



AIMS K-12 College Prep Charter District

AIMS Board Meeting

Date and Time

Tuesday February 27, 2024 at 6:45 PM PST

Location

171 12th Street, Oakland, CA 94607

Members of the public, staff, and faculty may join virtually at:

Join Zoom Meeting

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

AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Marisol Magana has been designated to receive requests for disability-related

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

Agenda

| | Purpose | Presenter | Time |
|--|-----------------|-------------------|----------------|
| I. Opening Items | | | 6:45 PM |
| Opening Items | | | |
| A. Call the Meeting to Order | | Chris Edington | |
| 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 |
| <p>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).</p> | | | |
| E. Public Comment on Non-Agenda Items | | | 4 m |
| <p>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).</p> | | | |
| II. Approve Minutes | | | 6:55 PM |
| A. AIMS Special Board Meeting: January 16, 2024 | Approve Minutes | | 1 m |
| B. AIMS Special Board Meeting: February 12, 2024 | Approve Minutes | | |

| | Purpose | Presenter | Time |
|---|---------|----------------------------|----------------|
| 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. Presentation of Document Retention System-Epicenter | FYI | Eric Haar | 10 m |
| D. Presentation of HR Mineral System | FYI | Eric Haar | 10 m |
| E. Presentation of Paycom System | FYI | Tiffany Tung | 10 m |
| F. Staff Reports | FYI | | 10 m |
| Data and Academic Performance (C. Ahmad) SpEd Board Report February 2024 (D. Woods) Health & School Support Services (M. Magana) Marketing, Communications, and Recruitment (S. Chu) | | | |
| IV. Consent Calendar | | | 7:42 PM |
| A. School Psychologist Contract 2023-2024 School Year | Vote | Deborah Woods | 1 m |
| B. Powerschool - Naviance Premium Agreement | Vote | Natalie Glass | |
| C. Schoology Agreement | Vote | Natalie Glass | |
| D. Campus Safety Group Agreement | Vote | Marisol Magana | |
| E. 2023-24 ESSER III | Vote | Natalie Glass | |
| F. ELOP Employee Compensation Proposal | Vote | Natalie Glass | |
| G. K-12 Parent Engagement Policy and Compact 2023-2024 | Vote | Natalie Glass | |
| H. SpEd Transportation Board Policy | Vote | Deborah Woods | |
| V. Action Items | | | 7:43 PM |
| A. 2023-2024 Contract Submission | Vote | Tiffany Tung | 2 m |

| | Purpose | Presenter | Time |
|---|---------|-------------------|------|
| B. LCAP Mid-Year Update - AIMS MS, AIMS HS, AIPCS II | Vote | Marisol Magana | 2 m |
| C. 2023-24 SPSA Update | Vote | Natalie Glass | 2 m |
| D. SARC AIPCS II - School Accountability Report Card | Vote | Marisol Magana | 2 m |
| E. SARC MS - School Accountability Report Card | Vote | Marisol Magana | 2 m |
| F. SARC HS - School Accountability Report Card | Vote | Marisol Magana | 2 m |
| G. Comprehensive Safe School Plan (CSSP) 171 12th Street | Vote | Marisol Magana | 2 m |
| H. Comprehensive Safe School Plan (CSSP) Lakeview | Vote | Marisol Magana | 2 m |
| I. Second Interim FY2023/2024 | Vote | Katema Ballentine | 3 m |
| J. Final Audit Report 2023 | Vote | Katema Ballentine | 3 m |
| K. Measure G1 Parcel Tax | Vote | Katema Ballentine | 2 m |
| L. Independent Auditor Selection | Vote | Katema Ballentine | 2 m |
| M. Student Participation in Board Coimmittees | Vote | Katema Ballentine | 2 m |

VI. Closed Session

8:11 PM

| | | | |
|--|-----|--|------|
| A. Public Comment on Closed Session Items | FYI | | 10 m |
|--|-----|--|------|

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

| | | | |
|------------------------------------|---------|--|------|
| B. Recess to Closed Session | Discuss | | 30 m |
|------------------------------------|---------|--|------|

Closed Session Items:

1. Conference with Real Property Negotiations - Downtown Oakland Location (Gov. Code Section 54956.9)
2. Conference with Legal Counsel- Anticipated Litigation (Gov. Code Section 54956.9) - 3 cases

| | Purpose | Presenter | Time |
|--|---------|-----------|------|
| 3. Employee Matters - Potential Employee Discipline - 1 case | | | |
| 4. Student Discipline Matter - Update on Student's Discipline Plan - 2 cases | | | |
| C. Report from Closed Session | FYI | | 2 m |
| - Board President, Mr. Chris Edington | | | |

VII. Closing Items **8:53 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 fourth Tuesday, March 2024, at 6:30 pm. AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. 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 February 24, 2024, before 6:45 PM.
Certification of Posting**

Coversheet

AIMS Special Board Meeting: January 16, 2024

Section: II. Approve Minutes
Item: A. AIMS Special Board Meeting: January 16, 2024
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for AIMS Special Board Meeting on January 16, 2024

APPROVED



AIMS K-12 College Prep Charter District

Minutes

AIMS Special Board Meeting

Date and Time

Tuesday January 16, 2024 at 5:30 PM

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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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, J. Colly (remote), J. Hinton-Hodge, S. Leung

Directors Absent

None

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 Jan 16, 2024 at 6:35 PM.

B. Record Attendance and Guests

C. Adoption of Agenda

C. Edington made a motion to approve.
S. Leung 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 12-08-23

C. Edington made a motion to approve the minutes from AIMS Special Board Meeting on 12-08-23.
S. Leung seconded the motion.
The board **VOTED** to approve the motion.

B. AIMS Special Board Meeting: January 3, 2024

C. Edington made a motion to approve the minutes from AIMS Special Board Meeting on 01-03-24.

S. Leung seconded the motion.

The board **VOTED** to approve the motion.

III. Action Items

A. FUA for AIMS HS

J. Hinton-Hodge made a motion to approve.

C. Edington seconded the motion.

The board **VOTED** to approve the motion.

B. Establish Governance Handbook Ad Hoc Committee

J. Hinton-Hodge made a motion to approve.

S. Leung seconded the motion.

The board **VOTED** to approve the motion.

C. Review and approve interim plan and execution of CAP (M. Bowers)

J. Hinton-Hodge made a motion to approve.

S. Leung seconded the motion.

The board **VOTED** to approve the motion.

D. SARC APPROVAL AIMS MS, AIMS HS AIPCS II

J. Hinton-Hodge made a motion to approve.

C. Edington seconded the motion.

The board **VOTED** to approve the motion.

IV. Closed Session

A. Public Comment on Closed Session Items

No comment

B. Recess to Closed Session

Board exited to closed session

C. Report from Closed Session

The board exited to closed session.

V. 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 8:19 PM.

Respectfully Submitted,
C. Edington

B. NOTICES

None

Coversheet

AIMS Special Board Meeting: February 12, 2024

Section: II. Approve Minutes
Item: B. AIMS Special Board Meeting: February 12, 2024
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for AIMS Special Board Meeting on February 12, 2024

APPROVED



AIMS K-12 College Prep Charter District

Minutes

AIMS Special Board Meeting

Date and Time

Monday February 12, 2024 at 5:00 PM

Location

2450 Washington Avenue, Suite 100, San Leandro, CA 94577

Members of the public, staff, and faculty may join virtually at:

Join Zoom Meeting

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

Meeting ID: 331 112 8694

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

Dial by your location

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Directors Present

C. Edington, J. Colly, J. Hinton-Hodge, S. Leung

Directors Absent

None

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 Monday Feb 12, 2024 at 5:16 PM.

B. Record Attendance and Guests

C. Adoption of Agenda

C. Edington made a motion to approve.
J. Colly 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. Closed Session

A. Public Comment on Closed Session Items

No comment

B. Recess to Closed Session

The board exited to closed session

C.

Report from Closed Session

Nothing to report

III. 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 7:30 PM.

Respectfully Submitted,
C. Edington

B. NOTICES

None

Coversheet

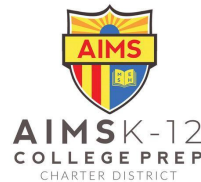
Staff Reports

Section: III. Non-Action Items
Item: F. Staff Reports
Purpose: FYI
Submitted by:
Related Material: Data and Academics February Board Report.pptx.pdf
SpEd BOARD REPORT February 2024.pdf
Health & School Support Services Feb 2024 Board Report.pdf
Feb 2024 MarCom Dept Board Report.pdf

Data and Academic Performance Board Report

February 27th, 2024

(Christopher Ahmad, Adria Bani, Jose Kabeer, Maryetta Golden, and Daniel
Vo)





Illuminate Benchmark 2

3rd Grade

ELA

Mastered 45.9% Not Mastered 54.1% Average % Correct 60.0%



Performance Bands

- Standard Exceeded
- Standard Met
- Standard Nearly Met
- Standard Not Met

| % of Students | # of Students |
|---------------|---------------|
| 14.9% | 11 |
| 31.1% | 23 |
| 24.3% | 18 |
| 29.7% | 22 |

Questions 20

Standards
 CCSS.ELA-Literacy.RL.3.1
 CCSS.ELA-Literacy.RL.3.2
 CCSS.ELA-Literacy.RL.3.3
 CCSS.ELA-Literacy.RL.3.4
 CCSS.ELA-Literacy.RL.3.6
 More...



MATH

Mastered 67.1% Not Mastered 32.9% Average % Correct 70.9%



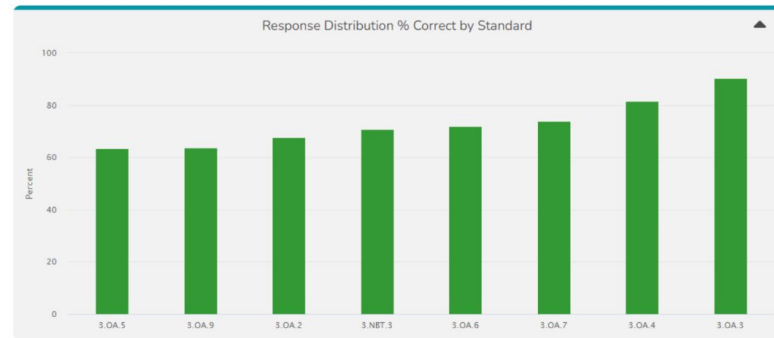
Performance Bands

- Standard Exceeded
- Standard Met
- Standard Nearly Met
- Standard Not Met

| % of Students | # of Students |
|---------------|---------------|
| 31.5% | 23 |
| 35.6% | 26 |
| 21.9% | 16 |
| 11% | 8 |

Questions 20

Standards
 3.OA.2
 3.OA.3
 3.OA.4
 3.OA.5
 3.OA.6
 More...



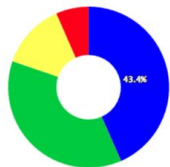
4th Grade

ELA

Mastered
80.3%

Not Mastered
19.7%

Average % Correct
76.2%



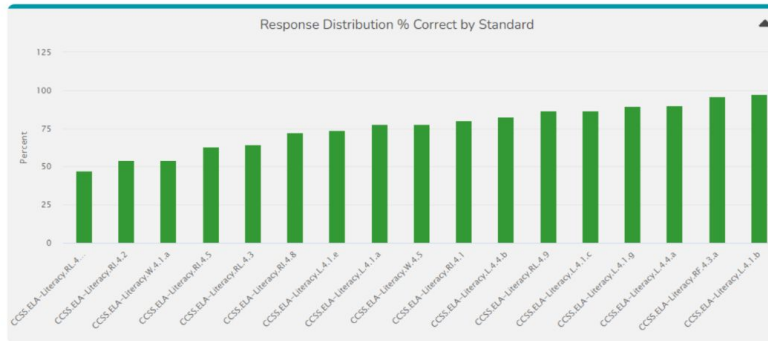
Performance Bands

- Standard Exceeded
- Standard Met
- Standard Nearly Met
- Standard Not Met

| % of Students | # of Students |
|---------------|---------------|
| 43.4% | 33 |
| 36.8% | 28 |
| 13.2% | 10 |
| 6.6% | 5 |

Questions
20

Standards
CCSS.ELA-Literacy.RL.4.1
CCSS.ELA-Literacy.RL.4.3
CCSS.ELA-Literacy.RL.4.9
CCSS.ELA-Literacy.RI.4.1
CCSS.ELA-Literacy.RI.4.2
More...



MATH

Mastered
81.6%

Not Mastered
18.4%

Average % Correct
79.9%



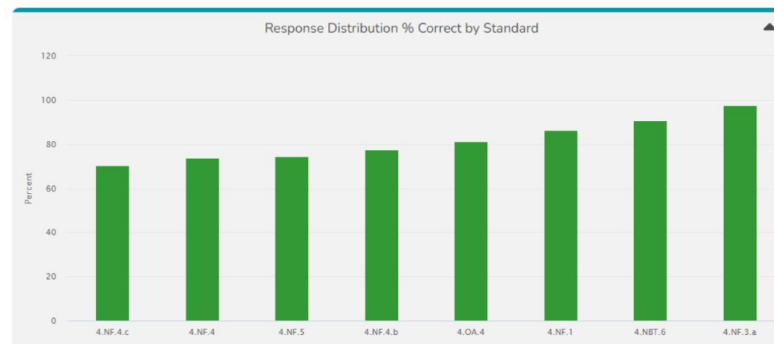
Performance Bands

- Standard Exceeded
- Standard Met
- Standard Nearly Met
- Standard Not Met

| % of Students | # of Students |
|---------------|---------------|
| 60.5% | 46 |
| 21.1% | 16 |
| 10.5% | 8 |
| 7.9% | 6 |

Questions
20

Standards
4.OA.4
4.NBT.6
4.NF.1
4.NF.3.a



5th Grade

ELA

Mastered
53.7%

Not Mastered
46.3%

Average % Correct
66.1%



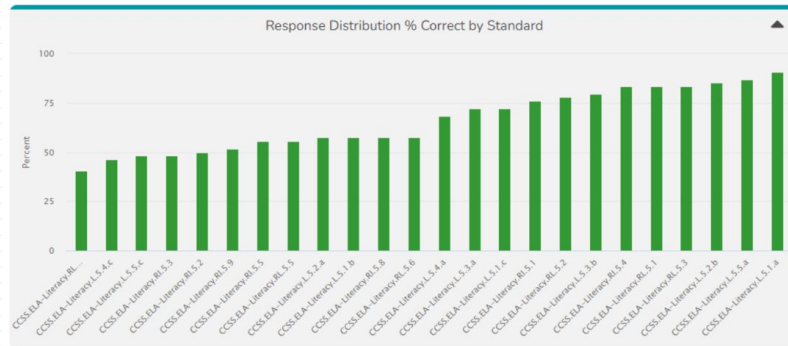
Performance Bands

- Standard Exceeded
- Standard Met
- Standard Nearly Met
- Standard Not Met

| % of Students | # of Students |
|---------------|---------------|
| 31.5% | 17 |
| 22.2% | 12 |
| 22.2% | 12 |
| 24.1% | 13 |

Questions
26

Standards
CCSS.ELA-Literacy.RL.5.1
CCSS.ELA-Literacy.RL.5.2
CCSS.ELA-Literacy.RL.5.3
CCSS.ELA-Literacy.RL.5.5
CCSS.ELA-Literacy.RL.5.6
More...



MATH

Mastered
71.2%

Not Mastered
28.8%

Average % Correct
74.2%



Performance Bands

- Standard Exceeded
- Standard Met
- Standard Nearly Met
- Standard Not Met

| % of Students | # of Students |
|---------------|---------------|
| 46.2% | 24 |
| 25% | 13 |
| 13.5% | 7 |
| 15.4% | 8 |

Questions
26

Standards
4.OA.2
4.OA.4
4.NBT.6
4.NF.1
4.NF.3.b
More...



6th Grade

ELA

Mastered
19.2%

Not Mastered
80.8%

Average % Correct
47.9%



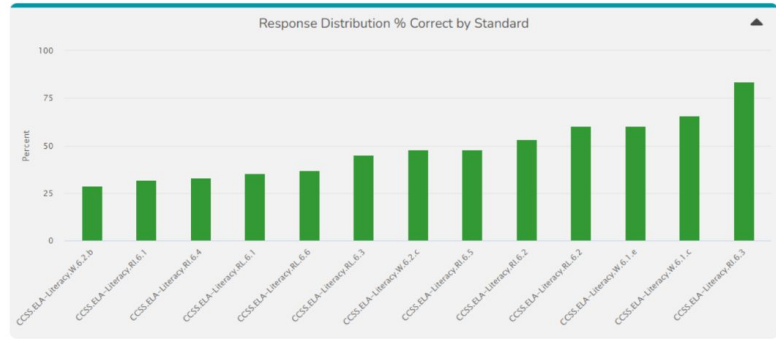
Performance Bands

- Standard Exceeded
- Standard Met
- Standard Nearly Met
- Standard Not Met

| % of Students | # of Students |
|---------------|---------------|
| 1.4% | 1 |
| 17.8% | 13 |
| 32.9% | 24 |
| 47.9% | 35 |

Questions
20

Standards
CCSS.ELA-Literacy.RL.6.1
CCSS.ELA-Literacy.RL.6.2
CCSS.ELA-Literacy.RL.6.3
CCSS.ELA-Literacy.RL.6.6
CCSS.ELA-Literacy.RI.6.1
More...

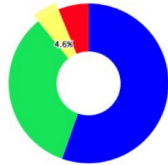


Math

Mastered
89.2%

Not Mastered
10.8%

Average % Correct
80.9%



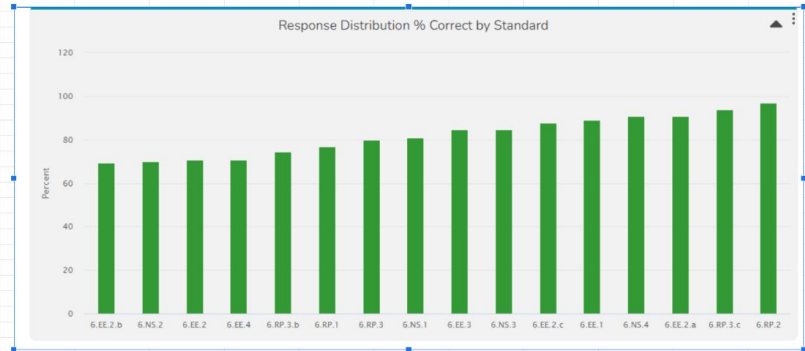
Performance Bands

- Standard Exceeded
- Standard Met
- Standard Nearly Met
- Standard Not Met

| % of Students | # of Students |
|---------------|---------------|
| 55.4% | 36 |
| 33.8% | 22 |
| 4.6% | 3 |
| 6.2% | 4 |

Questions
20

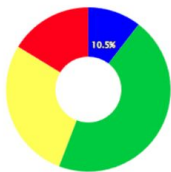
Standards
6.RP.1
6.RP.2
6.RP.3
6.RP.3.b
6.RP.3.c
More...



7th Grade

ELA

Mastered 55.8% Not Mastered 44.2% Average % Correct 63.7%



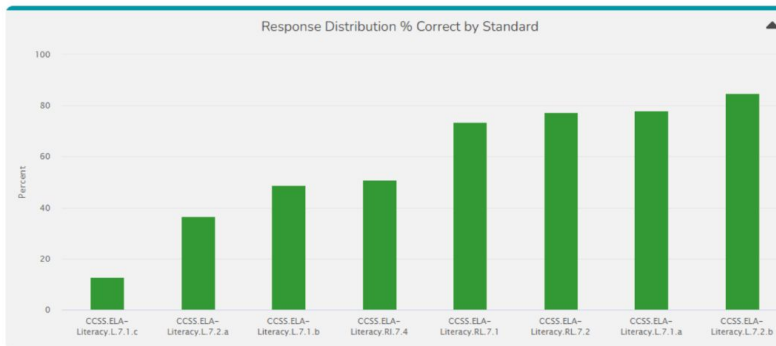
Performance Bands

- Standard Exceeded
- Standard Met
- Standard Nearly Met
- Standard Not Met

| % of Students | # of Students |
|---------------|---------------|
| 10.5% | 9 |
| 45.3% | 39 |
| 27.9% | 24 |
| 16.3% | 14 |

Questions 20

Standards
 CCSS.ELA-Literacy.RL.7.1
 CCSS.ELA-Literacy.RL.7.2
 CCSS.ELA-Literacy.RL.7.4
 CCSS.ELA-Literacy.L.7.1.a
 CCSS.ELA-Literacy.L.7.1.b
 More...



Math

Mastered 15.2% Not Mastered 84.8% Average % Correct 41.6%



Performance Bands

- Standard Met
- Standard Nearly Met
- Standard Not Met

| % of Students | # of Students |
|---------------|---------------|
| 15.2% | 15 |
| 12.1% | 12 |
| 72.7% | 72 |

Questions 21

Standards
 7.RP.1
 7.RP.2
 7.RP.3
 7.RP.4
 7.NS.1
 7.NS.2
 More...



8th Grade

ELA

Mastered
55.4%

Not Mastered
44.6%

Average % Correct
62.1%



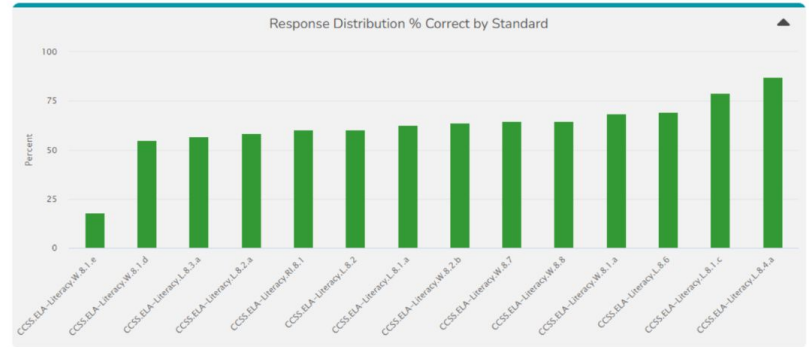
Performance Bands

- Standard Exceeded
- Standard Met
- Standard Nearly Met
- Standard Not Met

| % of Students | # of Students |
|---------------|---------------|
| 15.1% | 21 |
| 40.3% | 56 |
| 20.9% | 29 |
| 23.7% | 33 |

Questions
20

Standards
CCSS.ELA-Literacy.RI.8.1
CCSS.ELA-Literacy.W.8.1.a
CCSS.ELA-Literacy.W.8.1.d
CCSS.ELA-Literacy.W.8.1.e
CCSS.ELA-Literacy.W.8.2.b
More...



Math

Mastered
50.3%

Not Mastered
49.7%

Average % Correct
63.0%



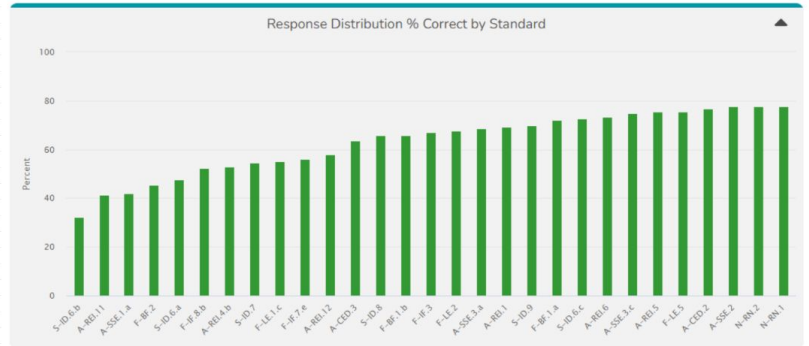
Performance Bands

- Standard Exceeded
- Standard Met
- Standard Nearly Met
- Standard Not Met

| % of Students | # of Students |
|---------------|---------------|
| 22.4% | 32 |
| 28% | 40 |
| 27.3% | 39 |
| 22.4% | 32 |

Questions
30

Standards
N-RN.1
N-RN.2
A-SSE.1.a
A-SSE.2
A-SSE.3.a
More...





Scholastic Benchmark 2

AIPCS I Math: Benchmark 1 to Benchmark 2 Growth

| GRADE | FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | AVERAGE GROWTH IN QUANTILES |
|---------------|---|--|-----------------------------|
| Sixth grade | 691 | 760 | 69 |
| Seventh grade | 854 | 857 | 3 |
| Eighth grade | 942 | 997 | 56 |

Grade Sixth grade (51 total students)

| CLASS | FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | AVERAGE GROWTH IN QUANTILES |
|-------|---|--|-----------------------------|
| UCLA | 651 | 703 | 52 |
| UCSD | 704 | 777 | 73 |
| USF | 710 | 805 | 95 |
| Yale | 748 | 623 | 0 |

Grade Seventh grade (109 total students)

| CLASS | FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | AVERAGE GROWTH IN QUANTILES |
|-----------|---|--|-----------------------------|
| Brown | 740 | 759 | 19 |
| Howard | 847 | 855 | 8 |
| Princeton | 974 | 998 | 24 |
| Rochester | 767 | 798 | 31 |
| SJSU | 1,007 | 972 | 0 |
| Yale | 767 | 752 | 0 |

KEY

EM Emerging Mathematician

Quartile growth between first and last tests is not displayed for students who have switched from a previous version of The Math Inventory.

| USING THE DATA | |
|--|--|
| Purpose: This report shows average student growth on The Math Inventory over time at the district or school level. | Follow-Up: Identify groups that are not showing adequate growth and may require additional support or resources. |



Growth Summary Report (Page 2)

SCHOOL: AIPCS I
 Time Period: 08/14/23 – 06/14/24



Grade Eighth grade (4 total students)

| CLASS | FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | AVERAGE GROWTH IN QUANTILES |
|-----------|---|--|-----------------------------|
| Howard | 1,085 | 1,219 | 134 |
| Princeton | 799 | 775 | 0 |

AIPCS TELA: Benchmark 1 to Benchmark 2 Growth



Total Grades: 3
 Total Students: 121
 Average Lexile Growth: 37

AIPCS I (121 total students)

| Grade | FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | PERFORMANCE STANDARD |
|-------|---|--|----------------------|
| 6 | 856 | 871 | 15 |
| 7 | 832 | 881 | 59 |
| 8 | 924 | 955 | 31 |

Grade 6 (60 total students)

| Class | FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | PERFORMANCE STANDARD |
|-------|---|--|----------------------|
| UCLA | 856 | 871 | 15 |
| UCSD | 898 | 925 | 27 |
| USF | 811 | 815 | 4 |

Grade 7 (58 total students)

| Class | FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | PERFORMANCE STANDARD |
|-----------|---|--|----------------------|
| Brown | 779 | 864 | 85 |
| Rochester | 874 | 933 | 59 |
| Yale | 844 | 878 | 32 |

Grade 8 (3 total students)

| USING THE DATA | |
|---|--|
| Purpose: This report measures Lexile growth over time, between two The Reading Inventory test dates in a selected time period, by district broken down by school, and by school broken down by grade and teacher/class. | Follow-Up: Identify schools, or individual grades or classes within a school, that are not showing adequate growth over time and provide extra help to optimize The Reading Inventory performance. |



| Class | FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | PERFORMANCE STANDARD |
|-----------|---|--|----------------------|
| Howard | 838 | 874 | 36 |
| Princeton | 968 | 996 | 28 |
| SJSU | N/A | N/A | N/A |



AIPCS II Elementary Math: Benchmark 1 to Benchmark 2 Growth



Growth Summary Report

SCHOOL: AIPCS II - ELEMENTARY SCHOOL

Time Period: 08/14/23 - 06/14/24



Total Grades: 6
Total Math Inventory Students: 432
Average Quantile® Growth: 73

AIPCS II - Elementary School (432 total students)

| GRADE | FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | AVERAGE GROWTH IN QUANTILE® |
|--------------|---|--|-----------------------------|
| Kindergarten | EM59 | 74 | 133 |
| First grade | 93 | 155 | 62 |
| Second grade | 268 | 330 | 62 |
| Third grade | 372 | 431 | 59 |
| Fourth grade | 589 | 667 | 78 |
| Fifth grade | 666 | 730 | 64 |

Grade Kindergarten (49 total students)

| CLASS | FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | AVERAGE GROWTH IN QUANTILE® |
|------------|---|--|-----------------------------|
| Chavez | EM39 | 60 | 99 |
| Sacramento | EM80 | 88 | 168 |

Grade First grade (59 total students)

| CLASS | FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | AVERAGE GROWTH IN QUANTILE® |
|----------|---|--|-----------------------------|
| Her | 35 | 96 | 61 |
| Moghadam | 113 | 167 | 54 |
| Remmer | 127 | 199 | 72 |

KEY

EM Emerging Mathematician

Quantile growth between first and last tests is not displayed for students who have switched from a previous version of The Math Inventory.

USING THE DATA

| | |
|--|--|
| Purpose: This report shows average student growth on The Math Inventory over time at the district or school level. | Follow-Up: Identify groups that are not showing adequate growth and may require additional support or resources. |
|--|--|



Growth Summary Report (Page 2)

SCHOOL: AIPCS II - ELEMENTARY SCHOOL

Time Period: 08/14/23 - 06/14/24



Grade Second grade (68 total students)

| CLASS | FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | AVERAGE GROWTH IN QUANTILE® |
|---------|---|--|-----------------------------|
| Jacques | 257 | 286 | 31 |
| Seo | 282 | 354 | 72 |
| Yang | 263 | 350 | 87 |

Grade Third grade (77 total students)

| CLASS | FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | AVERAGE GROWTH IN QUANTILE® |
|-------|---|--|-----------------------------|
| Kahn | 322 | 432 | 110 |
| Phu | 383 | 420 | 37 |
| Say | 412 | 439 | 27 |

Grade Fourth grade (87 total students)

| CLASS | FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | AVERAGE GROWTH IN QUANTILE® |
|-----------|---|--|-----------------------------|
| 4/5 Combo | 365 | 464 | 99 |
| Cabrera | 642 | 661 | 19 |
| Ha | 644 | 765 | 121 |
| Lee | 554 | 644 | 90 |

Grade Fifth grade (92 total students)

| CLASS | FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | AVERAGE GROWTH IN QUANTILE® |
|-----------|---|--|-----------------------------|
| 4/5 Combo | 526 | 601 | 75 |
| Aria | 702 | 762 | 60 |
| Radford | 570 | 670 | 100 |
| Vega | 797 | 824 | 27 |



AIPCS II Elementary ELA: Benchmark 1 to Benchmark 2 Growth



Growth Summary Report

SCHOOL: AIPCS II - ELEMENTARY SCHOOL

Time Period: 08/14/23 - 08/14/24



Total Grades: 6
Total Students: 293
Average Lexile Growth: 66

AIPCS II - Elementary School (293 total students)

| Grade | FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | PERFORMANCE STANDARD |
|-------|---|--|----------------------|
| K | BR | BR | 0 |
| 1 | N/A | N/A | N/A |
| 2 | 168 | 322 | 154 |
| 3 | 531 | 590 | 59 |
| 4 | 731 | 785 | 54 |
| 5 | 818 | 874 | 56 |

Grade K (1 total students)

| Class | FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | PERFORMANCE STANDARD |
|------------|---|--|----------------------|
| Chavez | BR | BR | 0 |
| Sacramento | N/A | N/A | N/A |

Grade 1 (0 total students)

| Class | FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | PERFORMANCE STANDARD |
|----------|---|--|----------------------|
| Her | N/A | N/A | N/A |
| Moghadam | N/A | N/A | N/A |
| Remmer | N/A | N/A | N/A |

USING THE DATA

Purpose:

This report measures Lexile growth over time, between two The Reading Inventory test dates in a selected time period, by district broken down by school, and by school broken down by grade and teacher/class.

Follow-Up:

Identify schools, or individual grades or classes within a school, that are not showing adequate growth over time and provide extra help to optimize The Reading Inventory performance.



Growth Summary Report (Page 2)

SCHOOL: AIPCS II - ELEMENTARY SCHOOL

Time Period: 08/14/23 - 08/14/24



Grade 2 (28 total students)

| Class | FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | PERFORMANCE STANDARD |
|---------|---|--|----------------------|
| Jacques | 167 | 295 | 128 |
| Seo | N/A | N/A | N/A |
| Yang | 172 | 391 | 219 |

Grade 3 (79 total students)

| Class | FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | PERFORMANCE STANDARD |
|-------|---|--|----------------------|
| Kahn | 461 | 519 | 58 |
| Phu | 489 | 554 | 65 |
| Say | 639 | 692 | 53 |

Grade 4 (88 total students)

| Class | FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | PERFORMANCE STANDARD |
|-----------|---|--|----------------------|
| 4/5 Combo | 531 | 578 | 47 |
| Cabrera | 729 | 766 | 37 |
| Ha | 825 | 871 | 46 |
| Lee | 713 | 800 | 87 |

Grade 5 (97 total students)

| Class | FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | PERFORMANCE STANDARD |
|-----------|---|--|----------------------|
| 4/5 Combo | 782 | 833 | 51 |
| Aria | 838 | 922 | 84 |
| Radford | 674 | 731 | 57 |
| Vega | 956 | 997 | 29 |



AIPCS II Middle Math: Benchmark 1 to Benchmark 2 Growth

Total Grades: 3
Total Math Inventory Students: 153
Average Quantile® Growth: 14

AIPCS II - Middle School (153 total students)

| GRADE | FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | AVERAGE GROWTH IN QUANTILES |
|---------------|---|--|-----------------------------|
| Sixth grade | 817 | 830 | 13 |
| Seventh grade | 894 | 905 | 11 |
| Eighth grade | 632 | 849 | 217 |

Grade Sixth grade (49 total students)

| CLASS | FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | AVERAGE GROWTH IN QUANTILES |
|----------|---|--|-----------------------------|
| Stanford | 817 | 844 | 27 |
| UCSB | 817 | 817 | 0 |

Grade Seventh grade (103 total students)

| CLASS | FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | AVERAGE GROWTH IN QUANTILES |
|------------|---|--|-----------------------------|
| Caltech | 923 | 957 | 34 |
| Georgetown | 922 | 918 | 0 |
| Gonzaga | 923 | 898 | 0 |
| Harvard | 879 | 893 | 14 |
| UCB | 831 | 855 | 24 |

KEY

EM Emerging Mathematician

Quantile growth between first and last tests is not displayed for students who have switched from a previous version of The Math Inventory.

| USING THE DATA | |
|--|--|
| Purpose: This report shows average student growth on The Math Inventory over time at the district or school level. | Follow-Up: Identify groups that are not showing adequate growth and may require additional support or resources. |



Grade Eighth grade (1 total students)

| CLASS | FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | AVERAGE GROWTH IN QUANTILES |
|------------|---|--|-----------------------------|
| Georgetown | 632 | 849 | 217 |



PROGRESS MONITORING

Summary Report

SCHOOL: AIPCS II - MIDDLE SCHOOL

Time Period: 08/14/23 - 06/14/24



AIPCS II Middle ELA: Benchmark 1 to Benchmark 2 Growth

Total Grades: 3
Total Students: 97
Average Lexile Growth: 22

AIPCS II - Middle School (97 total students)

| Grade | FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | PERFORMANCE STANDARD |
|-------|---|--|----------------------|
| 6 | 931 | 960 | 29 |
| 7 | 1,058 | 1,073 | 15 |
| 8 | 929 | 955 | 26 |

Grade 6 (51 total students)

| Class | FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | PERFORMANCE STANDARD |
|----------|---|--|----------------------|
| Stanford | 964 | 973 | 9 |
| UCSB | 894 | 945 | 51 |

Grade 7 (45 total students)

| Class | FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | PERFORMANCE STANDARD |
|-----------|---|--|----------------------|
| Harvard | 1,049 | 1,057 | 8 |
| UCB | 1,066 | 1,088 | 22 |
| UCB - ELA | N/A | N/A | N/A |

Grade 8 (1 total students)

| USING THE DATA | |
|---|--|
| <p>Purpose: This report measures Lexile growth over time, between two The Reading Inventory test dates in a selected time period, by district broken down by school, and by school broken down by grade and teacher/class.</p> | <p>Follow-Up: Identify schools, or individual grades or classes within a school, that are not showing adequate growth over time and provide extra help to optimize The Reading Inventory performance.</p> |



PROGRESS MONITORING

Growth Summary Report (Page 2)

SCHOOL: AIPCS II - MIDDLE SCHOOL

Time Period: 08/14/23 - 06/14/24



| Class | FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | PERFORMANCE STANDARD |
|------------|---|--|----------------------|
| Caltech | N/A | N/A | N/A |
| Georgetown | 929 | 955 | 26 |
| Gonzaga | N/A | N/A | N/A |



AIMS HS Math: Benchmark 1 to Benchmark 2 Growth



Growth Summary Report

SCHOOL: AIPHS-AIMS COLLEGE PREP HIGH SCHOOL
Time Period: 08/14/23 – 06/16/24



Total Grades: 4
Total Math Inventory Students: 258
Average Quantile® Growth: 0

AIPHS-AIMS College Prep High School (258 total students)

| GRADE | FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | AVERAGE GROWTH IN QUANTILE® |
|----------------|---|--|-----------------------------|
| Ninth grade | 972 | 991 | 19 |
| Tenth grade | 1,085 | 1,099 | 14 |
| Eleventh grade | 1,181 | 1,152 | 0 |
| Twelfth grade | 1,256 | 1,223 | 0 |

