching experience may appeal the decision to the Board of Trustees. The appeal process shall be outlined in district regulations.
8. **Implementation:**
9. This policy shall be implemented in accordance with all applicable state and federal laws and regulations, including but not limited to those governing teacher certification and employment.

Review and Revision: This policy shall be reviewed periodically and revised as necessary to ensure its continued effectiveness and compliance with all relevant laws and regulations.
[Signature] [Chairperson, AIMS K12 College Prep Charter District Board of Trustees] [Date]

AIMS K12 College Prep Charter District Administrative Regulation: Recognition of Prior Teaching Experience
Regulation Code:

Effective Date:

Purpose: This administrative regulation provides detailed procedures for implementing the Board Policy on the Recognition of Prior Teaching Experience (Policy Code:). It outlines the steps, documentation requirements, and appeals process for teachers seeking credit for their prior teaching experience in public, parochial, or private schools in the United States or abroad.
Procedures:
1. **Eligibility Verification:** a. Teachers seeking credit for prior teaching experience must meet the eligibility criteria outlined in Board Policy . The Compliance Department will initiate the AIMS Verification of Employment process to verify previous teaching experience.
2. **Application Submission:** a. Teachers seeking credit must formally apply to the Compliance Department. b. The application must include the following documentation:
   - Proof of prior teaching experience, including letters of employment, contracts, or other relevant documentation.
   - Any additional documents requested by the district for verification.
1. **Review and Recommendation:** a. The Compliance Department will review each application for completeness and eligibility. b. Upon completion of the review, the Compliance Department will make recommendations to the Superintendent or designee for approval or denial of credit.
2. **Superintendent's Approval:** a. The Superintendent or designee will review the application and recommendations from the Compliance Department. b. The Superintendent or designee will have the authority to grant or deny credit based on the eligibility criteria outlined in Board Policy .
3. **Notification:** a. Teachers will be notified of the Superintendent's decision in writing. b. If credit is granted, the notification will specify how it affects the teacher's placement on the salary schedule and other employment-related benefits.

4. **Appeals Process:** a. Teachers who are denied credit for prior teaching experience may submit an appeal to the Board of Trustees. b. The appeal process shall be outlined in district regulations, including the deadlines and procedures for submitting an appeal.

Implementation: This administrative regulation shall be implemented in accordance with Board Policy and all applicable state and federal laws and regulations related to teacher certification and employment.

Review and Revision: This administrative regulation shall be reviewed periodically and revised as necessary to ensure its continued effectiveness and compliance with all relevant laws and regulations.

[Signature] [Superintendent or Designee, AIMS K12 College Prep Charter District] [Date]

Contract for Services
Contract term July 2023-June 2024

All Tied Up
1721 Broadway, Ste 201
Oakland, Ca 94612
510-571-7999

Armand Carr, Founder/CEO
Eileen Gazaway, Executive Director

Date: July 1, 2023

All Tied Up is dedicated to developing, nurturing and sustaining partnerships with businesses, community groups, educational institutions and non-profit organizations with a shared vision. Our goal is to enhance our community by providing practical support that creates a true paradigm shift, instituting positive change, thus improving lives.

Term of Contract: This is a contract for services between **All Tied Up** and AIMS K-12, entered this 1st day of July 2023 for the period of July 2023-June 2024.

Hold Harmless and Indemnification
All Tied Up 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 All Tied Up (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.

All Tied Up 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 All Tied Up (Vendor). District assumes no responsibility whatsoever for any property placed on the District premises. All Tied Up agrees to waive all rights of subrogation against District. Notwithstanding the foregoing, All Tied Up (Vendor) shall not be responsible for indemnification for claims or losses caused solely by the negligence of the District.

Insurance

All Tied Up 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. All Tied Up (Vendor) further agrees to provide all insurance coverage as required to conduct business with the District. All Tied Up (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.

Limitation of Payments

• Prices and amounts shown herein are the maximum amounts authorized for payment under this Agreement (excluding any handling/delivery charges unless specified herein).

Payment Terms

• Net-30 days

Invoices

Separate invoices are required for each purchase order. Invoices shall be submitted in triplicate, unless otherwise specified, and shall contain the following information: purchase order number, item number, item description, quantity, unit price and extended totals for items delivered. Sales tax, where applicable, shall be shown separately. Handling/delivery charges shall be identified in accordance with General Provision #6 in the purchase order. Failure to enter the above information on the invoice shall cause a delay in payment.

Warranty

All Tied Up "All Tied Up (Vendor) " agrees that all supplies, equipment, or services furnished under this Agreement shall be covered by the most favorable commercial warranties the All Tied Up (Vendor) provides any customer for such supplies, equipment, or service, and that the rights and remedies provided therein are in addition to and do not limit any rights afforded to the District by any other provision of this Agreement.

Excusable Delays

All Tied Up shall be excused from performance hereunder during the same time and to the extent that he is prevented from obtaining, delivering, or performing by acts of God, fire, strike, lockout, or commandeering of materials products, plants, or facilities by the government, when satisfactory evidence thereof is presented to the District, provided that it is satisfactorily established that the non-performance is not due to the fault of the party not performing.

Independent Contractor

While providing the services ordered herein, All Tied Up shall be and act as an independent contractor. All Tied Up understands that no employment relationship is established by this contract for services. All Tied Up will not be considered officers, employees, agents, partners, 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 with District employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation.

All Tied Up shall provide their own Worker's Compensation insurance and shall properly report all income in accordance with federal and state law.

Termination by District

All Tied Up understands the District may, at any time, with or without reason, terminate this Agreement and compensate All Tied Up only for goods and services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by All Tied Up (Vendor) . Notice shall be deemed given when received by All Tied Up or no later than three days after the day of mailing, whichever is sooner.

Assignment of Purchase Order

All Tied Up shall not assign or transfer by operation of law or otherwise any or all of its rights, burdens, and duties, or obligations without the prior written consent of the District.

Compliance with Laws

All Tied Up 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.

All Tied Up shall be in compliance with the Drug Free Workplace Act of 1988.

Certificates/Permits/Licenses

All Tied Up and all its 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 this Agreement.

No Rightist 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 the 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 our of our in connection with Agreement for the services performed in connection with the Agreement.

California Law

This Agreement shall be governed by and the rights, duties and obligations of the parties all 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.