Grade Ninth grade (91 total students)

| CLASS | FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | AVERAGE GROWTH IN QUANTILE® |
|-----------------------|---|--|-----------------------------|
| Algebra I P3 | 882 | 890 | 8 |
| Algebra I P4 | 878 | 915 | 37 |
| Algebra I P6 | 892 | 934 | 42 |
| Algebra II P2 | 1,159 | 1,140 | 0 |
| Algebra II P5 | 1,098 | 1,180 | 82 |
| English 10 P4 | 1,128 | 1,160 | 32 |
| English 10 P5 | 1,060 | 1,168 | 108 |
| English 9 (Honors) P1 | 974 | 981 | 7 |
| English 9 (Honors) P2 | 945 | 920 | 0 |
| English 9 (Honors) P3 | 972 | 987 | 15 |
| English 9 (Honors) P5 | 936 | 978 | 42 |
| English 9 (Honors) P6 | 1,002 | 1,022 | 20 |
| Geometry P1 | 1,116 | 1,151 | 35 |
| Geometry P2 | 1,136 | 1,109 | 0 |

KEY

EM Emerging Mathematician

Grade Tenth grade (53 total students)

| CLASS | FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | AVERAGE GROWTH IN QUANTILE® |
|---------------|---|--|-----------------------------|
| Algebra I P6 | 790 | 966 | 176 |
| Algebra II P2 | 1,097 | 1,109 | 12 |
| Algebra II P4 | 1,123 | 1,167 | 44 |
| Algebra II P6 | 1,082 | 1,075 | 0 |
| English 10 P1 | 1,044 | 1,085 | 41 |
| English 10 P4 | 1,061 | 1,085 | 24 |
| English 10 P5 | 1,243 | 1,136 | 0 |
| English 10 P6 | 1,094 | 1,115 | 21 |

Grade Eleventh grade (74 total students)

| CLASS | FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | AVERAGE GROWTH IN QUANTILE® |
|--|---|--|-----------------------------|
| AP English Language and Composition P1 | 1,219 | 1,166 | 0 |
| AP English Language and Composition P2 | 1,180 | 1,129 | 0 |
| AP English Language and Composition P3 | 1,112 | 1,149 | 37 |
| AP English Language and Composition P4 | 1,159 | 1,161 | 2 |
| AP Statistics P1 | 1,480 | 1,410 | 0 |
| Algebra I P5 | 1,070 | 966 | 0 |
| Algebra II P2 | 855 | 1,091 | 236 |
| Algebra II P4 | 1,121 | 1,113 | 0 |
| Algebra II P5 | 1,081 | 1,121 | 40 |
| Precalculus P1 | 1,214 | 1,144 | 0 |
| Precalculus P2 | 1,259 | 1,184 | 0 |
| Precalculus P3 | 1,159 | 1,115 | 0 |
| Precalculus P5 | 1,240 | 1,205 | 0 |



Growth Summary Report (Page 3)

SCHOOL: AIPHS-AIMS COLLEGE PREP HIGH SCHOOL
Time Period: 08/14/23 – 06/16/24

Grade Twelfth grade (40 total students)

| CLASS | FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | AVERAGE GROWTH IN QUANTILE® |
|--|---|--|-----------------------------|
| AP Calculus P4 | 1,355 | 1,333 | 0 |
| AP English Language and Composition P4 | 1,268 | 860 | 0 |
| AP English Literature and Comp P2 | 1,314 | 1,311 | 0 |
| AP English Literature and Comp P4 | 1,066 | 1,011 | 0 |
| AP English Literature and Comp P6 | 1,311 | 1,276 | 0 |
| AP Statistics P1 | 1,067 | 1,036 | 0 |
| AP Statistics P4 | 1,091 | 1,089 | 0 |
| Algebra II P2 | 1,268 | 860 | 0 |
| Precalculus P1 | 980 | 991 | 11 |
| Precalculus P3 | 1,148 | 1,035 | 0 |



AIMS HS ELA: Benchmark 1 to Benchmark 2 Growth



Growth Summary Report

SCHOOL: AIPHS-AIMS COLLEGE PREP HIGH SCHOOL

Time Period: 08/14/23 - 06/16/24



Total Grades: 4
Total Students: 261
Average Lexile Growth: 18

AIPHS-AIMS College Prep High School (261 total students)

| Grade | FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | PERFORMANCE STANDARD |
|-------|---|--|----------------------|
| 9 | 966 | 982 | 16 |
| 10 | 1,195 | 1,201 | 6 |
| 11 | 1,149 | 1,177 | 28 |
| 12 | 1,154 | 1,172 | 18 |

Grade 9 (92 total students)

| Class | FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | PERFORMANCE STANDARD |
|-----------------------|---|--|----------------------|
| Algebra I P3 | 837 | 864 | 27 |
| Algebra I P4 | 919 | 879 | 0 |
| Algebra I P6 | 750 | 789 | 39 |
| English 9 (Honors) P1 | 938 | 1,015 | 77 |
| English 9 (Honors) P2 | 993 | 1,001 | 8 |
| English 9 (Honors) P3 | 992 | 1,017 | 25 |
| English 9 (Honors) P5 | 852 | 845 | 0 |
| English 9 (Honors) P6 | 1,078 | 1,088 | 10 |
| Geometry P1 | 1,179 | 1,205 | 26 |
| Geometry P2 | 1,266 | 1,289 | 23 |

Grade 10 (55 total students)

| Class | FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | PERFORMANCE STANDARD |
|--|---|--|----------------------|
| Algebra II P2 | 1,149 | 1,156 | 7 |
| Algebra II P4 | 1,283 | 1,321 | 38 |
| Algebra II P5 | N/A | N/A | N/A |
| Algebra II P6 | 1,224 | 1,189 | 0 |
| AP English Language and Composition P1 | N/A | N/A | N/A |
| AP English Language and Composition P2 | 1,328 | 1,358 | 30 |
| English 10 P1 | 1,198 | 1,231 | 33 |
| English 10 P4 | 1,364 | 1,286 | 0 |
| English 10 P5 | 1,156 | 1,196 | 40 |
| English 10 P6 | 1,111 | 1,128 | 17 |

Grade 11 (72 total students)

| Class | FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | PERFORMANCE STANDARD |
|--|---|--|----------------------|
| AP English Language and Composition P1 | 1,199 | 1,240 | 41 |
| AP English Language and Composition P2 | 1,160 | 1,159 | 0 |
| AP English Language and Composition P3 | 858 | 1,038 | 180 |
| AP English Language and Composition P4 | 1,166 | 1,164 | 0 |
| Precalculus P1 | 1,192 | 1,153 | 0 |
| Precalculus P2 | 1,188 | 1,220 | 32 |
| Precalculus P3 | 1,277 | 1,279 | 2 |
| Precalculus P5 | 1,159 | 1,205 | 46 |

Grade 12 (42 total students)

| Class | FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | PERFORMANCE STANDARD |
|----------------|---|--|----------------------|
| AP Calculus P4 | 1,249 | 1,308 | 59 |



Growth Summary Report (Page 3)

SCHOOL: AIPHS-AIMS COLLEGE PREP HIGH SCHOOL

Time Period: 08/14/23 - 06/16/24



| Class | FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD | PERFORMANCE STANDARD |
|--|---|--|----------------------|
| AP English Language and Composition P1 | 1,058 | 1,048 | 0 |
| AP English Language and Composition P3 | N/A | N/A | N/A |
| AP English Language and Composition P4 | 956 | 1,033 | 77 |
| AP English Literature and Comp P2 | 1,222 | 1,249 | 27 |
| AP English Literature and Comp P4 | 1,021 | 989 | 0 |
| AP English Literature and Comp P6 | 1,158 | 1,187 | 29 |
| AP Statistics P1 | 1,033 | 1,000 | 0 |
| AP Statistics P4 | 1,095 | 1,073 | 0 |

College Bound Kids with Mr. Kabeer

Hosted the Airforce last month with great turnout

Had Genesys works presented to our 11th grade students to offer them a paid internship with a value of 15,000 for their senior year. with a top technology company in the Bay Area.

Students are still working hard to finish their FAFSA . I am so proud of the resiliency and the determination of our Seniors. Our students come from such a diverse background including some with undocumented status who have had to deal with major glitches and issues with filing out the FAFSA and adjusting to the new protocols and rules. Despite the system's setbacks our students continue to persevere.

In honor of Black History month we hosted the HBCU caravan which was a success. \$30,000+ in Scholarships and over 10 acceptances on the spot.

In College Planning our seniors are learning how to write formal research papers and are working hard on their senior projects. This year the senior projects include a 4 page research paper, 10 hours of fieldwork experience and a 4-6 minute presentation in May.

Students continue to receive college acceptances from the CSU system and are gearing up for the major College admissions season starting in March.

In March our K-5 will participate in a College Awareness month which AIMS to bolster college awareness among our youngest students.

Middle School will go touring Merritt College and UC Berkeley

Mr. Kabeer was selected as a Proposal Reviewer for the National Academic Counselor Associations (NACAC convention) in 2024

ACT will be given 27th and 29th

SAT Day is March 13th for Juniors

ELD with Ms. Bani

Reclassification

- 76 students currently in the process of being reclassified

- teacher approval rate thus far is 90%

ELPAC

- 20% of K-2 (all one-on-one) tests complete

- 90% of group tests 3rd-5th grade complete

- 60% of group tests 6-8th grade complete

- 50% of group tests at HS complete

Title III Spending

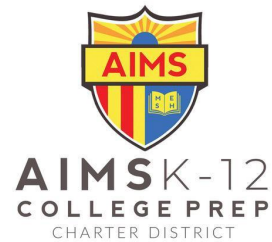
- 40% of Title III spending is complete or approved awaiting purchase

- remaining spending will go toward additional translating and interpreting, our reclassification ceremony, and some remaining training, curriculum and supply purchases

Understanding Special Education at AIMS

February 2024

Deborah Woods



Overview of Tier 3 Special Education Students

THIS YEAR

| Feb 2024 | IEPs |
|---------------|-----------|
| AIPCS II | 31 |
| Middle | 19 |
| High | 17 |
| TOTALS | 67 |

**COMPARED
TO**

LAST YEAR

| Feb 2023 | IEPs |
|---------------|-----------|
| AIPCS II | 30 |
| Middle | 21 |
| High | 14 |
| TOTALS | 65 |

Demographics

| | Students w/ Disabilities | ES | MS | HS |
|---------|---|-----------|-----------|-----------|
| | Intellectual Disability (ID) | 1 | 1 | 0 |
| | Hard of Hearing (HH) | 1 | 1 | 0 |
| | Deaf | 0 | 0 | 0 |
| | Speech (SLI) | 11 | 1 | 2 |
| | Visually Impaired (VI) | 0 | 0 | 0 |
| | Emotional Disturbance (ED) | 1 | 1 | 3 |
| | Orthopedically Impaired (OI) | 0 | 0 | 0 |
| | Other Health Impairment (OHI) | 1 | 1 | 5 |
| | Specific Learning Disability (SLD) | 5 | 10 | 7 |
| | Deaf-Blindness (DB) | 0 | 0 | 0 |
| | Multiple Disabilities (MD) | 0 | 0 | 0 |
| | Autism (AUT) | 8 | 3 | 0 |
| | Traumatic Brain Injury (TBI) | 0 | 0 | 0 |
| | To Be Determined (TBD) | 1 | 3 | 0 |
| 2/20/24 | TOTAL STUDENTS | 29 | 21 | 17 |

Disability Identification Rate

| Students with Disabilities | 2020-21 | 2021-22 | 2022-2023 | Oct 2023 | Feb 2024 |
|----------------------------|---------|---------|-----------|----------|----------|
| AIPCS II | 3.8 | 4.7 | 3.6 | 4.2 | 4.5 |
| Middle School | 6.3 | 5.1 | 9 | 7.5 | 9 |
| High School | 3.6 | 4 | 3.4 | 5.1 | 4.6 |
| Total | 4.2 | 4.5 | 4.4 | 5.1 | 5.3 |

Overview of Tier 2 General Education Students

THIS YEAR

| Feb 2024 | 504 | SST Review |
|-------------------------|-----|------------|
| AIPCS II | 2 | 6 |
| Middle | 12 | 5 |
| High | 11 | 3 |
| TOTALS (2/20/24) | 25 | 14 |

**COMPARED
TO**

* Student determined eligible for SpEd support

LAST YEAR

| Feb 2023 | 504 | SST Review |
|-----------------|-----|------------|
| AIPCS II | 3 | 2 |
| Middle | 11 | 6 |
| High | 13 | 1 |
| TOTALS | 27 | 9 |

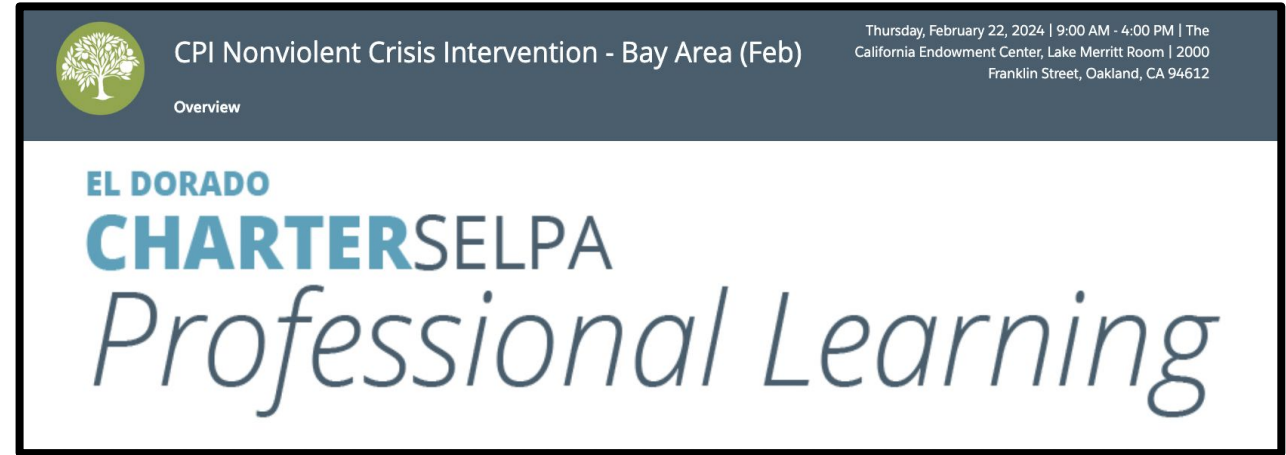
Parent Resource Outreach

Family Empowerment Centers

- Shared with Procedural Safeguards notice at all IEP meetings
- Featured monthly in AIMS Eagle Magazine
- Shared at Community Events: Back to School Night and Open House
- Linked on the AIMS Special Education Family Resource Webpage



Staff Resources



El Dorado Charter SELPA Professional Development Offerings

CPI Nonviolent Crisis Intervention Training: SpEd IAs, Gen Ed Site Admins to participate.

Teacher Academy: SpEd Teacher Intern

Autism: Foundations for Support Part 1- SpEd Intern and IAs

Successes



Student Inclusion

- 2 previously with Gen Ed peers 5% daily. Now, at AIMS, with Gen Ed peers 83% of the day.

New Staff

- 3 new SpEd IAs: 2 with K-8. 1 at the high school
- Psychologist
- Occupational Therapist

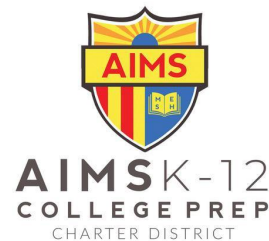


Questions or Clarifications?

THANK YOU!

Health & School Support Services Board Report November 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.

COVID Practices at AIMS

Overview of COVID-19 safety measures implemented at AIMS

We continue to follow the guidelines set forth by the California Department of Public Health as well as Alameda County Public Health Department.

Distributed over the counter (OTC) COVID-19 test to all students and staff. This is for students and staff to test themselves prior to coming back from Winter Break.

Handwashing sinks are at the front of the school for students to wash their hands prior to entering the building.

Masks are also available.

Enrollment

- Number of students currently enrolled in the schools as of **2/20/2024**

| School Name | Enrollment |
|--|------------|
| AIMS College Prep Middle School | 210 |
| American Indian Public Charter School II | 638 |
| AIMS College Prep High School | 366 |

- The new application for the 2024-2025 school was launched on Monday, November 13, 2023 and closed on Friday, February 16th. We are in the process of preparing for the public lottery that will be held in March.

Technology

Email Security and Settings

- We have looked through Google's suggested security settings and below are the settings we have reviewed or implemented:
 - Setting to authenticate email with SPF, DKIM, and DMARC have been set
 - Set up inbound email gateways to work with SPF
 - Configure MX records for correct mail flow
 - POP was disabled, IMAP is allowed
 - Spam filters are on for internal and external emails
 - Additional email attachment protections are turned on
 - Additional Spoofing and protections are turned on
- Further explanation of each setting can be made upon request

Technology

E-Rate Savings and Discounts

- AIMS receives an 80% discount through E-Rate for our AT&T internet service.
- We have two FRNs (Funding Request Numbers) one per campus and disbursements can only be made for one campus at a time because both campuses are on one invoice. Once one FRN is fully funded, then the other will be funded.
- We are looking into having one invoice for each campus so each campus can get its E-Rate funds quicker.
- Link to spreadsheet to see complete disbursements made and discounts:
 - https://docs.google.com/spreadsheets/d/1knjuk0jGJn-JVA0n_wqROFLYL-44sfMAvo-TsgF0H8/edit?usp=sharing

Technology

Vector Cybersecurity Training

- AIMS has seen some cyber security risks in the past and to help educate and train our staff, we have mandated that all staff take the Cybersecurity trainings through Vector.
- All schools have given teachers and staff time during PD time to complete the Vector trainings.
- Central Office staff still needs to complete the trainings. A deadline for central office to complete the trainings will be sent out soon.

Facilities & Maintenance

We have issued the RFP for janitorial services and received back 5 bids, Recommendations have been forwarded.

We issued the RFP for Maintenance Services and are waiting for proposals (closes 2/20/24 at 5pm)

The Safe Schools Plan is in the review process by the Fire and Police departments and hope to have a response soon. Additionally we have assembled a group to review the plan with students, staff and parents within the AIMS family.

The cell tower company was on site in February to complete engineering drawings for planned upgrades to the Cell tower on the roof. (Will update as plans are finalized)

Rainy weather- Preparations were made to ensure the safety of students and staff by adding floor mats at the entry points of both campuses and signage for the wet areas to help prevent slip and falls. Tents will be added to the courtyard at 12th street and for the lunch area at Lake View by the end of February.

Campus Security- Security Cameras are being installed at both campuses to improve overall visibility for staff to monitor the campuses. Additional cameras and security measures are being planned for the 2024-25 budget. We are currently working with a vendor to get pricing for installation of 3M security film. An RFP is being written to have gates and door security equipment installed at 12th street.

Credentials

Continued meeting with Sites to review staff credential status

Continued to support School sites with onboarding new teachers/staff

CAP Committee Update - Credentials and Assignments

Comprehensive Staff Report AIPCS II:

[AIPCS II Comprehensive Staff Report](#)

Reports and Key Deadlines

- **February 26, 2024:** Civil Rights Data Collection Survey
- **February 28, 2024:** LCAP Mid Year Report
- **March 1, 2024:** Comprehensive Safe School Plan
- **March 1, 2024:** 2024-2025 Measure G1 Application
- **March 1, 2024:** Fall 2 CALPADS Reporting
- **March 5, 2024:** Public Lottery for 2024-2025 School Year
- **March 14, 2024:** Attendance Report for Month 8 (2/12/24 to 3/8/24 due in Epicenter
- **March 14, 2024:** Student Exit Report for Month 8 (2/12/24 to 3/8/24 due in Epicenter

Accomplishments and Future Goals

Accomplishments

- Submitted School Accountability Report Card for AIMS College Prep Middle School, American Indian Public Charter School II, AIMS College Prep High School
- Supported sites with Mid Year LCAP Report
- Finalized Comprehensive Safe School Plan

Future Goals

- Proactively monitor teacher assignment to meet LCAP credential metrics
- Maintaining accurate technology inventory
- Well maintained and clean facilities
- Supporting families with enrollment and re-enrollment
- 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 K-12
COLLEGE PREP
CHARTER DISTRICT








AIMS K-12

Marketing, Communications, and Recruitment Department

February 2024 Board Meeting Presentation

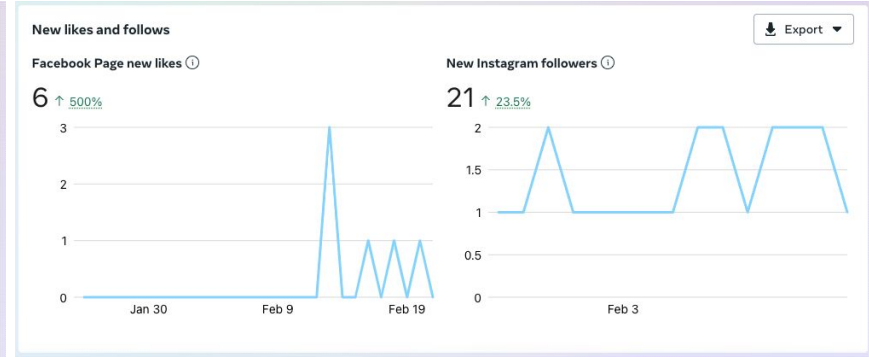
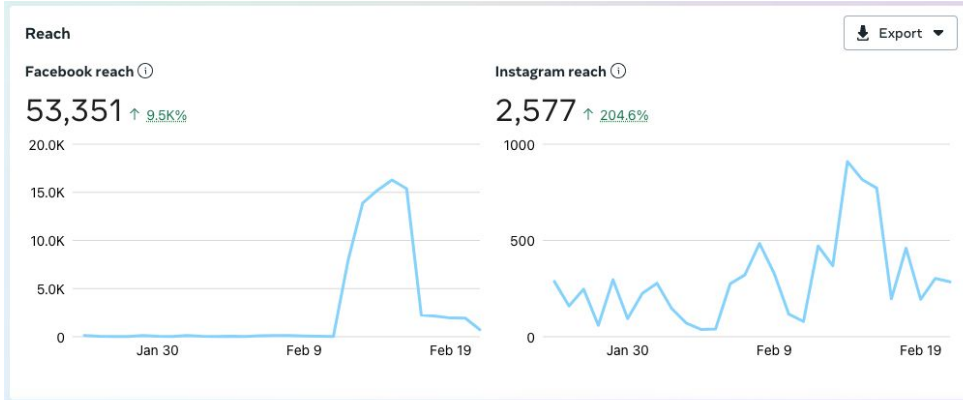
By Suzen Chu - Director of Marketing and Communications and Recruitment

Social Media Fast Facts in Last 28 Days

| | Posts/Stories | Analytics in the Last 28 Days |
|----------------------------------|---------------|---|
| Facebook | 19/39 | 53.5K reaches (9.5k% ) (52K from ads) |
| Instagram (AIMS_K12) | 19/50 | 2,577 reaches (204.6% ) |
| Instagram (AIMSAthletics) | 3/59 | 893 reached (67% ) |
| TikTok | 1 | 1,339 views (780.9% ) |
| YouTube | 2/8 | 1.6K views (184 ) |
| AIMS website | - | 6.6K visits (21% ) |
| AIMS Intranet | - | 52 users (23.8% ) |



Facebook Page Overview in Last 28 Days



AIMS Magazine



AIMS EAGLE TALK MAGAZINE -
JANUARY 2024

bit.ly/AIMS-EagleTalkJan2024



AIMS EAGLE TALK MAGAZINE -
DECEMBER 2023

bit.ly/AIMS-EagleTalkDec2023



AIMS EAGLE TALK MAGAZINE -
NOVEMBER 2023

bit.ly/AIMS-EagleTalkNov2023



Jan/Feb 2024 - Wrap Up

Boosting Enrollment

- Published Spanish voice over of the [Whiteboard Animation](#) to promo AIMS District. ([Cantonese](#) VO is also available)
- Direct Mail Postcard Campaign was completed- 18,261 residences & businesses
- Attended Charter School Fair hosted by Oakland Enrolls
- Youth and resource center outreach campaign- 58 centers in Oakland
- Paid enrollment advertisement campaign on Facebook
- ParentSquare communications reminding 8th grade to enroll for High School
- 510 Families advertisement in their 2023/2024 Charter School guide- Feb/Mar
- Attended Oakland Chinatown Lunar New Year Parade



Youth and Resource Center Outreach Campaign

58 Centers in Oakland!

| Youth Centers | |
|--------------------------------------|-------------------------------------|
| Native American Health Center | 3124 International Blvd, Oakland CA |
| Spanish Speaking Citizens Foundation | 1470 Fruitvale Ave, Oakland CA |
| The Unity Council | 1900 Fruitvale Ave #2A, Oakland CA |
| Youth Employment Partnership | 2300 International Blvd, Oakland CA |
| Dream Center- Oakland | 2325 International Blvd, Oakland CA |
| East Bay Asian Youth Center | 2025 E 12th Street, Oakland CA |
| Mujeres Unidas y Actíivate | 2640 International Blvd, Oakland CA |
| Causa Justa | 1419 34th Ave Apt 203, Oakland CA |
| East Bay Asian Youth Center | 2025 E 12th Street, Oakland CA |
| Rainbow Recreation | 5800 International Blvd, Oakland CA |
| Youth Uprising | 8711 MacArthur Blvd, Oakland CA |
| Youth Alive | 3300 Elm Street, Oakland CA |
| Oakland Kids First | 3700 E 12th Street #3, Oakland CA |
| United Roots Oakland | 2781 Telegraph Ave, Oakland CA |



Youth and Resource Center Outreach Campaign

58 Centers in Oakland!

| Youth Centers | |
|--|---------------------------------------|
| West Oakland Youth Center | 3233 Market Street, Oakland CA |
| East Oakland Youth Development Center | 8200 International Ave, Oakland CA |
| Boys and Girls Club of Oakland | 920 24th Street, Oakland CA |
| Jewish Youth for Community Action | 1300 Grand Ave, Oakland CA |
| Girls Inc Alameda | 510 16th Street, Oakland CA |
| Oakland LGBTQ Center | 3207 Lakeshore Ave, Oakland CA |
| YMCA East Bay Resource Center | 2330 Broadway, Oakland CA |
| The Mosaic Project | 478 Santa Clara Ave #200, Oakland CA |
| Break Through Collaborative | 555 12th Street 5th Floor, Oakland CA |
| Destiny Arts Center | 970 Grace Ave, Oakland CA |
| Oakland Public Conservatory of Music | 3445 San Pablo Ave, Oakland CA |
| Acta Non Verba- Youth Urban Farm Project | 1001 83rd Ave, Oakland CA |
| We Lead Ours | 55 Santa Clara Ave, Oakland CA |



Youth and Resource Center Outreach Campaign

58 Centers in Oakland!

| Libraries | |
|--|---------------------------------|
| Oakland Public Library | 125 14th Street, Oakland CA |
| Oakland Public Library- Asian Branch | 388 9th Street #190, Oakland CA |
| Oakland Public Library- Lakeview Branch | 550 El Embarcadero, Oakland CA |
| Oakland Public Library- Cesar E. Chavez Branch | 3301 E 12th St #271, Oakland CA |

| Homeless Shelters | |
|---|-------------------------------------|
| Operation Dignity | 318 Harrison St Ste 302, Oakland CA |
| City Team Oakland | 722 Washington St, Oakland CA |
| Alameda County Health Care for the Homeless | 384 14th Street, Oakland CA |
| Bay Area Community Services | 390 40th Street, Oakland CA |
| Covenant House of California | 200 Harrison St, Oakland CA |



Youth and Resource Center Outreach Campaign 58 Centers in Oakland!

| | |
|--|-------------------------------------|
| Foster Care | |
| Family Builders by Adoption Oakland | 1900 Embarcadero #303, Oakland CA |
| T&T House of Champions | 2115 High Street, Oakland CA |
| Casey Family Programs | 491 9th Street, Oakland CA |
| First Place for Youth | 426 17th St #100, Oakland CA |
| Family Support Services | 303 Hegenberger Rd #400, Oakland CA |
| Special Education | |
| Strategies for Learning | 440 Grand Ave #424, Oakland CA |
| Seneca Family of Agencies | 8945 Golf Links Road, Oakland CA |
| Hawkins Behavioral Consultants | 490 Lake Park Ave, Oakland CA |
| Oakland Digital Arts and Literacy Center | 1224 Harrison Street, Oakland CA |
| Think Social East Bay | 3756 Grand Ave #401, Oakland CA |
| Innovate Education | 1941 Jackson St #28, Oakland CA |



Youth and Resource Center Outreach Campaign

58 Centers in Oakland!


| Support Services | |
|---|--|
| De Colores Head Start | 1155 35th Avenue, Oakland CA |
| Center For Empowering Refugees | 554 Grand Avenue, Oakland CA |
| Burma Refugee Families & Newcomers | 1811 11th Avenue, Oakland CA |
| Brighter Beginnings | 2744 E 11th Street, Oakland CA |
| Center for Independent Living | 1470 Fruitvale Ave Ste 35, Oakland CA |
| Lao Family Community Development | 2325 E 12th Street, Oakland CA |
| East Bay Central American Refugee Committee | 4848 International Blvd #701, Oakland CA |
| Global Communication Education & Arts | 4799 Shattuck Ave, Oakland CA |
| Health & Human Resource Education Center | 1905 San Pablo Ave, Oakland CA |
| Education For Change | 333 Hegenberger Rd #705, Oakland CA |
| Missey | 424 Jefferson St, Oakland CA |





Your story 3s

Come join our AIMS family!
Enrollment ends today! 🎉



@aims_k12

AIMSK12.ORG

aims_k12
Sponsored



Exciting news! All AIMS... [more](#)

[APPLY NOW](https://AIMSK12.ORG)



AIMS K-12 COLLEGE PREP

WE ARE CURRENT OPEN POSITIONS

- ES- Teachers (Grades 1-5)
- MS- ELA/History
- MS- Math/Science
- ES/MS- PE Coach
- K-8- Special Education
- District- Health Care
- HS- AP English
- HS- AP English Teacher
- HS- World Languages
- ES/MS/HS- TAs

Join AIMS today!

EDUCATORS We are one of the top-performing award-winning public schools in the state. Join our AIMS family!

A-rated A safe where

AIMS K-12 COLLEGE PREP

AIMS COLLEGE PREP HIGH SCHOOL

APPLY TODAY



2024-2025

ADMISSION OPEN

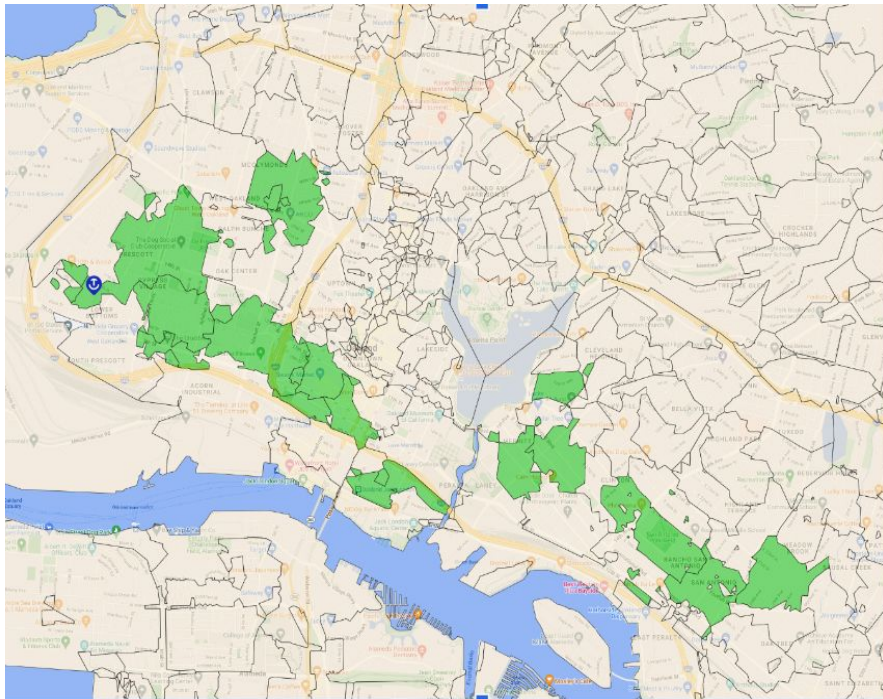
YOUR FUTURE BEGINS WITH AIMS!

aimsk12.org/admissions

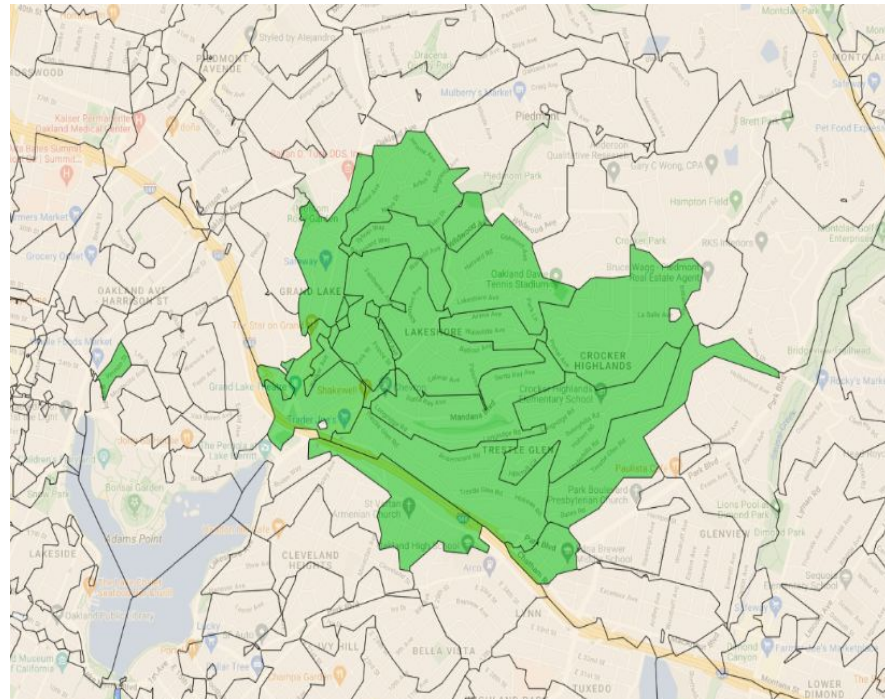


AIMS K-12
COLLEGE PREP
CHARTER DISTRICT

Direct Mail Postcard Campaign



K-8: **11,649** Residences and Businesses Reaches



HS: **6,612** Residences and Businesses Reaches



Are you looking for an
**EXCEPTIONAL
EDUCATIONAL
EXPERIENCE**

for your child?

Join
AIMS
today!



At AIMS K-12 College Prep, we believe every student deserves access to an excellent education that prepares them for a bright future. We've earned national recognition for our efforts, and we invite you to join our thriving academic community!

ACADEMIC EXCELLENCE

Our schools are top-ranking schools in the nation for academic rigor. Your child will receive a challenging and enriching education.

100% COLLEGE ACCEPTANCE RATE

We prepare students for success in college and beyond. Our graduates are well-equipped for higher education and the workforce.

DIVERSE AND INCLUSIVE

AIMS K-12 College Prep welcomes students from all backgrounds and fosters a culture of inclusivity and diversity.

SAFE LEARNING ENVIRONMENT

Your child's safety is our top priority. We provide a secure and nurturing environment where students can thrive.

DEDICATED EDUCATORS

Our experienced and passionate teachers are committed to your child's academic and personal growth.

APPLY TODAY!





¿Estás buscando un
**EXCEPCIONAL
EDUCATIVO
EXPERIENCIA**

para tu hijo?

Unirse
AIMS
¡hoy!

En AIMS K-12 College Prep, creemos que cada estudiante merece acceso a una educación excelente que los prepare para un futuro brillante. ¡Hemos obtenido reconocimiento nacional por nuestros esfuerzos y lo invitamos a unirse a nuestra próspera comunidad académica!

 **EXCELENCIA ACADÉMICA**

Nuestras escuelas son escuelas de primer nivel en la nación por su rigor académico. Su hijo recibirá una educación desafiante y enriquecedora.

 **TASA DE ACEPTACIÓN UNIVERSITARIA DEL 100%**

Preparamos a los estudiantes para el éxito en la universidad y más allá. Nuestros graduados están bien equipados para la educación superior y la fuerza laboral.

 **DIVERSO E INCLUSIVO**

AIMS K-12 College Prep da la bienvenida a estudiantes de todos los orígenes y fomenta una cultura de inclusión y diversidad.

 **AMBIENTE DE APRENDIZAJE SEGURO**

La seguridad de su hijo es nuestra principal prioridad. Proporcionamos un entorno seguro y enriquecedor donde los estudiantes pueden prosperar.

 **EDUCADORES DEDICADOS**

Nuestros maestros experimentados y apasionados están comprometidos con el crecimiento académico y personal de su hijo.

 ¡APLICA HOY!





為孩子尋找
非凡教育體驗？

今天就報讀

AIMS

在 AIMS K-12 大學預科，我們相信每個學生都應該獲得優質的教育，為光明未來做好準備。我們憑實力和毅力贏得了全國的認可，我們邀請您加入我們蓬勃發展的學術社區！



學術卓越

我們的學校在學術嚴謹性方面是全國一流的學校。您的孩子將接受富有挑戰性且豐富的教育。



100% 大學錄取率

我們裝備學生，為大學及以後工作路上成功。我們的畢業生為接受高等教育和就業做好了充分準備。



多元化和包容性

AIMS K-12 大學預科歡迎來自不同背景的學生並培養包容性文化和多樣性。



安全的學習環境

您孩子的安全是我們的首要任務。我們提供一個安全和培育的環境，讓學生能夠茁壯成長。



熱心的
教育工作者

我們經驗豐富、充滿熱誠的老師致力於您孩子的學業和個人成長。

今天就申請！

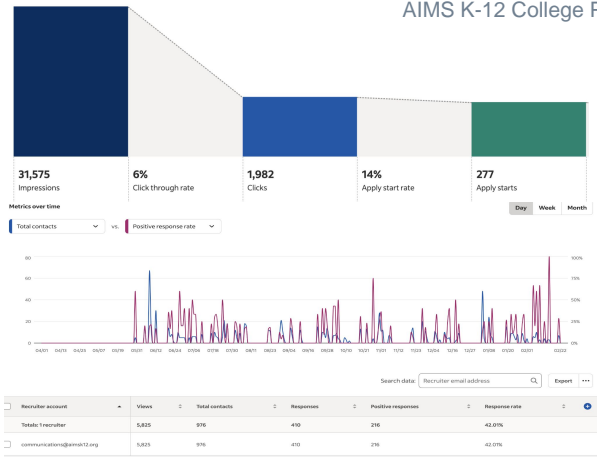
SCAN ME!



Jan/Feb 2024 - Wrap Up

Boosting Recruitment

- **Indeed campaign** to invite candidates to apply for open roles at AIMS.
 - 31,575 Impressions
 - 6% Click Through Rate
 - 1,982 Clicks
 - 14% Apply Start Rate
 - 277 Apply Starts
- **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”
- **Teach For America** - Email outreach for hard to fill positions.
- **Handshake** - Share job postings with current education students and recent grads.
- **Internal candidate pool search** - match candidates of filled positions to open positions, and recommended to hiring managers.
- **Youtube Shorts** - teacher testimonial video about the experience teaching at AIMS



| | | | | |
|--|------------|---------------------------------|-------------------|--------|
| High School Teacher (45483) AIMS College Prep High School | HOT | Chaniel Clark Hiring Manager | 2 Applications | Active |
| Middle School Teacher (45484) AIMS College Prep Middle School | HOT | Natalie Glass Hiring Manager | 3 Applications | Active |
| Elementary Teacher (45483) AIMS College Prep Elementary School | HOT | Axia Vang Hiring Manager | 4 Applications | Active |
| High School SAT/ Prep Teacher (45338) AIMS College Prep High School | | Chaniel Clark Hiring Manager | 1 Application | Active |

Search: Math, Science, Teacher, Middle School

Ashlee Gutierrez, Ed...
 Executive Director a...
 Oakland, CA, USA
 Bay Area Teacher Training Inst...
 Education (preK-12)
 Oakland, CA, USA

Kiara Danovaro '21
 Elementary School T...
 Oakland, CA, USA
 Littleton Elementary School DL...
 Education (preK-12)
 Oakland, CA, USA

Indeed (Graph,) Paycom (“Hot Post”), TFA (Email Campaign,) Edjoin (Posted Date,) Handshake

Displaying 1 to 36 of 36 Show per page

| <input type="checkbox"/> | Posting | Application | Posting Date |
|--------------------------|--|-------------|--------------|
| <input type="checkbox"/> | High School Teacher Eligibility Pool (2023-2024) | | 11/13/2023 |
| <input type="checkbox"/> | High School Science Teacher (2023-2024) | | 11/13/2023 |
| <input type="checkbox"/> | High School Visual Performing Arts Teacher (Art / Drama / Music) (2023-2024) | | 11/13/2023 |



Jan/Feb 2024 - Wrap Up

Supporting School Sites and Departments

- **Athletics** - MarCom supports with social media post of upcoming games and recap. Game schedule, photos/video and recap will be provided by the AD or Coach. Attended Championship games and started Athletics section for the magazine.
- **ES** - Earthquake and Fire Drills, Lunar New Years celebration, Door Decorating contest
- **MS** - Salesforce visit, visit to MOCHA Museum, Door Decorating contest, school dance
- **HS** - HBCU College Expo, Black History Month celebration, Salesforce visit, Athletics games
- **Community Liaison** - AIMS Parents United memos and Parent of the month certificate
- **Enrollment** - Magazine, Postcard, Direct Mail Campaign, table events, youth center outreach, 510 families advertisement, paid social media campaign



Happy Valentine's Day! 💕



With love, 有愛, con amor,
مع حبى: ايم اس كى دى
-Your AIMS Family



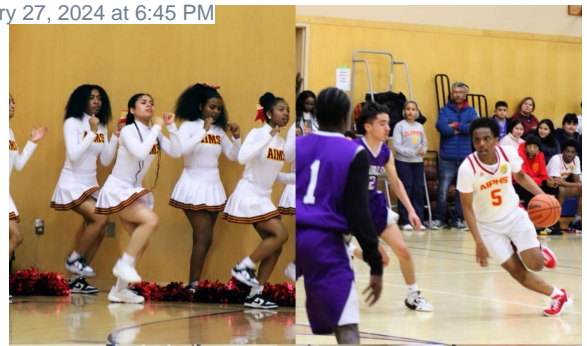
@FVSU_1895



Congrats to Lauren, Beverly, Jessica, Carter, and Claudia for their acceptance to Fort Valley!

@aims_k12

The event was a great success. Students really challenged themselves to greet each college and present themselves in a professional manner. Xinghong, a senior who received an acceptance to Fort Valley, had a huge smile on his face after leaving the auditorium. "I can't believe it, they looked at my transcript and accepted me on the spot". Xinghongs response let us know the power and impact the event had on AIMS students. With all of the hard work they have put into their education, the chance to present this to colleges from across the country was a huge boost in their self esteem.





@aims_k12



@aims_k12



@aims_k12

Jan/Feb 2024 - Current Projects/Moving Forward

For Enrollment

- Continue to promote late enrollment
- Support public lottery

For Recruitment

- Continue to work with hiring managers.
- Post listings of eligibility pool for 2024-2025 school year
- Attend to job fair

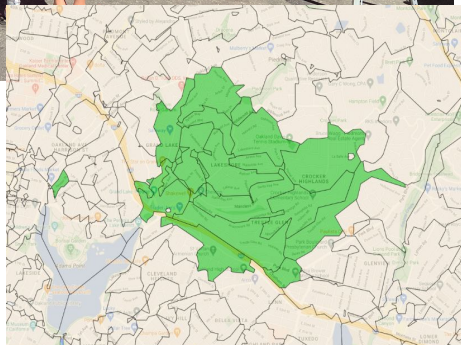
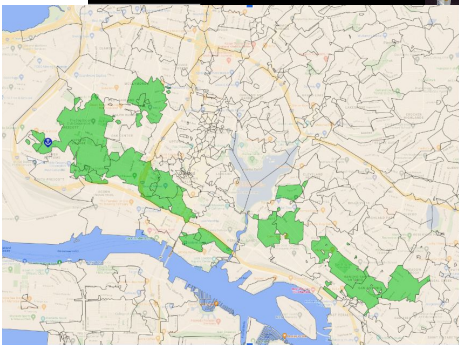
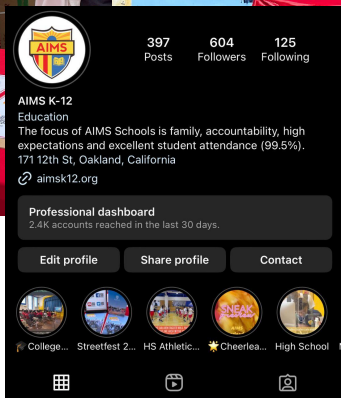
Supporting School Sites and Departments

- 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!





K-8: 11,649 Residences and Businesses

HS: 6,612 Residences and Businesses
 Powered by BoardOnTrack

Coversheet

School Psychologist Contract 2023-2024 School Year

Section: IV. Consent Calendar
Item: A. School Psychologist Contract 2023-2024 School Year
Purpose: Vote
Submitted by:
Related Material: EC Psych 2023-24 Board Contract.pdf



AIMS K-12 College Prep Charter District Board Submission Cover Letter

Submitter Information

Full Name: Deborah Woods
Position/Title: Director
Department: Special Education
Date of Submission (MM/DD/YYYY): February 20, 2024

Item Details

Title of Item: School Psychologist Contract for the 2-23-24 School Year
Is this item a: New Submission
 Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed by:
 Superintendent
 Chief Business Officer (CBO) (If budget changes)
 Director of Compliance (If plan changes)
 Neither

Committee Review

Has this item been through the appropriate committee review process?
 Yes No
If yes: Please specify which committee(s) and provide minutes or approval documentation:

If no: Explain why:
Present submission for committee review.

Deadline Information

Is there a submission deadline for this item?
 Yes No
If yes: Please indicate the deadline date (MM/DD/YYYY): 02/27/2024

Financial Information (if applicable):

Total Cost: \$ 81,600
Is this expenditure included in the annual budget?
 Yes No
Please specify in which plan this expense is indicated:
 SPSA LCAP Other: Special Education Budget Plan

2023-2024

CONTRACT NUMBER:

LOCAL EDUCATION AGENCY: AIMS K12 College Prep Charter District

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER: Erin Crawford

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
MASTER CONTRACT

AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract (or “Contract”) is entered into on February 27, 2024, between AIMS K12 College Prep Charter District hereinafter referred to as the local educational agency ("LEA"), a member of the El Dorado Charter SELPA and Erin Crawford, Educational Psychologist (nonpublic, nonsectarian school or agency), hereinafter referred to as NPS/A or “CONTRACTOR” for the purpose of providing special education and/or related services to students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq.* and Title 5 of the California Code of Regulations section 3000 *et seq.*, AB 490 (Chapter 862, Statutes of 2003) and AB 1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit the LEA to pay for special education and/or related services provided to any student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Service Agreement (hereinafter referred to as “ISA”). Unless otherwise agreed in writing, these forms shall acknowledge CONTRACTOR’s obligation to provide all relevant services specified in the student’s Individualized Education Program (hereinafter referred to as “IEP”). The ISA shall be executed within ninety (90) days of a student’s enrollment. LEA and CONTRACTOR shall enter into an ISA for each student served by CONTRACTOR. As available and appropriate, the LEA shall make available access to any electronic IEP system and/or electronic database for the development of the ISA and invoices.

Unless placement and/or services is made pursuant to an Office of Administrative Hearings (hereinafter referred to as “OAH”) order, a lawfully executed settlement agreement between LEA and parent or authorized by LEA for a transfer student pursuant to California Education Code section 56325, LEA is not responsible for the costs associated with NPS placement or NPS/A services until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student’s parent.

2. CERTIFICATION AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as “CDE”) as a NPS/A. All NPS/A services shall be provided consistent with the area of certification and licensure specified by CDE Certification and as defined in California Education Code, section 56366 *et seq* and within the professional scope of practice of each provider’s license, certification, and/or credential. A current copy of CONTRACTOR’s NPS/A certification or a waiver of such certification issued by the CDE pursuant to Education Code section 56366.2 must be provided to LEA on or before the date this Agreement is executed by CONTRACTOR. This Master Contract shall be null and void if such certification or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract. Total student enrollment shall be limited to capacity as stated on CDE certification and in Section 24 of the Master Contract.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified and all staff persons providing services to pupils shall be certified and/or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

If CONTRACTOR is a licensed children’s institution (hereinafter referred to as “LCI”), CONTRACTOR shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care room and board to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of this State, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

With respect to CONTRACTOR’s certification, failure to notify the LEA and CDE in writing of any changes in: (1) credentialed/licensed staff; (2) ownership; (3) management and/or control of the agency; (4) major modification or relocation of facilities; or (5) significant modification of the program may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

During the term of this Master Contract, unless otherwise agreed, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies and regulations. CONTRACTOR shall also comply with all applicable LEA policies and procedures unless, taking into consideration all of the surrounding facts and circumstances, a policy or policies or a portion of a policy does not reasonably apply to CONTRACTOR. CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA policies and shall indemnify LEA under the provisions of Section 16 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys’ fees) resulting from or arising out of CONTRACTOR’s failure to comply with applicable LEA policies (e.g., those policies relating to; the provision of special education and/or related services, facilities for individuals with exceptional needs, student enrollment and transfer, student inactive status, corporal punishment, student discipline, and positive behavior interventions).

CONTRACTOR acknowledges and understands that LEA may report to the CDE any violations of the provisions of this Master Contract; and that this may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

4. TERM OF MASTER CONTRACT

The term of this Master Contract shall be from July 1, 2023 to June 30, 2024 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2024. In the event the contract negotiations are not agreed to by June 30th, the most recently executed Master Contract will remain in effect for 90 days. (Title 5 California Code of Regulations section 3062(d)) No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

The provisions of this Master Contract apply to CONTRACTOR and any of its employees or independent contractors. Notice of any change in CONTRACTOR’s ownership or authorized representative shall be provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION

This Master Contract includes each ISA and they are incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties.

CONTRACTOR shall provide the LEA with information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of current teacher credentials and clearance, insurance documentation and CDE certification. The LEA may require additional information as applicable. If the application packet is not completed and returned to District, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by LEA and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such ninety-day period, all payments shall cease until such time as the new Master Contract for the current school year is signed and returned to LEA by CONTRACTOR. (California Education Code section 56366(c)(1) and (2)). In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students at the discretion of the LEA.

6. INDIVIDUAL SERVICE AGREEMENT (“ISA”)

This Agreement shall include an ISA developed for each student to whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for students enrolled with the approval of the LEA pursuant to Education Code section 56366 (a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR, shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students.

Any and all changes to a student's educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to the student's IEP or by written agreement between the parent and LEA. At any time during the term of this Master Contract, a student's parent, CONTRACTOR, or LEA may request a review of a student's IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Master Contract, the CONTRACTOR shall provide all services specified in the IEP unless the CONTRACTOR and the LEA agree otherwise in the ISA. (California Education Code sections 56366(a) (5) and 3062(e)). In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify the LEA in writing within five (5) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to student as a result of lack of provision of services while student was served by the NPS/A.

If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the “stay-put” requirement of state and federal law unless the parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code. CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where the LEA is located, or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c) (2).

7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

- a. The term “CONTRACTOR” means a nonpublic, nonsectarian school/agency certified by the California Department of Education and its officers, agents, and employees.
- b. The term “authorized LEA representative” means a LEA administrator designated to be responsible for NPS/A. It is understood, a representative of the Special Education Local Plan Area (SELPA) of which the LEA is a member is an authorized LEA representative in collaboration with the LEA. The LEA maintains sole responsibility for this Contract, unless otherwise specified in this Contract.
- c. The term “credential” means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).
- d. The term “qualified” means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and related services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which the individual is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code.

Nothing in this definition shall be construed as restricting the activities in services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations. (Title 5 of the California Code of Regulations Section 3001 (r)).

- e. The term “license” means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to themselves using a specified professional title including but not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(l).
- f. “Parent” means:
 - i. a biological or adoptive parent; unless the biological or adoptive parent does not have legal authority to make educational decisions for the child,
 - ii. a guardian generally authorized to act as the child’s parent or authorized to make educational decisions for the child,
 - iii. an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child’s welfare,

- iv. a surrogate parent,
- v. a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child’s behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2).

Parent does not include the state or any political subdivision of government or the NPS/A under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code section 56028).

- g. The term “days” means calendar days unless otherwise specified.
- h. The phrase “billable day” means a school day in which instructional minutes meet or exceed those in comparable LEA programs.
- i. The phrase “billable day of attendance” means a school day as defined in California Education Code Section 46307, in which a student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.
- j. It is understood that the term “Master Contract” also means “Contract” and is referred to as such in this document.

ADMINISTRATION OF CONTRACT

8. NOTICES

All notices provided for by this Contract shall be in writing. Notices shall be mailed or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices mailed to LEA shall be addressed to the person and address as indicated on the signature page of this Master Contract. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

9. MAINTENANCE OF RECORDS

All records shall be maintained by CONTRACTOR as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. For purposes of this Master Contract, “records” shall include, but not be limited to student records as defined by California Education Code section 49061(b) including electronically stored information; cost data records as set forth in Title 5 of the California Code of Regulations section 3061; registers and roll books of teachers and/or daily service providers; daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavior intervention aides, and bus aides; behavior emergency reports (BER); incident reports; notification of injuries; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination; records of employee training and certification, staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker’s compensation insurance policies; state NPS/A certifications by-laws; lists of current board of directors/trustees, if incorporated; statement of income and expenses; general journals; cash receipts and disbursement books; general ledgers and supporting documents; documents evidencing financial expenditures; federal/state payroll quarterly reports; evidence of electronic payments; and bank statements and canceled checks or facsimile thereof.

CONTRACTOR shall maintain student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR's employees who have access to confidential records. CONTRACTOR shall maintain an access log for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, date/time of access for each individual requesting or receiving information from the student's record, and a description of the record(s) provided. Such log needs to record access to the student's records by: (a) the student's parent; (b) an individual to whom written consent has been executed by the student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors. CONTRACTOR shall grant the following access to student records, (a) the student's parent; (b) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record, and comply with parents' requests for copies of student records, as required by state and federal laws and regulations. CONTRACTOR agrees, in the event of school or agency closure, to forward student records within ten (10) business days to LEA. These shall include, but not limited to, current transcripts, IEP/IFSPs, BER's, incident reports, notification of injuries and all other relevant reports. LEA and/or SELPA shall have access to and receive copies of any and all records upon request within five (5) business days.

10. SEVERABILITY CLAUSE

If any provision of this agreement is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire agreement shall be severable and remain in effect.

11. SUCCESSORS IN INTEREST

This contract binds CONTRACTOR's successors and assignees. CONTRACTOR shall notify the LEA of any change of ownership or corporate control.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this contract with venue in the County where the LEA is located.

13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES

This Master Contract may be modified or amended by the LEA to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The party seeking such modification shall provide the LEA and/or CONTRACTOR thirty (30) days' notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based.

14. TERMINATION

This Master Contract or ISA may be terminated for cause. The cause shall not be the availability of a public class initiated during the period of the contract unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting. To terminate the contract either party shall give no less than twenty (20) days prior written notice (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, as provided in Section 5 or 6. CONTRACTOR or LEA may terminate an ISA for cause. To terminate the ISA, either party shall give twenty (20) days prior written notice.

15. INSURANCE

CONTRACTOR shall, at CONTRACTOR'S sole cost and expense, maintain in full force and effect, during the term of this Contract, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof:

PART I - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AND AGENCIES

- A. **Commercial General Liability Insurance**, including both bodily injury and property damage, with limits as follows:

- \$2,000,000 per occurrence
- \$ 500,000 fire damage
- \$ 5,000 medical expenses
- \$1,000,000 personal & adv. Injury
- \$3,000,000 general aggregate
- \$2,000,000 products/completed operations aggregate

The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that CONTRACTOR's policy should have an exclusion for sexual molestation or abuse claims, then CONTRACTOR shall be required to procure a supplemental policy providing such coverage.

- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the CONTRACTOR from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

- C. **Commercial Auto Liability Insurance** for all owned, non-owned or hired automobiles with a \$1 million combined single limit.

If no owned automobiles, then only hired and non-owned is required.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as approved service locations by the LEA, CONTRACTOR must comply with State of California auto insurance requirements.

- D. **Errors & Omissions (E & O)/Malpractice (Professional Liability) coverage**, including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or separate policy, with the following limits:

- \$1,000,000 per occurrence
- \$2,000,000 general aggregate

- E. CONTRACTOR, upon execution of this Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The certificate of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA and the Board of Education additional insured's premiums on all insurance policies and shall be paid by

CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.

- F. Any deductibles or self-insured retentions above \$100,000 must be declared to and approved by the LEA. At its option, LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.
- G. For any claims related to the services performed in connection with this Master Contract, the CONTRACTOR's insurance coverage shall be the primary insurance with respect to the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.
- H. All Certificates of Insurance must reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

PART II - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AFFILIATED WITH A RESIDENTIAL TREATMENT FACILITY ("RTC")

When CONTRACTOR is a NPS affiliated with a **residential treatment center (NPS/RTC)**, the following insurance policies are required:

- A. **Commercial General Liability** including both bodily injury and property damage, with limits as follows:

\$3,000,000 per occurrence
\$6,000,000 in General Aggregate.

The policy shall be endorsed to name the LEA and the Board of Education as *named* additional insured and shall provide specifically that any insurance carried by the LEA which may be applicable to any claims or loss shall be deemed excess and the RTC's insurance primary despite any conflicting provisions in the RTC's policy. Coverage shall be maintained with no Self-Insured Retention above \$100,000 without the prior written approval of the LEA.
- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
- C. **Commercial Auto Liability** coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the RTC does not operate a student bus service. If the RTC provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
- D. **Fidelity Bond or Crime Coverage** shall be maintained by the RTC to cover all employees who process or otherwise have responsibility for RTC funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$250,000 per occurrence, with no self-insured retention.
- E. **Professional Liability/Errors & Omissions/Malpractice** coverage with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.

- F. **Sexual Molestation and Abuse Coverage**, unless that coverage is afforded elsewhere in the Commercial General Liability or Professional liability policy by endorsement, with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.

If LEA or CONTRACTOR determines that a change in insurance coverage obligations under this section is necessary, either party may reopen negotiations to modify the insurance obligations.

16. INDEMNIFICATION AND HOLD HARMLESS

To the fullest extent allowed by law, CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors (“LEA Indemnities”) harmless against all liability, loss, damage and expense (including reasonable attorneys’ fees) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by negligence, intentional act, or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities). The duty and obligation to defend shall arise immediately upon tender of a claim or lawsuit to the CONTRACTOR. The LEA and the Member District(s) shall have the right in their sole discretion to select counsel of its choice to provide the defense at the sole cost of the CONTRACTOR or the applicable insurance carrier.

To the fullest extent allowed by law, LEA shall indemnify and hold CONTRACTOR and its Board Members, administrators, employees, agents, attorneys, and subcontractors (“CONTRACTOR Indemnities”) harmless against all liability, loss, damage and expense (including reasonable attorneys’ fees) resulting from or arising out of this Master Contract or its performance thereof, to the extent that such loss, expense, damage or liability was proximately caused by the negligent, intentional act or willful act or omission of LEA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnities).

LEA represents that it is self-insured in compliance with the laws of the State of California, that the self-insurance covers district employees acting within the course and scope of their respective duties and that its self-insurance covers the LEA’s indemnification obligations under this Master Contract.

17. INDEPENDENT CONTRACTOR

Nothing herein contained will be construed to imply a joint venture, partnership or principal-agent relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Contract as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Contract shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the parties or any affiliates of the parties, or between the LEA and any individual assigned by CONTRACTOR to perform any services for the LEA.

If the LEA is determined to be a partner, joint venture, co-principal, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless the LEA from and against any and all claims for loss, liability, or damages arising from that determination, as well as any expenses, costs, taxes, penalties and interest charges incurred by the LEA as a result of that holding.

18. SUBCONTRACTING

CONTRACTOR shall provide written notification to LEA before subcontracting for special education and/or related services pursuant to this Master Contract. In the event LEA determines that it can provide the subcontracted service(s) at a lower rate, LEA may elect to provide such service(s). If LEA elects to provide such service(s), LEA shall provide written notification to CONTRACTOR within five (5) days of receipt of CONTRACTOR’s original notice and CONTRACTOR shall not subcontract for said service(s).

CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts, to the fullest extent reasonably possible. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including, but not limited to, transportation) for any student, CONTRACTOR shall cause each subcontractor to procure and maintain insurance during the term of each subcontract. Such subcontractor's insurance shall comply with the provisions of Section 15. Each subcontractor shall furnish the LEA with original endorsements and certificates of insurance effecting coverage required by Section 15. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. The endorsements are to be on forms as required by the LEA. All endorsements are to be received and approved by the LEA before the subcontractor's work commences. The Commercial General Liability and Automobile Liability policies shall name the LEA/SELPA and the LEA Board of Education as additional insured.

As an alternative to the LEA's forms, a subcontractor's insurer may provide complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Master Contract. All Certificates of Insurance must reference the LEA contract number, name of the school or agency submitting the certificate, indication if NPS or NPA, and the location of the school or agency submitting the certificate. In addition, all subcontractors must meet the requirements as contained in Section 45 Clearance Requirements and Section 46 Staff Qualifications of this Master Contract.

19. CONFLICTS OF INTEREST

CONTRACTOR shall provide to LEA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. CONTRACTOR and any member of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 and Government Code Section 1090 including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR's facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

The LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to the student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e., before or after the student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the student is performed or a report is prepared in the normal course of the services provided to the student by CONTRACTOR. To avoid conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may not fund services through the evaluator whose IEE the LEA agrees to fund. When no other appropriate assessor is available, LEA may request and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

When CONTRACTOR is a NPA, CONTRACTOR acknowledges that its authorized representative has read and understands Education Code section 56366.3 which provides, in relevant part, that no special education and/or related services provided by CONTRACTOR shall be paid for by LEA if provided by an individual who is or was an employee of LEA within the three hundred and sixty-five (365) days prior to executing this contract. This provision does not apply to any person who is able to provide designated instruction and services during the extended school year because he or she is otherwise employed for up to ten months of the school year by LEA.

CONTRACTOR shall not admit a student living within the jurisdictional boundaries of the LEA on a private pay or tuition free "scholarship" basis and concurrently or subsequently advise/request parent(s) to pursue funding for the admitted school year from the LEA through due process proceedings.

20. NON-DISCRIMINATION

CONTRACTOR shall not, in employment or operation of its programs, unlawfully discriminate on the basis of gender, nationality, national origin, ancestry, race, color, ethnicity, ethnic group affiliation, religion, age, marital status, pregnancy or parental status, sex, sexual orientation, gender, gender identity or expression, physical or mental disability, genetic information or any other classification protected by federal or state law or the perception of one or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics.

EDUCATIONAL PROGRAM**21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)**

The LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as "ITP") of each student served by CONTRACTOR. CONTRACTOR shall provide special education and/or related services (including transition services) to each student within the NPS/A consistent with the student's IEP and as specified in the ISA. If CONTRACTOR is a NPS, CONTRACTOR shall not accept a student if it cannot provide or ensure the provision of the services outlined in the student's IEP. If student services are provided by a third party (i.e. Related Services Provider), CONTRACTOR shall notify LEA if provision of services cease.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities, as specified in the student's IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the student's enrollment under the terms of this Master Contract). LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in the student's IEP and ISA. Such equipment remains the property of the SELPA/LEA and shall be returned to the SELPA/LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the NPS. CONTRACTOR shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations. CONTRACTOR may charge a student's parent(s) for services and/or activities not necessary for the student to receive a free appropriate public education after: (a) written notification to the student's parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by the LEA of the written notification and a written acknowledgment signed by the student's parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

Voluntary services and/or activities not necessary for the student to receive a free appropriate public education shall not interfere with the student's receipt of special education and/or related services as specified in the student's IEP and ISA unless the LEA, CONTRACTOR, and PARENT agree otherwise in writing.

22. GENERAL PROGRAM OF INSTRUCTION

All NPS/A services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 *et seq.*

When CONTRACTOR is a NPS, CONTRACTOR's general program of instruction shall: (a) utilize evidence-based practices and be consistent with LEA's standards regarding the particular course of study and curriculum; (b) include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services; (c) be consistent with CDE's standards regarding the particular course of study and curriculum; (d) provide the services as specified in the student's IEP and ISA. Students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards ("CCSS") for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive;

and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by an LEA, that contracts with the NPS: (b) college preparation courses; (c) extracurricular activities, such as art, sports, music and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to state and federal law and; (e) supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling.

When CONTRACTOR serves students in grades 9 through 12 inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA’s diploma requirements. CONTRACTOR shall not award a high school diploma to students who have not successfully completed all of the LEA’s graduation requirements.

When CONTRACTOR is a NPA and/or related services provider, CONTRACTOR’s general program of instruction and/or services shall utilize evidence-based practices and be consistent with LEA and CDE guidelines and certification, and provided as specified in the student’s IEP and ISA. The NPA providing Behavior Intervention services shall develop a written plan that specifies the nature of their NPA service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. Except for services provided by a CONTRACTOR that is a Licensed Children’s Institution (LCI), all services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services, provided such guardian or caregiver have a signed authorization by the parent or legal guardian to authorize emergency services as requested. LCI CONTRACTORS shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Master Contract. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian or adult caregiver is present. CONTRACTOR shall provide to LEA a written description of the services and location provided prior to the effective date of this Master Contract. CONTRACTORS providing Behavior Intervention services must have a trained behaviorist or trained equivalent on staff. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

When CONTRACTOR is a NPA, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless the LEA and CONTRACTOR agree otherwise in writing.

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a NPS, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided to students at like grade level attending LEA schools and shall be specified in the student’s ISA developed in accordance with the student’s IEP.

For students in grades kindergarten through 12 inclusive, unless otherwise specified in the student’s IEP and ISA, the number of instructional minutes, excluding breakfast, recess, lunch and passing time shall be at the same level that Ed. Code prescribes for the LEA.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to students attending LEA schools in like grade level unless otherwise specified in the student’s IEP.

When CONTRACTOR is a NPA and/or related services provider, the total number of minutes per school day provided by CONTRACTOR shall be specified in the student’s ISA developed in accordance with the student’s IEP.

24. CLASS SIZE

When CONTRACTOR is a NPS, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students, unless CONTRACTOR and LEA agree otherwise in writing. Upon prior written approval by an authorized LEA representative, class size may be temporarily increased by a

ratio of 1 teacher to fourteen (14) students when necessary during the regular or extended school year to provide services to students with disabilities.

In the event a NPS is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the CDE Certification of that school, the NPS shall develop a plan to ensure appropriate coverage of students by first utilizing existing certificated staff. The NPS and the LEA may agree to one 30 school day period per contract year where class size may be increased to ensure coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both parties. This provision does not apply to a NPA.

CONTRACTOR providing special education instruction for individuals with exceptional needs between the ages of three and five years, inclusive, shall also comply with the appropriate instructional adult to child ratios pursuant to California Education Code sections 56440 et seq.

25. CALENDARS

When CONTRACTOR is a NPS, CONTRACTOR shall submit to the LEA/SELPA a school calendar with the total number of billable days not to exceed 180 days, plus extended school year billable days equivalent to the number of days determined by the LEA's extended school year calendar. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

Unless otherwise specified by the student's IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services as determined by the IEP team and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the IEP team convened by the LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

Student must have actually been in attendance during the regular school year and/or during extended school year and received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPS service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

CONTRACTOR shall observe the same legal holidays as LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King Jr. Day, President's Day, Memorial Day and Independence Day. With the approval of LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by the LEA.

When CONTRACTOR is a NPA, CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in the LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to the LEA-developed/approved calendar; or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on the LEA calendar unless CONTRACTOR and the LEA agree otherwise, in writing. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPA service provided by CONTRACTOR. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

26. DATA REPORTING

CONTRACTOR shall agree to provide to the LEA all data related to student information and billing information with LEA. CONTRACTOR shall agree to provide data related to all sections of this contract, including student discipline as noted below, and requested by and in the format required by the LEA. It is understood that all NPS/A shall utilize the LEA approved electronic IEP system for all IEP development, service tracking documentation, and progress reporting, unless otherwise agreed to by the LEA. Additional progress reporting may be required by the LEA. The LEA shall provide the CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access.

Using forms developed by the CDE or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Code sections 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code sections 48900 and 48915.

The LEA shall provide the CONTRACTOR with approved forms and/or format for such data including, but not limited to, invoicing, attendance reports and progress reports. The LEA may approve use of CONTRACTOR'S provided forms at their discretion.

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

CONTRACTOR and LEA shall follow all LEA policies and procedures that support Least Restrictive Environment ("LRE") options and/or dual enrollment options if available and appropriate, for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

CONTRACTOR and LEA shall ensure that LRE placement options are addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services, goals and objectives necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist the LEA in implementing the IEP team's recommended activities to support the transition.

28. STATEWIDE ACHIEVEMENT TESTING

When CONTRACTOR is a NPS, per implementation of Senate Bill 484, CONTRACTOR shall administer all statewide assessments within the California Assessment of Student Performance and Progress ("CAASPP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, , the English Language Proficiency Assessments for California ("ELPAC"), the Alternative English Language Proficiency Assessments for California ("Alternative ELPAC"), and as appropriate to the student, and mandated by LEA pursuant to LEA and state and federal guidelines.

CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to CONTRACTOR'S qualified staff. CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

29. MANDATED ATTENDANCE AT LEA MEETINGS

CONTRACTOR shall attend District mandated meetings when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, data collection, and standardized testing and IEPs. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings does not constitute a billable service hour(s).

30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CONTRACTOR shall comply with the requirements of Education Code section 49005, *et seq.*, 56521.1 and 56521.2. LEA students who exhibit behaviors that interfere with their learning or the learning of others must receive timely and appropriate assessments and positive supports and interventions in accordance with the federal law and its implementing regulations. If the IEP team determines that a student's behavior impedes his or her learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. This could mean that instead of developing a Behavior Intervention Plan ("BIP"), the IEP team may conclude it is sufficient to address the student's behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

CONTRACTOR shall maintain a written policy pursuant to California Education Code section 56521.1 regarding emergency interventions and behavioral emergency reports. CONTRACTOR shall ensure that all of its staff members are trained in crisis intervention, emergency procedures, and evidenced-based practices and interventions specific to the unique behavioral needs of the CONTRACTOR's pupil population. The training shall be provided within 30 days of employment to new staff who have any contact or interaction with pupils during the school day, and annually to all staff who have any contact or interaction with pupils during the school day. The CONTRACTOR shall select and conduct the training in accordance with California Education Code section 56366.1. CONTRACTOR shall maintain written records of the training and provide written verification of the training annually and upon request.

Pursuant to Education Code section 56521.1, emergency interventions shall not be used as a substitute for a BIP, and shall not be employed longer than necessary to contain the behavior. Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. If a situation requires prolonged use of emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency.

CONTRACTOR shall complete a behavior emergency report when an emergency occurs that is defined as a serious, dangerous behavior that staff has determined to present a clear and present danger to others. It requires a non-violent physical intervention to protect the safety of student, self, or others and a physical intervention has been used; or a physical intervention has not been used, but an injury or serious property damage has occurred. Personal Safety Techniques may or may not have been used. Emergencies **require** a behavior emergency report form be completed and submitted to the LEA within twenty-four (24) hours for administrative action. CONTRACTOR shall notify Parent within twenty-four (24) hours via telephone. If the student's IEP does not contain a BIP, an IEP team shall schedule a meeting to review the behavior emergency report, determine if there is a necessity for a functional behavioral assessment, and to determine an interim plan. If the student already has a BIP, the IEP team shall review and modify the BIP if a new serious behavior has been exhibited or existing behavioral interventions have proven to be ineffective. CONTRACTOR shall schedule with LEA an IEP meeting within two (2) days.

Pursuant to Education Code section 56521.2, CONTRACTOR shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following:

1. any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock;
2. an intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual;
3. an intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;
4. an intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma;
5. restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention;
6. locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room;
7. an intervention that precludes adequate supervision of the individual;
8. an intervention that deprives the individual of one or more of his or her senses.

CONTRACTOR shall comply with Education Code section 49005.8. Specifically, Contractor shall not do any of the following:

1. Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
2. Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
3. Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places his or her body weight against the pupil's torso or back.
4. Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
5. Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's back.
6. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

CONTRACTOR shall keep constant, direct observation of a pupil who is in seclusion, which may be through observation of the pupil through a window, or another barrier, through which the educational provider is able to make direct eye contact with the pupil. This observation shall not be through indirect means, including through a security camera or a closed-circuit television.

CONTRACTOR shall afford pupils who are restrained the least restrictive alternative and the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the pupil and others.

If prone restraint techniques are used by CONTRACTOR, a staff member shall observe the pupil for any signs of physical distress throughout the use of prone restraint. Whenever possible, the staff member monitoring the pupil shall not be involved in restraining the pupil.

In the case of a child whose behavior impedes the child's learning or that of others, the IEP team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations.

All restraint practices must be reviewed and revised when they have an adverse effect on a student and are used repeatedly for an individual child, either on multiple occasions within the same classroom or multiple uses by the same individual. CONTRACTOR shall notify the student's parent/guardian when any type of physical or mechanical restraint or seclusion has been used. Upon the use of any type of physical or

mechanical restraint or seclusions of an LEA student, CONTRACTOR shall complete a BER per the reporting and notification requirements listed above.

31. STUDENT DISCIPLINE

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations. Using forms developed by the California Department of Education or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Codes 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code Sections 48900 and 48915.

When CONTRACTOR seeks to remove a student from his/her current educational placement for disciplinary reasons, CONTRACTOR shall immediately submit a written discipline report to the LEA. Written discipline reports shall include, but not be limited to: the student's name; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. A copy of the student's behavior plan, if any, shall be submitted with the written discipline report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10th) day of suspension.

32. IEP TEAM MEETINGS

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each student placed with CONTRACTOR, including all state assessment results pursuant to the requirements of Education Code section 52052; (2) whether or not the needs of the student continue to be best met at the NPS; and (3) whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting. (California Education Code sections 56366 (a) (2) (B) (i) and (ii)) and pursuant to California Education Code section 56345 (b) (4).)

If the LEA student is to be transferred from a NPS setting into a regular class setting in a public school for any part of the school day, the IEP team shall document a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each student shall be allowed to provide confidential input to any representative of his or her IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, the parent, the CONTRACTOR or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to parent, CONTRACTOR and LEA. CONTRACTOR shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Master Contract.