Scope of Services

Contract term July 2023-June 2024

All Tied Up agrees to perform the following services:

Activities	Tentative Timeline	Tentative Days	Hours
AIMS College Prep Elementary School (5th Grade) Quarterly Assembly	September October February May	Fridays	1 hour per activity (4 total)
Student Mentoring and Enrichment Monthly Workshops (6-8)	2x a month September-June	Wednesdays	1.5 hours (30 hours)
Student Mentoring and Enrichment Monthly Workshops (9-12)	2x a month September -June	Thursday	1.5 hours (30 hours)
Podcast/Cisco Networking Academy (5-12)	2x a month September-June	Saturday	2 hours (40 hours)
Field Trips	8 Field Trips September - June	TBD	6 hrs base per trip (48 hours)

(152 hours)

AIMS College Prep Elementary School (5th Grade)

Project Name: Quarterly Assemblies
Project Timeline: September 2023-June 2024 (September 8th, October 27th, February 9th, and May 24th) 60-minutes each
Service Time: After normal school day hours in accordance with extended funding requirements.

Objective: Organize and facilitate 4 energetic, self-empowerment rallies designed to motivate and uplift students, helping them to discover their unique strengths and embrace their incredible potential.

AIMS College Prep Middle School (6th-8th)

Project Name: Student Mentoring and Enrichment Monthly Workshops **Project timeline**: September 2023-June 2024 (Semester 1: Sept. 23. Oct. 7, Nov. 18, Dec.2. Semester 2: Jan 13, Feb, 10, March 23, Apr. 13, May 11, June 1)
Service Time: After normal school day hours in accordance with extended funding requirements.

Objective: Provide a supportive and interactive environment where participants can develop a positive self-image, build self-confidence, and acquire essential life skills that will empower them to navigate challenges and thrive both academically and personally.

• Physical/Mental Health
• Networking
• Financial Literacy
• Provide supportive services to promote social well-being, and encourage positive behavior. • Self-empowerment exercises
• Leadership development
• Special Guests

High School and Middle School Podcast /Cisco Networking Academy

Project Timeline: September 2023-May 2024
Service Time: After normal school day hours in accordance with extended funding requirements.
Objective: The AIMS Podcast Project will be a hands-on learning experience that will teach participants how to be productive students that use language as a tool for positive change. Students will learn to create, publish and promote 5-10 minute long podcast episodes. One of the highlights of the All Tied Up podcast program is the opportunity for students to interview esteemed community leaders both within their school campus and from the broader community. These leaders can include teachers, administrators, local activists, business professionals, and other inspiring figures who are making a difference in their respective fields. These interviews will enable students to learn from the experiences and wisdom of these leaders, gaining valuable perspectives and advice that can shape their own journey.

• Intro to Podcasting
Objective: Familiarize students with podcasting as it relates to topics
• Teambuilding
Objective: Identify students with similar interests and create teams.
• Brainstorming and Choosing a Topic
Objective: Teams will work together brainstorming to come up with a podcast topic.

Students will learn the basics of:

- Programming
- Production
- Promotion
- Packaging

Students will learn the basics of working in various positions:
- Executive Producer
- Producer
- Host
- Audio Engineer
- Audio Editor

All Tied Up Cisco Networking Academy (certification courses) Project Timeline: September 2023-June 2024
Objective: Through the All Tied Up Cisco Networking Academy, students will dive into the exciting world of networking, information technology and cybersecurity. They will gain a deep understanding of how networks operate, learning about protocols, infrastructure, and network architecture. By exploring the fundamentals of networking, students will develop a strong foundation that will serve as a launching pad for future success in the IT industry. They will explore the principles of securing computer networks and systems, understanding the vulnerabilities and threats that exist in today's digital landscape. By learning essential cybersecurity skills, students will be equipped to protect and defend against cyber attacks, making them valuable assets in our increasingly connected world.

**Upon successful completion, students will gain industry-recognized certifications that not only validate their skills and knowledge but also open doors to exciting career opportunities in the fields of IT and cybersecurity.
AIMS College Prep High School (9th-12)

Project Name: Monthly workshops/assemblies
Project Timeline: August 2023-May 2024

Objective: Monthly workshops and/or assemblies to help promote self-empowerment through education in the following areas:
- Mental Health
- Physical Health
- Financial Health
- Networking
- Leadership development
- Special guests

AIMS College Prep Middle and High School Field Trips

Project Timeline: September 2023-May 2024 (8 field trips)
Objective: Designed to expose students to various industries and career paths through engaging company tours and insightful panel discussions. Utilizing our vast network of resources, this program aims to broaden students' horizons, inspire curiosity, and help them

make informed decisions about their future endeavors.

<u>Signature Authority</u>
All Tied Up has the full power and authority to enter into and perform this Agreement, and the person signing this Agreement on behalf of All Tied Up has been properly authorized and empowered to enter into this Agreement.

In Witness Whereof, All Tied Up hereto has executed this Agreement on the date indicated below.

All Tied Up (Vendor)

Date: 8/24/2023

Signature: _____

Print Name: Armand Carr

Title: CEO

All Tied Up

1721 Broadway, Ste 201
Oakland, Ca 94612
510-571-7999
alltieduppr@gmail.com
www.alltiedup.org

Non-profit
Employer Identification Number: 87-2619949

*Federal Code of Regulations sections 6041 and 6209 require non-corporate recipients of $600.00 or more to furnish their taxpayer identification number to the payer. The regulations also provide that a penalty may be imposed for failure to furnish the taxpayer identification number. In order to comply with these regulations, the District requires your federal tax identification number or Social Security number, whichever is applicable.

Appendix: Invoice Submission Schedule

Invoice #	Submission Date	Due Date
990091	7/25/2023	8/25/2023
990092	7/25/2023	8/25/2023
990093	7/25/2023	11/1/2023
990094	7/25/2023	8/25/2023
990095	7/25/2023	11/1/2023
990096	7/25/2023	8/25/2023
990098	7/25/2023	8/25/2023
990099	7/25/2023	11/1/2023
990100	8/15/2023	8/25/2023

Total: $37,600.00

ATTN: AIMS Board of Directors, Governance Committee
Title: Proposal for trademarking AIMS school names and logos
Date: Sep 12, 2023
Submitted by: Suzen Chu, Director of Marketing, Communications and Recruitment

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Proposal for trademarking AIMS school names and logos

Introduction:

This is the proposal to seek trademark protection for our school names and logos to further protect and strengthen our school's brand identity. This initiative aims to safeguard our intellectual property rights and ensure our identity remains distinctive in education.