It is understood that the CONTRACTOR shall utilize the approved electronic IEP system of the LEA for all IEP planning and progress reporting at the LEA's discretion. The LEA or SELPA may provide training for any CONTRACTOR to ensure access to the approved system. The CONTRACTOR shall maintain confidentiality of all IEP data on the approved system and shall protect the password requirements of the system. When a student dis-enrolls from the NPS/NPA, the NPS/NPA and LEA shall discontinue use of the approved system for that student.

Changes in any student's educational program, including instruction, services, or instructional setting provided under this Master Contract, may only be made on the basis of revisions to the student's IEP. In

the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purposes of consideration of a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code.

33. SURROGATE PARENTS AND FOSTER YOUTH

CONTRACTOR shall comply with LEA surrogate parent assignments. Surrogate parents shall serve as the child's parent and have all the rights relative to the student's education that a parent has under the Individuals with Disabilities Education Act pursuant to *20 USC 1414-1482 and 34 CFR 300.1-300.756*. A pupil in foster care shall be defined pursuant to California Education Code section 42238.01(b). The LEA shall annually notify the CONTRACTOR who the LEA has designated as the educational liaison for foster children. When a pupil in foster care is enrolled in a NPS by the LEA any time after the completion of the pupil's second year of high school, the CONTRACTOR shall schedule the pupil in courses leading towards graduation based on the diploma requirements of the LEA unless provided notice otherwise in writing pursuant to Section 51225.1.

34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. Participation further includes the willingness to make CONTRACTOR's staff available for witness preparation and testimony as is necessary to facilitate a due process hearing. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/Individual and Family Service Plan ("IFSP").

35. COMPLAINT PROCEDURES

CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of students with appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 *et seq.*; (2) Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a); (3) Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c); (4) Title IX Student Grievance Procedure, Title IX 106.8 (a) (d) and 106.9 (a); and (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act ("HIPAA"). CONTRACTOR shall include verification of these procedures to the LEA. CONTRACTOR shall immediately notify LEA of any complaints filed against it related to LEA students and provide LEA with all documentation related to the complaints and/or its investigation of complaints, including any and all reports generated as a result of an investigation.

36. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to parents at least four (4) written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at the CONTRACTOR's place of business and shall be submitted to the LEA and LEA student's parent(s) quarterly.

The CONTRACTOR shall also provide an LEA representative access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, observation notes, data

sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior intervention plans. The LEA may request such data at any time within five (5) years of the date of service. The CONTRACTOR shall provide this data supporting progress within five (5) business days of request. Additional time may be granted as needed by the LEA.

CONTRACTOR shall complete academic or other evaluations of the student ten (10) days prior to the student's annual or triennial review IEP team meeting for the purpose of reporting the student's present levels of performance at the IEP team meeting as required by state and federal laws and regulations and pursuant to LEA policies, procedures, and/or practices. CONTRACTOR shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team five (5) business days prior to the IEP meeting. CONTRACTOR shall maintain supporting documentation such as test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

The CONTRACTOR is responsible for all evaluation costs regarding the updating of goals and objectives, progress reporting and development of present levels of performance. All assessments resulting from an assessment plan shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment and/or evaluation costs may be added to the ISA and/or approved separately by the LEA at the LEA's sole discretion.

It is understood that all billable hours must be in direct services to pupils as specified in the ISA. For NPA services, supervision provided by a qualified individual as specified in Title 5 Regulation, subsection 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

CONTRACTOR shall not charge the student's parent(s) or LEA for the provision of progress reports, report cards, evaluations conducted in order to obtain present levels of performance, interviews, and/or meetings. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

37. TRANSCRIPTS

When CONTRACTOR is a NPS, CONTRACTOR shall prepare transcripts at the close of each semester, or upon student transfer, for students in grades nine (9) through twelve (12) inclusive, and submit them on LEA approved forms to the student's school of residence for evaluation of progress toward completion of diploma requirements as specified in LEA Procedures. CONTRACTOR shall submit to the LEA names of students and their schools of residence for whom transcripts have been submitted as specified by the LEA.

38. STUDENT CHANGE OF RESIDENCE

Within five (5) school days from the date CONTRACTOR becomes aware of a student's change of residence, CONTRACTOR shall notify LEA, in writing, of the student's change of residence. Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents.

If CONTRACTOR had knowledge or should reasonably have had knowledge of the student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in this provision, LEA shall not be responsible for the costs of services delivered following the student's change of residence.

39. WITHDRAWAL OF STUDENT FROM PROGRAM

CONTRACTOR shall immediately report electronically and in writing to the LEA within five (5) business days when an LEA student is withdrawn without prior notice from school and/or services, including

student's change of residence to a residence outside of LEA service boundaries, and parent/guardian withdrawal of student against professional advice from a NPS/RTC.

40. PARENT ACCESS

CONTRACTOR shall provide for reasonable parental access to students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and student living quarters, when applicable. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTOR operating programs associated with a NPS/RTC shall cooperate with a parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. CONTRACTOR shall require that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA at least thirty (30) days in advance. When requested, CONTRACTOR shall facilitate all parent travel and accommodations and for providing travel information to the parent as appropriate. Payment by LEA for approved travel-related expenses shall be made directly through the LEA consistent with LEA Procedures.

CONTRACTOR providing services in the student's home as specified in the IEP shall ensure that at least one parent of the child, or an adult caregiver with written and signed authorization to make decisions in an emergency, is present. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home based services, including written and signed authorization in emergency situations. The parent shall inform the LEA of any changes of caregivers and provide written authorization for emergencies. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider.

All problems and/or concerns reported to parents, both verbal and written, shall also be provided, in writing, to the LEA.

41. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS

If CONTRACTOR is a LCI, CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code 56366 (a) (2) (C), 56366.9 (c) (1), Health and Safety Code section 1501.1 and any other applicable laws and/or regulations, including LEA guidelines or procedures. An LCI shall not require that a pupil be placed in its NPS as a condition of being placed in its residential facility.

If CONTRACTOR is a NPS/RTC, CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1400 et seq. including the federal regulations 34 C.F.R section 300 et seq. and Education Code section 56000 et seq. including Title 5 of the California Code of Regulations section 3000 et seq.. CONTRACTOR shall comply with all monitoring requirements set forth in Section 43 below.

If CONTRACTOR is a NPS that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA, on a quarterly basis, a list of all students, including those identified as eligible for special education. For those identified as special education students, the list shall include: 1) special education eligibility at the time of enrollment and; 2) the educational placement and services specified in each student's IEP at the time of enrollment. A copy of the current IEP shall be provided to the LEA.

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between LEA and parent, LEA is not responsible for the costs associated with NPS placement until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student's parent or another adult with educational decision-making rights.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

42. STATE MEAL MANDATE

When CONTRACTOR is an NPS, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49005 et seq.; 49501.5, the universal meal mandate enacted by AB 130 (2021-2022); 49530 et seq; and 49550 et seq.

43. MONITORING

When CONTRACTOR is an NPS, the LEA or SELPA shall conduct at least one onsite monitoring visit during each school year to the NPS at which the LEA has a pupil attending and with which it maintains a master contract. The monitoring visit shall include, but is not limited to, a review of services provided to the pupil through the ISA between the LEA and the NPS, a review of progress the pupil is making toward the goals set forth in the pupil's individualized education program, a review of progress the pupil is making toward the goals set forth in the pupil's behavioral intervention plan, if applicable, an observation of the pupil during instruction, and a walkthrough of the facility. The LEA or SELPA shall report the findings resulting from the monitoring visit to the California Department of Education within 60 calendar days of the onsite visit.

The LEA or SELPA shall conduct an onsite visit to the NPS before placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement.

CONTRACTOR shall allow LEA representatives access to its facilities for additional periodic monitoring of each student's instructional program. LEA shall have access to observe each student at work, observe the instructional setting, interview CONTRACTOR, and review each student's records and progress. Such access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to CONTRACTOR's site administrative office. CONTRACTOR shall be invited to participate in the review of each student's progress.

If CONTRACTOR is also an LCI and/or NPS/RTC, the CDE shall annually evaluate whether CONTRACTOR is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b).

The State Superintendent of Public Instruction ("Superintendent") shall monitor CONTRACTOR'S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three.

CONTRACTOR shall participate in any LEA or CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code section 56366.1(j). This review will address programmatic aspects of the NPS, compliance with relevant state and federal regulations, and Master Contract compliance. CONTRACTOR shall conduct any follow-up or corrective action procedures related to review findings.

CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance.

When CONTRACTOR is a NPS, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card as appropriate in accordance with California Education Code Section 33126.

PERSONNEL

44. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1, 35021.2, and 56366.1 including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for CONTRACTOR's employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers shall not come in contact with students until CDOJ and FBI clearance are ascertained. CONTRACTOR shall certify in writing to LEA that none of its employees, and volunteers, unless CONTRACTOR determines that the volunteers will have no direct contact with students, or subcontractors who may come into contact with students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237 (i) or (j). Upon request, clearance certification shall be submitted to the LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from CDOJ as required by California Penal Code section 11105.2. Contractor shall certify to LEA that they have successful background checks and enrolled in subsequent arrest notification service for all employees who may come into contact with students.

Notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to the LEA evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, and employee of the NPS/A. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Background clearances and proof of subsequent arrest notification service, as required by California Penal Code section 11105.2, for all staff shall be provided to the LEA upon request.

45. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(r), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession, and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

CONTRACTOR shall ensure that all staff are appropriately credentialed to provide instruction and services to students with the disabling conditions placed in their program/school through documentation provided to the CDE (5 CCR 3064 (a)).

In accordance with California Education Code section 56366.1(a)(5), when CONTRACTOR is a NPS, an appropriately qualified person shall serve as curricular and instructional leader, and be able to provide leadership, oversight and professional development. The administrator of the NPS holds or is in the process of obtaining one of the following: (A) An administrative credential granted by an accredited postsecondary educational institution and two years of experience with pupils with disabilities. (B) A pupil personnel services credential that authorizes school counseling or psychology. (C) A license as a

clinical social worker issued by the Board of Behavioral Sciences. (D) A license in psychology regulated by the Board of Psychology. (E) A master's degree issued by an accredited postsecondary institution in education, special education, psychology, counseling, behavioral analysis, social work, behavioral science, or rehabilitation. (F) A credential authorizing special education instruction and at least two years of experience teaching in special education before becoming an administrator. (G) A license as a marriage and family therapist certified by the Board of Behavioral Sciences. (H) A license as an educational psychologist issued by the Board of Behavioral Sciences. (I) A license as a professional clinical counselor issued by the Board of Behavioral Sciences. (California Education Code Section 56366.1 (a)(5)). CONTRACTOR shall maintain, and provide to the LEA upon request, documentation of its administrator's qualifications in accordance with the above.

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to federal requirements and California Education Code sections 45340 *et seq.* and 45350 *et seq.* Specifically, all paraprofessionals, including but not limited to, instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent) and at least one of the following qualifications: (a) completed at least two (2) years of study at an institution of higher education; or (b) obtained an associate's (or higher) degree; or (c) met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this state and serving a student by this LEA shall be certified or licensed by that state to provide special education and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 *et seq.*).

46. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools. CONTRACTOR shall provide the LEA with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any student.

CONTRACTOR shall monitor the status of licenses, credentials, certifications, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall notify LEA and CDE in writing within forty-five (45) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. CONTRACTOR shall notify LEA within forty-five (45) days if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, challenged pursuant to an administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. The LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period which such person is providing services under this Master Contract. Failure to notify the LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

47. STAFF ABSENCE

When CONTRACTOR is a nonpublic school and CONTRACTOR's classroom teacher is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to the LEA documentation of substitute coverage. Substitute teachers shall remain with their assigned class during all instructional time.

When CONTRACTOR is a NPA and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. It is understood that the parent of a student shall not be deemed to be a qualified substitute for their student. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and authorized LEA representative.

48. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME

It is understood that all employees, subcontractors, and volunteers of any certified NPS/A shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR.

For services provided on a public school campus, sign in/out procedures shall be followed by NPS/A providers working in a public school classroom along with all other procedures for being on campus consistent with school and district policy. Such policies and procedures shall be made available to the CONTRACTOR upon request. It is understood that the public school credentialed classroom teacher is responsible for the instructional program.

CONTRACTOR providing services outside of the student's school as specified in the IEP shall ensure that at least one parent of the child or an adult caregiver with written and signed authority to make decisions in an emergency is present during provision of services. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home-based services, including written and signed authorization in emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider. All problems and/or concerns reported by CONTRACTOR to parents or guardians, in either verbal or written form, shall be reported to the LEA.

HEALTH AND SAFETY MANDATES

49. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 *et. seq.* and 49406, regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with a student.

CONTRACTOR shall comply with OSHA Blood-Borne Pathogens Standards, 29 Code of Federal Regulations (CFR) section 1910.1030, when providing medical treatment or assistance to a student. CONTRACTOR further agrees to provide annual training regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code.

50. FACILITIES AND FACILITIES MODIFICATIONS

CONTRACTOR shall provide special education and/or related services to students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related, but not limited to: disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity. When CONTRACTOR is a NPS, CONTRACTOR shall conduct fire drills as required by Title 5 California Code of Regulations section 550. CONTRACTOR shall be responsible for any structural changes and/or modifications to CONTRACTOR's facilities as required complying with applicable federal, state, and local laws, regulations, and ordinances. Failure to notify the LEA and CDE of any changes in, major modification or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

51. ADMINISTRATION OF MEDICATION

CONTRACTOR shall comply with the requirements of California Education Code section 49422 et seq. when CONTRACTOR serves a student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the student with the administration of such medication after the student's parent(s) provide to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each student to whom medication is administered. Such written log shall specify the student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for storing medications in a secure location and ensuring appropriate staff training in the administration of such medication consistent with physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

52. INCIDENT/ACCIDENT REPORTING

CONTRACTOR shall submit within 24 hours, electronically, any accident or incident report to the LEA. CONTRACTOR shall properly submit required accident or incident reports pursuant to the procedures specified in LEA Procedures.

53. CHILD ABUSE REPORTING

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 et seq. and Education Code 44691. To protect the privacy rights of all parties involved (i.e., reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the LEA.

54. SEXUAL HARASSMENT

CONTRACTOR shall have a Sexual and Gender Identity harassment policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the CONTRACTOR's policy, as well as federal and state law. The policy should include procedures to make complaints without fear of retaliation, and for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures pursuant to Government Code 12950.1.

55. REPORTING OF MISSING CHILDREN

CONTRACTOR assures LEA that all staff members, including volunteers, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to the LEA. The written statement shall be submitted as specified by the LEA.

FINANCIAL

56. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES

CONTRACTOR shall assure that the nonpublic school or nonpublic agency has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every student.

CONTRACTOR shall comply with all LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing including requirements of electronic billing as specified by the LEA Procedures, as well as provide all such records requested by LEA concerning the same. CONTRACTOR shall be paid for the provision of special education and/or related services specified in the student's IEP and ISA. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and governed by all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program, service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and in addition, on an LEA form with signatures in the manner prescribed by LEA. At a minimum, each invoice must contain the following information: month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the IEP or agreed to by the LEA; name of staff who provided the service; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of NPS/NPA administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up session consistent with this contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and name or initials of each student for when the service was provided.

In the event services were not provided, rationale for why the services were not provided shall be included.

Such an invoice is subject to all conditions of this contract. At the discretion of the LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to the CONTRACTOR at no additional charge for such training.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in

California Education Code Section 56366.5 and the LEA. CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31st after the close of the fiscal year. In no case shall any rebilling for the Master Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal year unless approved by the LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

57. RIGHT TO WITHHOLD PAYMENT

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice, as required by EC 56366(c)(2); (e) education and/or related services are provided to students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (f) LEA has not received prior to school closure or contract termination, all documents concerning one or more students enrolled in CONTRACTOR's educational program; (g) CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change of residence to another district, but fails to notify LEA within five (5) days of such confirmation; or (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a student. It is understood that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. In addition, final payment may be withheld by the LEA until completion of a review or audit, if deemed necessary by the LEA. Such review or audit will be completed within ninety (90) days. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

The amount which may be withheld by LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a) the value of the service CONTRACTOR failed to perform; (b) the amount of overpayment; (c) the portion of the invoice for which satisfactory documentation has not been provided by CONTRACTOR; (d) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified; (e) the proportionate amount of the invoice related to the applicable pupil for the time period from the date the violation occurred and until the violation is cured; or (f) the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the student.

If LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies or submit to LEA written documentation demonstrating that the basis or bases cited by the LEA for withholding payment is

unfounded. Upon receipt of CONTRACTOR’s written request showing good cause, LEA shall extend CONTRACTOR’s time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR’s notice within thirty (30) business days by indicating that a warrant for the amount of payment will be made or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA’s response to CONTRACTOR’s notice, CONTRACTOR may invoke the following escalation policy.

After forty-five (45) business days: The CONTRACTOR may notify the Authorized LEA’s Representative of the dispute in writing. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

After sixty (60) business days: The LEA or CONTRACTOR may appeal to the County Superintendent of Schools so long as the County Superintendent of Schools is not participating in the Local Plan involved in the NPS/A contract, or a mutually agreed upon mediator. Both parties agree to pay for their own costs and expenses arising out of such mediation. Each party agrees to act in good faith in participating in any mediation process agreed to by the parties.

58. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to students. CONTRACTOR shall provide prior written notice of the rights and protections required by Title 34 of the Code of Federal Regulations section 300.154(d) whenever it seeks to use the LEA students’ public benefits to pay for special education and related services. Such notice shall be provided before seeking payment from Medi-Cal for the first time and annually.

59. PAYMENT FOR ABSENCES

NONPUBLIC SCHOOL STAFF ABSENCE

Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher’s classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage pursuant to the LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher.

Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of “make-up” services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided unless otherwise agreed in student’s IEP.

NONPUBLIC SCHOOL STUDENT ABSENCE

If CONTRACTOR is a nonpublic school, no later than the tenth (10th) cumulative day of a student’s unexcused absence, CONTRACTOR shall notify the LEA of such absence.

Criteria for a billable day for payment purposes is one (1) day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. *Per Diem* rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. LEA shall not be responsible for payment of related services for days on which a student's attendance does not qualify for Average Daily Attendance ("ADA") reimbursement under state law, nor shall student be eligible for make-up services.

NONPUBLIC AGENCY STAFF ABSENCE

When CONTRACTOR is a nonpublic agency and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

NONPUBLIC AGENCY STUDENT ABSENCE

If CONTRACTOR is a nonpublic agency, it shall notify LEA of the absence of a student no later than the fifth (5th) consecutive service day of the student's absence. LEA shall not be responsible for the payment of services when a student is absent.

60. LEA and/or NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY

The following shall apply in the event of a LEA or NPS school closure due to an emergency consistent with guidelines followed by LEAs in accordance with Education Code sections 41422 and 46392:

- a. If CONTRACTOR remains open, if allowed, during an emergency and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether a sending LEA is open or closed.
- b. NPS School Closure- In the event of a NPS School Closure for the reasons set forth in Education Code section 41422, if the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance due to CONTRACTOR'S school closure. If the LEA is unable to obtain an alternative placement, CONTRACTOR shall receive payment consistent with the student's approved ISA, as though the student were continuing his/her regular attendance, until an alternative placement can be found and implement LEA student IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions.
- c. LEA and NPS School Closure- In the event of the LEA and NPS School Closures, on days the LEA is funded, CONTRACTOR shall receive payment consistent with the student's approved ISA, until an alternative placement can be found and implement LEA student IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions. If the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance with CONTRACTOR due to CONTRACTOR'S school closure.

When the emergency school closure is lifted, CONTRACTOR shall notify the LEAs it serves of any lost instructional minutes. CONTRACTOR and LEAs shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend IEP and ISA paperwork as appropriate.

61. INSPECTION AND AUDIT

The CONTRACTOR shall maintain and the LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.

CONTRACTOR shall provide access to LEA to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and roll books of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, , dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws; lists of current board of directors/trustees, if incorporated; other documents evidencing financial expenditures; federal/state payroll quarterly reports Form 941/DE3DP; and bank statements and canceled checks or facsimile thereof. Such access shall include unannounced inspections by LEA. CONTRACTOR shall make available to LEA all budgetary information including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR's offices (to be specified by LEA) at all reasonable times and without charge. All records shall be provided to LEA within five (5) working days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR's offices for purposes of interviewing CONTRACTOR's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to the LEA, unless the LEA agrees to the use of the electronic format.

CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

If an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR's over billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR's over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

62. RATE SCHEDULE

The attached rate schedule (Exhibit A) limits the number of students that may be enrolled and maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as set forth in paragraph 23, above, and in California Education Code Section 46200-46208.

Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this contract, shall be as stated in Exhibit A.

63. DEBARMENT CERTIFICATION

By signing this agreement, the CONTRACTOR certifies that:

- (a) The CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and
- (b) Have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on the 27th day of February, 2024 and terminates at 5:00 P.M. on June 30, 2024, unless sooner terminated as provided herein.


CONTRACTOR

LEA

EmpowerEd Psychological Services, Inc.

Erin Crawford
Nonpublic School/Agency

AIMS K12 College Prep Charter District
LEA Name

By:  2/12/2024
Signature **Date**
 Erin Crawford

By: _____
Signature **Date**
Maya Woods-Cadiz, Superintendent
Name and Title of Authorized Representative

Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:
 Erin Crawford President

Notices to LEA shall be addressed to:
 Deborah Woods, Director of Special Education

| | |
|--|---|
| Name and Title EmpowerEd Psychological Services, Inc. | Name and Title AIMS K12 College Prep Charter District |
| Nonpublic School/Agency/Related Service Provider 1299 4th St, suite 401 | LEA 171 12 th Street |
| Address San Rafael, CA 94901 | Address Oakland, CA. 94607 |
| City State Zip 415 505 1201 | City State Zip 510.893.8701 |
| Phone Fax empoweredpsychservices@gmail.com | Phone Fax deborah.woods@aimsk12.org |
| Email | Email |

**Additional LEA Notification
 (Required if completed)**

Name and Title

Address

City **State** **Zip**

Phone **Fax**

Email

EXHIBIT A: 2023-2024 RATES



EmpowerEd Psychological Services

EMPOWERING STUDENTS. SUPPORTING FAMILIES

|

**Erin Crawford LEP #4341
2023-2024 Fee Schedule**

| | |
|--|-----------------|
| Full Psychoeducational Evaluation | \$6,800 |
| Assessment includes Cognitive, Academic, Processing, Social/Emotional/Behavioral, and Adaptive (if appropriate) testing, classroom observation, record review, interviews, report, recommendations, and summary meeting. | |
| Independent Educational Evaluation (IEE): | \$6,000 |
| Includes testing, report, and 1-hour of IEP meeting attendance. | |
| Gifted and Talented Assessment | \$2,000 |
| Report includes full cognitive IQ assessment, motivational/strengths, and interest assessment. | |
| Psychological and/or Intervention Services | \$250/hr |
| Services include counseling, skill building, and academic interventions. | |
| Parent Consultation/Advocacy | \$250/hr |
| Services include parent consultation and advocacy. May include attendance at SST, 504, and/or IEP meetings. | |

Coversheet

Powerschool - Naviance Premium Agreement

Section: IV. Consent Calendar
Item: B. Powerschool - Naviance Premium Agreement
Purpose: Vote
Submitted by:
Related Material: Powerschool - Naviance Premium Agreement.pdf



AIMS K-12 College Prep Charter District Board Submission Cover Letter

Submitter Information

Full Name: Natalie Glass
Position/Title: Director of Schools
Department: AIMS College Prep High School
Date of Submission (MM/DD/YYYY): 02/20/2024

Item Details

Title of Item: Powerschool - Naviance Premium
Is this item a: New Submission
 Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed by:
 Superintendent
 Chief Business Officer (CBO) (If budget changes)
 Director of Compliance (If plan changes)
 Neither

Committee Review

Has this item been through the appropriate committee review process?
 Yes No
If yes: Please specify which committee(s) and provide minutes or approval documentation:

If no: Explain why:

Deadline Information

Is there a submission deadline for this item?
 Yes No
If yes: Please indicate the deadline date (MM/DD/YYYY): _____

Financial Information (if applicable):

Total Cost: \$ 7304
Is this expenditure included in the annual budget?
 Yes No
Please specify in which plan this expense is indicated:
 SPSA LCAP Other: A-G Grant



Invoice

Date: 06/01/2023
 Invoice#: **INV351529**
 Terms: Net 30
 Due Date: 07/01/2023
 Customer ID: 10019306

Bill To

American Indian Community Charter School
 171 12th Street
 Oakland CA 94607
 United States

Ship To

American Indian Community Charter School
 3637 Magee Avenue
 Oakland CA 94619
 United States

VAT:

| PO# | Quote# | Sales Rep |
|-------------|----------|-------------|
| ex Q-750959 | Q-750959 | Ryan Puorro |

| Product Description | Qty | Unit | Tax | Unit Price | Extended Price |
|---|-----|----------|--------|------------|----------------|
| SW-NAV-S-NVPM: Naviance Premium | 450 | Students | \$0.00 | 11.95 | \$5,377.05 |
| SW-NAV-S-NVPMAS: Naviance Premium: Assessment | 450 | Students | \$0.00 | 0.00 | \$0.00 |
| PS-NAV-O-NVPSSD: Naviance Private School Deployment | 1 | Each | \$0.00 | 976.00 | \$976.00 |
| PS-NAV-O-NVTR: Naviance Training Remote | 6 | Hour | \$0.00 | 260.00 | \$1,560.00 |
| PS-NAV-O-NVRC: Naviance Remote Consulting | 4 | Hour | \$0.00 | 192.00 | \$768.00 |
| SW-NAV-O-NVOTD: Naviance One Time Discount | 1 | Each | \$0.00 | -1377.05 | (\$1,377.05) |

| Subtotal | Tax Total | Total (USD) |
|------------|-----------|-------------|
| \$7,304.00 | \$0.00 | \$7,304.00 |

Pay Now

| Amt. Due (USD) |
|-------------------|
| \$7,304.00 |

Thank you for your business

| | | | |
|--|--|---|---|
| <p>Remit by Check (US Mail Only): POWERSCHOOL GROUP LLC PO BOX 888408 LOS ANGELES, CA 90088-8408</p> | <p>Remit by Check (Courier): Wells Fargo Lockbox Services Dept #38408 3440 Walnut Ave, Bldg A, Window H Fremont, CA 94538</p> | <p>Remit by Wire or ACH: Wells Fargo Bank, NA Account Name: PowerSchool Group LLC ABA Routing No: 121000248 Account No: 4633847017 SWIFT: WFBIUS6S (Include invoice number in transmission)</p> | <p>Customer Service: ar@powerschool.com 888-265-7641 (Toll-Free) 916-357-9934 (Fax)</p> |
|--|--|---|---|



PowerSchool Group LLC
 150 Parkshore Dr., Folsom, CA 95630
 Quote #: Q-750959 - 2
 Quote Expiration Date: 31-MAR-2023

Sales Quote - This Is Not An Invoice

| | | | |
|----------------|--|-------------------|-------------------|
| Prepared By: | Susan Tresco | Customer Contact: | Donna Mobley |
| Customer Name: | American Indian Community Charter School | Title: | Dean of Academics |
| Enrollment: | 450 | Address: | 171 12th Street |
| Contract Term: | 40 Months | City: | Oakland |
| Start Date: | 16-MAR-2023 | State/Province: | California |
| End Date: | 31-JUL-2026 | Zip Code: | 94607 |
| | | Country: | United States |
| | | Phone #: | (510) 220-5044 |

| Product Description | Quantity | Unit | Extended Price |
|--|----------|------|----------------|
| Initial Term 16-MAR-2023 - 31-JUL-2024 | | | |
| License and Subscription Fees | | | |

| | | | |
|------------------------------|--------|----------|---------------|
| Naviance Premium | 450.00 | Students | USD 5,508.20 |
| Naviance Premium: Assessment | 450.00 | Students | USD 0.00 |
| Naviance One Time Discount | 1.00 | Each | USD -1,508.20 |

License and Subscription Totals: **USD 4,000.00**

| Professional Services and Setup Fees | | | |
|---|------|-------|------------|
| Naviance Private School Deployment | 1.00 | Each | USD 976.00 |
| Naviance Remote Consulting | 4.00 | Hours | USD 768.00 |
| Professional Services and Setup Fee Totals: USD 1,744.00 | | | |

| | | | |
|------------------------------------|------|-------|------------|
| Naviance Private School Deployment | 1.00 | Each | USD 976.00 |
| Naviance Remote Consulting | 4.00 | Hours | USD 768.00 |

Professional Services and Setup Fee Totals: **USD 1,744.00**

| Training Services | | | |
|--|------|-------|--------------|
| Naviance Training Remote | 6.00 | Hours | USD 1,560.00 |
| Training Services Total: USD 1,560.00 | | | |

| | | | |
|--------------------------|------|-------|--------------|
| Naviance Training Remote | 6.00 | Hours | USD 1,560.00 |
|--------------------------|------|-------|--------------|

Training Services Total: **USD 1,560.00**

| Subscription Period Total | | | | | | | | | | | | | |
|---|---------------------------|--|--|----------------|--------------|--------------|---------------------------|-----------------------|--------------|----------|----------------|------------|----------|
| <p>PowerSchool hereby agrees to allow the Customer to make the following non-standard payments for the current annual term:</p> <table border="1"> <tr> <td>Total Discount</td> <td>USD 2,334.20</td> </tr> <tr> <td>Initial Term</td> <td>16-MAR-2023 - 31-JUL-2024</td> </tr> <tr> <td>Amount To Be Invoiced</td> <td>USD 7,304.00</td> </tr> </table> <table border="1"> <tr> <td>Due Date</td> <td>Payment Amount</td> </tr> <tr> <td>1-MAR-2023</td> <td>USD 0.00</td> </tr> </table> | | | | Total Discount | USD 2,334.20 | Initial Term | 16-MAR-2023 - 31-JUL-2024 | Amount To Be Invoiced | USD 7,304.00 | Due Date | Payment Amount | 1-MAR-2023 | USD 0.00 |
| Total Discount | USD 2,334.20 | | | | | | | | | | | | |
| Initial Term | 16-MAR-2023 - 31-JUL-2024 | | | | | | | | | | | | |
| Amount To Be Invoiced | USD 7,304.00 | | | | | | | | | | | | |
| Due Date | Payment Amount | | | | | | | | | | | | |
| 1-MAR-2023 | USD 0.00 | | | | | | | | | | | | |

PowerSchool hereby agrees to allow the Customer to make the following non-standard payments for the current annual term:

| | |
|-----------------------|---------------------------|
| Total Discount | USD 2,334.20 |
| Initial Term | 16-MAR-2023 - 31-JUL-2024 |
| Amount To Be Invoiced | USD 7,304.00 |

| | |
|------------|----------------|
| Due Date | Payment Amount |
| 1-MAR-2023 | USD 0.00 |

| | |
|-------------------|---------------------|
| 1-JUL-2023 | USD 7,304.00 |
|-------------------|---------------------|

Annual Ongoing Fees as of 1-AUG-2024 - Fees subject to an annual uplift, which will be reflected on renewal quote

| | | | |
|------------------------------|--------|----------|---------------------|
| Naviance Premium | 450.00 | Students | USD 4,000.00 |
| Naviance Premium: Assessment | 450.00 | Students | USD 0.00 |
| Annual Ongoing Fees Total: | | | USD 4,000.00 |

Fees charged in subsequent periods after the duration of this quote will be subject to an annual uplift. Customer understands the above Annual Ongoing Fees for the next subscription period do not include the annual uplift, which will be applied at the time of renewal. On-Going PowerSchool Subscription/Maintenance and Support fees are invoiced at the then current rates and enrollment per terms of the main agreement executed between PowerSchool and Customer ("Main Services Agreement"). Any applicable state sales tax has not been added to this quote. Subscription Start and End Dates shall be as set forth above, which may be delayed based upon the date that PowerSchool receives your purchase order. If this quote includes promotional pricing, such promotional pricing may not be valid for the entire duration of this quote. All invoices shall be sent to Customer upon or promptly after execution of this quote, unless otherwise set forth in the applicable statement of work or Main Services Agreement (e.g., services billed on time and material basis will be invoiced when such services are incurred). Payment shall be due to PowerSchool before or on the due date set forth on the applicable invoice. All purchase orders must contain the exact quote number stated within. Customer agrees that purchase orders are for confirming this order and its own internal purposes, and no other. Any credit provided by PowerSchool is nonrefundable and must be used within 12 months of issuance. Unused credits will be expired after 12 months. Treatment of purchase orders are governed as provided in the Main Services Agreement. By execution of this quote, or its incorporation, this and future purchases of subscriptions or services from PowerSchool are subject to and incorporate the terms and conditions found at:

https://www.powerschool.com/MSA_Feb2022/

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

POWERSCHOOL GROUP LLC

Signature:



Printed Name: Eric Shander

Title: Chief Financial Officer

Date: 2-MAR-2023

American Indian Community Charter School

Signature:



8B0D713501E6496...

Printed Name:

Maurice Williams

Title:

Head of School

Date:

27-Mar-2023

*****Sales Quote - This Is Not an Invoice*****



Statement of Work

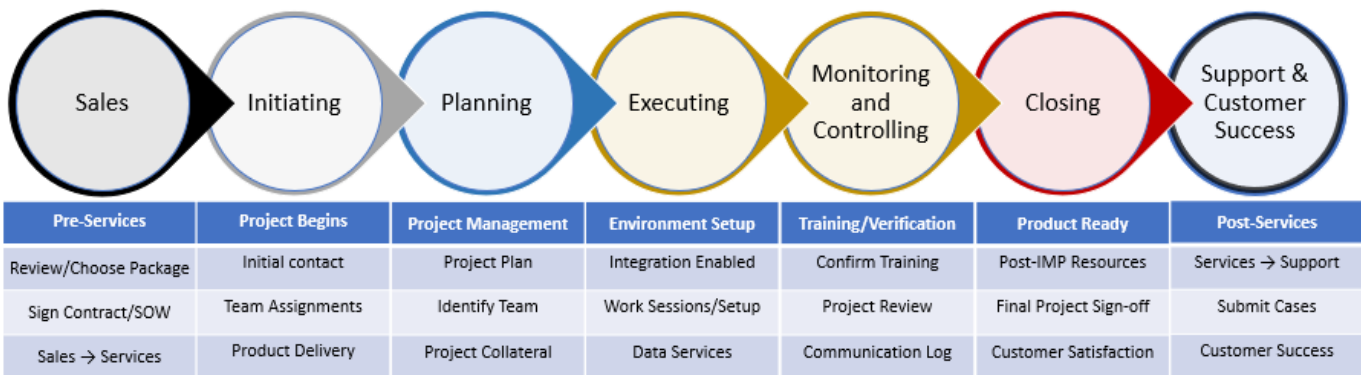
Purpose of Document

The purpose of this Statement of Work (“SOW”) between PowerSchool Group LLC (“PowerSchool”) and Customer (“You”, “Your”) is to outline the process, approach, and completion criteria for each step of the process to implement PowerSchool. This document covers the roles and responsibilities of the PowerSchool Project Manager, Implementation Specialist(s), and Customer in each step of the PowerSchool implementation process, serving as an outline of services PowerSchool is expected to deliver. This SOW calls out specific functional areas of PowerSchool that are covered for implementation services and level of coverage.

Successful implementation of new software requires proven project management and methodology. The timeline will be mutually adapted within a project management tool between PowerSchool and the Customer. PowerSchool provides a comprehensive package of services designed to ensure Your PowerSchool deployment project meets Your unique needs and expectations. Additional training, consulting and customization services can be purchased to help augment additional needs You may have with Your PowerSchool deployment. The delivery of Professional Services contained in this document will be provided remotely. If travel is required, all travel related expenses will be invoiced as incurred.

We will partner with You and be Your liaison to PowerSchool during the implementation. You will have a project team to help you, as a Customer, connect to other PowerSchool services and support, while also providing project planning, communication, project execution, and product specialist consulting. For a successful PowerSchool implementation, it is important that You understand the responsibilities, carve out the time required and keep on pace with the timeline. This will involve gathering information, helping Your team come to agreement on configuration and data standardization, your own product training and monitoring other staff assigned training for completion, adjusting desk level procedures, and planning for go live among several other tasks. The overall steps included in a project are outlined below.

This Statement of Work is subject to the terms and conditions of the current master agreement between the parties and any associated policies, pursuant to which PowerSchool has licensed the PowerSchool application to the Customer.



Released January 2021

Document Owner: PowerSchool Group LLC, Product Deployment Solutions

This edition applies to the current PowerSchool software and to all subsequent releases and modifications until otherwise indicated in new editions or updates. The data and names used to illustrate the reports and screen images may include names of individuals, companies, brands, and products. All of the data and names are fictitious; any sirPowered by BoardOnTrackre entirely coincidental.

General Assumptions

1. Implementation services will be delivered remotely unless onsite services are purchased separately.
2. Client is to provide a data extract to PowerSchool in accordance with Tiered Service package selected (if needed).
3. Implementation timeline is stated within the Planning Phase, extending the timeline may require the customer to purchase additional services.
4. Implementation services are completed when delivered and the deliverable acceptance procedure is complete.
5. Additional services are available and can be purchased for items out of the scope of implementation (see Project Change Control and Escalation Change Procedure section of this document).
6. Customer will adhere to the active PowerSchool Cancellation Policy. “Services Cancellation: Licensee shall pay a cancellation charge equal to fifty percent (50%) of the services fee and any non-refundable expenses incurred by PowerSchool if Licensee cancels any scheduled professional services less than fourteen (14) days before the occurrence of any service dates that PowerSchool has scheduled at Licensee’s request.”
7. Customer must identify a designated Customer project lead before the project kick-off meeting. The Customer project lead will be responsible for delivering all sections of the “Customer Responsibilities” included in the SOW in a complete manner within the project timeline.
8. The designated Customer project lead should be an employee of the organization implementing PowerSchool. Customers that hire third-party organizations to act on the behalf of the Customer for implementation may be required to sign a waiver form provided by PowerSchool, indicating that the third-party organization is authorized to act on the Customer’s behalf when interacting with PowerSchool. The Customer will be responsible for maintaining proper communication channels with third party organizations hired by the Customer.
9. All sign offs must be done by an employee and designated signatory of the Customer. Third party entities engaged by the Customer are not acceptable signatories for any project sign offs.
10. The PowerSchool Project Manager and/or Application Specialist will guide Customer to available procedures, guidelines, standards, reference materials and system/application documentation.
11. Implementation Services is assuming the product will be deployed as-is, items outside of Scope of Work must go through the change control procedures (see Project Change Control and Escalation Procedure in this document).

Released January 2021

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Deliverables Acceptance Procedure

Deliverables Acceptance

This Statement of Work outlines PowerSchool deliverables for each phase of the implementation project in the PowerSchool Objections and Completion Criteria sections. Each deliverable will be reviewed and accepted in accordance with the following procedure:

- Deliverable will be submitted or delivered to the Customer project lead or designated Customer team member. It is the Customer project lead's responsibility to review and accept deliverable as complete.
- Within six (6) business days of completion of the project the Customer project lead will either accept the final deliverables or provide the PowerSchool implementation specialist a written list of objections. If no response from the Customer project lead is received within six (6) business days, then the deliverables will be deemed accepted, unless the Customer requests an extension.
- The PowerSchool implementation specialist will consider the Customer's objections within the context of PowerSchool's obligations as stated within this Statement of Work. Revisions agreed to by PowerSchool will be applied at which time the deliverables will be reviewed within six (6) business days and the Customer project lead either will accept the deliverables or provide the PowerSchool implementation specialist a written list of objections. If no response is received within six (6) business days, then the deliverables will be deemed accepted, unless the Customer requests an extension.
- Customer objections that are not agreed to by PowerSchool will be managed in accordance with the Project Change Control Procedure described below. If resolution is required to a conflict arising from Customer's objection to a deliverable, the Customer and PowerSchool will follow the Escalation Procedure described below.
- All deliverables required to be delivered hereunder are considered to be owned by PowerSchool with unlimited internal use by the Customer, unless otherwise noted.

Released January 2021

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Project Change Control and Escalation Procedure

Project Change Control

The following process will be followed if additional services to this Statement of Work are required or desired.

- A Project Change Request (PCR) will be the vehicle for communicating change. The PCR must describe the change, rationale for the change and the effect the change will have on the project.
- The designated Customer project lead will review the proposed change and recommend it for further investigation or reject it. A PCR must be signed by the authorized Customer project lead to authorize quote for additional services. If the Customer accepts additional services and charges, a change to the original purchase order or new purchase order is required. Change to this Statement of Work through additional addendum will authorize additional scope and work.
- A written Change Authorization and/or PCR must be signed by authorized representatives from both parties to authorize implementation of the investigated changes. Until a change is agreed upon in writing, both parties will continue to act in accordance with the latest agreed version of the SOW.

Customer Escalation Procedure

The following procedure will be followed if resolution is required for a conflict arising during the project

- **Level 1:** Customer project lead will notify PowerSchool Project Manager via email with details of escalation.
- **Level 2:** If the PowerSchool Project Manager cannot provide resolution or path to resolution five (5) business days from receipt of level 1 escalation email, the Customer project lead will notify PowerSchool manager via email to – pmleadership@powerschool.com
- **Level 3:** If the concern remains unresolved after Level 2 intervention, resolution will be addressed in accordance with Project Change Control Procedure or termination of this SOW under the terms of the Contract.

During any resolution, PowerSchool agrees to provide services related to items not in dispute, to the extent practicable, pending resolution of the concern. The Customer agrees to pay invoices per the Contract, as rendered.

Released January 2021

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Naviance Private Bundle Statement of Work

Initiating (Pre-requisites before Assess)

PowerSchool Responsibilities

- Provide Intake information and this Statement of Work.

Customer Responsibilities

- Complete intake information, review and return this Statement of Work.

Assess

Completion Criteria

This phase will be considered complete when pertinent core deliverables below are completed:

| Project Phase: ASSESS: Tasks and Deliverables | Responsible Party |
|--|-------------------|
| Establish goals, objectives, functionality, and timelines for implementation (provided via the project plan) | PowerSchool |
| Connect with customer education trainer for Professional Development scheduling | Customer |
| Schedule recurring status meetings (up to 4) and data integration meeting (1 hour) | PowerSchool |

Assumptions

The implementation includes up to 4 client meetings with a PowerSchool Application Specialist, in addition to the Data Integration Meeting (1 hour).

The implementation includes up to 8 hours of PowerSchool consultation Services total, inclusive of client meetings above.

Import

Data imports are essential to the functionality of Naviance. Depending on how your district or school decides to manage imports, certain data types can be setup to automatically update while others may need to be manually updated. Data imports into Naviance can be completed using any combination of (1) integrations, (2) automated imports via SchoolSync, and/or (3) manual imports. Customer is only responsible for completing the steps for their chosen data integration option(s).

Completion Criteria

This phase will be considered complete when pertinent core deliverables below and user acceptance testing have both been completed.



Naviance Private Bundle Statement of Work

| Project Phase: IMPORT: Tasks and Deliverables | Responsible Party |
|---|-------------------|
| Define data to import | PowerSchool |
| Data Integration overview meeting (1 hour) to determine data integration strategy and next steps + up to 1 hour of additional support on data integration steps | PowerSchool |
| Complete necessary steps to integrate data and ensure student and necessary data is populated in Naviance | Customer |

Authentication Services

As part of these services, PowerSchool will guide the customer to configure Single Sign On (SSO) for the PowerSchool product(s) undergoing implementation under the scope of this statement of work. Additionally, PowerSchool will assist with enabling the PowerSchool AppSwitcher feature for any other live PowerSchool product(s) (i.e. already implemented) where AppSwitcher is supported. This will be a one-time setup for which the PowerSchool implementation team will assist with the setup and configuration of the authentication services for live product(s), and the currently implemented product(s).

PowerSchool Responsibilities

- Update user accounts to ensure matching between systems
- Configure AppSwitcher with current and new PowerSchool products

Customer Responsibilities

- Identify and enable the Identity Provider (IDP) for setting up of SSO
- Configure SSO
- Test the setup of Authentication services and AppSwitcher

Completion Criteria

This phase will be considered complete when:

- Customer signs the final checklist that Authentication Services are complete

Configure

Completion Criteria

This phase will be considered complete when pertinent core deliverables below and user acceptance testing have both been completed.



Naviance Private Bundle Statement of Work

| Project Phase: CONFIGURE: Tasks and Responsibilities | Responsible Party |
|---|-------------------|
| Configure Naviance Student | |
| - Review configuration options for Naviance Student | PowerSchool |
| - Update Naviance student permissions for students and parents | PowerSchool |
| - Create custom Welcome Messages | PowerSchool |
| - Determine any additional features to be activated based on school/district's specific goals | Customer |
| - Add school logo | Customer |
| - Add additional content (per site) | Customer |
| - Activate Naviance Student (per site) | Customer |
| - Review Naviance Student configuration completed by PowerSchool | Customer |
| Configure College Planning | |
| - Provide high level overview of College Planning Tools | PowerSchool |
| - Add colleges to quicklist | Customer |
| - Create or subscribe to college groups | Customer |
| - Set up Rep Visits (or add college visits manually) | Customer |
| - Create scholarship categories | Customer |
| - Import scholarships (or add scholarships manually) | Customer |
| Configure Naviance eDocs | |
| - Consult on counselor/staff college application management process using eDocs | PowerSchool |
| - Activate Naviance eDocs | Customer |
| - Update eDocs Settings (Common Application integration) | Customer |
| - Update staff permissions for eDocs | Customer |
| - Update transcript manager settings | Customer |
| - Update teacher recommendation manager settings | Customer |
| - Update student permissions for eDocs | Customer |

Note: Any Training purchased alongside this Deployment will be made available during and after the deployment timeframe, and conducted by a PowerSchool Customized Education trainer

Deploy

Completion Criteria

This phase will be considered complete when pertinent core deliverables below and user acceptance testing have both been completed.



Naviance Private Bundle Statement of Work

| Project Phase: DEPLOY: Tasks and Responsibilities | Responsible Party |
|--|-------------------|
| Rollout Naviance eDocs | |
| - Introduce college application process and features to students | Customer |

Note: Any Training purchased alongside this Deployment will be made available during and after the deployment timeframe, and conducted by a PowerSchool Custom Education trainer

Measure

Completion Criteria

This phase will be considered complete when pertinent core deliverables below are completed:

| Project Phase: MEASURE: Tasks and Deliverables | Responsible Party |
|---|-------------------|
| Finalize project QA | Customer |
| Conduct project wrap-up meeting and hand off to Support | PowerSchool |

Assumptions

PowerSchool's Quality Assurance (QA) processes will focus on the technical aspects of the solution to ensure it is accessible, functional, and adheres to best practices. It is the Customer's responsibility to ensure all agreed-upon functionality is behaving as intended by the product's existing functionality.

Closing

PowerSchool Responsibilities

- Assist in identifying the Technical Contact who will be able to view all open Support cases for the school/district
- Transition the Customer to Support, providing instructions on methods of communication with Support.

Customer Responsibilities

- Request Technical Contact to be added (if necessary)
- Contact the Support Team with any post-project requests.

Completion Criteria

This activity will be considered complete when:

- The Customer has been introduced to Support and instructions for post-project support have been provided to the Customer.



Naviance Private Bundle Statement of Work

Primary Customer Roles & Responsibilities in Project

| |
|---|
| Roles and Responsibilities |
| <p>Project Lead: Main contact for the Naviance implementation project</p> <p>Solution Design: Responsible for contributing goals and requirements of Naviance product.</p> <p>Data Integration Design: Has knowledge of any data integrations required and command of providing data to Naviance and extracting data or reports provided by Naviance.</p> <p>Administrative Tool Design: Responsible for requesting any revisions to the administrative toolset.</p> <p>Training Program Design: Responsible for scheduling and facilitating training for appropriate users.</p> |
| Project Timeline and Customer Expertise |
| <p>The implementation timeline is four (4) consecutive weeks beginning with the Project Kickoff meeting.</p> <p>The Implementation process requires that the Customer be prepared to dedicate time and resources with the requisite expertise to prepare for end users to begin using the Naviance product.</p> <p>The Customer must:</p> <ul style="list-style-type: none"> • Review and test all technical components to ensure they are built to agreed-upon specifications • Review online materials to establish a baseline command of the tools required. • Assign permissions to staff as needed. <p>The work conducted by the Customer must be planned throughout the implementation for deadlines to be met. The Customer may elect to expand their implementation team and delegate tasks accordingly.</p> <p>To ensure success, designate staff resources to the Implementation who possess:</p> <ul style="list-style-type: none"> • An understanding of how the Customer intends to use Naviance • Technical expertise commensurate with the Customer tasks defined throughout the SOW. • The ability and access to extract, provide, receive, and interpret data. |

| |
|---|
| Meetings |
| <p>Your Naviance Application Specialist/Project Manager will schedule meetings during implementation. These calls will also be checkpoints at which to track progress and ensure deadlines are being met. They will also allow for consultation on any implementation steps assigned. It is critical that the Customer project team be prompt and prepared for each meeting in alignment with the Project Plan provided at the outset of the project. Cancellation within 24 hours or no showing to the meeting will result in a depletion of Services backlog the equivalent of half the billable time of the scheduled meeting.</p> |



Naviance Remote Consulting Statement of Work

PowerSchool Responsibilities to Initiate Engagement:

- Provide Intake information and this Statement of Work.

Customer Responsibilities to Initiate Engagement:

- Reply to Intake survey, review and return this Statement of Work.

Timeframe

- This Statement of Work aligns with the active dates of your contract for Naviance Services.

Scope:

- Naviance Remote Consulting hours for an ongoing consultative engagement can be used for: data import/integration and set up questions, configuration assistance, deployment/rollout assistance for particular modules, consultation on best practices (e.g. what is the best way to do XYZ with Naviance), Q&A or consultation sessions with staff on specific processes or parts of the product, best practice webinars, and toolkits/resources.
- Naviance Remote Consulting cannot be used for functional training or support relating to product defects or issues.

Meetings:

- Meetings with your Naviance Application Specialist/Project Manager are intended to be a space to address questions, plan for future needs, and ensure your implementation is running smoothly. It is critical that the Customer project team be prompt and prepared for each meeting. Cancellation within 24 hours or no showing to the meeting will result in a depletion of Services backlog the equivalent of half the billable time of the scheduled meeting. Outside of scheduled meetings, the Naviance Services team adheres to a 24-hour service-level agreement (SLA) for responding to customer outreach. Naviance Support is available to both school and district users to respond to immediate technical needs or questions as they arise.

Change in Scope:

- Naviance Remote Consulting hours are designed and intended to be used flexibly by customers. If not otherwise known, our team will work with your team to determine a high-level plan upon project kick off for maximizing the Services you have purchased. Any requested deviation from the agreed-upon scope needs to be documented via email by the customer so the Application Specialist can adjust the above scope and provide an update on the hours remaining on the project to confirm sufficient hours remain to address additional needs as they may arise.

Coversheet

Schoology Agreement

| | |
|--------------------------|-------------------------|
| Section: | IV. Consent Calendar |
| Item: | C. Schoology Agreement |
| Purpose: | Vote |
| Submitted by: | |
| Related Material: | Schoology Agreement.pdf |



AIMS K-12 College Prep Charter District Board Submission Cover Letter

Submitter Information

Full Name: Natalie Glass
Position/Title: Director of Schools
Department: AIMS HS, AIMS MS, AIPCS II (6th-8th)
Date of Submission (MM/DD/YYYY): 02/20/2024

Item Details

Title of Item: Powerschool LMS Subscription
Is this item a: New Submission
 Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed by:
 Superintendent
 Chief Business Officer (CBO) (If budget changes)
 Director of Compliance (If plan changes)
 Neither

Committee Review

Has this item been through the appropriate committee review process?
 Yes No
If yes: Please specify which committee(s) and provide minutes or approval documentation:

If no: Explain why:

Deadline Information

Is there a submission deadline for this item?
 Yes No
If yes: Please indicate the deadline date (MM/DD/YYYY): _____

Financial Information (if applicable):

Total Cost: \$ 12539.51
Is this expenditure included in the annual budget?
 Yes No
Please specify in which plan this expense is indicated:
 SPSA LCAP Other: ESSER III



Invoice

Date: 05/25/2023
 Invoice#: INV349943
 Due Date: 07/01/2023
 Customer ID: 10019306

Bill To

American Indian Community Charter School
 171 12th Street
 Oakland CA 94607
 United States

Ship To

American Indian Community Charter School
 3637 Magee Avenue
 Oakland CA 94619
 United States

VAT:

| PO# | Quote# | Customer Success Manager |
|-----|----------|--------------------------|
| | Q-755153 | CS-Inside (Digital) |

| Product Description | Qty | Unit | Tax | Unit Price | Extended Price |
|---|-----|------------|--------|------------|----------------|
| SW-LMS-S-SLMSS: Schoology LMS Subscription 2012-23880 Invoice Period: 07/01/2023 - 06/30/2024 | 950 | Students | \$0.00 | 11.51 | \$10,934.50 |
| PS-LMS-S-SCHCS: PD+ for Schoology Learning Invoice Period: 07/01/2023 - 06/30/2024 | 1 | Per Person | \$0.00 | 1605.01 | \$1,605.01 |

| Subtotal | Tax Total | Total (USD) |
|-------------|-----------|----------------|
| \$12,539.51 | \$0.00 | \$12,539.51 |
| | | Amt. Due (USD) |
| | | \$12,539.51 |

Pay Now

Thank you for your business

| | | | |
|---|---|--|--|
| Remit by Check (US Mail Only): POWERSCHOOL GROUP LLC PO BOX 888408 LOS ANGELES, CA 90088-8408 | Remit by Check (Courier): Wells Fargo Lockbox Services Dept #38408 3440 Walnut Ave, Bldg A, Window H Fremont, CA 94538 | Remit by Wire or ACH: Wells Fargo Bank, NA Account Name: PowerSchool Group LLC ABA Routing No: 121000248 Account No: 4633847017 SWIFT: WFBIUS6S (Include invoice number in transmission) | Customer Service: ar@powerschool.com 888-265-7641 (Toll-Free) 916-357-9934 (Fax) |
|---|---|--|--|

Coversheet

Campus Safety Group Agreement

Section: IV. Consent Calendar
Item: D. Campus Safety Group Agreement
Purpose: Vote
Submitted by:
Related Material: Campus Safety Group Agreement.pdf



AIMS K-12 College Prep Charter District Board Submission Cover Letter

Submitter Information

Full Name: Marisol Magana
Position/Title: Director of Health & School Support Services
Department: Health & School Support Services
Date of Submission (MM/DD/YYYY): 02/20/2024

Item Details

Title of Item: Agreement with Campus Safety Group
Is this item a: New Submission
 Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed by:
 Superintendent
 Chief Business Officer (CBO) (If budget changes)
 Director of Compliance (If plan changes)
 Neither

Committee Review

Has this item been through the appropriate committee review process?
 Yes No
If yes: Please specify which committee(s) and provide minutes or approval documentation:

If no: Explain why:

Deadline Information

Is there a submission deadline for this item?
 Yes No
If yes: Please indicate the deadline date (MM/DD/YYYY): _____

Financial Information (if applicable):

Total Cost: \$ \$2495
Is this expenditure included in the annual budget?
 Yes No
Please specify in which plan this expense is indicated:
 SPSA LCAP Other: _____

**AGREEMENT FOR PROFESSIONAL SERVICES
BETWEEN THE
AIMS K-12 COLLEGE PREP CHARTER DISTRICT
AND
CAMPUS SAFETY GROUP**

This Agreement for Professional Services (“Agreement”) is made and entered into this 2nd day of November, 2023, by and between the AIMS K-12 College Prep Charter District (“District”), a public entity operating under the laws of the State of California and Campus Safety Group, a 501(c)3 Non-Profit Corporation (“Consultant”).

RECITALS

- A. AIMS K-12 College Prep Charter District is in need of professional services for the following Project: Comprehensive Safe School Plan Compliance training and support for 2024-25 plans (“the Project”).
- B. Consultant is duly licensed and/or has the necessary qualifications to provide such services for the Project.
- C. The parties desire this Agreement to establish the terms for 365 days of ratification to retain Consultant to provide the services described herein.

AGREEMENT

NOW, THEREFORE, IT IS AGREED AS FOLLOWS:

- 1. **Services.**
Consultant shall provide the District with the services described and in the time provided as set out in the Scope of Services attached hereto as Exhibit “A” and hereby made a part of this Agreement.
- 2. **Compensation.**
District shall pay for the services provided by Consultant in accordance with the Schedule of Charges set forth in Exhibit “B” attached hereto and hereby made a part of this Agreement.
- 3. **Conflict of Interest.**
Consultant hereby expressly covenants that no interest presently exists, nor shall any interest, direct or indirect, be acquired which would conflict in any manner with the performance of services pursuant to this Agreement.

4. **Compliance with Law.**

Consultant shall comply with all applicable laws, ordinances, codes and regulations of the federal, state and local government.

5. **Assignment and Sub Consultants.**

Consultant shall not assign, delegate, sublet, or transfer this Agreement or any rights under or interest in this Agreement without the written consent of the City, which may be withheld for any reason.

6. **Independent Consultant.**

Consultant is retained as an independent Consultant and is not an employee of District. No employee or agent of Consultant shall by this Agreement become an employee of the District. Consultant shall have no authority, express or implied, pursuant to this Agreement to bind District to any obligation whatsoever, except as specifically provided in writing by the District.

7. **Integration.**

This Agreement represents the entire understanding of District and Consultant as to those matters contained herein and supersedes and cancels any prior oral or written understanding, promises, or representations with respect to those matters covered hereunder. To the extent that any provision or clause contained in an attachment to this Agreement conflicts with a provision or clause in the Agreement, the provision or clause in this Agreement shall control. This Agreement may not be modified or altered except in writing signed by both parties hereto. This is an integrated Agreement.

8. **Indemnification**

The Parties acknowledge that the scope of the Consultants services is limited to compliance with state law regarding comprehensive school safety plans as described in California Education Codes 32280-32289.5 et. al.

(a) **Indemnity by the District.** The District hereby agrees to indemnify and hold harmless Consultant and each person and affiliate associated with Consultant against any and all losses, claims, damages, liabilities, and expenses (including reasonable costs of investigation and legal counsel fees), in addition to any liability the District may otherwise have, arising out of, related to or based upon any violation of law, rule or regulation by the District or the District's agents, employees, representatives or affiliates.

(b) **Indemnity by Consultant.** Consultant hereby agrees to indemnify and hold harmless the District and each person and affiliate associated with the District against any and all losses, claims, damages, liabilities, and expenses (including reasonable costs of investigation and legal counsel fees), in addition to any liability the District may otherwise have, arising out of, related to or based upon:

(i) Any breach by Consultant of any representation, warranty, or covenant contained in or made pursuant to this Agreement; or

(ii) Any violation of law, rule, or regulation by Consultant or Consultant’s agents, employees, representatives, or affiliates.

(c) Actions Relating to Indemnity. If any action or claim is brought or asserted against a party entitled to indemnification under this Agreement (the “Indemnified Party”) or any person controlling such party and in respect of which indemnity may be sought from the party obligated to indemnify the Indemnified Party pursuant to this Section 8 (the “Indemnifying Party”), the Indemnified Party shall promptly notify the Indemnifying Party in writing and, the Indemnifying Party shall assume the defense thereof, including the employment of legal counsel and the payment of all expenses related to the claim against the Indemnified Party or such other controlling party. If the Indemnifying Party fails to assume the defense of such claims, the Indemnified Party or any such controlling party shall have the right to employ a single legal counsel, reasonably acceptable to the Indemnifying Party, in any such action and participate in the defense thereof and to be indemnified for the reasonable legal fees and expenses of the Indemnified Party’s own legal counsel.

(d) This Section 8 shall survive any termination of this Agreement for a period of three (3) years from the date of termination of this Agreement. Notwithstanding anything herein to the contrary, no Indemnifying Party will be responsible for any indemnification obligation for the gross negligence or willful misconduct of the Indemnified Party.

9. Confidentiality

Consultant shall keep confidential all information, in whatever form, produced, prepared, observed, or received by District to the extent that such information is confidential by law or otherwise required by this Agreement.

10. Laws, Venue, and Attorneys’ Fees

This Agreement shall be interpreted in accordance with the laws of the State of California. If any action is brought to interpret or enforce any term of this Agreement, the action shall be brought in a state or federal court situated in the County of Alameda, State of California. In the event of any such litigation between the parties, the prevailing party shall be entitled to recover all reasonable costs incurred, including reasonable attorney’s fees, as determined by the court.

11. Nondiscrimination

Consultant shall not discriminate, in any way, against any person on the basis of race, color, religious creed, national origin, ancestry, sex, age, physical handicap, medical condition, or marital status in connection with or related to the performance of this Agreement.

12. Termination

This Agreement shall be terminated one year from the date this Agreement was signed by District. This Agreement may also be terminated by the Consultant upon ten days’ written notice of either party.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date first written above.

AIMS K-12 COLLEGE PREP CHARTER

By: _____

Title: _____

Date: _____

CONSULTANT

By: _____

Authorized Agent
Campus Safety Group

EXHIBIT A

SCOPE OF SERVICES

The Consultant will provide:

- One meeting with the person(s) with overall responsibility for CSSP’s within the charter in order to establish a “Master Compliance Template,” find out how to keep the project(s) on task, work with local partners, and gather necessary information.
- Training
 - One Zoom based training, two hours in length
 - Training is for the person(s) with overall responsibility for CSSP’s within the school district or charter school and for school principals/designates. Prior to the training each attendee will receive a list of items to have available which will enhance the training experience. Participant will be working live on their plans during this training.
- Tools
 - An editable version of the compliance template is found in the *Educator’s Guide to Comprehensive School Safety Plans, 2021 Edition*.
 - ***District acknowledges the compliance template is copyrighted and the intellectual property of Consultant. It may not be reproduced other than within the scope of this project. The template may not be shared, sold or given to any other school, school district, or charter. If the template is going to be placed on a third-party data platform, it is the responsibility of the district to advise that third party platform in writing that they may not reproduce or share the template with any other clients.***
 - Other forms specifically designed to support the template and entire compliance process.
- Support
 - District/charter administrators will have access to Campus Safety Group trainers via text and email.
 - Campus Safety Group will stay in communication with selected administrative staff regarding expected progress or deadline dates.

EXHIBIT B

SCHEDULE OF CHARGES

District agrees to pay \$2500 (Two Thousand, Five Hundred dollars) for the Project within the provisions stated herein. The payment shall be due in full within sixty (60) days of ratification of this agreement.

Campus Safety Group

Please remit payment to below address

3727 W. Magnolia Blvd #211
 Burbank CA 91505

INVOICE

DATE: November 3, 2023
INVOICE # AIMS K-12 2023-04
FOR: CSSP Project

Bill To: AIMS K-12 CHARTER District
 Attn: Marisol Magana

| DESCRIPTION | AMOUNT |
|---|--------------------|
| Comprehensive School Safety Plan Project | \$4,995.00 |
| Discount | (2,495.00) |
| TOTAL | \$ 2,500.00 |

Make all checks payable to **Campus Safety Group**
 If you have any questions concerning this invoice, contact us at info@campussafetygroup.com

THANK YOU FOR YOUR BUSINESS!

Coversheet

2023-24 ESSER III

Section: IV. Consent Calendar
Item: E. 2023-24 ESSER III
Purpose: Vote
Submitted by:
Related Material: 2023-24 ESSER III.pdf



AIMS K-12 College Prep Charter District Board Submission Cover Letter

Submitter Information

Full Name: Natalie Glass

Position/Title: Director of Schools

Department: AIMS HS, AIMS Ms, AIPCSII

Date of Submission (MM/DD/YYYY): 2/20/2024

Item Details

Title of Item: 2023-24ESSERIII

Is this item a: New Submission
 Renewal

If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed by:

Superintendent
 Chief Business Officer (CBO) (If budget changes)
 Director of Compliance (If plan changes)
 Neither

Committee Review

Has this item been through the appropriate committee review process?
 Yes No

If yes: Please specify which committee(s) and provide minutes or approval documentation:
High School SSC

If no: Explain why:

Deadline Information

Is there a submission deadline for this item?
 Yes No

If yes: Please indicate the deadline date (MM/DD/YYYY): _____

Financial Information (if applicable):

Total Cost: \$ _____

Is this expenditure included in the annual budget?
 Yes No

Please specify in which plan this expense is indicated:
 SPSA LCAP Other: _____

California Department of Education
 July 2021

ESSER III Expenditure Plan

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

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

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

| Plan Title | Where the Plan May Be Accessed |
|-------------------------|---|
| LCAP | AIMS K-12 Website |
| [Insert plan name here] | [Insert description of where the plan may be accessed here] |

Summary of Planned ESSER III Expenditures

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

Total ESSER III funds received by the LEA

| |
|-------------|
| [\$853,009] |
|-------------|

| Plan Section | Total Planned ESSER III Expenditures |
|--|--------------------------------------|
| Strategies for Continuous and Safe In-Person Learning | [\$100,720] |
| Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds) | [\$63,300] |
| Use of Any Remaining Funds | [\$4980] |

Total ESSER III funds included in this plan

[\$166,000]

Community Engagement

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

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

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

AIMS held SSC meetings that included parents, teachers, classified staff, students, and community members to provide input in the development of this plan.

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

Community members voiced concerns about learning loss, medical supplies, janitorial services, and absenteeism, among other concerns. These concerns were discussed and members collaboratively came up with actions on how best to address these needs in our school community. This input and actions were used in the development of this plan.

Actions and Expenditures to Address Student Needs

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

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

Strategies for Continuous and Safe In-Person Learning

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

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

[\$100,720]

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|--------------------------------|--|--|---------------------------------------|
| LCAP 4.6 | Janitorial Services | We will use funds to continue to clean, maintain facilities and keep them in good repair. Custodial Staff will provide a clean and safe environment, based upon COVID-19 standards, with facilities maintained and in good repair. | \$49,720 |
| LCAP 4.6 | Air Filters | Filter for the air purifiers | \$2,000 |
| [Plan, Goal #, Action #] | PPE medical supplies/CPR First Aid, Hearing Test Equipment | Masks and PPE will be available for staff and students. Staff will go through a CPR and First Aid Training Hearing Equipment to conduct hearing tests for students | \$7,000 |
| [Plan, Goal #, Action #] | Medical Supplies | Update our all of the first aid kits | \$2000 |
| [Plan, Goal #, Action #] | Health Coordinator | The Health Coordinator will help to provide basic assessment, support student success by providing health care through assessment, intervention, and follow-up for all children within the school setting. By addressing the physical, mental, | \$40,000 |

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|--------------------------------|--------------|--|---------------------------------------|
| | | emotional, and social health needs, students will be supported in the learning process and poised for achievement. | |

Addressing the Impact of Lost Instructional Time

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

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

[\$62,300]

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|--------------------------------|--------------------------------------|--|---------------------------------------|
| LCAP 1.3 | Instructional Materials and Supplies | Instructional materials and supplies to implement curriculum-aligned instruction that includes learning tools, class materials and supplies. | \$20,000 |
| [Plan, Goal #, Action #] | Attendance Incentives | Student attendance incentives, school SWAG | \$10,000 |
| | SRI & SMI | AIMS will contract with the third-party entity for SRI and SMI testing that will support data-driven instruction and student progress. AIMS will administer SRI and SMI to measure student reading and math ability. Additionally, SRI and SMI will help teachers develop goals for students, monitor progress, and adjust instructional plans throughout the year | \$7000 |
| | Illuminate Benchmark | AIMS will contract with a third-party entity to collect, analyze, and report academic data for school improvement, monitor student progress, analyze trends, and meet local, state, and federal reporting requirements. | \$3700 |
| | Unified Insights | Unified Insights transforms your disparate data sets and uncovers meaningful insights that drive student success. The platform enables data-driven decision-making across | \$3300 |

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|--------------------------------|----------------|---|---------------------------------------|
| | | the entire organization – along with the tools to take action. Align data and analytics to strategic initiatives and priorities and uncover meaningful insights that change outcomes. | |
| | Schoology | Learning management system used to provide support for online learning and classroom support. | \$6300 |
| | Math & ELA Lab | Expanded learning opportunities scheduled after school to address learning loss and provide additional support to students in ELA and Math. | \$12,000 |

Use of Any Remaining Funds

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

Total ESSER III funds being used to implement additional actions

[\$4980]

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

Ensuring Interventions are Addressing Student Needs

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

| Action Title(s) | How Progress will be Monitored | Frequency of Progress Monitoring |
|---------------------------|--|----------------------------------|
| Learning Loss | Benchmarks will be given to students throughout the year to see how they are performing | Every 6 weeks |
| Online Learning Platforms | Students use online platforms as part of their daily instruction and learning tools. The effectiveness of online platforms is reviewed yearly by teachers, instructional leaders and administrators. | Yearly |
| Janitorial Services | Facility Inspection Tool | Yearly |

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

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

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

Fiscal Requirements

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

- o For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
 - **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- o For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - o Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - o Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - o Any activity authorized by the Adult Education and Family Literacy Act;
 - o Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - o Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - o Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - o Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - o Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;

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

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;

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

Other LEA Plans Referenced in this Plan

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

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

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

Summary of Expenditures

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

Instructions

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

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

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

Community Engagement

Purpose and Requirements

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

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

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

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

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

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

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

- Students with disabilities; and
- Migratory students.

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

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

Instructions

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

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

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

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

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

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

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

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

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

Planned Actions and Expenditures

Purpose and Requirements

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

Instructions

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

Strategies for Continuous and Safe In-Person Learning

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

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

Addressing the Impact of Lost Instructional Time

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

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

Use of Any Remaining Funds

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

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

Ensuring Interventions are Addressing Student Needs

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

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

Complete the table as follows:

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

California Department of Education
June 2021

Coversheet

ELOP Employee Compensation Proposal

Section: IV. Consent Calendar
Item: F. ELOP Employee Compensation Proposal
Purpose: Vote
Submitted by:
Related Material: ELOP Employee Compensation Proposal.pdf



AIMS K-12 College Prep Charter District Board Submission Cover Letter

Submitter Information

Full Name: Natalie Glass

Position/Title: Director of Schools

Department: AIMS HS, AIMS MS, and AIPCSII

Date of Submission (MM/DD/YYYY): 2/20/2024

Item Details

Title of Item: ELOP Employee ompensation Proposal

Is this item a: New Submission
 Renewal

If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed by:

Superintendent
 Chief Business Officer (CBO) (If budget changes)
 Director of Compliance (If plan changes)
 Neither

Committee Review

Has this item been through the appropriate committee review process?
 Yes No

If yes: Please specify which committee(s) and provide minutes or approval documentation:
AIMS MS and AIPCSII SSC

If no: Explain why:

Deadline Information

Is there a submission deadline for this item?
 Yes No

If yes: Please indicate the deadline date (MM/DD/YYYY): 6/30/2024

Financial Information (if applicable):

Total Cost: \$ _____

Is this expenditure included in the annual budget?
 Yes No

Please specify in which plan this expense is indicated:
 SPSA LCAP Other: _____

ELOP Compensation Policy

Purpose:

This policy aims to establish compensation guidelines within the Expanded Learning Opportunity Program (ELOP) in accordance with California labor laws. Compensation is intended for facilitators in their support of the activities under the Expanded Learning Opportunity Program.

Club Advisor Stipend:

Advisors will receive a stipend per club hosted after school at the end of each academic semester. The stipend amount will be consistent with the intent of the grant.

Overtime Compensation:

Overtime compensation shall be provided to eligible employees in accordance with California labor laws.

Employees shall be compensated at the appropriate overtime rate for all hours worked beyond the standard workweek as defined by state regulations.

Those compensated will either be on a seasonal or annual contract with AIMS. Compensation is subject to local, state, and federal tax laws and withholdings.

Record-Keeping:

Accurate records of hours worked by employees shall be maintained by the organization. Payroll records shall be kept in accordance with state and federal requirements and made available for inspection upon request.

Stipend Disbursement Process:

The stipend disbursement process will be consistent with the AIMS Business Office disbursement calendar.

Saturday School and Extended Hours Disbursement Process:

Employees will enter hours worked onto Paycom weekly, consistent to the current timekeeping processes, using the proper funding source coded to ELOP. Compensation will be distributed in alignment with the AIMS 2023-24 payment schedule.

Review and Revision:

This policy shall be reviewed periodically to ensure compliance with changes in state and federal laws and regulations.

Amendments to this policy may be made by the Board of Directors as necessary.

Implementation:

This policy shall be communicated to all employees engaged in the ELOP.

Employees shall receive training on their rights and responsibilities regarding compensation and employment practices.

Authority:

The Board of Directors retains the authority to interpret and enforce this policy.

Effective Date:

This policy shall be effective upon approval by the Board of Directors.

Coversheet

K-12 Parent Engagement Policy and Compact 2023-2024

Section: IV. Consent Calendar
Item: G. K-12 Parent Engagement Policy and Compact 2023-2024
Purpose: Vote
Submitted by:
Related Material: Parent Engagement Policy and Compact 2023 - 2024.pdf



AIMS K-12 College Prep Charter District Board Submission Cover Letter

Submitter Information

Full Name: Natalie Glass
Position/Title: Director of Schools
Department: AIMS HS, AIMS, MS, AIPCII
Date of Submission (MM/DD/YYYY): 2/20/2024

Item Details

Title of Item: Parent Engagemnet Policy and Compact Policy
Is this item a: New Submission
 Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed by:
 Superintendent
 Chief Business Officer (CBO) (If budget changes)
 Director of Compliance (If plan changes)
 Neither

Committee Review

Has this item been through the appropriate committee review process?
 Yes No
If yes: Please specify which committee(s) and provide minutes or approval documentation:

If no: Explain why:

Deadline Information

Is there a submission deadline for this item?
 Yes No
If yes: Please indicate the deadline date (MM/DD/YYYY): _____

Financial Information (if applicable):

Total Cost: \$ NA
Is this expenditure included in the annual budget?
 Yes No
Please specify in which plan this expense is indicated:
 SPSA LCAP Other: _____



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AIMS K-12 Parent Engagement Policy and Compact Policy

AIMS College Prep Middle School (DBA: American Indian Public Charter), American Indian Public Charter School II, and American Indian Public High School (DBA: AIMS College Prep High School) collectively referred to as AIMS K-12 College Prep Charter District (AIMS K-12) or American Indian Model Schools, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and how the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during the school year **2023-2024**.

Schools Responsibilities:

AIMS K-12 College Prep Charter District (AIMS K-12) will:
Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

The curriculum at AIMS K-12 will offer a foundation of academic content knowledge in six primary content areas, and prepare students to enter a high-achieving college. These subjects include the four core content areas of English, mathematics, science, and social studies, as well as world language; and the arts. The focus of the curriculum will be rigor, requiring the hard work of students to ensure their success.