Background:

Established in 1996 under the name "American Indian Public Charter School," AIPCS was founded as a Middle School with the primary mission of catering to the educational needs of the Native American community. With the expansion of the educational institution and the founding of American Indian Public High School (AIPHS) and American Indian Public Charter School II (AIPCS II) a K-8 School, AIMS has evolved into a comprehensive school district, now dedicated to serving K-12 students in Oakland. AIMS Schools underwent a rebranding transformation in January 2015 when it adopted the name "AIMS" as American Indian Model Schools and introduced the distinctive shield logo. In 2018, the School Board approved a name change to "AIMS K-12 College Prep Charter District" and discontinued the name "American Indian Model Schools" to better align with the evolving demographics of our student body, signifying our commitment to providing comprehensive educational opportunities for all.

Objectives:

The objective is to secure trademark registrations for the array of AIMS school names and logos, mascots, and taglines, a strategic move to protect our intellectual property rights and preserve our distinctive identity.

Proposal Details:

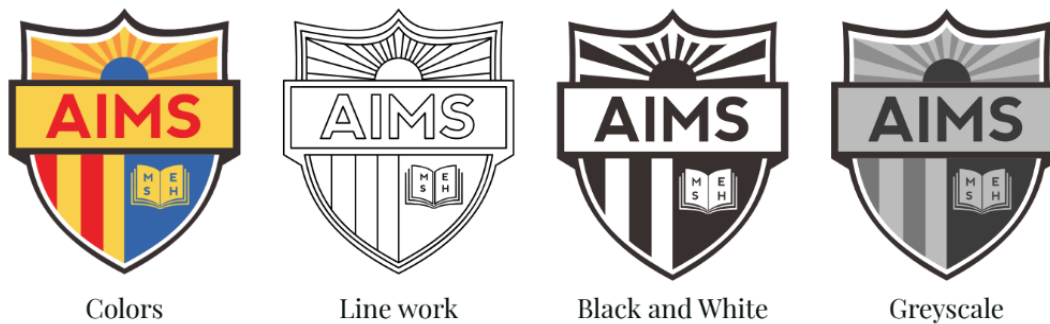Trademarking the series of School Names, Logos, Mascots, and Taglines as the intellectual property of AIMS District.

School Names:

District:	AIMS K-12 College Prep Charter District	AIMS District
Elementary School:	AIMS College Prep Elementary School	AIMS ES
Middle School:	AIMS College Prep Middle School	AIMS MS
High School:	AIMS College High School	AIMS HS

Logos:

Variations of AIMS shield logo:

Colors	Line work	Black and White	Greyscale

Proposal for trademarking AIMS school names and logos - Sep 12, 2023 - Page 2 of 6

Spirits Logos:

Wordmark:

Mascots:

"Goldie" The Golden Eagle

Tagline:

"WHO'S STRONG? AIMSTRONG!"

"We are stronger together, and together, we are AIMSTRONG!"

Budget:

~$800 per mark to hire a trademark attorney.

~$350 per mark as the registration fee.

Reference:

United States patent and trademark office (USPTO)
https://www.uspto.gov/trademarks/basics/how-much-does-it-cost

OnlineTrademarkAttorneys.com
https://onlinetrademarkattorneys.com/faq/how-much-does-a-us-trademark-cost-to-file/

Forbes Trademark Cost 2023: Federal, State & Attorney Fees:
https://www.forbes.com/advisor/business/trademark-cost/

Benefits and Impact:

Trademarking school logos offers several benefits and impacts for educational institutions. It provides legal protection, safeguarding the logo from unauthorized use and potential dilution, while also serving as a valuable marketing tool for recruitment and alumni engagement. By establishing a strong brand identity, trademarked logos enhance an institution's credibility and professionalism, fostering a sense of pride among students and alumni. Moreover, trademarked logos can generate revenue through licensing and merchandising opportunities, contributing to the financial stability of the school. Overall, trademarking school logos is a strategic move that helps secure an institution's intellectual property, strengthen its brand, and support its long-term success.

Timeline:

The timeline for trademarking a logo can vary depending on various factors, including the jurisdiction in which the individual is applying for the trademark, the type of trademark application being filed, and whether any challenges or objections emerge during the examination process. A general overview of the steps and estimated timeframes for trademarking a logo in the United States can be provided as follows:

1. Preliminary Research (1-2 weeks): Before initiating the trademark application, individuals are advised to conduct comprehensive research to ensure that their logo does not infringe upon pre-existing trademarks. This research can be performed either independently or with the guidance of a trademark attorney, and the duration may vary based on the complexity of the search.

2. Preparing and Filing the Application (1-2 weeks): Once a thorough search has been completed, and it is determined that the logo is likely to be eligible for registration, individuals can proceed to prepare and submit a trademark application to the United States Patent and Trademark Office (USPTO). This process generally takes a few weeks to complete, factoring in the time needed to complete application forms and gather any necessary documentation.

3. Examination and Publication (3-4 months): Following the submission of the application, the USPTO will review it for completeness and conduct a trademark search, typically requiring several months. If any issues or objections are raised by the USPTO examiner, individuals may need to address them, potentially extending the timeline.

4. Publication for Opposition (30 days): If the application successfully passes examination, it will be published in the USPTO's Official Gazette for a 30-day period. During this period, third parties have the opportunity to oppose the registration of the trademark if they believe it infringes on their existing rights. If no oppositions are lodged, the trademark can proceed to registration.

5. Registration (9-12 months): If there are no oppositions or other complications, and the application meets all requirements, the USPTO will issue a Notice of Allowance, leading to the registration of the logo. This final registration process typically takes approximately 9-12 months from the initial filing date.

It's important to note that these estimated timeframes are approximate and may vary based on the complexity of each case and any challenges that may arise during the application process. Additionally, trademark registration processes in other countries may have different timelines and requirements. To ensure a smooth and timely trademark registration, it is advisable to seek guidance from a qualified trademark attorney who can assist with the process and address potential challenges as they arise.

Conclusion:

In conclusion, trademarking a logo is a crucial step in safeguarding an organization's brand identity and intellectual property. This process entails comprehensive research, thorough documentation, and adherence to legal procedures, which may vary by jurisdiction. While the timeline can fluctuate depending on factors such as the complexity of the logo and potential challenges encountered during examination and opposition periods, the long-term benefits far outweigh the time investment. A registered trademark not only protects the logo from unauthorized use but also enhances brand recognition, credibility, and revenue-generation opportunities. It is a strategic decision that ensures the integrity and value of the logo, making it a worthwhile pursuit for any organization seeking to establish and maintain a strong brand presence.

Request for Approval:

I request your approval to move forward with the trademarking of our school names, logos, and related items, recognizing the pivotal role it plays in safeguarding our brand identity and fostering our continued growth. This decision is grounded in a comprehensive evaluation of the numerous advantages and potential impacts, all of which substantiate the importance of pursuing trademark protection. By securing exclusive rights to our logo, we not only shield our intellectual property but also bolster our reputation and credibility in the market. This proactive step enables us to enforce the integrity of our brand, explore lucrative licensing opportunities, and ultimately strengthen our competitive position. We greatly appreciate your consideration of this proposal and eagerly await your approval to initiate this transformative journey for our brand.

Coversheet

Local Indicators AIMS HS, AIMS MS & AIPCS II

Section: V. Action Items
Item: A. Local Indicators AIMS HS, AIMS MS & AIPCS II
Purpose: Vote
Submitted by:
Related Material: AIMS HS Local Indicators - 2022-2023.pptx.pdf
         AIPCS II Local Indicators - 2022-2023.pptx.pdf
         AIMS MS Local Indicators - 2022-2023.pptx.pdf

AIMS College Prep High School
California School Dashboard
Local Indicators 2022-2023

CA Dashboard

What Is the California School Dashboard?

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

Local Indicators

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

- Reflects the emphasis on 'local control'

- Enables LEAs to measure its progress using local data

- Provides valuable information necessary for stakeholders to engage in meaningful engagement with a holistic understanding of local successes and challenges

- Informs the Local Control and Accountability Plan (LCAP) planning process

Local Indicators

Priority 1:
- **Basic Services and Conditions**
  - Teacher misassignment
  - Student access to instructional material
  - Conditions of school facilities

Priority 2:
- Implementation of State Academic Standards

Priority 3:
- Parent Engagement

Priority 6:
- School Climate

Priority 7:
- Access to a Broad Course of Study

AIMS HS - Priority 1

Priority 1 - Basic Services and Conditions: Met
- Teacher misassignment - 13.69%*
- Student access to instructional material - 100%
- Conditions of school facilities - Good

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

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

During the 2022-23, state and county health guidelines were strictly followed for safe in-person learning. Students are placed in stable cohorts, masks for students and staff are required and provided, and facilities are checked, sanitized and maintained throughout the day. The school has partnered with an on-site janitorial company to provide additional daily cleaning, nightly spraying, and sanitization and maintenance services. Hand sanitizer dispensers and air purifiers are placed throughout the building and in each classroom. This provides students a COVID-19 safe, healthy and inviting learning environment where they are protected from physical and emotional harm. This is essential to the mission of our schools.

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

*This is an estimate - CalSAAS reporting is not yet available for calculation

AIMS HS - Priority 2

Priority 2 - Implementation of State Academic Standards: Met

The focus for this academic school year was to address the learning deficits from the years of the pandemic and virtual learning. Our goals included learning about students and their proficiency at the start of the year, monitoring all students with quarterly benchmarks, introducing data to the teachers, and having teachers learn how to make plans using this data.

Every year, we get a lot of students that are new to our district from various schools. To address any learning gaps that might have occurred during the pandemic, all students took a prerequisite skills test the very first day of school. The results of these assessments helped teachers and administrators pinpoint the students that were struggling the most. From the first day forward, the school community helped to develop individualized performance improvement plans to help each student to become proficient.

Throughout the year, benchmark assessments were given quarterly. There were a total of 8 benchmarks that assessed reading, writing, language, and mathematics. Teachers were able to track the progress of each student, their entire class, and their peers at the same grade level. With our new data program, Unified Insights, every student at the school had an individualized student profile with a history of past academic scores, as well as their current proficiency. Teachers were able to see relationships between academic grades, assessments, behavior details, and attendance. With this data, teachers were trained on how to create these individualized learning plans by creating experiences tailored to the students' needs.

AIMS HS - Priority 3

Building Relationships between Schools Staff & Families

1.Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. *
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 4 – Full Implementation

2. Rate the LEA's progress in creating welcoming environments for all families in the community. *
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 5 – Full Implementation and Sustainability

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

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. *
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 5 – Full Implementation and Sustainability

AIMS HS - Priority 3 - Narrative

Building Relationships between Schools Staff & Families Narrative

1. **Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.**

   We endeavor to build strong relationships between staff and families. When students are first enrolled in school we begin with a formal meeting between staff and families. Every year we host a student orientation and Back to School Night where families are introduced to staff and teachers. We utilize Parentsquare to communicate announcements and events to parents. Throughout the school year we host various events that celebrate culture, sports, and academics where families can attend as part of our AIMS community.

2. **Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.**

   We believe in the importance of partnering with parents and for student education. We maintain the strength of these relationships through transparent communication. We will focus on the consistency of our communication with families by providing memos, timely updates, and town hall meetings where families can address concerns and where we all can discuss strategies for supporting and building our community.

3. **Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.**

   We will improve engagement by strengthening our relationship community partners, and building bonds with families through our special education and counseling departments.

AIMS HS - Priority 3

Building Partnerships for Student Outcomes

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

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

School's Answer: 4 – Full Implementation

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

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

School's Answer: 3 – Initial Implementation

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

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

School's Answer: 4 – Full Implementation

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

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

School's Answer: 4 – Full Implementation

AIMS HS - Priority 3 - Narrative

Building Partnerships for Student Outcomes Narrative

1. **Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.**

   AIMS provides all students access to courses to meet and exceed UC / CSU A-G state standards. We have a team of academic counselors and a College Bound Kids Coordinator who provide guidance and support to students. Teachers provide mandatory tutoring hours and Saturday School is hosted twice monthly for student needing additional academic support. Lastly we utilize Unified Insights, a platform where every student at the school has an individualized student profile with a history of past academic scores, as well as their current proficiency.

2. **Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.**

   We employ a small team of academic counselors but are looking to expand our current counseling team in order to provide more individualized support to students. Increased professional development for teachers on differentiating within the classroom, training on providing adequate support for students participating in our english language learners, and special education programs.

3. **Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.**

   We provide consistent communication with families through parent meetings with administrators, counselors, weekly memos, and town hall meetings.

AIMS HS - Priority 3

Seeking Input for Decision Making

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

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

School's Answer: 4 – Full Implementation

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

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

School's Answer: 4 – Full Implementation

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

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

School's Answer: 4 – Full Implementation

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

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

School's Answer: 4 – Full Implementation

AIMS HS - Priority 3 - Narrative

Seeking Input for Decision Making Narrative

1. **Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.**

   AIMS HS SSC is a group of parent, student, teachers, and classified staff representatives that aid in decision making. We regularly solicit feedback through polls, surveys and adapt processes based on that feedback noting it is essential for continuous improvement.