The students who enroll at AIMS K-12 will be provided a structured learning environment to enhance their academic skills. The school will provide a structured curriculum aligned with state academic standards. Students with special learning needs will be mainstreamed into the classrooms, while also receiving individual attention to ensure the level of support required to help them succeed.

Since many college-bound students enrolling in science or engineering programs will be required to take calculus as a prerequisite for their majors, we want to adequately prepare our students to accomplish this goal by requiring all seventh graders at AIMS K-12 to take accelerated seventh-grade math and all eighth graders to take Algebra 1. This sets them on the right academic track for advanced math in high school.

Our high school students will take AP courses. AIMS K-8 has developed a pre-AP/vertical teaming curriculum to help students acquire the critical thinking, problem-solving, and reasoning skills that they will need to succeed in advanced placement courses. This curriculum is interdisciplinary, drawing from standards in math, English, history, science, and visual arts. It



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may also contain material from current events and politics, and students are expected to draw from their own experiences. The focus is on improving student thinking and writing skills. AIMS K-12 College Prep Charter District is interested in creating a school with a strong academic emphasis on English Literature and Mathematics for inner-city students from socio-economically disadvantaged families as well as others interested in attending the school. It is our ethos that a strong academic background in English Literature, mathematics, history, and science, coupled with an emphasis on structure and discipline, are the pillars of an effective academic program, which enable students to attain a higher education and become productive members in a capitalist society. AIMS K-12 will provide a rigorous, standards-based curriculum with a focus on language arts, mathematics, science, social studies, foreign language, performing arts, and college planning.

Small class sizes alone cannot guarantee academic achievement, though research shows that it does often contribute to higher levels of academic success. With fewer students in a classroom, teachers can better meet the needs of those students. Additionally, a calendar year that goes longer than the state's required days provides increased opportunities for targeted intervention to assist low-performing students.

Our classrooms, which are focused on English language arts, math, science, and social studies, PE, as well as rigorous engagement, provide an environment that will ensure that students not only continue to meet but exceed the academic requirements on California standardized tests. AIMS K-12 educational program is founded on the belief that high expectations lead to high-achieving students. AIMS K-12 courses will prepare students to exceed the California Content Standards for the relevant subject at each grade level. AIMS K-12 believes its academic success will be based, in part, on the emphasis placed on language arts and math.

Hold parent-teacher conferences (at least annually) during which this compact will be discussed as it relates to the individual child's achievement.

All new and returning teachers must schedule a 15-minute meeting with each student's family during the fall. During the meeting, teachers will introduce themselves to the families. They will also discuss with the families their hopes for their child in the class. The teacher will share their background with the family. The teacher will review the Mission Statement, School Motto and Credo. Families will be informed families about what will occur in the class during the school year.

Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Progress reports are sent home every three weeks for students with a grade of "C-" or lower. Report cards are distributed every nine weeks for all grades. Administrators must sign off on all student progress reports and report cards before they are sent home.



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Students are informed of their academic progress and the school's academic progress continuously. Students are expected to set academic goals and work toward them. We demand hard work and high academic expectations from all employees and students.

Parents are given a PowerSchool login to monitor their child's academic and attendance records.

Provide parents with reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Parents are allowed to visit the classroom. If you need to schedule an appointment with a teacher/staff, please fill out an appointment request with the front desk.

If you need to have a formal observation, please arrange a mutually agreed upon date and time with the Dean of School and teacher in advance of the requested classroom observation. You may schedule a meeting with the teacher before or after school.

Formal observation does not include times when parents are invited to a classroom for a special event or presentation, serve as a volunteer with a teacher, or to enjoy lunch with their student.

For security reasons, all visitors are required to sign in at the school office/front desk, to receive a visitor's badge, and indicate the name of the teacher and destination before proceeding to the class. All visitors are asked to sign out when leaving the building.

To protect the learning environment, the parent/guardian or outside provider will be the only visitor in the classroom during the observation. Any observer, other than the parent/guardian, must be approved by the Head of Schools or designee and have written consent from the parent/guardian describing the reason for the visit/observation.

Out of respect for the teaching environment, parents/guardians may not bring younger siblings or children while observing in the classroom or to utilize any electronic equipment such as cell phones while in the classroom. Observers should not disrupt the learning environment by engaging students or the teacher in conversation. A follow-up meeting may be scheduled as needed to answer questions or concerns.

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

We encourage parents to volunteer in the classroom and thank you for your involvement.

Positive parent participation is critical for success in your child's education. As a public school, we must screen school volunteers. All AIMS K-12 volunteers are required to complete a "School Volunteer Application Packet," and depending on the type of volunteer assignment, may need to have a criminal background check and fingerprinting, and may also be asked to submit the results of tuberculosis screening. Volunteers must sign in/out at the reception desk, even if the volunteer time is pre-arranged. The Volunteer Application Packet is available on the school website and in the front office.

As the school has been established to serve the needs of the students, it is imperative that families are actively involved. A family engagement group has been established to facilitate communication between all members of the organization. The reports directly to the head of



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school and the superintendent, and whenever possible a member of the family engagement group will also serve as a member of the Governance Board. Members of this team will meet regularly and may meet with the school administration to bring family community questions, concerns, and ideas to the attention of the administration. They will work on such areas as the family-student handbook and other activities to ensure the charter school meets its mission and that students are served appropriately.

Families will have the opportunity to participate in daily class activities, school activities, graduation planning, and the Governance Board meetings at the school site. Families will be involved in AIMS K-12 K-12 meetings and school activities. The aim of AIMS K-12 K-12 will be to ensure that families are actively involved in the child's education.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring the amount of television our children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

Ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)

AIMS K-12 will:



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 F 510-893-0345

American Indian Public High School
 746 Grand Ave | Oakland | CA 94610
 T 510-220-5044
 F 510-893-0345

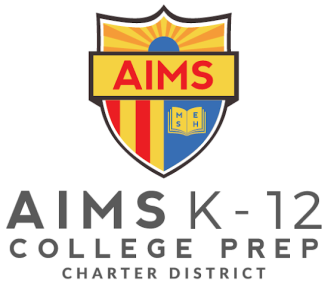
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1. Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school’s curriculum, the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State’s high academic standards, **AIMS K-12 College Prep Charter District** will:

AIMS K-12 College Prep Charter District



American Indian Public Charter School
 American Indian Public Charter School II
 171 12th Street | Oakland | CA 94607
 T 510-893-0345
 F 510-893-0345

American Indian Public High School
 746 Grand Ave | Oakland | CA 94610
 T 510-220-5044
 F 510-893-0345

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1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State’s Committee of Practitioners and School Support Teams.
2. Notify parents of the school’s participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
4. Work with the LEA to ensure that a copy of the SEA’s written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

AIMS K-12 Parent Engagement Policy and Compact Signatures

Child’s Name _____

Child’s Signature _____

Parent/Guardian Name _____

Parent Signature _____

Coversheet

SpEd Transportation Board Policy

Section: IV. Consent Calendar
Item: H. SpEd Transportation Board Policy
Purpose: Vote
Submitted by:
Related Material: Board Policy Proposal 3541.2 SpEd Transportation .pdf



AIMS K-12 College Prep Charter District Board Submission Cover Letter

Submitter Information

Full Name: Deborah Woods
Position/Title: Director
Department: Special Education
Date of Submission (MM/DD/YYYY): February 20, 2024

Item Details

Title of Item: Adoption of Board Policy 3541.2: Transportation as a Related Service
Is this item a: New Submission
 Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed by:
 Superintendent
 Chief Business Officer (CBO) (If budget changes)
 Director of Compliance (If plan changes)
 Neither

Committee Review

Has this item been through the appropriate committee review process?
 Yes No
If yes: Please specify which committee(s) and provide minutes or approval documentation:

If no: Explain why:

Deadline Information

Is there a submission deadline for this item?
 Yes No
If yes: Please indicate the deadline date (MM/DD/YYYY): 02/27/2024

Financial Information (if applicable):

Total Cost: \$ _____
Is this expenditure included in the annual budget?
 Yes No
Please specify in which plan this expense is indicated:
 SPSA LCAP Other: _____



AIMS Board Meeting Item
February 27, 2024

Item: Adoption of Board Policy 3541.2

Submitted by: Deborah Woods, Director of Special Education

Purpose: For board consideration

Staff Recommendation: Adoption of Policy 3541.2- Transportation as a Related Service for Students with Disabilities

Background: Presently, there is no language addressing transportation of students with disabilities.

Current Language:
Board Policy 3541.2 is being introduced.

Proposed Language:

“ According to state and federal laws, charter schools are not mandated to provide transportation to general education students. In individualized circumstances, an individualized education program (IEP) team may determine a student with a disability requires transportation as a related service on their IEP to benefit from special education.

The Superintendent or designee(s) shall establish criteria and procedures for determining the most appropriate mode of transportation for an individual student with disabilities based on his/her identified needs and the IEP team’s determination if the student is eligible to receive transportation as a special education related service. This shall include, but not be limited to: (1) the severity of the student’s disability, (2) consideration of the effect that the location of placement will have on the length of time that a student has to and from school each day, and (3) access to offer of a free, appropriate public education (FAPE) and special education related

services. In addition the placement and transportation criteria shall be reviewed at least annually to determine suitability.

The Superintendent or designee(s) shall ensure that appropriate transportation services are provided for students with disabilities as specified in their IEP or 504 accommodations plan. Considering the IEP team's identified specialized transportation needs of a pupil, transportation options may include, but are not limited to: walking, utilizing public transportation, reimburse a parent/guardian driving with the individual's voluntary participation, or other mode as determined in the IEP or 504 accommodations plan.

The Superintendent or designee(s) shall ensure that students who are eligible for transportation services in the IEP or 504 accommodations plan are transported by an individual who has a valid California driver's license, minimum (\$ amount to be determined) liability insurance, and has completed the LEA's specialized transportation agreement.

The Superintendent or designee(s) shall ensure that in circumstances where the IEP or 504 accommodations plan determines reimbursement will be provided to a parent/guardian the parent/guardian is reimbursed at the California government reimbursement rate for short-term travel-personal vehicle mileage.

The Superintendent or designee(s) shall ensure that students who are eligible for transportation services in the IEP or 504 accommodations plan and suspended from transportation, receive an alternative form of transportation at no cost to the pupil or parent/guardian.

Legal References

California Education Code Section 56040

California Education Code Section 41850-41851

California Education Code Section 48915”

Adopted

February 27, 2024

Coversheet

2023-2024 Contract Submission

Section: V. Action Items
Item: A. 2023-2024 Contract Submission
Purpose: Vote
Submitted by:
Related Material: 23-24 Emplpyee Contract Cover Letter.pdf
2023-2024 Employee Contract Submissions Board Approval.pdf



AIMS K-12 College Prep Charter District Board Submission Cover Letter

Submitter Information

Full Name: Tiffany Tung
Position/Title: Director of Compliance
Department: Compliance
Date of Submission (MM/DD/YYYY): 2/27/2024

Item Details

Title of Item: 2023-2024 Employee Contracts
Is this item a: New Submission
 Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed by:
 Superintendent
 Chief Business Officer (CBO) (If budget changes)
 Director of Compliance (If plan changes)
 Neither

Committee Review

Has this item been through the appropriate committee review process?
 Yes No
If yes: Please specify which committee(s) and provide minutes or approval documentation:

If no: Explain why:
These are new employee contracts for newly hired employees.

Deadline Information

Is there a submission deadline for this item?
 Yes No
If yes: Please indicate the deadline date (MM/DD/YYYY): _____

Financial Information (if applicable):

Total Cost: \$ _____
Is this expenditure included in the annual budget?
 Yes No
Please specify in which plan this expense is indicated:
 SPSA LCAP Other: _____

| POSITION CODE | SITE LOCATION | RESOURCE | EMPLOYEE | FY23-24 Position Title | FTE FUNDED | FY23-24 SALARIES/WAGES | 11/12 MONTH |
|-------------------------------|-------------------|--------------------------------|-----------------|--------------------------|--------------|------------------------|-------------|
| SPEDIA003 | AIMSK12 District | SPED | Nezha Abdelrahm | SPED Paraprofessional IA | FULL 1.00 | \$28.72 per hour | 11 month |
| SPEDIA004 | AIMSK12 District | SPED | Inman Otey | SPED Paraprofessional IA | FULL 1.00 | \$28.72 per hour | 11 month |
| TCHAST008 | High School | General | Sarah Hsieh | Teacher's Assistant | FULL 1.00 | \$53,283.36 annually | 11 month |
| HLTCH0002 | AIMSK12 District | General | Alexis Brown | Health Coordinator | FULL 1.00 | \$70,000.00 annually | 12 month |
| HITCH0002 | High School | EPA (Education Protection Act) | Yuying Liao | Teacher | FULL 1.00 | \$61,882.00 annually | 11 month |
| WLTCH0003 | Elementary School | EPA (Education Protection Act) | Wenjing Xu | Teacher | FULL 1.00 | \$63,064.00 annually | 11 month |
| Amended Contract to Part Time | Middle School | EPA (Education Protection Act) | Chris Alicea | Teacher | PART TIME .6 | | 11 month |

| EXTENDED CONTRACTS FY23-24 | | | | | | | | | | |
|----------------------------|----------|----------|--------------|------------------|-----------------------------|-------------|-----------------------|-------------------------|------------------------|--|
| OBJECT | LOCATION | RESOURCE | PROGRAM/DEPT | EMPLOYEE | POSITION TITLE | Type of Pay | PAY FOR EXTENDED WORK | Unrestricted/Restricted | Start/End Date of Work | |
| | | 20 | | Mikael Wooten | Athletic Director MS | Stipend | \$12,000 | | | |
| | | 20 | | Andrew Hampton | Athletic Director ES | Stipend | \$12,000 | | | |
| | | 40 | | Brenda Nixon | Assistant Athletic Director | Stipend | \$6,000 | | | |
| | | 40 | | Sunny Diaz | Head Coach | Stipend | \$3,000 | | | |
| | | 40 | | Sunny Diaz | Head Coach | Stipend | \$3,000 | | | |
| | | 30 | | Umzoa Amuchie | Head Coach | Stipend | \$3,000 | | | |
| | | 40 | | Mikal Hardy | Head Coach | Stipend | \$3,000 | | | |
| | | 30 | | Umzoa Amuchie | Head Coach | Stipend | \$3,000 | | | |
| | | 20 | | Tanya Nelson | Head Coach | Stipend | \$3,000 | | | |
| | | 30 | | Andrew Hampton | Head Coach | Stipend | \$3,000 | | | |
| | | 20 | | Tanya Nelson | Head Coach | Stipend | \$3,000 | | | |
| | | 40 | | Sunny Diaz | Head Coach | Stipend | \$3,000 | | | |
| | | 40 | | Taylor Noel | Head Coach | Stipend | \$3,000 | | | |
| | | 40 | | Hershey Bautista | Assistant Coach | Stipend | \$2,167 | | | |
| | | 40 | | Chris Scott | Assistant Coach | Stipend | \$2,167 | | | |
| | | 10 | | Chris Ahmad | BTSA/Induction | Stipend | \$4,000 | | | |
| | | 10 | | Maryetta Golden | BTSA/Induction | Stipend | \$1,000 | | | |
| | | 30 | | Jamelle Jacques | BTSA/Induction | Stipend | \$2,000 | | | |
| | | 30 | | Brian Cabrera | BTSA/Induction | Stipend | \$2,000 | | | |
| | | 10 | | Chris Ahmad | Alliant | Stipend | \$2,000 | | | |
| | | 10 | | Maryetta Golden | Alliant | Stipend | \$4,000 | | | |
| | | 30 | | Jamelle Jacques | Alliant | Stipend | \$2,000 | | | |
| | | 10 | | Chris Ahmad | SCOE Coordinator | Stipend | \$4,500 | | | |

Coversheet

LCAP Mid-Year Update - AIMS MS, AIMS HS, AIPCS II

Section: V. Action Items
Item: B. LCAP Mid-Year Update - AIMS MS, AIMS HS, AIPCS II
Purpose: Vote
Submitted by:
Related Material: LCAP Midyear Update.pdf



AIMS K-12 College Prep Charter District Board Submission Cover Letter

Submitter Information

Full Name: Marisol Magana
Position/Title: Director of Health & School Support Services
Department: Health & School Support Services
Date of Submission (MM/DD/YYYY): 02/20/2024

Item Details

Title of Item: LCAP Mid Year Update AIMS MS, AIMS HS, AIPCS II
Is this item a: New Submission
 Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed by:
 Superintendent
 Chief Business Officer (CBO) (If budget changes)
 Director of Compliance (If plan changes)
 Neither

Committee Review

Has this item been through the appropriate committee review process?
 Yes No
If yes: Please specify which committee(s) and provide minutes or approval documentation:

If no: Explain why:

Deadline Information

Is there a submission deadline for this item?
 Yes No
If yes: Please indicate the deadline date (MM/DD/YYYY): 2/28/2024

Financial Information (if applicable):

Total Cost: \$ _____
Is this expenditure included in the annual budget?
 Yes No
Please specify in which plan this expense is indicated:
 SPSA LCAP Other: _____

Mid-Year LCAP Update

AIMS College Prep Middle School

February 27, 2024

Background

Senate Bill 114 (2023) added a requirement for LEAs to present a report on the annual update to the Local Control and Accountability Plan (LCAP) and Budget Overview for Parents (BOP) on or before February 28 each at a regularly scheduled meeting of the governing board or body of the LEA.

The report must include the following:

- All available midyear outcome data related to metrics identified in the current LCAP; and,
- All available midyear expenditure and implementation data on all actions identified in the current LCAP.

2023-24 Mid-Year LCAP Progress Report

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|------------------------------------|--|
| AIMS College Prep Middle School | Natalie Glass, Director of Schools | natalie.glass@aimsk12.org 510-893-8701 |

Goal 1

| Goal # | Description |
|-----------|---|
| [Goal #1] | Academics and Curriculum: We will commit to academic excellence by ensuring that all students receive Data-Driven Instruction and curriculum in Common Core State Standards (CCSS), Next Generation Science Standards (NGSS,) other California State Standards (ELD, Social Studies, World Languages, Visual Performing Arts). |

Mid-Year 2023-2024: Measuring and Reporting Results

| Metric | Baseline | Year 3 Mid-Year Progress | Desired Outcome for 2023–24 |
|--|---|--------------------------|---|
| California Assessment of Student Performance and Progress: Mathematics | 55% of all students will reach proficiency in mathematics or higher | 45.07% | 65% of all students will reach proficiency in mathematics or higher |
| California Assessment of Student Performance and Progress: ELA | 40% of all students will reach proficiency in English Language Arts or higher | 38.92% | 55% of all students will reach proficiency in English Language Arts or higher |

| Metric | Baseline | Year 3 Mid-Year Progress | Desired Outcome for 2023–24 |
|--|---|--|---|
| California Assessment of Student Performance and Progress: Mathematics- Students w/ Disabilities | Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Small Sample Size to Report | In order to protect student privacy, data is suppressed because fewer than 11 students tested. | 30% of students w/ disabilities will reach proficiency in mathematics or higher |
| California Assessment of Student Performance and Progress: ELA- Students w/ Disabilities | Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Small Sample Size to Report | 13.33% | 35% of students with disabilities will reach proficiency in English Language Arts or higher |
| California Assessment of Student Performance and Progress Science | 40% of all students will reach proficiency in Science or higher | 12.16% | 60% of all students will reach proficiency in Science or higher |
| English Learners making annual growth as measured by ELPAC annual growth data | 2019-2020 ELPAC Year, 30% Progressed at least one ELPAC Level | 41% progressed at least one ELPAC Level | 2023-24 50% progressed at least one ELPAC Level |
| English Learner Reclassification Rate | 2020-2021 Baseline English Learner Reclassification rate 10% | 21% Reclassification rate | 2023-24 25% Reclassification rate |

| Mid-Year 2023-24 Progress: Status of Implementation and Expenditures | | | | |
|--|---|-----------------------|------------------------|-------------------------|
| Action # | Title | Planned - Total Funds | Mid-Year - Total Funds | Status |
| 1.1 | Textbooks and Supplemental Curriculum, and Individual Online Learning Platforms | \$17,226 | \$11,101.67 | Partially Implemented ▾ |
| 1.2 | VAPA-Visual Performing Arts Department Resources (Prop 28) | \$ 32,000.00 | 15,783.88 | Partially Implemented ▾ |
| 1.3 | Instructional Materials | \$4000 | \$7,377.93 | Partially Implemented ▾ |

| | | | | |
|-----|---|--------|--------|-------------------------|
| 1.4 | ELD Curriculum, ELD Field Trips, Supplies and Materials | \$4000 | \$3200 | Partially Implemented ▾ |
|-----|---|--------|--------|-------------------------|

Goal 2

| Goal # | Description |
|-----------|--|
| [Goal #2] | Instruction, Development, and Support: Provide high quality classroom instruction from appropriately credentialed teachers and staff, that promotes college and career readiness with academic interventions and professional development to eliminate barriers to student success. |

Mid-Year 2023-2024: Measuring and Reporting Results

| Metric | Baseline | Year 3 Mid-Year Progress | Desired Outcome for 2023–24 |
|--|--|--|--|
| Appropriately credentialed and assigned teachers | 62.5% of teachers are appropriately credentialed and assigned. | 73.5% | 87% of teachers are appropriately credentialed and assigned. |
| Teacher misassignment | 37.5% of teacher misassignment CALSAAS Summary findings used. | 26% | 13% of teacher misassignment |
| Student access to instructional materials and supplies | 100% of students have access to board adopted materials and instructional supplies | 100% of students have access to board adopted materials and instructional supplies | 100% of students have access to board adopted materials and instructional supplies |
| Professional Development Attendance | At least 80% of the staff will attend professional development when it occurs | 96.7% of Staff actively participates in professional development | At least 95% of the staff will attend professional development when it occurs |

Mid-Year 2023-24 Progress: Status of Implementation and Expenditures

| Action # | Title | Planned - Total Funds | Mid-Year - Total Funds | Status |
|----------|--|-----------------------|------------------------|-------------------------|
| 2.1 | Administrative Staff (LCFF) | \$167,107.73 | \$133,200.07 | Partially Implemented ▾ |
| 2.2 | Teachers, Substitutes (LCFF) | \$994,676.23 | \$678,679 | Partially Implemented ▾ |
| 2.3 | School Supplies and Uniforms (LCFF) | \$18,000.00 | \$8,839.21 | Fully Implemented ▾ |
| 2.4 | Professional Development and Coaching | \$24,649.09 | \$8,954.26 | Partially Implemented ▾ |
| 2.5 | Support Staff (LCFF) | \$87,858.64 | \$50402.06 | Partially Implemented ▾ |
| 2.6 | College Bound Kids (LCFF) | \$11,014.62 | \$5391.55 | Partially Implemented ▾ |
| 2.7 | Saturday Intervention Enrichment School, Students Tutors, Summer Intervention, Winter Intervention, Spring and Thanksgiving Intervention Program Coordinator Staffing and Supplies (ELOP) | \$112,673.00 | \$14,751.68 | Partially Implemented ▾ |
| 2.8 | El Dorado SELPA Agreement Fed SpEd | \$36,453.40 | \$13,833.94 | Partially Implemented ▾ |
| 2.9 | SpEd Staff and Supplies and Materials for SpEd students (State SPED) | \$201,868.00 | \$111,236 | Partially Implemented ▾ |
| 2.10 | Academic Counselor, Student Activity Coordinator | \$34,674.54 | \$18,897.44 | Partially Implemented ▾ |
| 2.11 | ELD Coordinator & ELD IA (LCFF) | \$37,386.19 | \$22,793.00 | Partially Implemented ▾ |

Goal 3

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

Mid-Year 2023-2024: Measuring and Reporting Results

| Metric | Baseline | Year 3 Mid Year Progress | Desired Outcome for 2023–24 |
|---|--|--------------------------|---|
| Formative Assessment - Scholastic Math Inventory (SMI) | 50% of students will be at grade the grade level proficiency | 49.64% | 70% of students will be at grade the grade level proficiency |
| Formative Assessment Scholastic Reading Inventory (SRI) | 40% of students will be at grade the grade level proficiency | 50.28% | 60 % of students will be at grade the grade level proficiency |
| Illuminate Math | Each 6-8 grade level will have a proficiency rate of at least 50% or above | 43.61% | Each grade level will have a proficiency rate of at least 55% |
| Illuminate ELA | Each 6-8 grade level will have a proficiency rate of at least 45% or above | 42.18% | Each grade level will have a proficiency rate of at least 55% |

| Mid-Year 2023-24 Progress: Status of Implementation and Expenditures | | | | |
|--|--|-----------------------|------------------------|---------------------|
| Action # | Title | Planned - Total Funds | Mid-Year - Total Funds | Status |
| 3.1 | District-Wide Assessments & Data Platforms ESSER III, LCFF | \$4,003.40 | \$2,066.58 | Fully Implemented - |
| 3.2 | HMH Scholastic Math Inventory/ HMH Scholastic Reading Inventory | \$3000 | \$3481.00 | Fully Implemented - |

Goal 4

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

Mid-Year 2023-2024: Measuring and Reporting Results

| Metric | Baseline | Year 3 Mid Year Progress | Desired Outcome for 2023–24 |
|--|--|---|---|
| Attendance Rate | 95% ADA | 95.77% ADA As of January 31, 2024 | 97.5% ADA |
| School Survey - Question regarding Safety | Student Response : 80% Family Response: 80% | Student Response : 68.72% Family Response: 90.24 | Student Response: 85% Family Response: 85% |
| Family Survey - Question regarding High Expectations | Family Response: 85% | Family Response: 90.24 | Family Response: 90% |
| Student Survey Student - Caring Relationships | Student Survey Response: 80% | Student Survey Response: 74.89% | Student Survey Response: 85% |
| Percent of students in grades 6th-8th, receiving social emotional counseling, who reported an increased sense of connection and belonging. | No baseline data available (this data has not been previously collected) | Pending results | 70 % of students who received counseling will report an increased sense of connection and belonging. (Note: the desired outcome may be adjusted to reflect Year 2 Outcome). |
| School Wide Suspension Rate | School Wide Suspension Rate 5% | <2% | <3% |

| Metric | Baseline | Year 3 Mid Year Progress | Desired Outcome for 2023–24 |
|---|---|---|--|
| School facility is maintained and in good repair. The facility received Good rating on the Facilities Inspection Tool | School facility is maintained and in good repair. For 2020-2021 the facility received Good rating on the Facilities Inspection Tool | School facilities are in good repair. We continue to make upgrades and improve the overall rating of Good on the Facilities Inspection Tool | The facility receives at least a Good rating on the Facilities Inspection Tool |
| Food Service Survey- Quality of meals and interest to enhance overall wellbeing | Positive Response of at least 70% or above | Pending results | Positive Response of at least 75% or above |

| Mid-Year 2023-24 Progress: Status of Implementation and Expenditures | | | | |
|--|---|-----------------------|------------------------|-------------------------|
| Action # | Title | Planned - Total Funds | Mid-Year - Total Funds | Status |
| 4.1 | AIMS K-12 College Prep Charter District CMO (LCFF) | \$670,038 | \$479,356 | Partially Implemented ▾ |
| 4.2 | Socioemotional Counselor /Mental Health Workshops / Presentations (LCFF) | \$43,341.98 | \$24,972 | Partially Implemented ▾ |
| 4.3 | Health Coordinator | \$25,000 | 0.00 | Planned ▾ |
| 4.4 | Community Liaison and Parent Engagement (LCFF) | \$26,972.85 | \$13,281.96 | Partially Implemented ▾ |
| 4.5 | Healthy and Nutritious Meals, Child Nutrition & Food Services [NSLP/SSO] (LCFF, SSO) | \$85,932.39 | \$39,496.16 | Partially Implemented ▾ |
| 4.6 | Custodial Staff, Facility Maintenance & Utilities (ESSER III, LCFF) | \$286,683.00 | \$148,042.99 | Partially Implemented ▾ |
| 4.7 | AIMS Athletic Department and Clubs (LCFF) | \$58,586.00 | \$7225.49 | Partially Implemented ▾ |
| 4.8 | Oakland Enrolls / Schoolmint / PowerSchool - Student Information System / ParentSquare (LCFF) | \$20,000 | \$17,814.20 | Fully Implemented ▾ |
| 4.9 | Public Transportation Support to Vulnerable | No cost | No Cost | Fully Implemented ▾ |

| | Student Populations (LCFF) | | | |
|------|--|-------------|-------------|-------------------------|
| 4.10 | IT Services / IT Maintenance (LCFF) | \$5,000 | \$2,296.35 | Partially Implemented ▾ |
| 4.11 | Computer / School Furniture Inventory (LCFF, ESSER III) | \$25,000 | \$13,737.33 | Partially Implemented ▾ |
| 4.12 | Campus Security / Bell System Enhancements (LCFF) | \$1,000 | \$250.00 | Fully Implemented ▾ |
| 4.13 | Experiential Learning / Field Trip Opportunities (ELOP)/(Measure G1) | \$23,000 | \$189.76 | Partially Implemented ▾ |
| 4.14 | After School & Enrichment / Extracurricular Programs (BACR) | \$203,279 | \$60,354.54 | Partially Implemented ▾ |
| 4.15 | Teacher Appreciation | No Cost | No Cost | Fully Implemented ▾ |
| 4.16 | School Culture Enhancements/ SEL Curriculum/ No Bullying Schools (LCFF, Measure G1, ESSER III) | \$13,560.96 | \$5000 | Partially Implemented ▾ |
| 4.17 | Student Events (LCFF, Measure G1) | \$8,475 | \$2,000 | Partially Implemented ▾ |
| 4.18 | District Oversight Fee (LCFF) | 26,414 | \$18,069.46 | Partially Implemented ▾ |

Mid-Year LCAP Update

American Indian Public Charter School II

February 27, 2024

Background

Senate Bill 114 (2023) added a requirement for LEAs to present a report on the annual update to the Local Control and Accountability Plan (LCAP) and Budget Overview for Parents (BOP) on or before February 28 each at a regularly scheduled meeting of the governing board or body of the LEA.

The report must include the following:

- All available midyear outcome data related to metrics identified in the current LCAP; and,
- All available midyear expenditure and implementation data on all actions identified in the current LCAP.

2023-24 Mid-Year LCAP Progress Report

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|--|------------------------------------|--|
| American Indian Public Charter School II | Natalie Glass, Director of Schools | natalie.glass@aimsk12.org 510-893-8701 |

Goal 1

| Goal # | Description |
|-----------|---|
| [Goal #1] | Academics and Curriculum: We will commit to academic excellence by ensuring that all students receive Data-Driven Instruction and curriculum in Common Core State Standards (CCSS), Next Generation Science Standards (NGSS,) other California State Standards (ELD, Social Studies, World Languages, Visual Performing Arts). |

Mid-Year 2023-2024: Measuring and Reporting Results

| Metric | Baseline | Year 3 Mid Year Progress | Desired Outcome for 2023–24 |
|--|---|--------------------------|--|
| California Assessment of Student Performance and Progress - Mathematics | 55% of all students will reach proficiency in mathematics | 59.32% | 65% of all students will reach proficiency in mathematics or higher. |
| California Assessment of Student Performance and Progress- Mathematics- Students w/ Disabilities | Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Small Sample Size to Report | 50.00% | 45% of students w/ disabilities will reach proficiency in mathematics or higher. |
| California Assessment of Student Performance and Progress - English Language Arts | 45% of all students will reach proficiency in English Language Arts | 60.91% | 55% of all students will reach proficiency in English Language Arts or higher |

| Metric | Baseline | Year 3 Mid Year Progress | Desired Outcome for 2023–24 |
|---|---|--|---|
| California Assessment of Student Performance and Progress - English Language Arts - Students w / Disabilities | Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Small Sample Size to Report | 38.46% | 45% of students w/ disabilities will reach proficiency in English Language Arts or higher |
| California Assessment of Student Performance and Progress Science | 40% of all students will reach proficiency in Science | 37.59% | 60% of all students will reach proficiency in Science |
| English Learners making annual growth as measured by ELPAC annual growth data | At least 60% of English Language Learners will make at least one year’s progress in learning English | 51% of English Language Learners made at least one year’s progress in learning English | 60% of English Language Learners will make at least one year’s progress in learning English |
| English Learner Reclassification Rate | 40% EL Reclassification Rate | 28% EL Reclassification Rate | 35% EL Reclassification Rate |

| Mid-Year 2023-24 Progress: Status of Implementation and Expenditures | | | | |
|--|---|-----------------------|------------------------|-------------------------|
| Action # | Title | Planned - Total Funds | Mid-Year - Total Funds | Status |
| 1.1 | Textbooks and Supplemental Curriculum, and Individual Online Learning Platforms | \$149,205 | \$78,009.86 | Partially Implemented ▾ |
| 1.2 | VAPA-Visual Performing Arts Department Resources (Prop 28) | \$50,000 | \$42,770 | Partially Implemented ▾ |
| 1.3 | Instructional Materials | \$52,496.09 | \$21,844.83 | Partially Implemented ▾ |
| 1.4 | ELD Curriculum, ELD Field Trips, Supplies and Materials | \$27,261.00 | \$4700 | Partially Implemented ▾ |

Goal 2

| Goal # | Description |
|-----------|--|
| [Goal #2] | Instruction, Development, and Support: Provide high quality classroom instruction from appropriately credentialed teachers and staff, that promotes college and career readiness with academic interventions and professional development to eliminate barriers to student success. |

Mid-Year 2023-2024: Measuring and Reporting Results

| Metric | Baseline | Year 3 Mid Year Progress | Desired Outcome for 2023–24 |
|--|--|--------------------------|--|
| Appropriately credentialed and assigned teachers | 68.82% of teachers were appropriately assigned and credentialed during the school year CalSAAS Summary findings used. | 74.6% | 90% of teachers are appropriately credentialed and assigned. |
| Teacher misassignment | 31.18% of teacher misassignment | 22.15% | 10% of teacher misassignment |
| Student access to instructional materials and supplies | 100% of students have access to board adopted materials and instructional supplies | 100% | 100% of students have access to board adopted materials and instructional supplies |
| Professional Development Attendance | At least 90% of the staff will attend professional development when it occurs | 90% | At least 90% of the staff will attend professional development when it occurs |

| Mid-Year 2023-24 Progress: Status of Implementation and Expenditures | | | | |
|--|-----------------------------------|-----------------------|------------------------|-------------------------|
| Action # | Title | Planned - Total Funds | Mid-Year - Total Funds | Status |
| 2.1 | Administrative Staff | \$302,884.00 | \$242,088.71 | Partially Implemented ▾ |
| 2.2 | Teachers, Substitutes | \$3,241,298.00 | \$1,405,604.44 | Partially Implemented ▾ |
| 2.3 | School Supplies and Uniforms LCFF | \$36,000.00 | \$21,883.75 | Partially Implemented ▾ |

| | | | | |
|------|--|----------------|-------------|-------------------------|
| 2.4 | Professional Development and Coaching Title II funds | \$31,507.28 | \$22,414.04 | Partially Implemented ▾ |
| 2.5 | Support Staff LCFF | \$848,982.00 | \$344,003.4 | Partially Implemented ▾ |
| 2.6 | College Bound Kids Coordinator and Program LCFF | \$8,337.00 | \$5,391.55 | Partially Implemented ▾ |
| 2.7 | Saturday Intervention Enrichment School, Students Tutors, Summer Intervention, Winter Intervention, Spring and Thanksgiving Intervention Program Coordinator Staffing and Supplies ELOP | \$1,335,739.75 | \$6,000 | Partially Implemented ▾ |
| 2.8 | El Dorado SELPA Agreement Fed SpEd | \$105,049.00 | \$54,219.97 | Partially Implemented ▾ |
| 2.9 | SpEd Staff and Supplies and Materials for SpEd students (State SPED) | \$524,062.00 | \$278,730 | Partially Implemented ▾ |
| 2.10 | Academic Counselor, Student Activity Coordinator | \$32,990.00 | \$12,292.38 | Partially Implemented ▾ |
| 2.11 | ELD Coordinator & ELD IA LCFF | 100,558.00 | \$42,397.19 | Partially Implemented ▾ |

Goal 3

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

Mid-Year 2023-2024: Measuring and Reporting Results

| Metric | Baseline | Year 3 Mid Year Progress | Desired Outcome for 2023–24 |
|---|--|--------------------------|---|
| Formative Assessment Scholastic Math Inventory (SMI) | 50% of students will be at grade the grade level proficiency | 59.36% | 70% of students will be at grade the grade level proficiency |
| Formative Assessment Scholastic Reading Inventory (SRI) | 40% of students will be at grade the grade level proficiency | 59.09% | 60% of students will be at grade the grade level proficiency |
| Illuminate Math | Each K-5 grade level will have a proficiency rate of at least 50% or above | 73.38% | Each grade level will have a proficiency rate of at least 55% |
| Illuminate ELA | Each K-5 grade level will have a proficiency rate of at least 45% or above | 63.33% | Each grade level will have a proficiency rate of at least 50% |

| Mid-Year 2023-24 Progress: Status of Implementation and Expenditures | | | | |
|--|---|-----------------------|------------------------|---------------------|
| Action # | Title | Planned - Total Funds | Mid-Year - Total Funds | Status |
| 3.1 | District-Wide Assessments & Data Platforms ESSER III, LCFF | \$10,272.00 | \$6,199.75 | Fully Implemented ▾ |
| 3.2 | HMH Scholastic Math Inventory/ HMH Scholastic Reading Inventory | \$9,000.00 | \$7,422.20 | Fully Implemented ▾ |

Goal 4

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

Mid-Year 2023-2024: Measuring and Reporting Results

| Metric | Baseline | Year 3 Mid Year Progress | Desired Outcome for 2023–24 |
|---|---|---|---|
| Attendance Rate | 95% ADA | 95.25 ADA As of January 31, 2024 | 97.5% ADA |
| School Survey - Question regarding Safety | Student Response: 80% Family Response: 80% | Student Response: 85.47% Family Response: 94.93% May 2023 Survey Results | Student Response: 85% Family Response: 85% |
| Family Survey - Question regarding High Expectations | Family Response: 85% | Family Response: 92.75% | Family Response: 90% |
| Student Survey Student - Caring Relationships | Student Survey Response: 80% | Student Survey Response: 87% | Student Survey Response: 85% |
| Percent of students in grade K-5, receiving social emotional counseling, who reported an increased sense of connection and belonging. | No baseline data available (this data has not been previously collected) | Pending results | 70 % of students who received counseling will report an increased sense of connection and belonging. (Note: the desired outcome may be adjusted to reflect Year 2 Outcome). |
| School Wide Suspension Rate | School Wide Suspension Rate 5% | <2% | < 3% |
| School facility is maintained and in good repair. The facility received Good rating on the Facilities Inspection Tool | School facility is maintained and in good repair. For 2020-2021 the facility received Good rating on the Facilities Inspection Tool | School facilities are in good repair. We continue to make upgrades and improve the overall rating of Good on the Facilities Inspection Tool | The facility receives at least a Good rating on the Facilities Inspection Tool |
| Food Service Survey- Quality of meals and interest to enhance overall well-being | Positive Response of at least 70% or above | Pending results | Positive Response of at least 75% or above |

| Mid-Year 2023-24 Progress: Status of Implementation and Expenditures | | | | |
|--|---|-----------------------|------------------------|-------------------------|
| Action # | Title | Planned - Total Funds | Mid-Year - Total Funds | Status |
| 4.1 | AIMS K-12 College Prep Charter District CMO (LCFF) | \$2,538,230.00 | 1,172,721.40 | Partially Implemented ▾ |
| 4.2 | Socioemotional Counselor Mental Health Workshops / Presentations and Program Expenses (LCFF) | \$70,540.00 | \$49,442.00 | Partially Implemented ▾ |
| 4.3 | Health Coordinator (ESSER III) | \$70,411.00 | 0.00 | Planned ▾ |
| 4.4 | Community Liaison and Parent Engagement (LCFF) | \$85,102.00 | \$39,064.58 | Partially Implemented ▾ |
| 4.5 | Healthy and Nutritious Meals, Child Nutrition & Food Services [NSLP/SSO] (LCFF, SSO) | \$292,166.00 | \$157,076.09 | Partially Implemented ▾ |
| 4.6 | Custodial Staff, Facility Maintenance & Utilities (ESSER III, LCFF) | \$700,209.00 | \$379,638.87 | Partially Implemented ▾ |
| 4.7 | AIMS Athletic Department and Clubs (LCFF) | \$76,243.00 | \$21,251.43 | Partially Implemented ▾ |
| 4.8 | Oakland Enrolls / Schoolmint / PowerSchool - Student Information System / ParentSquare (LCFF) | \$39,500.00 | \$29,574.4 | Fully Implemented ▾ |
| 4.9 | Public Transportation Support to Vulnerable Student Populations (LCFF) | No cost | No Cost | Fully Implemented ▾ |
| 4.10 | IT Services / IT Maintenance (LCFF) | \$15,000 | \$6267.13 | Partially Implemented ▾ |
| 4.11 | Computer / School Furniture Inventory (ESSER III) | \$78,500 | \$19,038.43 | Partially Implemented ▾ |
| 4.12 | Campus Security / Bell System Enhancements (LCFF) | \$3,000.00 | \$391.76 | Partially Implemented ▾ |
| 4.13 | Experiential Learning / Field Trip Opportunities | \$44,000 | \$185.24 | Partially Implemented ▾ |

| | (ELOP)/Measure G1 | | | |
|------|--|-------------|-------------|-------------------------|
| 4.14 | After School & Enrichment / Extracurricular Programs (BACR) | \$203,279 | \$83,946.51 | Partially Implemented ▾ |
| 4.15 | Teacher Appreciation | No Cost | No cost | Fully Implemented ▾ |
| 4.16 | School Culture Enhancements/ SEL Curriculum/ No Bullying Schools (LCFF, Measure G1, ESSER III) | \$24,745.00 | \$2,020.00 | Partially Implemented ▾ |
| 4.17 | Student Events (LCFF, Measure G1) | \$11,225.00 | \$3,000 | Partially Implemented ▾ |
| 4.18 | District Oversight Fee (LCFF) | \$76,263.32 | \$51,609 | Partially Implemented ▾ |

Mid-Year LCAP Update

AIMS College Prep High School

February 27, 2024

Background

Senate Bill 114 (2023) added a requirement for LEAs to present a report on the annual update to the Local Control and Accountability Plan (LCAP) and Budget Overview for Parents (BOP) on or before February 28 each at a regularly scheduled meeting of the governing board or body of the LEA.