2. **Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.**

   We are focusing on transparent and consistent communication that will allow for greater insight and input from stakeholders for decision making by increasing representation in the SSC.

3. **Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.**

   [Respond here]

AIMS HS - Priority 6

Priority 6 - School Climate: Met

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

Student Survey (Strongly agree or agree responses)
1: At school I am able to do my work without worrying about my physical and/or emotional safety. 77.43%
2: I feel I am part of this school. 70.21%
3: Teachers and other grown-ups at school care about me. 77.43%

Family Survey (Strongly agree or agree responses)
1: At school my child is able to do his/her work without worrying about his/her physical or emotional safety. 77%
2: This school has a supportive learning environment for my child. 86.15%

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

AIMS HS- Priority 7

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

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

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

AIMS education specialists are using the SIS: PowerSchool to track and follow the academic progress of students with disabilities to ensure that they have access to and are enrolled in a broad course of study.

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

As a matter of equity, at AIMS HS, all students are enrolled in AP courses, beginning in their Freshman year. Over the course of a student's matriculation at AIMS HS, students will take at least 10-12 AP courses. AIMS HS pays for 100 percent of all AP and SAT/PSAT Examinations for our students. AIMS HS partners with Peralta Colleges to offer concurrent enrollment for its students through our AIMS U College Pathways program. Students take pathways courses, beginning in their sophomore year.

Students identified as EL attend all mainstream classes with classroom teachers who have attained their English Learner Authorization and have received professional development in designated and integrated ELD instructional strategies. Emerging level EL students do also receive pull-out intervention, however this intervention time is limited to 30 minutes and does not interfere with core subjects in the students' mainstream course of study.

 Students with disabilities receiving special education services are supported by their education specialists across a broad course of study that incorporates collaboration between the general and special educators to ensure that appropriate specialized supports are being used during instruction of multiple subject areas for all students. Universal design for learning strategies and practices are shared and modeled to accommodate different learning modalities and encourage student engagement across subject areas.

AIMS HS- Priority 7

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

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.
AIMS provides all students access to courses to meet and exceed UC / CSU A-G state standards.

A potential barrier preventing the LEA from providing access to a broad course of study for all students, might be the consideration of students receiving special education services outside of the general education class. However, students receiving support services outside of the general education setting are done so only after careful review with the IEP team determining the least restrictive environment for students to receive educational benefit. Presently, students with disabilities participate in the general education setting no less than 90%, during which they are in the regular class, extracurricular activities and non academic activities. Therefore, AIMS provides all students access to a broad course of study to meet and exceed state standards.

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

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

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

In previous years, Newcomer students attended separate core classes for ELA and were not integrated into the same broad course of study as non-Newcomer students. Now our LEA ensures that all EL students, including Newcomers, are enrolled in and have access to all of the same broad course of study as our non-EL students.

LCAP goals have been created that call for review and monitoring of the English language arts and mathematics CAASPP testing scores of students with disabilities, across K-12 grades.

American Indian Public Charter School II California School Dashboard Local Indicators 2022-2023

CA Dashboard

What Is the California School Dashboard?

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

Local Indicators

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

- Reflects the emphasis on 'local control'

- Enables LEAs to measure its progress using local data

- Provides valuable information necessary for stakeholders to engage in meaningful engagement with a holistic understanding of local successes and challenges

- Informs the Local Control and Accountability Plan (LCAP) planning process

Local Indicators

Priority 1:
- **Basic Services and Conditions**
  - Teacher misassignment
  - Student access to instructional material
  - Conditions of school facilities

Priority 2:
- Implementation of State Academic Standards

Priority 3:
- Parent Engagement

Priority 6:
- School Climate

Priority 7:
- Access to a Broad Course of Study

AIPCS II - Priority 1

Priority 1 - Basic Services and Conditions: Met
- Teacher misassignment - 28.12*
- Student access to instructional material - 100%
- Conditions of school facilities - Good

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

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

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

*This is an estimate - CalSAAS reporting is not yet available for calculation

AIPCS II - Priority 2

Priority 2 - Implementation of State Academic Standards: Met

The focus for this academic school year was to address the learning deficits from the years of the pandemic and virtual learning. Our goals included learning about students and their proficiency at the start of the year, monitoring all students with quarterly benchmarks, introducing data to the teachers, and having teachers learn how to make plans using this data.

 Every year, we get a lot of students that are new to our district from various schools. To address any learning gaps that might have occurred during the pandemic, all students took a prerequisite skills test the very first day of school. The results of these assessments helped teachers and administrators pinpoint the students that were struggling the most. From the first day forward, the school community helped to develop individualized performance improvement plans to help each student to become proficient.

 Throughout the year, benchmark assessments were given quarterly. There were a total of 8 benchmarks that assessed reading, writing, language, and mathematics. Teachers were able to track the progress of each student, their entire class, and their peers at the same grade level. With our new data program, Unified Insights, every student at the school had an individualized student profile with a history of past academic scores, as well as their current proficiency. Teachers were able to see relationships between academic grades, assessments, behavior details, and attendance. With this data, teachers were trained on how to create these individualized learning plans by creating experiences tailored to the students' needs.

AIPCS II - Priority 3

Building Relationships between Schools Staff & Families

1.Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. *
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 4 – Full Implementation

2. Rate the LEA's progress in creating welcoming environments for all families in the community. *
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 5 – Full Implementation and Sustainability

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

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. *
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 5 – Full Implementation and Sustainability

AIPCS II - Priority 3 - Narrative

Building Relationships between Schools Staff & Families Narrative

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

   The LEA's current strengths and progress in building relationships between school staff and families is sharing weekly staff memo with school staff to outline resources and upcoming events. Additionally, families receive memo using language that is understandable by translating our memos to various languages. The school also holds SSC meetings, orientations, and Back to School Night for classroom walkthroughs school staff and families engagement.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

   The LEA's focus areas for improvement relationships between school staff and families is increasing their participation during SSC meetings.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

   The LEA will improve engagement of underrepresented families will continue to send detailed memo translated in various languages and attaching surveys in various languages to provide feedback or ask questions regarding events and volunteer opportunities for SSC participation.

AIPCS II - Priority 3

Building Partnerships for Student Outcomes

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

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

School's Answer: 4 – Full Implementation

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

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

School's Answer: 3 – Initial Implementation

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

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

School's Answer: 4 – Full Implementation

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

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

School's Answer: 4 – Full Implementation

AIPCS II - Priority 3 - Narrative

Building Partnerships for Student Outcomes Narrative

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

   LEA's current strengths and progress in building partnerships for student outcomes is communicating with families by sending progress reports every three weeks and report cards at the end of each quarter. Additionally, teachers meet with families at the beginning of the school year to discuss expectations, grading policy, and learning outcomes. Furthermore, the school holds a family orientation to discuss academic expectations, school culture, and attendance policy. There are mandatory parent and teacher conferences for teachers to communicate student progress.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

   Focus areas for improvement in building partnerships for student outcomes is creating a pacing guide to share with families and students. The pacing guide will support with outlining the expected learning outcomes and CCSS.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

   The school will share syllabus outlining grading policy, pacing guides, learning expectations and outcomes.

AIPCS II - Priority 3

Seeking Input for Decision Making

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

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

School's Answer: 4 – Full Implementation

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

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

School's Answer: 4 – Full Implementation

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

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

School's Answer: 4 – Full Implementation

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

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

School's Answer: 4 – Full Implementation

AIPCS II - Priority 3 - Narrative

Seeking Input for Decision Making Narrative

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

   The LEA's current strengths and progress in seeking input for decision-making is by holding SSC meetings and LCAP advisory committee to give input on educational plans and funding allocation.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

   The LEA's focus areas for improvement in seeking input for decision-making is increasing the participation for school staff and families during SSC meetings and LCAP advisory.

3. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

   The LEA's focus areas for improvement in seeking input for decision-making is increasing the participation for school staff and families during SSC meetings and LCAP advisory. Sending surveys and memo with translated languages.

AIPCS II - Priority 6

Priority 6 - School Climate: Met

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

Student Survey (Strongly agree or agree responses)
1: At school I am able to do my work without worrying about my physical and/or emotional safety. 85.47%
2: I feel I am part of this school. 79.48%
3: Teachers and other grown-ups at school care about me. 87.00%

Family Survey (Strongly agree or agree responses)
1: At school my child is able to do his/her work without worrying about his/her physical or emotional safety. 94.93%
2: This school has a supportive learning environment for my child. 92.75%

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

AIPCS II- Priority 7

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

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

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

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

Students identified as EL attend all mainstream classes with classroom teachers who have attained their English Learner Authorization and have received professional development in designated and integrated ELD instructional strategies. Emerging level EL students do also receive pull-out intervention, however this intervention time is limited to 30 minutes and does not interfere with core subjects in the students' mainstream course of study.

AIPCS II- Priority 7

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

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

AIMS provides all students access to courses to meet and exceed state standards.

A potential barrier preventing the LEA from providing access to a broad course of study for all students, might be the consideration of students receiving special education services outside of the general education class. However, students receiving support services outside of the general education setting are done so only after careful review with the IEP team determining the least restrictive environment for students to receive educational benefit. Presently, students with disabilities participate in the general education setting no less than 90%, during which they are in the regular class, extracurricular activities and non academic activities. Therefore, AIMS provides all students access to a broad course of study to meet and exceed state standards.

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

In previous years, Newcomer students attended separate core classes for ELA and were not integrated into the same broad course of study as non-Newcomer students. Now our LEA ensures that all EL students, including Newcomers, are enrolled in and have access to all of the same broad course of study as our non-EL students.

LCAP goals have been created that call for review and monitoring of the English language arts and mathematics CAASPP testing scores of students with disabilities, across K-12 grades.

AIMS College Prep Middle School
California School Dashboard
Local Indicators 2022-2023

CA Dashboard

What Is the California School Dashboard?

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

Local Indicators

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

- Reflects the emphasis on 'local control'

- Enables LEAs to measure its progress using local data

- Provides valuable information necessary for stakeholders to engage in meaningful engagement with a holistic understanding of local successes and challenges

- Informs the Local Control and Accountability Plan (LCAP) planning process

Local Indicators

Priority 1:
- **Basic Services and Conditions**
   Teacher misassignment
   Student access to instructional material
   Conditions of school facilities

Priority 2:
- Implementation of State Academic Standards

Priority 3:
- Parent Engagement

Priority 6:
- School Climate

Priority 7:
- Access to a Broad Course of Study

AIMS MS - Priority 1

Priority 1 - Basic Services and Conditions: Met

- Teacher misassignment - 41.66%*
- Student access to instructional material - 100%
- Conditions of school facilities - Good

Teacher credentialing continues to be a priority. Several teachers who are in need of clearing their preliminary credential participated in the induction program, a cost for which the school pays.
We ensure all of our students have access to standards-aligned instructional materials including technology devices and internet access for use at home.

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

AIMS MS - Priority 2

Priority 2 - Implementation of State Academic Standards: Met

The focus for this academic school year was to address the learning deficits from the years of the pandemic and virtual learning. Our goals included learning about students and their proficiency at the start of the year, monitoring all students with quarterly benchmarks, introducing data to the teachers, and having teachers learn how to make plans using this data.

Every year, we get a lot of students that are new to our district from various schools. To address any learning gaps that might have occurred during the pandemic, all students took a prerequisite skills test the very first day of school. The results of these assessments helped teachers and administrators pinpoint the students that were struggling the most. From the first day forward, the school community helped to develop individualized performance improvement plans to help each student to become proficient.

Throughout the year, benchmark assessments were given quarterly. There were a total of 8 benchmarks that assessed reading, writing, language, and mathematics. Teachers were able to track the progress of each student, their entire class, and their peers at the same grade level. With our new data program, Unified Insights, every student at the school had an individualized student profile with a history of past academic scores, as well as their current proficiency. Teachers were able to see relationships between academic grades, assessments, behavior details, and attendance. With this data, teachers were trained on how to create these individualized learning plans by creating experiences tailored to the students' needs. .

AIMS MS - Priority 3

Building Relationships between Schools Staff & Families

1.Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. *
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 4 – Full Implementation

2. Rate the LEA's progress in creating welcoming environments for all families in the community. *
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 5 – Full Implementation and Sustainability

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

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. *
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 5 – Full Implementation and Sustainability

AIMS MS - Priority 3 - Narrative

Building Relationships between Schools Staff & Families Narrative

1. **Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.**

   Throughout the year, we arrange a variety of events that foster strong connections between our staff and families. In the beginning of the year, we initiate formal meetings beginning with family orientation and back to school night where families have the opportunity to meet our staff and teachers. Communication to families is translated in multiple home languages and shared through Parentsquare as a means to keep parents informed about announcements and upcoming events. To enhance our relationships between school staff and families, we have implemented several effective strategies:

   - We regularly share a weekly staff memo with our school staff, which outlines available resources and upcoming events.
   - We ensure that the information we communicate is accessible to all families by translating our memos into multiple languages.
   - We host School Site Council meetings to promote shared decision making and collaboration amongst families, students, teachers and staff

   Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

   We value partnering with parents to enhance student education and maintain strong relationships through clear communication. Our commitment to consistency in communication includes sharing memos, providing timely updates, and hosting town hall meetings for addressing concerns and discussing community-building strategies.