The report must include the following:

- All available midyear outcome data related to metrics identified in the current LCAP; and,
- All available midyear expenditure and implementation data on all actions identified in the current LCAP.

2023-24 Mid-Year LCAP Progress Report

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|------------------------------------|--|
| AIMS College High School | Natalie Glass, Director of Schools | natalie.glass@aimsk12.org 510-893-8701 |

Goal 1

| Goal # | Description |
|-----------|---|
| [Goal #1] | Academics and Curriculum: We will commit to academic excellence by ensuring that all students receive Data-Driven Instruction and curriculum in Common Core State Standards (CCSS), Next Generation Science Standards (NGSS,) other California State Standards (ELD, Social Studies, World Languages, Visual Performing Arts). |

Mid-Year 2023-2024: Measuring and Reporting Results

| Metric | Baseline | Year 3 Mid-Year Progress | Desired Outcome for 2023–24 |
|---|---|---|---|
| English Learners making annual growth as measured by ELPAC annual growth data | 2019-2020 ELPAC Year, 25% Progressed at least one ELPAC Level | 40% progressed at least one ELPAC Level | 2023-24 45%-50% progressed at least one ELPAC Level |
| English Learner Reclassification Rate | 2020-2021 Baseline English Learner Reclassification rate 5% | 28% English Learner Reclassification rate | 2023-24 <10% Growth over Baseline |
| Percentage of High School Graduates Eligible for the California State Biliteracy Seal | <10% | 21.71% | 10%-15% percent of high school graduates eligible for the California State Biliteracy Seal. |

| Metric | Baseline | Year 3 Mid-Year Progress | Desired Outcome for 2023–24 |
|--|---|---|---|
| The percentage of students who have passed an Advanced Placement (AP) examination with a score of three or higher. | 30% of students who have passed an Advanced Placement (AP) examination with a score of three or higher. | 22% of students who have passed an Advanced Placement (AP) examination with a score of three or higher. | 2023-24 40% of students have passed at least one Advanced Placement (AP) examination with a score of three or higher |
| The percentage of students scoring above state average in SAT | 25% percentage of students scoring above state average in SAT | 29% percentage of students scoring above state average in SAT | 40% percentage of students scoring above state average in SAT |

| Mid-Year 2023-24 Progress: Status of Implementation and Expenditures | | | | |
|--|---|-----------------------|------------------------|-------------------------|
| Action # | Title | Planned - Total Funds | Mid-Year - Total Funds | Status |
| 1.1 | Textbooks,Supplemental Curriculum, and Individual Online Learning Platforms | \$90,007 | \$79,810.65 | Partially Implemented ▾ |
| 1.2 | VAPA-Visual Performing Arts Department Resources | \$60,000 | \$10,012.77 | Partially Implemented ▾ |
| 1.3 | Instructional Materials | \$45,000 | \$4,954.20 | Partially Implemented ▾ |
| 1.4 | ELD Curriculum, ELD Field Trips, Supplies and Materials | \$10,929 | \$9,009.38 | Partially Implemented ▾ |

Goal 2

| Goal # | Description |
|-----------|--|
| [Goal #2] | Instruction, Development, and Support: Provide high quality classroom instruction from appropriately credentialed teachers and staff, that promotes college and career readiness with academic interventions and professional development to eliminate barriers to student success. |

Mid-Year 2023-2024: Measuring and Reporting Results

| Metric | Baseline | Year 3 Mid-Year Progress | Desired Outcome for 2023–24 |
|--|--|--|--|
| Appropriately credentialed and assigned teachers | 71.19% of teachers are appropriately credentialed and assigned. | 83.2% of teachers are appropriately credentialed and assigned. | 90% of teachers are appropriately credentialed and assigned. |
| Teacher misassignment | 28.81% teacher misassignment | 21.5% teacher misassignment | 10% of teacher misassignment |
| Student access to instructional materials and supplies | 100% of students have access to board adopted materials and instructional supplies | 100% of students have access to board adopted materials and instructional supplies | 100% of students have access to board adopted materials and instructional supplies |
| Professional Development Attendance | At least 80% of the staff will attend professional development when it occurs | Over 90% of the staff attend professional development when it occurs | At least 90% of the staff will attend professional development when it occurs |

| Mid-Year 2023-24 Progress: Status of Implementation and Expenditures | | | | |
|--|--|-----------------------|------------------------|-------------------------|
| Action # | Title | Planned - Total Funds | Mid-Year - Total Funds | Status |
| 2.1 | Administrative Staff | \$310,291.03 | \$185,474.3 | Partially Implemented ▾ |
| 2.2 | Teachers, Substitutes | \$1,560,184.02 | \$672,735.00 | Partially Implemented ▾ |
| 2.3 | School Supplies and Uniforms (LCFF) | \$30,000 | \$31,351.04 | Partially Implemented ▾ |
| 2.4 | Professional Development and Coaching | \$58,693 | \$6,194.91 | Partially Implemented ▾ |
| 2.5 | Support Staff | \$938,396.15 | \$176,249.59 | Partially Implemented ▾ |
| 2.6 | College Bound Kids Coordinator and Program College Applications | 194,546.32 | \$167,684.78 | Partially Implemented ▾ |

| | | | | |
|------|---|--------------|--------------|-------------------------|
| | Scholarships (LCFF) | | | |
| 2.7 | Saturday Intervention Enrichment School, Students Tutors, Summer Intervention, Winter Intervention, Spring and Thanksgiving Intervention Program Coordinator Staffing and Supplies | \$83,334.32 | \$17,478.02 | Partially Implemented ▾ |
| 2.8 | El Dorado SELPA Agreement Fed SpEd | \$34,304.00 | \$105,250.53 | Partially Implemented ▾ |
| 2.9 | SpEd Staff and Supplies and Materials for SpEd students (State SPED) | \$356,664.10 | \$234,241.89 | Partially Implemented ▾ |
| 2.10 | Academic Counselor, Student Activity Coordinator | \$259,029.62 | \$110514.50 | Partially Implemented ▾ |
| 2.11 | ELD Coordinator & ELD Teacher (LCFF) | \$110,000 | \$19,750.79 | Partially Implemented ▾ |
| 2.12 | Instructional Coach | \$50,360.54 | \$19,056.74 | Partially Implemented ▾ |

Goal 3

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

Mid-Year 2023-2024: Measuring and Reporting Results

| Metric | Baseline | Year 3 Mid-Year Progress | Desired Outcome for 2023–24 |
|--|--|--------------------------|--|
| Formative Assessment Scholastic Math Inventory (SMI) | 50.0% of students will be at grade the grade level proficiency | 21.90% | 50.0% of students will be at grade level proficiency |

| Metric | Baseline | Year 3 Mid-Year Progress | Desired Outcome for 2023–24 |
|---|--|--------------------------|--|
| Formative Assessment Scholastic Reading Inventory (SRI) | 50.0% of students will be at grade the grade level proficiency | 56.42% | 60.0% of students will be at grade level proficiency |
| California Assessment of Student Performance and Progress Mathematics | 63% of 11th grade students will reach proficiency in mathematics | 58.24% | 60% of 11th grade students will reach proficiency in mathematics |
| California Assessment of Student Performance and Progress ELA | 59% of 11th grade students will reach proficiency in English Language Arts | 67.03% | 60% of 11th grade students will reach proficiency in English Language Arts |
| California Assessment of Student Performance and Progress Science | 29.32% of all students will reach proficiency in Science | 30.18% | 50% of all students will reach proficiency in Science |

| Mid-Year 2023-24 Progress: Status of Implementation and Expenditures | | | | |
|--|---|-----------------------|------------------------|-------------------|
| Action # | Title | Planned - Total Funds | Mid-Year - Total Funds | Status |
| 3.1 | District-Wide Assessments & Data Platforms (LCFF) | \$7600 | \$6928.47 | Fully Implemented |
| 3.2 | HMH Scholastic Math Inventory/ HMH Scholastic Reading Inventory | \$7,000 | 0.0 | Not Implementing |

Goal 4

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

Mid-Year 2023-2024: Measuring and Reporting Results

| Metric | Baseline | Year 3 Mid-Year Progress | Desired Outcome for 2023–24 |
|---|--|--|--|
| Attendance Rate | 95% ADA | 94.95% ADA As of January 31, 2024 | 97.5% ADA |
| School Survey - Question regarding Safety | Student Response: 80% Family Response: 80% | Student Response: 77.43% Family Response: 77% | Student Response: 85% Family Response: 85% |
| Family Survey - Question regarding High Expectations | Family Response: 85% | Family Response: 86.15% | Family Response: 90% |
| Student Survey Student - Caring Relationships | Student Survey Response: 80% | Student Survey Response: 77.43% | Student Survey Response: 85% |
| Percent of students in grades 9-12, receiving social-emotional counseling, who reported an increased sense of connection and belonging. | No baseline data available (this data has not been previously collected) | Pending results | 50% of students who received counseling will report an increased sense of connection and belonging. (Note: the desired outcome may be adjusted to reflect Year 2 Outcome). |
| School Wide Suspension Rate | School Wide Suspension Rate 5% | <1% | < 3% |

| Metric | Baseline | Year 3 Mid-Year Progress | Desired Outcome for 2023–24 |
|---|---|---|--|
| School facility is maintained and in good repair. The facility received Good rating on the Facilities Inspection Tool | School facility is maintained and in good repair. For 2020-2021 the facility received Good rating on the Facilities Inspection Tool | School facilities are in good repair. We continue to make upgrades and improve the overall rating of Good on the Facilities Inspection Tool. We are working with OUSD to make any needed repairs as things come up. | The facility receives at least a Good rating on the Facilities Inspection Tool |
| Food Service Survey- Quality of meals and interest to enhance overall wellbeing | Positive Response of at least 70% or above | Pending results | Positive Response of at least 75% or above |

| Mid-Year 2023-24 Progress: Status of Implementation and Expenditures | | | | |
|--|--|-----------------------|------------------------|-------------------------|
| Action # | Title | Planned - Total Funds | Mid-Year - Total Funds | Status |
| 4.1 | AIMS K-12 College Prep Charter District CMO | \$1,639,163.00 | \$878819.91 | Partially Implemented ▾ |
| 4.2 | Socioemotional Counselor / Mental Health Workshops / Presentations, and Program Expenses | \$46,270.15 | \$20423.95 | Partially Implemented ▾ |
| 4.3 | Health Coordinator | \$98,885.92 | 0.00 | Planned ▾ |
| 4.4 | Community Liaison and Parent Engagement | \$49,049.03 | \$21,363.16 | Partially Implemented ▾ |
| 4.5 | Healthy and Nutritious Meals, Child Nutrition & Food Services | \$146,402 | \$69,728.94 | Partially Implemented ▾ |
| 4.6 | Custodial Staff, Facility Maintenance & Utilities | \$508,265 | \$211,678.11 | Partially Implemented ▾ |
| 4.7 | AIMS Athletic Department and Clubs | \$119,000.00 | \$14,025.94 | Partially Implemented ▾ |
| 4.8 | Oakland Enrolls / Schoolmint / PowerSchool - | \$25,000.00 | \$23,489.43 | Fully Implemented ▾ |

| | | | | |
|------|---|-------------|-------------|-------------------------|
| | Student Information System / ParentSquare | | | |
| 4.9 | Public Transportation Support to Vulnerable Student Populations | No Cost | No Cost | Fully Implemented ▾ |
| 4.10 | IT Services / IT Maintenance | \$10,000.00 | \$2086.52 | Partially Implemented ▾ |
| 4.11 | Computer / School Furniture Inventory | \$79,500.00 | \$32,496.82 | Partially Implemented ▾ |
| 4.12 | Campus Security / Bell System Enhancements | \$6,000 | \$264.28 | Partially Implemented ▾ |
| 4.13 | Experiential Learning / Field Trip Opportunities | \$50,000 | \$3,227.60 | Partially Implemented ▾ |
| 4.14 | Teacher Appreciation | \$5,000** | 0.00 | Planned ▾ |
| 4.15 | School Culture Enhancements/ No Bullying Schools | \$65,000 | \$7,643.82 | Partially Implemented ▾ |
| 4.16 | Student Events | \$28,500 | \$3849.65 | Partially Implemented ▾ |
| 4.17 | District Oversight Fee | \$56,886 | \$36,569 | Partially Implemented ▾ |
| 4.18 | Lakeview Lease | \$230,000 | \$96,046.00 | Partially Implemented ▾ |

Coversheet

2023-24 SPSA Update

Section: V. Action Items
Item: C. 2023-24 SPSA Update
Purpose: Vote
Submitted by:
Related Material: 2023-24 SPSA Update.pdf



AIMS K-12 College Prep Charter District Board Submission Cover Letter

Submitter Information

Full Name: Natalie Glass
 Position/Title: Director of Schools
 Department: AIMS HS, AIMS Ms, AIPCSII
 Date of Submission (MM/DD/YYYY): 2/20/2024

Item Details

Title of Item: 2023-24 SPSA Update
 Is this item a: New Submission
 Renewal
 If Renewal: Please summarize any changes from the previous submission:
The SPSA was updated to identify funds for parent engagement, Saturday Academic School, and PD training.
Additionally, funding for Unified Insights, Illuminate and SRI/SMI was reallocated to be reflected in ESSER III

Approvals

Has this item been reviewed by:

- Superintendent
- Chief Business Officer (CBO) (If budget changes)
- Director of Compliance (If plan changes)
- Neither

Committee Review

Has this item been through the appropriate committee review process?
 Yes No
 If yes: Please specify which committee(s) and provide minutes or approval documentation:
High School SSC
 If no: Explain why:

Deadline Information

Is there a submission deadline for this item?
 Yes No
 If yes: Please indicate the deadline date (MM/DD/YYYY): _____

Financial Information (if applicable):

Total Cost: \$ _____
 Is this expenditure included in the annual budget?
 Yes No
 Please specify in which plan this expense is indicated:
 SPSA LCAP Other: _____

School Year: 2023-24

School Plan for Student Achievement (SPSA) Template

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

| School Name | County-District-School (CDS) Code | School Site Council (SSC) Approval Date | Local Board Approval Date |
|-------------------------------|-----------------------------------|---|---------------------------|
| AIMS College Prep High School | 016125901118560765 | Monday, June 12, 2023 | June 29, 2023 |

Purpose and Description

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

Schoolwide Program

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

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

LCAP Goals:

- Goal 1: Academic & Curriculum
- Goal 2: Instruction Development & Support
- Goal 3: Measurement of Data

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

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

Student Achievement Goals:

1. Implement core curriculum, state testing materials
2. Professional development, trained teachers, support staff
3. Measurement and data with SRI, SMI and Illuminate Benchmark

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

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

The culmination of these and other stakeholder, staff, and Board meetings took place to develop this document.

SSC - School Site Council
AIMS K-12 School Board

Resource Inequities

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

N/A

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1

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

Identified Need

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

Annual Measurable Outcomes

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

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|---|-----------|
| \$170 - JAMF Subscription (2) \$125 Datawork-ELD Curriculum renewal for ELs | Title III |
| \$9636.70 - Supplemental ELD Curriculum HS | |
| \$4210.25 Language Line Interpreting (2000 minutes) (4) | Title III |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

ELD Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|---|--------------------|
| \$6,646.79 Parent Engagement | Title I |
| \$7000 - (Online Learning Platforms) | Title I |

Goal 2

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

Identified Need

All Teachers

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|-------------------------|------------------|
| Monthly Professional Development meetings | 95% | 98% |
| Teachers will show improvement from 1st teachers evaluation raw score to 2nd teacher evaluation raw score. | 85% | 95% |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

AIMS will hire a teacher assistant to support students. Saturday School will be provided for students who are failing.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide professional development to train and develop highly effective teachers

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|---|-------------------|
| \$95,138.24 - Personnel & Saturday School | Title I |
| \$27,693 (Boot Camp PD and PD Training) | Title I, Title II |
| \$10,000.00 (School IT services and software) | Title IV |
| \$1000 - Teacher Credential Permit Fees | Title II |

Goal 3

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

Identified Need

All Students

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

ANALYSIS

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

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

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

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

skills. We will also continue with exposing our students to various learning opportunities and experiences by offering extracurriculars and provide students with SEL support.

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

N/A

Budget Summary

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

Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application

151,166

Total Federal Funds Provided to the School from the LEA for CSI

[N/A]

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

151,166

Other Federal, State, and Local Funds

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

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
| | N/A |

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

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

| State or Local Programs | Allocation (\$) |
|-------------------------|-----------------|
| | |

Subtotal of state or local funds included for this school: \$

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

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and School Plan for Student Achievement Instructions| Page 2 of 6

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

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

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:

- A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State’s academic standards through activities which may include:
 - i. strategies to improve students’ skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it’s LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State’s annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State’s academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 1. Ensure that those students' difficulties are identified on a timely basis; and
 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Coversheet

SARC AIPCS II - School Accountability Report Card

| | |
|--------------------------|---|
| Section: | V. Action Items |
| Item: | D. SARC AIPCS II - School Accountability Report Card |
| Purpose: | Vote |
| Submitted by: | |
| Related Material: | SARC AIMS Board Submission Cover Letter.pdf School Accountability Report Card AIPCS II.pdf |



AIMS K-12 College Prep Charter District Board Submission Cover Letter

Submitter Information

Full Name: Marisol Magana
Position/Title: Director
Department: Health & School Support Services
Date of Submission (MM/DD/YYYY): 02/20/2024

Item Details

Title of Item: School Accountability Report Card
Is this item a: New Submission
 Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed by:
 Superintendent
 Chief Business Officer (CBO) (If budget changes)
 Director of Compliance (If plan changes)
 Neither

Committee Review

Has this item been through the appropriate committee review process?
 Yes No
If yes: Please specify which committee(s) and provide minutes or approval documentation:

If no: Explain why:

Deadline Information

Is there a submission deadline for this item?
 Yes No
If yes: Please indicate the deadline date (MM/DD/YYYY): _____

Financial Information (if applicable):

Total Cost: \$ _____
Is this expenditure included in the annual budget?
 Yes No
Please specify in which plan this expense is indicated:
 SPSA LCAP Other: _____

American Indian Public Charter School II

2022–23 School Accountability Report Card

Reported Using Data from the 2022–23 School Year

California Department of Education

| | | | |
|-----------------|--|--------------------|------------------------------------|
| Address: | 171 12th St. Oakland, CA , 94607-4900 | Principal: | Natalie Glass, Director of Schools |
| Phone: | (510) 893-8701 | Grade Span: | K-8 |

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Natalie Glass, Director of Schools

Principal, American Indian Public Charter School II

About Our School

Natalie Glass - Director of Schools

As a Bay Area native, I received my Bachelors degree in Psychology from San Francisco State University and my Masters degree from Alliant International University, San Diego. Throughout my years in education, I've had the opportunity to teach grades K-12 including public and private schools, county-operated court schools, and alternative education. I am extremely proud to have been a part of the AIMS community for the past 7 years now as a teacher of grades 1-3, Middle School Dean of Students, Middle School Head of Academics, Elementary Head of School, and now Director of Schools for K-12.

With substantial teaching experience, I pride myself in my ability to demonstrate compassion towards students while setting and maintaining clear, firm, and consistent professional boundaries.

Ms. Axia Vang - Head of Academics (K-5th)

As Head of Academics at AIMS, I have had the opportunity to thrive as a kindergarten teacher for the past 6 years, holding a position as lead teacher and teacher on special assignments. These profound opportunities are an exemplary demonstration of my compassion to foster student success, academic excellence, school community, provide ongoing professional development and dedication to pedagogical methodologies.

My educational philosophy is profoundly focused in creating a nurturing and inclusive learning environment that caters to diverse learning where all students can be successful as 21st-century learners. Here at AIMS, we are an AIMSTRONG community with well-equipped teachers through professional development. Professional development provides a plethora of resources, tools, and strategies to support all teachers.

Zubida Bakheit - Head of Academics (6th - 8th)

I have a distinct commitment to fostering a positive and inclusive learning environment to ensure the success and well-being of every student. I hold two bachelors in Finance and Economics as well as a Masters degree in Secondary STEM Education enabling me to actively bring a wealth of understanding of educational principles and pedagogical strategies. Having served in various roles at AIMS Middle School, my leadership philosophy is guided by student-centered leadership, believing in the power of collaboration among educators, parents, and the community. It is this commitment to collaborative efforts that leads the daily

efforts in creating an environment that promotes academic excellence, social-emotional development, and a sense of community.

My educational experiences have provided me with opportunities to work alongside a diverse population of educators and students. My educational philosophy is rooted in an unwavering belief that all children are capable of achieving when provided a positive and safe learning environment, strong and knowledgeable leadership, and a dedicated and focused educational team.

Contact

American Indian Public Charter School II
171 12th St.
Oakland, CA 94607-4900

Phone: [\(510\) 893-8701](tel:5108938701)

Email: natalie.glass@aimsk12.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

| | |
|-----------------------|--|
| District Name | AIMS K-12 College Prep Charter District |
| Phone Number | 510-893-8701 |
| Superintendent | Woods, Maya |
| Email Address | communications@aimsk12.org |
| Website | https://aimsk12.org/ |

School Contact Information (School Year 2023–24)

| | |
|--|--|
| School Name | American Indian Public Charter School II |
| Street | 171 12th St. |
| City, State, Zip | Oakland, CA , 94607-4900 |
| Phone Number | (510) 893-8701 |
| Principal | Natalie Glass, Director of Schools |
| Email Address | natalie.glass@aimsk12.org |
| Website | www.aimsk12.org |
| County-District-School (CDS) Code | 01612590114363 |

Last updated: 1/31/24

School Description and Mission Statement (School Year 2023–24)

About American Indian Public Charter School II (AIPCS II)

Year Founded: 2012 (Oakland, CA)

Mascot: Golden Eagles

School Colors: Red, Athletic Gold, and Royal Blue*

Number of Students: 630

Website: www.aimsk12.org

Email Address: Communications@aimsk12.org

District Address: 171 12th Street Oakland, CA 94607

Office Phone Number: (510) 893-8701

Superintendent: Maya Woods-Cadiz

Board President: Christopher Edington

?District Name: AIMS K-12 College Prep Charter District

American Indian Public Charter School II (AIPCS II) History

Established within the rich tapestry of Oakland's educational landscape, AIPCS II traces its roots back to 1996 when the AIMS K-12 journey commenced with a middle school, AIPCS, founded by Native American families seeking to preserve cultural ties for their children. Since its inception, AIMS has been an integral part of this visionary educational community.

In 2006, AIPCS marked a historic milestone by becoming Oakland's inaugural public charter school to achieve National Blue-Ribbon School recognition, a testament to its unwavering commitment to academic excellence. Building upon this legacy of achievement, AIPCS II was opened to expand AIMS offerings in 2012, inaugurating an elementary school component to cater to the evolving educational needs of its students.

AIPCS II's dedication to academic rigor and inclusive excellence has not gone unnoticed. In 2018, the school earned commendation for its concerted efforts in narrowing the achievement gap among African American students, a reflection of its commitment to equity and educational equity.

The accolades continued to pour in, with AIMS K12 organization receiving the prestigious California Charter School Association Hart Vision Award in 2020, underscoring its position as the Northern California Charter school network of the year. In 2022, AIPCS II garnered the coveted California Pivotal Practice School Award, highlighting its innovative pedagogical approaches and commitment to student success.

Continuing its trajectory of excellence, AIPCS II was honored with the Distinguished Schools Award in 2023, further solidifying its reputation as a beacon of academic distinction and educational innovation. Moreover, the school's inclusion on the Honor Roll in 2021 underscores its consistent dedication to academic achievement and student success.

AIPCS II's history and achievements stand as a testament to its enduring commitment to educational excellence, cultural preservation, and community empowerment. As it continues to chart new horizons in education, AIPCS II remains steadfast in its mission to inspire, empower, and transform the lives of its students and the broader community it serves.

AIPCS II adheres to AIMS Mission Statement

AIMS exists to prepare all students, especially those who have been traditionally underserved, to enter a four-year college after graduation from high school and complete at minimum a four-year degree.

AIPCS II adheres AIMS Credo

The Family - We are a family at AIMS K-12.

The Goal - We are always working for academic and social excellence.

The Faith - We will prosper by focusing and working toward our goals.

The Journey - We will go forward, continue working, and remember we will always be a part of the AIMS K-12 family.

AIPCS II adheres AIMS Values

Excellence - Commitment to excellence in all that we do.

Wisdom and Knowledge - Pursuit of wisdom and knowledge as intrinsically valuable.

Empathy - Recognition of dignity and worth of every human being.

Family and Community - Building of family and community.

Equity - Social awareness and justice that leads to action.

Legacy - The continued preservation and development of AIMS methodologies for 21st century learners and educators.

AIPCS II adheres AIMSTRONG

AIMSTRONG has developed into the official moniker of the AIMS K12 College Prep Charter District. The AIMSTRONG acronym describes the model AIMS student:

Academics: Academics is the first word in AIMSTRONG and is the cornerstone for future success. Academics means developing and growing our scholarship, our grades, our inquiry, our brains.

Integrity: Being honest and possessing strong moral principles. Integrity means being true to our best selves consistently.

Mentorship: Providing guidance, influence, and direction to your AIMS community. Mentorship is serving our neighbors, community and families, especially with our strengths.

Strength: The influence or power you possess to combat the rigors of academics and real-life while resisting being moved or broken. Strength is both physical growth and the will power to complete the work we begin.

Teamwork: The combined action of each group member doing their part selflessly to benefit the whole. Teamwork is being part of a group which has an agreed goal.

Responsibility: Moral, legal, or mental accountability and taking ownership for one's actions. Responsibility is when we own our real part of getting teamwork, family, and planning done.

Organization: Preparation and efficiency when coordinating and carrying out activities. Organization is both how we plan and what we do to get things done systematically.

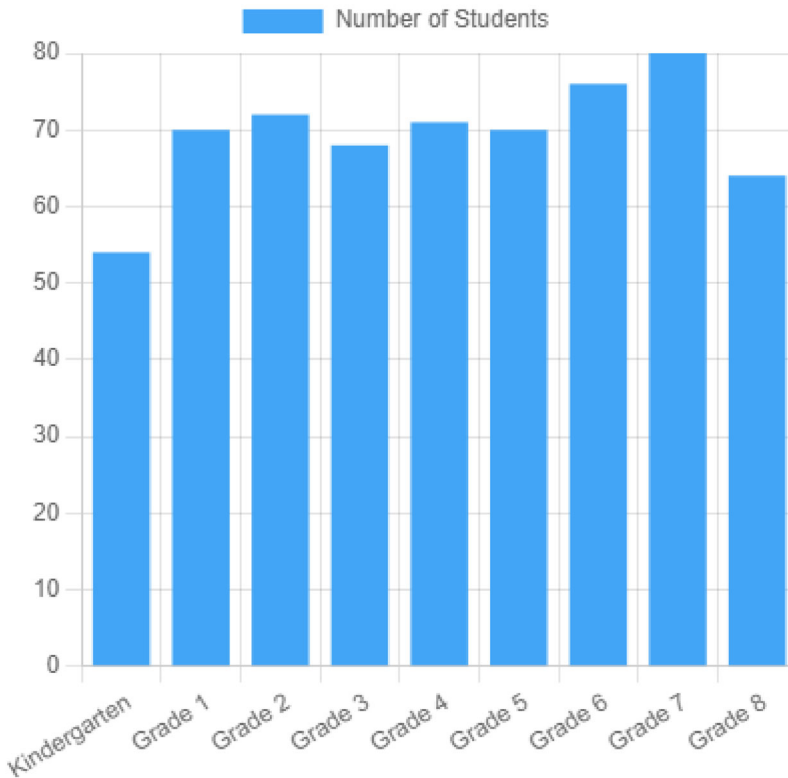
Nerve: Displaying courage, power, control and steadiness under pressure. Nerve knows when to step out to make a change in a situation or plan.

Grit: To keep going to accomplish our plans, even when there are strong obstacles. Grit is best personified in our ability to be knocked down and to get back up again.

Last updated: 2/1/24

Student Enrollment by Grade Level (School Year 2022–23)

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 54 |
| Grade 1 | 70 |
| Grade 2 | 72 |
| Grade 3 | 68 |
| Grade 4 | 71 |
| Grade 5 | 70 |
| Grade 6 | 76 |
| Grade 7 | 80 |
| Grade 8 | 64 |
| Total Enrollment | 625 |



Last updated: 2/1/24

Student Enrollment by Student Group (School Year 2022–23)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 51.20% |
| Male | 48.80% |
| Non-Binary | 0.00% |
| American Indian or Alaska Native | 0.30% |
| Asian | 38.60% |
| Black or African American | 45.10% |
| Filipino | 0.60% |
| Hispanic or Latino | 8.80% |
| Native Hawaiian or Pacific Islander | 0.30% |
| Two or More Races | 1.90% |
| White | 3.50% |

| Student Group (Other) | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| English Learners | 29.90% |
| Foster Youth | 0.00% |
| Homeless | 0.00% |
| Migrant | 0.00% |
| Socioeconomically Disadvantaged | 69.00% |
| Students with Disabilities | 4.60% |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 4.90 | 13.62% | 1471.70 | 56.64% | 228366.10 | 83.12% |
| Intern Credential Holders Properly Assigned | 1.60 | 4.55% | 95.60 | 3.68% | 4205.90 | 1.53% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 26.40 | 72.60% | 725.40 | 27.92% | 11216.70 | 4.08% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00% | 64.80 | 2.50% | 12115.80 | 4.41% |
| Unknown/Incomplete/NA | 3.30 | 9.21% | 240.60 | 9.26% | 18854.30 | 6.86% |
| Total Teaching Positions | 36.40 | 100.00% | 2598.40 | 100.00% | 274759.10 | 100.00% |

In this context, "district" refers to our local authorizer, OUSD.

Status of Fully Credentialed Teachers at AIMS K-12: A Comprehensive Overview

At AIMS K-12, we recognize the critical importance of ensuring that all teachers are fully credentialed and equipped to deliver high-quality education to our students. In reviewing our School Accountability Report Card (SARC), it's imperative to understand the nuances surrounding the numbers of fully credentialed teachers and the robust support mechanisms we've implemented to address any gaps.

Challenges and Context:

Our district faces challenges typical of many educational institutions, including a fluctuating teacher workforce and the evolving landscape of credentialing requirements. As a result, the number of fully credentialed teachers reflected in the SARC may not fully capture the dynamic efforts underway to support our educators.

Support Initiatives:

AIMS K-12 is committed to providing comprehensive support to all teachers, regardless of their credentialing status. Here are key initiatives that illustrate our dedication to teacher development and credential attainment:

- Partnerships with Higher Education Institutions:** We collaborate closely with local colleges and universities to support aspiring educators through internship programs and practical training opportunities. These initiatives not only enrich

the learning experience for interns but also contribute to the pipeline of fully credentialed teachers within our district.

2. **Proactive Credential Tracking:** AIMS employs a dedicated credential analyst to monitor the credentialing status of our teachers. This proactive approach ensures that educators receive the necessary guidance and resources to navigate the credentialing process effectively.
3. **Professional Development and Coaching:** We prioritize ongoing professional development as a cornerstone of teacher growth and effectiveness. Through tailored coaching, workshops, and seminars, educators have access to resources that enhance their instructional practices and subject matter expertise.
4. **Partnership with Sacramento County Department of Education:** AIMS collaborates with external agencies, such as the Sacramento County Department of Education, to provide additional support and guidance to teachers. This partnership facilitates access to specialized training and credentialing assistance, further empowering educators to excel in their roles.

Commitment to Excellence:

While the number of fully credentialed teachers may vary, our commitment to academic excellence remains unwavering. At AIMS K-12, we prioritize the professional growth and development of our educators to ensure that every student receives a high-quality education grounded in best practices and standards.

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 2/1/24

Teacher Preparation and Placement (School Year 2021–22)

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 3.30 | 13.02% | 1583.50 | 61.54% | 234405.20 | 84.00% |
| Intern Credential Holders Properly Assigned | 0.60 | 2.56% | 148.90 | 5.79% | 4853.00 | 1.74% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 19.10 | 74.07% | 719.90 | 27.98% | 12001.50 | 4.30% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.90 | 3.84% | 75.30 | 2.93% | 11953.10 | 4.28% |
| Unknown/Incomplete/NA | 1.60 | 6.43% | 45.40 | 1.77% | 15831.90 | 5.67% |
| Total Teaching Positions | 25.80 | 100.00% | 2573.20 | 100.00% | 279044.80 | 100.00% |

In this context, "district" refers to our local authorizer, OUSD.