3. **Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.**

   To enhance engagement with underrepresented families, we will have targeted efforts to reach families in multiple languages to and to engage their feedback in those languages regarding school events and volunteer opportunities and to join the school site council.

AIMS MS - Priority 3

Building Partnerships for Student Outcomes

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. *
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 4 – Full Implementation

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. *
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 3 – Initial Implementation

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. *
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 4 – Full Implementation

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. *
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 4 – Full Implementation

AIMS MS - Priority 3 - Narrative

Building Partnerships for Student Outcomes Narrative

1. **Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.**

   At AIMS, the strengths and progress in building partnerships for student outcomes through constant and consistent communication.Beginning each year, we set the academic and professional expectations and school culture. The school hosts mandatory orientations, Q&A sessions and teachers meet with families and with students to set those academic expectations, school culture, and attendance policies at orientation. Families receive a progress report every six weeks and report card end of each quarter. Constant and consistent communication continues to be a vital strength and progress in building partnerships for student outcomes.

2. **Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.**

   Increase small group interventions and to increase the support for students through teachers assistants, instructional aides and improved technology for english language speakers to better engage and improve the quality of the learning experience.

3. **Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.**

   AIMS provides consistent communication with families through parent square in emails and text. We communicate with families with memos and elevate parents, students and staff voices through the school site council.

AIMS MS - Priority 3

Seeking Input for Decision Making

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

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

School's Answer: 4 – Full Implementation

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

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

School's Answer: 4 – Full Implementation

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

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

School's Answer: 4 – Full Implementation

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

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

School's Answer: 4 – Full Implementation

AIMS MS - Priority 3 - Narrative

Seeking Input for Decision Making Narrative

1. **Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.**

   The School Site council at AIMS MS is s a vital component of school governance that facilitates collaboration, transparency, and effective decision-making to improve the educational experience and outcomes for students. It is made up of students, teachers, and staff who serve as representatives and aide in the decision making process.

2. **Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.**

   AIMS MS focus areas for improving seeking input for decision making is to increase participation for school staff and families in the school site council meetings and

3. **Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.**

   AIMS MS focus areas for improving seeing input for decision making is to increase family, student, and teacher participation n the school site council meetings and to send out communication seeking family input in multiple languages so all can participate and be engaged in the decision making process.

AIMS MS - Priority 6

Priority 6 - School Climate: Met

We conducted an annual survey to get results on school climate. The survey is given to 6th - 8th Grade students & families. Below are the results for students and families.

Student Survey (Strongly agree or agree responses)
1: At school I am able to do my work without worrying about my physical and/or emotional safety. 68.72%
2: I feel I am part of this school. 62.99%
3: Teachers and other grown-ups at school care about me. 74.89%

Family Survey (Strongly agree or agree responses)
1: At school my child is able to do his/her work without worrying about his/her physical or emotional safety. 90.24%
2: This school has a supportive learning environment for my child. 87.80%

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

AIMS MS- Priority 7

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

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

AIMS provides all students access to courses to meet and exceed state standards.

AIMS education specialists are using the SIS: PowerSchool to track and follow the academic progress of students with disabilities to ensure that they have access to and are enrolled in a broad course of study

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

 Students identified as EL attend all mainstream classes with classroom teachers who have attained their English Learner Authorization and have received professional development in designated and integrated ELD instructional strategies. Emerging level EL students do also receive pull-out intervention, however this intervention time is limited to 30 minutes and does not interfere with core subjects in the students' mainstream course of study.

 Students with disabilities receiving special education services are supported by their education specialists across a broad course of study that incorporates collaboration between the general and special educators to ensure that appropriate specialized supports are being used during instruction of multiple subject areas for all students. Universal design for learning strategies and practices are shared and modeled to accommodate different learning modalities and encourage student engagement across subject areas.

AIMS MS- Priority 7

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

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

A potential barrier preventing the LEA from providing access to a broad course of study for all students, might be the consideration of students receiving special education services outside of the general education class. However, students receiving support services outside of the general education setting are done so only after careful review with the IEP team determining the least restrictive environment for students to receive educational benefit. Presently, students with disabilities participate in the general education setting no less than 90%, during which they are in the regular class, extracurricular activities and non academic activities. Therefore, AIMS provides all students access to a broad course of study to meet and exceed state standards.

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

In previous years, Newcomer students attended separate core classes for ELA and were not integrated into the same broad course of study as non-Newcomer students. Now our LEA ensures that all EL students, including Newcomers, are enrolled in and have access to all of the same broad course of study as our non-EL students.

LCAP goals have been created that call for review and monitoring of the English language arts and mathematics CAASPP testing scores of students with disabilities, across K-12 grades.

Coversheet

AIMS MS & AIPCS II ELOP PLAN

Section: V. Action Items
Item: B. AIMS MS & AIPCS II ELOP PLAN
Purpose:
Submitted by:
Related Material: 2023-24 AIPCS II & AIMS MS - ELOP.pdf

**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.

California Department of Education

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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

California Department of Education

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Created September 30, 2021

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
Program Plan Guide

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

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> 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.

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Coversheet

Board Policy, Administrative Regulation: Athletic Parents' Code of Conduct

Section: V. Action Items
Item: C. Board Policy, Administrative Regulation: Athletic Parents' Code of Conduct
Purpose:
Submitted by:
Related Material: BP & AR AIMS Athletics Parents' Code of Conduct.pdf

AIMS K-12 College Prep Charter District Athletics Department Board Policy - Parent Code of Conduct

Policy Code:
Policy Statement: The AIMS K-12 College Prep Charter District Athletics Department is committed to promoting a positive and respectful athletic environment. This policy outlines the expectations for parent and guardian conduct at athletic events and the consequences for violations.
Expectations for Parent and Guardian Conduct:
1. **Support and Encourage:** Encourage your child's participation in athletics and celebrate their efforts and achievements.
2. **Respect All Participants:** Show respect for athletes, coaches, officials, and spectators, avoiding negative comments or actions.
3. **Follow the rules and Regulations:** Respect the rules and decisions of officials and coaches. Address disagreements through appropriate channels.
4. **Set a Positive Example:** Be a positive role model for your child and others by displaying exemplary behavior, integrity, and fairness.
5. **Addressing Game Officials:** Refrain from addressing game officials or opposing teams negatively. Maintain composure during high-pressure situations.
6. **Support the Coaching Staff:** Trust the staff's decisions and refrain from coaching your child during practices or games.
7. **Respect Facilities and Equipment:** Treat facilities and equipment with care and cleanliness.
8. **Stay Informed and Communicate:** Stay informed about the team's schedule and communicate with coaching staff to address concerns.
9. **Refrain from Interference:** Avoid interfering with coaching decisions or player interactions.
10. **Promote a Positive Atmosphere:** Create an inclusive atmosphere by cheering for both teams and avoiding negative comments.
11. **Respect the Opposing Team:** Show respect for the opposing team and applaud good plays and sportsmanship.
12. **Address Bullying and Unsportsmanlike Conduct:** Report bullying or unsportsmanlike conduct to the appropriate authorities.
Consequences for Violations:
1. **First Violation:** The parent or guardian will be asked to leave the sports facility and will be suspended from attending the following game.
2. **Repeat Violations:** Repeat violations may result in a multiple-game suspension or, in severe cases, the season forfeiture of the privilege of attending all games.
3. **Failure to Comply:** Failure to comply could result in the removal of the child from a game, practice, or team.
Legal References: This policy complies with applicable federal and state laws regarding parent and guardian conduct at school athletic events.
Date Adopted: [Insert Date]
Date Revised: [Insert Date]

Board Approval: [Insert Board Approval Date]
Superintendent: [Insert Superintendent's Name]
Note: This policy undergoes periodic review to ensure its relevance and effectiveness.

AIMS K-12 College Prep Charter District Athletics Department Administrative Regulation - Parent Code of Conduct

Regulation Code:
Purpose: This administrative regulation provides detailed guidance and procedures related to the AIMS K-12 College Prep Charter District Athletics Department's Parent Code of Conduct policy (Policy Code:).
Expectations for Parent and Guardian Conduct:
1. **Support and Encourage:**
   - Parents and guardians are encouraged to attend athletic events to support their child's participation.
   - Celebrate and offer positive reinforcement for your child's efforts and achievements, regardless of the outcome.
1. **Respect All Participants:**
   - Show respect for athletes, coaches, officials, and spectators, regardless of their team affiliation.
   - Avoid negative comments, gestures, or actions towards others.
1. **Follow the rules and Regulations:**
   - Familiarize yourself with the specific rules and regulations of the sport your child is participating in.
   - Respect the decisions made by officials and coaching staff.
   - Disagreements should be addressed through appropriate channels and not on the field or court.
1. **Set a Positive Example:**
   - Maintain positive and supportive comments towards your child during and after games.
   - Be a role model for your child and other young athletes by demonstrating exemplary behavior, integrity, and fairness.
1. **Addressing Game Officials:**
   - Under no circumstance should parents or guardians address game officials or opposing teams in a negative manner.
   - Maintain composure during high-pressure situations and avoid yelling, shouting, or using abusive language.
1. **Support the Coaching Staff:**
   - Trust the decisions and strategies of the coaching staff.
   - Refrain from coaching your child from the sideline during practices or games, as it may conflict with the coaching staff's game plan.
1. **Respect Facilities and Equipment:**
   - Treat athletic facilities and equipment with care and respect.

- Encourage your child to clean up after themselves and ensure that vandalism or misuse of property is not tolerated.
1. **Stay Informed and Communicate:**
   - Stay informed about the team's schedule, events, and expectations.
   - Maintain open lines of communication with the coaching staff to address any concerns or questions.
1. **Refrain from Interference:**
   - Avoid interfering with coaching decisions, strategies, or player interactions.
   - Allow coaches and athletes to focus on their roles without external distractions.
1. **Promote a Positive Atmosphere:**
   - Contribute to a positive and inclusive atmosphere at sporting events by cheering for both teams and avoiding negative comments.
1. **Respect the Opposing Team:**
   - Show respect for the opposing team and applaud their good plays and sportsmanship.
1. **Address Bullying and Unsportsmanlike Conduct:**
   - Report any instances of bullying, harassment, or unsportsmanlike conduct to the appropriate authorities.
   - Ensure that your child understands the importance of treating others with respect.

Consequences for Violations:
1. **First Violation:**
   - Any parent or guardian found guilty of improper conduct at any game or practice will be asked to leave the sports facility.
   - A suspension from attending the following game will be enforced.
1. **Repeat Violations:**
   - Repeat violations may result in a multiple-game suspension or, in severe cases, the season forfeiture of the privilege of attending all games.
1. **Failure to Comply:**
   - Failure to comply with this agreement could lead to the removal of your child from a game, practice, or even from the team.

Implementation and Review: This administrative regulation shall be communicated to all parents and guardians of student-athletes within the AIMS K-12 College Prep Charter District Athletics Department. Periodic reviews of this regulation will occur to ensure its continued relevance and effectiveness.

Date Adopted: [Insert Date]
Date Revised: [Insert Date]
Superintendent: [Insert Superintendent's Name]

Coversheet

2023-24 Education Protection Account (EPA)

Section: V. Action Items
Item: D. 2023-24 Education Protection Account (EPA)
Purpose:
Submitted by:
Related Material: AIMS High EPA resolution 23-24.pdf

2023-24 Education Protection Account (EPA)

RESOLUTION OF THE GOVERNING BOARD OF

AIMS HIGH

BE IT RESOLVED that the Education Protection Account (EPA) funds to be received by **AIMS HIGH** for FY 2023-24 in the amount of approximately **$1,500,000** will be used solely for instructional, non-administrative expenses.

PASSED AND ADOPTED at a meeting of the Board of Directors of **AIMS HIGH**.

Education Protection Account (EPA) Actual Expenditures Fiscal Year 2022-23

Description	Amount
EXPENDITURES AND OTHER FINANCING USES	
Certificated and Classified non-administrative salaries	895,794
Benefits	156,897
TOTAL EXPENDITURES AND OTHER FINANCING USES	**154,884**
AMOUNT AVAILABLE FOR THIS FISCAL YEAR	
Education Protection Account	**432,981**
BALANCE (Total Available minus Expenditures & Other Financing Uses)	**-619,709**