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the learning experience for interns but also contribute to the pipeline of fully credentialed teachers within our district.

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Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 2/1/24

**Teachers Without Credentials and Misassignments
 (considered "ineffective" under ESSA)**

| Authorization/Assignment | 2020-21 Number | 2021-22 Number |
|--|---------------------------|---------------------------|
| Permits and Waivers | 3.90 | 6.10 |
| Misassignments | 22.40 | 12.90 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 26.40 | 19.10 |

Last updated: 11/2/23

**Credentialed Teachers Assigned Out-of-Field
 (considered "out-of-field" under ESSA)**

| Indicator | 2020-21 Number | 2021-22 Number |
|--|---------------------------|---------------------------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.90 |
| Local Assignment Options | 0.00 | 0.00 |
| Total Out-of-Field Teachers | 0.00 | 0.90 |

Last updated: 11/2/23

Class Assignments

| Indicator | 2020– 21 Percent | 2021– 22 Percent |
|--|------------------------|------------------------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 64.20% | 60.5% |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 67.20% | 34.5% |

1. Misassignments for English Learners:

This reflects the percentage of classes with English learners taught by teachers who may still be in the process of completing their teaching credentials. While teachers may hold permits or authorizations, including embedded English Learner (EL) authorization, they are undergoing training to effectively teach English learners.

2. No Credential, Permit, or Authorization to Teach:

This indicates the percentage of classes taught by teachers who lack a valid teaching credential, permit, or recognized authorization. However, it's important to note that teachers receive robust professional development from the district's EL department to support their ongoing growth and effectiveness in teaching English learners.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: June 2022

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-----------------------|--|----------------------------|--|
| Reading/Language Arts | <p>K-5th</p> <p>Benchmark Advance- Benchmark Advance - New, innovative, comprehensive English and Spanish Reading/Language Arts programs built to address key shifts in curriculum and instruction to meet the rigor and expectations of the new standards. Integrated reading, writing, speaking, and listening instruction is delivered in print and digital formats to meet the needs of districts implementing a reading collaborative, balanced approach, or workshop model.</p> <p>AIPCS II 6th - 8th uses novel studies and Socratic seminars to meet the state standards using the following novels:</p> <p>6th Grade:</p> <p>A Bone from a Dry Sea by Peter Dickenson</p> <p>Siddhartha by Hermann Hesse</p> <p>The Outsiders by S.E. Hinton,</p> <p>Red Scarf Girl by Ji-Li Jiang,</p> <p>7th Grade:</p> <p>A Proud Taste of Scarlet and Miniver by E.L. Konigsburg</p> <p>Anne Frank: Diary of a Young Girl by Anne Frank,</p> | | 0 |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-------------|--|----------------------------|--|
| | <p>Bad Boy by Walter Dean Myers</p> <p>A Midsummer Night’s Dream by William Shakespeare,</p> <p>Fahrenheit 451 by Ray Bradbury</p> <p>8th Grade:</p> <p>Johnny Tremain by Esther Forbes</p> <p>Narrative of the Life of Frederick Douglass by Frederick Douglass</p> <p>Fahrenheit 451 by Ray Bradbury</p> <p>Night by Elie Wiesel.</p> <p>Supplemental Resources: IXL: Comprehensive K-12 Personalized Learning</p> | | |
| Mathematics | <p>California Go Math: Grade K: [Burger, M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M.. Orlando: Houghton Mifflin Harcourt Publishing Company, 2015. Burger, M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M.</p> <p>California Go Math: Grade 1. Orlando: Houghton Mifflin Harcourt Publishing Company, 2015. Burger, M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M.</p> <p>California Go Math: Grade 2. Orlando: Houghton Mifflin Harcourt Publishing Company, 2015. Burger, M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M.</p> | | 0 |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------|--|----------------------------|--|
| | <p>California Go Math: Grade 3. Orlando: Houghton Mifflin Harcourt Publishing Company, 2015. Burger, M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M.</p> <p>California Go Math: Grade 4. Orlando: Houghton Mifflin Harcourt Publishing Company, 2015. Burger, M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M.</p> <p>California Go Math: Grade 5. Orlando: Houghton Mifflin Harcourt Publishing Company, 2015. Burger, M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M.</p> <p>Grade 6 Advanced: Big Ideas Math: Modeling Real Life</p> <p>Larson/Boswell 1st Edition [K12, 2019]</p> <p>Grade 7 Advanced: Big Ideas Math: Modeling Real Life</p> <p>Larson/Boswell 1st Edition [K12, 2019]</p> <p>Grade 8: Common Core Algebra 1</p> <p>Larson 1st Edition [K12, 2022] 9781647274849</p> | | |
| Science | <p>The K-5 science classroom is where the foundations of great scientific inquiry begin. Aligned with the Next Generation Science Standards (NGSS), see how TCI’s curriculum drives student engagement and spurs inquisitive minds to consider,</p> | | 0 |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------|---|----------------------------|--|
| History-Social Science | <p>question, collaborate, and create. TCI’s curriculum is built from the ground up for NGSS. We ensure the standards are covered so teachers can focus on aiding students in the development of scientific skills, such as observation, inquiry, argument, collaboration, and communication.</p> <p>CA Inspire Science Grade 6- Earth & Space Science CA Inspire Science Grade 7 - Life Science CA Inspire Science Grade 8 - Physical Science</p> <p>TCI’s K-5 social studies textbooks and curriculum are thoughtfully designed with engaging activities, ELA integration, and easy-to-use materials. TCI programs align to key state and national standards to simplify the process for teachers. We understand the challenge of trying to incorporate content that is important for your students that also simultaneously meets all the social studies standards within the state or nation. This is why we’ve worked hard on your behalf to create our TCI programs.</p> <p>History Alive: The Medieval World and Beyond. Rancho Cordova: Teacher’s Curriculum Institute, 2017</p> <p>History Alive: The Medieval World and Beyond. Rancho Cordova: Teacher’s Curriculum Institute, 2019</p> | | 0 |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|----------------------------|---|----------------------------|--|
| | History Alive: The United States Through Industrialism. Rancho Cordova: Teacher’s Curriculum Institute, 2017 | | |
| Foreign Language | Mandarin Teacher generate self-paced lessons. Mandarin (Adopted 2018-2019) Liu, Y., Yao, T., Bi, N., Ge, L., and Shi. Y. Integrated Chinese (4th Edition). Boston: Cheng & Tsui Company, Inc., 2017 Spanish (Adopted 2018-2019) ¡AVANCEMOS! (Level One). Austin: Holt McDougal, 2010. IXL Comprehensive K-12 Personalized Learning | | 0 |
| Health | Online materials/supplemental resources are utilized to inform students' of awareness and wellness. Wellness Committee will be created to benefit a healthier school environment. www.schools.healthiergeneration.org www.ama-assn.org www.actionforhealthykids.org | | 0 |
| Visual and Performing Arts | Art and Music Teacher generate self-paced lessons. | | 0 |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|---|----------------------------|--|
| Science Lab Eqmpt (Grades 9-12) | <p>Graphic Design: Communicating through Graphic Design, 2nd Edition, Kevin Gatta and Claire Mowbray Golding</p> <p>Art: A Community Connection, Student Book 1ST ED Marilyn G. Stewart and Eldon Katter</p> <p>Music: Allen, M., Gillespie, R., and Hayes, P. Essential Elements for Strings: A Comprehensive String Method (Book One). Milwaukee: Hal Leonard Corporation, 2004.</p> | N/A | 0 |

Note: Cells with N/A values do not require data.

Last updated: 2/1/24

School Facility Conditions and Planned Improvements

General

Our school prides itself in providing a safe, clean, and well-maintained environment to its families and staff members. The school grounds, restrooms, and building are in excellent condition. Any repairs or problems are given immediate attention. We have used the Facility Inspection Tool from the State of California OPSC (Office of Public School Construction) to systematically gather insight into the condition of our facility. The school grounds, restrooms, and building are in excellent condition.

Maintenance and Repairs

AIMS model dictates that anything that requires maintenance or repair be addressed in an effective and timely fashion. Any issues that arise during the school day are communicated to the appropriate personnel by our admin team to

be serviced. Maintenance/repair personnel are immediately contacted by our admin staff during the day for any issues.

Cleaning

During the day, everyone at school contributes to the cleanliness of the school by picking up after themselves, sweeping the floor, wiping down the tables after lunch, etc. After school, Custodial staff work to maintain a clean campus daily.

Planned Improvements

During the summer we will continue with our general maintenance, painting and deep cleaning. We have applied and received AB-841 Cal-Shape stimulus grant program to make improvements to our ventilation system.

Last updated: 2/1/24

School Facility Good Repair Status

We have used the Facility Inspection Tool from the State of California OPSC (Office of Public School Construction) to systematically gather insight into the condition of our facility. The school grounds, restrooms, and building are in excellent condition. Any repairs or problems are given immediate attention.

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2024

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|--|---------------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | No gas leaks were found. Overall the mechanical/HVAC system is working and in good order. No sewer issues. |
| Interior: Interior Surfaces | Good | The interior surfaces are in good order |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | No pest issues were found. Cleaning of the building is daily and ongoing. |
| Electrical: Electrical | Good | No electrical issues were found, and any issues are addressed quickly |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | Restrooms, water fountains, and sinks are in good order. |
| Safety: Fire Safety, Hazardous Materials | Good | No fire safety or hazardous materials were found. |
| Structural: Structural Damage, Roofs | Good | No structural issues were found. The roof was replaced in the last 5 years and is in good order. |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | No playground on site. All windows, doors, gates, fences are in good order |

Overall Facility Rate

Year and month of the most recent FIT report: January 2024

| | |
|----------------|-----------|
| Overall Rating | Exemplary |
|----------------|-----------|

Last updated: 2/1/24

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
 Grades Three through Eight and Grade Eleven taking and completed state-administered assessment
 Percentage of Students Meeting or Exceeding the State Standard**

In our context, "district" refers to our local authorizer, OUSD. AIPCS II consistently outperforms OUSD and state averages in CAASPP results. Our students' academic proficiency and growth in core subjects exceed benchmarks, reflecting our commitment to excellence. Our curriculum, interventions, and support strategies drive student success. We prioritize data-driven decision-making and continuous improvement. Collaboration among educators, families, and community partners enhances outcomes.

Our CAASPP data underscores AIPCS II's dedication to academic excellence and student achievement. We remain focused on fostering a dynamic learning environment that empowers every student to excel.

AIPCS II

| Subject | School 2022-2023 | District 2022-2023 | State 2022-2023 | School 2021-22 | District 2021-22 | State 2021-22 |
|--|------------------|--------------------|-----------------|----------------|------------------|---------------|
| English Language Arts/Literacy Grades 3-8 and 11 | 60.91% | 33.06% | 46.66% | 61% | 35% | 47% |
| Mathematics (grades 3-8 and 11) | 59.32 | 25.42% | 34.62% | 57% | 25% | 33% |

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts / Literacy (grades 3-8 and 11) | 61% | 61% | 35% | 34% | 47% | 46% |
| Mathematics (grades 3-8 and 11) | 57% | 59% | 25% | 26% | 33% | 34% |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Last updated: 2/1/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment

Grades Three through Eight and Grade Eleven (School Year 2022–23)

| ELA | Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| 2022-2023 | All Students | 445 | 441 | 99% | 1% | 60.91% |
| | Female | 229 | 227 | 99% | 1% | 65.20% |
| | Male | 216 | 214 | 99% | 1% | 56.33% |
| | American Indian or Alaska Native | 0 | 0 | 0 | 0 | N/A |
| | Asian | 178 | 176 | 99% | 1% | 71.59% |
| | Black or African American | 190 | 189 | 99% | 1% | 59.57% |
| | Filipino | 0 | 0 | 0 | 0 | N/A |
| | Hispanic or Latino | 39 | 38 | 97% | 3% | 42.11% |
| | Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | N/A |
| | Two or More Races | 12 | 12 | 100% | 0% | 50% |
| | White | 20 | 20 | 100% | 0% | 20% |
| | English Learners | 112 | 111 | 99% | 1% | 33.64% |
| | Foster Youth | 0 | 0 | 0 | 0 | N/A |
| | Homeless | 0 | 0 | 0 | 0 | N/A |
| | Military | 0 | 0 | 0 | 0 | N/A |
| | Socioeconomically Disadvantaged | 321 | 318 | 99% | 1% | 60.56% |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | N/A | |
| Students with Disabilities | 14 | 13 | 93% | 7% | 38.46% | |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 445 | 441 | 99.10% | 0.90% | 60.91% |
| Female | 229 | 227 | 99.13% | 0.87% | 65.20% |
| Male | 216 | 214 | 99.07% | 0.93% | 56.34% |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 178 | 176 | 98.88% | 1.12% | 71.59% |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| Black or African American | 190 | 189 | 99.47% | 0.53% | 59.57% |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 39 | 38 | 97.44% | 2.56% | 42.11% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 12 | 12 | 100.00% | 0.00% | 50.00% |
| White | 20 | 20 | 100.00% | 0.00% | 20.00% |
| English Learners | 112 | 111 | 99.11% | 0.89% | 33.64% |
| Foster Youth | 0 | 0 | 0% | 0% | 0% |
| Homeless | 0 | 0 | 0% | 0% | 0% |
| Military | 0 | 0 | 0% | 0% | 0% |
| Socioeconomically Disadvantaged | 329 | 326 | 99.09% | 0.91% | 60.62% |
| Students Receiving Migrant Education Services | 0 | 0 | 0% | 0% | 0% |
| Students with Disabilities | 15 | 14 | 93.33% | 6.67% | 42.86% |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment

Grades Three through Eight and Grade Eleven (School Year 2022–23)

Math

| 2022-2023 | Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-----------|---|------------------|---------------|----------------|--------------------|-------------------------|
| | All Students | 445 | 440 | 99% | 1% | 59.32% |
| | Female | 229 | 227 | 99% | 1% | 59.91% |
| | Male | 216 | 213 | 99% | 1% | 58.69% |
| | American Indian or Alaska Native | 0 | 0 | 0 | 0 | N/A |
| | Asian | 178 | 175 | 99% | 1% | 78.28% |
| | Black or African American | 190 | 189 | 99% | 1% | 55.56% |
| | Filipino | 0 | 0 | 0 | 0 | N/A |
| | Hispanic or Latino | 39 | 39 | 100% | 0% | 17.95% |
| | Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | N/A |
| | Two or More Races | 12 | 12 | 100% | 0% | 25% |
| | White | 20 | 19 | 95% | 5% | 31.58% |
| | English Learners | 112 | 110 | 98% | 2% | 39.40% |
| | Foster Youth | 0 | 0 | 0 | 0 | N/A |
| | Homeless | 0 | 0 | 0 | 0 | N/A |
| | Military | 0 | 0 | 0 | 0 | N/A |
| | Socioeconomically Disadvantaged | 321 | 318 | 99% | 1% | 57.86% |
| | Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | N/A |

Students with Disabilities 14 14 100% 0% 50%

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 445 | 440 | 98.88% | 1.12% | 59.32% |
| Female | 229 | 227 | 99.13% | 0.87% | 59.91% |
| Male | 216 | 213 | 98.61% | 1.39% | 58.69% |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 178 | 175 | 98.31% | 1.69% | 78.29% |
| Black or African American | 190 | 189 | 99.47% | 0.53% | 55.56% |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 39 | 39 | 100.00% | 0.00% | 17.95% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 12 | 12 | 100.00% | 0.00% | 25.00% |
| White | 20 | 19 | 95.00% | 5.00% | 31.58% |
| English Learners | 112 | 110 | 98.21% | 1.79% | 40.00% |
| Foster Youth | 0 | 0 | 0% | 0% | 0% |
| Homeless | 0 | 0 | 0% | 0% | 0% |
| Military | 0 | 0 | 0% | 0% | 0% |
| Socioeconomically Disadvantaged | 329 | 326 | 99.09% | 0.91% | 57.67% |
| Students Receiving Migrant Education Services | 0 | 0 | 0% | 0% | 0% |
| Students with Disabilities | 15 | 15 | 100.00% | 0.00% | 46.67% |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/24

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

In our context, "district" refers to our local authorizer, OUSD. AIPCS II consistently outperforms OUSD and state averages in CAASPP results. Our students' academic proficiency and growth in core subjects exceed benchmarks, reflecting our commitment to excellence. Our curriculum, interventions, and support strategies drive student success. We prioritize data-driven decision-making and continuous improvement. Collaboration among educators, families, and community partners enhances outcomes.

Our CAASPP data underscores AIPCS II's dedication to academic excellence and student achievement. We remain focused on fostering a dynamic learning environment that empowers every student to excel.

| Subject | School 2022-2023 | District 2022-2023 | State 2022-2023 | School 2021-22 | District 2021-22 | State 2021-22 |
|---------|------------------|--------------------|-----------------|----------------|------------------|---------------|
| Science | 37.59% | 21.01% | 30.29% | 19% | 19% | 29% |

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8, and high school) | 35.11% | 37.59% | 19.36% | 20.14% | 29.47% | 30.29% |

Note: Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/24

**CAASPP Test Results in Science by Student Group
 Grades Five, Eight and High School (School Year 2022–23)**

Science

| 2022-2023 | Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-----------|---|------------------|---------------|----------------|--------------------|-------------------------|
| | All Students | 142 | 141 | 99% | 1% | 37.59% |
| | Female | 75 | 75 | 100% | 0% | 44% |
| | Male | 67 | 66 | 99% | 1% | 30.31% |
| | American Indian or Alaska Native | 0 | 0 | 0 | 0 | N/A |
| | Asian | 56 | 55 | 98% | 2% | 58.18% |
| | Black or African American | 63 | 63 | 100% | 0% | 25.39% |
| | Filipino | 0 | 0 | 0 | 0 | N/A |
| | Hispanic or Latino | 14 | 14 | 100% | 0% | 14.29% |
| | Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | N/A |
| | Two or More Races | 0 | 0 | 0 | 0 | N/A |
| | White | 4 | 4 | 100% | 0% | N/A (3 or fewer) |
| | English Learners | 35 | 35 | 100% | 0% | 17.14% |
| | Foster Youth | 0 | 0 | 0 | 0 | N/A |
| | Homeless | 0 | 0 | 0 | 0 | N/A |
| | Military | 0 | 0 | 0 | 0 | N/A |
| | Socioeconomically Disadvantaged | 105 | 104 | 99% | 1% | 33.65% |
| | Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | N/A |
| | Students with Disabilities | 0 | 0 | 0 | 0 | N/A |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 142 | 141 | 99.30% | 0.70% | 37.59% |
| Female | 75 | 75 | 100.00% | 0.00% | 44.00% |
| Male | 67 | 66 | 98.51% | 1.49% | 30.30% |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| Asian | 56 | 55 | 98.21% | 1.79% | 58.18% |
| Black or African American | 63 | 63 | 100.00% | 0.00% | 25.40% |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 14 | 14 | 100.00% | 0.00% | 14.29% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 35 | 35 | 100.00% | 0.00% | 17.14% |
| Foster Youth | 0 | 0 | 0% | 0% | 0% |
| Homeless | 0 | 0 | 0% | 0% | 0% |
| Military | 0 | 0 | 0% | 0% | 0% |
| Socioeconomically Disadvantaged | 108 | 107 | 99.07% | 0.93% | 34.58% |
| Students Receiving Migrant Education Services | 0 | 0 | 0% | 0% | 0% |
| Students with Disabilities | -- | -- | -- | -- | -- |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 2/1/24

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2022–23)

Percentage of Students Participating in each of the five Fitness Components

| Grade | Component | | | | |
|-------|-------------------------------|---|--|--|--------------------------|
| | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
| 5 | 98.7 | 100 | 100 | 100 | 100 |
| 7 | 96 | 96 | 96 | 96 | 96 |
| 9 | N/A | N/A | N/A | N/A | N/A |

| Grade | Component | | | | |
|-------|-------------------------------|---|--|--|--------------------------|
| | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
| 5 | 100% | 100% | 100% | 100% | 100% |
| 7 | 96% | 96% | 96% | 96% | 96% |

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 2/1/24

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

AIPCS II encourages its families to play an active role in their child's education and to get involved in our schools. There are a variety of ways parents can become involved at AIPCS II.

Service

Parents can serve as volunteers for events such as picture day, book fairs, family events, and community workdays.

Parents also can serve, representing AIMS in local school advocacy, action advocacy, sharing their parent voice concerning issues that parents face on local platforms.

Parents have had the opportunity to meet local candidates for office and to ask questions at political forums.

Starting in January 2024 we will be there will be an award for AIMS Parent of the Month, based on their going above and beyond their contributions to the School community.

Leadership

Parents and families have had opportunities to run for office on our parent committees and have the chance to share their concerns through Google surveys, parent forums, town hall meetings with administration, and a variety of councils and committees.

Some of these councils and committees include:

DELAC (District English Language Advisory Committee)

ELAC (English Learner Advisory Committee)

SSC (School Site Council)

AIMS Parent United

To sign up and for more information, please contact Maryetta Golden, Community Liaison at maryetta.golden@aimsk12.org.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2022–23)

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|-------------------------------------|-----------------------|---|---------------------------|--------------------------|
| All Students | 681 | 674 | 115 | 17.1% |
| Female | 352 | 347 | 61 | 17.6% |
| Male | 329 | 327 | 54 | 16.5% |
| Non-Binary | 0 | 0 | 0 | 0.0% |
| American Indian or Alaska Native | 2 | 2 | 1 | 50.0% |
| Asian | 255 | 253 | 18 | 7.1% |
| Black or African American | 308 | 306 | 44 | 14.4% |
| Filipino | 4 | 4 | 1 | 25.0% |
| Hispanic or Latino | 58 | 57 | 26 | 45.6% |
| Native Hawaiian or Pacific Islander | 2 | 2 | 2 | 100.0% |
| Two or More Races | 13 | 13 | 3 | 23.1% |
| White | 31 | 29 | 18 | 62.1% |
| English Learners | 217 | 216 | 38 | 17.6% |
| Foster Youth | 0 | 0 | 0 | 0.0% |
| Homeless | 0 | 0 | 0 | 0.0% |

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| Socioeconomically Disadvantaged | 496 | 493 | 96 | 19.5% |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0% |
| Students with Disabilities | 34 | 34 | 11 | 32.4% |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/31/24

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

?In our context, "district" refers to our local authorizer, OUSD.?

| Rate | School 2020–21 | School 2021–22 | School 2022–23 | District 2020–21 | District 2021–22 | District 2022–23 | State 2020–21 | State 2021–22 | State 2022–23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.00% | 0.30% | 0.88% | 0.03% | 3.92% | 3.85% | 0.20% | 3.17% | 3.60% |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.00% | 0.06% | 0.08% | 0.00% | 0.07% | 0.08% |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/31/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

| Student Group | Suspensions Rate | Expulsions Rate |
|---|-------------------------|------------------------|
| All Students | 0.88% | 0.00% |
| Female | 1.42% | 0.00% |
| Male | 0.30% | 0.00% |
| Non-Binary | 0.00% | 0.00% |
| American Indian or Alaska Native | 0.00% | 0.00% |
| Asian | 0.78% | 0.00% |
| Black or African American | 0.65% | 0.00% |
| Filipino | 0.00% | 0.00% |
| Hispanic or Latino | 3.45% | 0.00% |
| Native Hawaiian or Pacific Islander | 0.00% | 0.00% |
| Two or More Races | 0.00% | 0.00% |
| White | 0.00% | 0.00% |
| English Learners | 0.46% | 0.00% |
| Foster Youth | 0.00% | 0.00% |
| Homeless | 0.00% | 0.00% |
| Socioeconomically Disadvantaged | 1.01% | 0.00% |
| Students Receiving Migrant Education Services | 0.00% | 0.00% |
| Students with Disabilities | 0.00% | 0.00% |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/31/24

School Safety Plan (School Year 2023–24)

Safety is one of our utmost concerns. AIPCS II school site administrators and campus supervisors monitor the school grounds before school starts and throughout the day. AIPCS II is a closed campus; all visitors must register in the office. The school holds regularly scheduled fire, earthquake, and lockdown drills. AIPCS II's comprehensive safety plan is reviewed with staff annually and was most recently updated in 2023.

Last updated: 1/31/24

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|-------------|--------------------|-------------------------|--------------------------|------------------------|
| K | 23.00 | 0 | 3 | 0 |
| 1 | 23.00 | 0 | 3 | 0 |
| 2 | 26.00 | 0 | 3 | 0 |
| 3 | 26.00 | 0 | 3 | 0 |
| 4 | 24.00 | 1 | 2 | 0 |
| 5 | 26.00 | 0 | 3 | 0 |
| 6 | 25.00 | 0 | 3 | 0 |
| Other** | | 0 | 0 | 0 |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|--------------------|---------------------------|--------------------------------|---------------------------------|-------------------------------|
| K | 20.00 | 2 | 1 | 0 |
| 1 | 24.00 | 0 | 3 | 0 |
| 2 | 25.00 | 0 | 3 | 0 |
| 3 | 25.00 | 0 | 3 | 0 |
| 4 | 25.00 | 0 | 3 | 0 |
| 5 | 25.00 | 0 | 3 | 0 |
| 6 | 29.00 | 0 | 3 | 0 |
| Other** | | 0 | 0 | 0 |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|--------------------|---------------------------|--------------------------------|---------------------------------|-------------------------------|
| K | 18.00 | 2 | 1 | 0 |
| 1 | 24.00 | 0 | 3 | 0 |
| 2 | 24.00 | 0 | 3 | 0 |
| 3 | 23.00 | 3 | 3 | 0 |
| 4 | 24.00 | 0 | 3 | 0 |
| 5 | 24.00 | 0 | 3 | 0 |
| 6 | 25.00 | 0 | 3 | 0 |
| Other** | 0.00 | 0 | 0 | 0 |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)
 (HIGH SCHOOL)**

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|-----------------------|---------------------------|--------------------------------|---------------------------------|-------------------------------|
| English Language Arts | 25.00 | 2 | 7 | 0 |
| Mathematics | 25.00 | 2 | 7 | 0 |
| Science | 25.00 | 2 | 7 | 0 |
| Social Science | 25.00 | 2 | 7 | 0 |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)
 (HIGH SCHOOL)**

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|-----------------------|---------------------------|--------------------------------|---------------------------------|-------------------------------|
| English Language Arts | 25.00 | 1 | 8 | 0 |
| Mathematics | 25.00 | 1 | 8 | 0 |
| Science | 25.00 | 1 | 8 | 0 |
| Social Science | 25.00 | 1 | 8 | 0 |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)
 (HIGH SCHOOL)**

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|-----------------------|--------------------|-------------------------|--------------------------|------------------------|
| English Language Arts | 25.00 | 1 | 8 | 0 |
| Mathematics | 25.00 | 1 | 8 | 0 |
| Science | 25.00 | 1 | 8 | 0 |
| Social Science | 25.00 | 1 | 8 | 0 |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/31/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title Ratio

Pupils to Academic Counselor* 650:1

| Title | Ratio |
|-------------------------------|-------|
| Pupils to Academic Counselor* | 1 |

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated: 1/31/24

Student Support Services Staff (School Year 2022–23)

For the 2021-2022 academic year, AIPCS II was a member of the OUSD SELPA, receiving special education services from the Oakland Unified School District. Beginning in the 2022-2023 academic year, AIPCS II transitioned to become a member of the El Dorado charter SELPA.

Since transitioning to the El Dorado charter SELPA, AIPCS II has experienced an increase in the percentages of special education services provided. This change reflects our ongoing commitment to ensuring that all students receive the support and resources they need to succeed academically and socially.

AIMS remains dedicated to fostering an inclusive learning environment where students with diverse needs thrive and achieve their full potential. Our collaboration

with the El Dorado charter SELPA enhances our ability to deliver high-quality special education services tailored to the unique needs of each student.

Student Support Services Staff (School Year 2021–22)

| Title | Number of FTE* Assigned to School |
|--|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 2 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 0.25 from OUSD |
| Social Worker | 0 |
| Nurse | 0 |
| Speech/Language/Hearing Specialist | 0.5 from OUSD |
| Resource Specialist (non-teaching) | 1 |
| Other | 0 |

*One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 2.00 |
| Library Media Teacher (Librarian) | 0.00 |
| Library Media Services Staff (Paraprofessional) | 0.00 |
| Psychologist | 0.25 |
| Social Worker | 0.00 |
| Nurse | 0.00 |
| Speech/Language/Hearing Specialist | 0.00 |
| Resource Specialist (non-teaching) | 1.00 |
| Other | 0.00 |

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated: 1/31/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|-------------------------------------|--|--|-------------------------------|
| School Site | \$14352.00 | \$5419.00 | \$8933.00 | \$60774.00 |
| District | N/A | N/A | -- | \$70572.00 |
| Percent Difference – School Site and District | N/A | N/A | -- | -14.92% |
| State | N/A | N/A | \$7606.62 | \$87885.00 |
| Percent Difference – School Site and State | N/A | N/A | 16.04% | -36.47% |

Note: Cells with N/A values do not require data.

Last updated: 2/1/24

Types of Services Funded (Fiscal Year 2022–23)

After School Tutoring/Saturday School

Intervention aides who provided instructional support via small-group tutoring both during and after school. Tutoring groups are based on ability level. Classroom teachers assess students and then assign students to tutoring groups. The tutors and resource teachers frequently collaborate with and provide ongoing updates to classroom teachers to support the student's academic needs. Some teachers even offer free tutoring for students during Saturday school. Tutoring is an integral part of the AIMS and ensures that students receive the academic assistance needed to be successful at AIMS.

Title I & Title III

Through Title I and Title III funding, we are able to offer programs and services to students with after-school tutoring support. In addition, we offer a comprehensive ELD intervention program to support the needs of our ELL population. Push-in and pull-out intervention services are offered for students who are failing or at risk of failing to meet AIMS standards.

National School Lunch Program

We are proud to be able to provide students with access to a variety of affordable and appealing foods that meet the health and nutrition needs of students. All meals, foods, and beverages sold or served at school meet state and federal requirements based on the USDA Dietary Guidelines. All meals, foods, and beverages are prepared and served by qualified child nutrition professionals to ensure all students are provided access to healthy meals.

Student Government Association

Student Government Association (SGA) is responsible for leading student activities, executing student initiatives, advocating for student concerns, and providing general support to enhance student life in school.

After School Program

AIPCS II partnered with Bay Area Community Resources (BACR) to provide after-school enrichment and academic support.

Last updated: 1/31/24

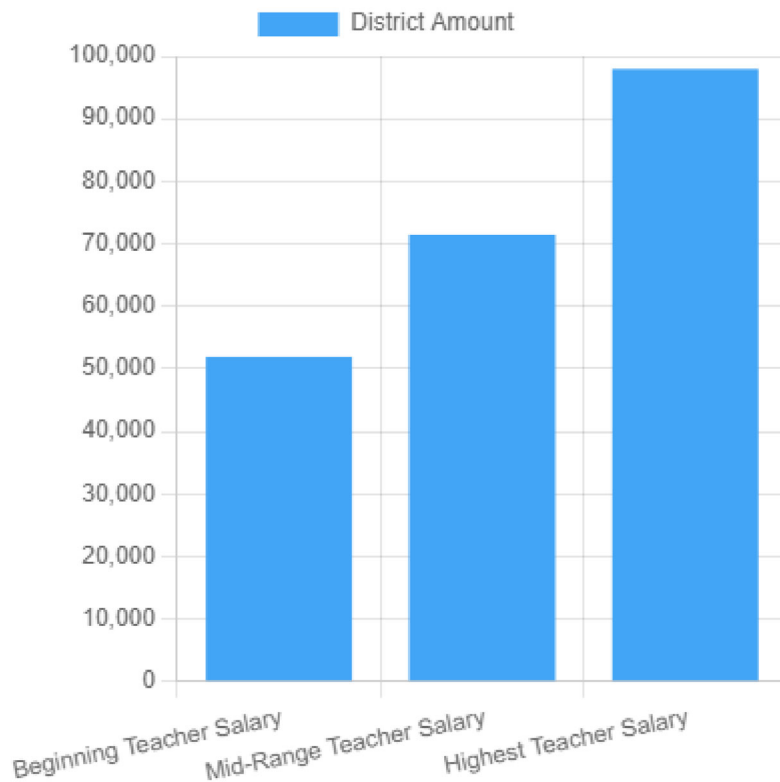
Teacher and Administrative Salaries (Fiscal Year 2021–22)

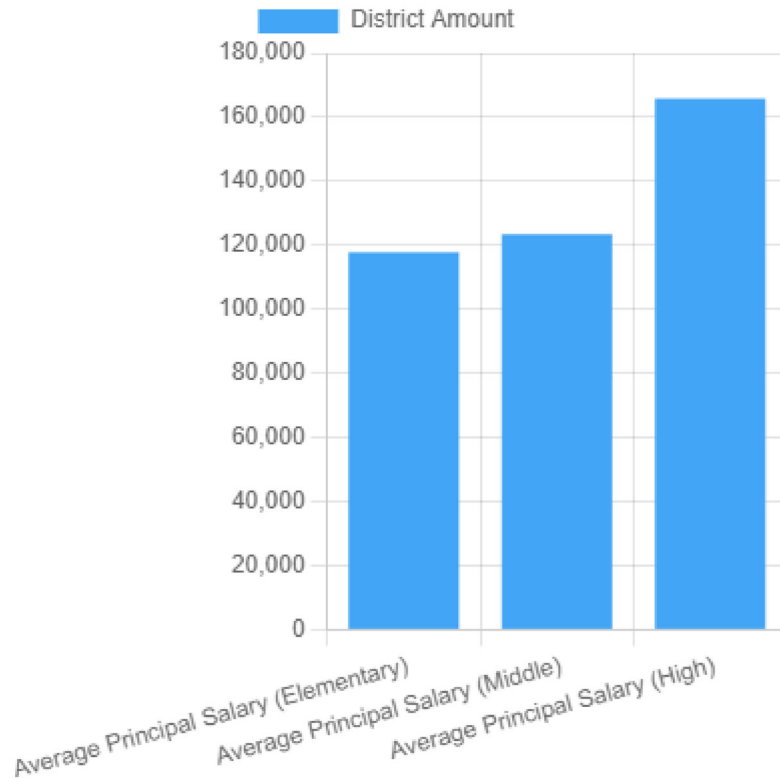
In this context, "district" refers to our local authorizer, OUSD.

| Category | District Amount | State Average For Districts In Same Category |
|--------------------------|-----------------|--|
| Beginning Teacher Salary | \$51905.00 | \$55549.60 |
| Mid-Range Teacher Salary | \$71469.00 | \$80702.84 |

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Highest Teacher Salary | \$97980.00 | \$109417.68 |
| Average Principal Salary (Elementary) | \$117779.00 | \$137703.47 |
| Average Principal Salary (Middle) | \$123453.00 | \$143759.63 |
| Average Principal Salary (High) | \$165859.00 | \$159020.77 |
| Superintendent Salary | \$307299.00 | \$319442.91 |
| Percent of Budget for Teacher Salaries | 27.30% | 30.35% |
| Percent of Budget for Administrative Salaries | 8.37% | 4.87% |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.





Last updated: 2/1/24

Professional Development

2023-2024

16 Full Days for Professional Development

20 Partial Days of Professional Development that are conducted after minimum school day (Fridays) - Elementary

20 Partial Days of Professional Development that are conducted after minimum school day (Fridays) - Middle School

| Measure | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 33 | 36 | 36 |

Last updated: 1/31/24

Coversheet

SARC MS - School Accountability Report Card

Section: V. Action Items
Item: E. SARC MS - School Accountability Report Card
Purpose: Vote
Submitted by:
Related Material: SARC AIMS Board Submission Cover Letter.pdf
SARC MS School Accountability Report Card.pdf



AIMS K-12 College Prep Charter District Board Submission Cover Letter

Submitter Information

Full Name: Marisol Magana
Position/Title: Director
Department: Health & School Support Services
Date of Submission (MM/DD/YYYY): 02/20/2024

Item Details

Title of Item: School Accountability Report Card
Is this item a: New Submission
 Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed by:
 Superintendent
 Chief Business Officer (CBO) (If budget changes)
 Director of Compliance (If plan changes)
 Neither

Committee Review

Has this item been through the appropriate committee review process?
 Yes No
If yes: Please specify which committee(s) and provide minutes or approval documentation:

If no: Explain why:

Deadline Information

Is there a submission deadline for this item?
 Yes No
If yes: Please indicate the deadline date (MM/DD/YYYY): _____

Financial Information (if applicable):

Total Cost: \$ _____
Is this expenditure included in the annual budget?
 Yes No
Please specify in which plan this expense is indicated:
 SPSA LCAP Other: _____

AIMS College Prep Middle
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

| | | | |
|-----------------|--|------------------------------|---------------------------------------|
| Address: | 171 12th St. Oakland, CA , 94607-4900 | Principal: | Natalie Glass, Director of Schools |
| Phone: | (510) 893-8701 | Grade Span: | 6-8 |

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Natalie Glass, Director of Schools

📍 Principal, AIMS College Prep Middle

About Our School

Natalie Glass - Director of Schools

As a Bay Area native, I received my Bachelors degree in Psychology from San Francisco State University and my Masters degree from Alliant International University, San Diego. Throughout my years in education, I've had the opportunity to teach grades K-12 including public and private schools, county-operated court schools, and alternative education. I am extremely proud to have been a part of the AIMS community for the past 7 years now as a teacher of grades 1-3, Middle School Dean of Students, Middle School Head of Academics, Elementary Head of School, and now Director of Schools for K-12.

With substantial teaching experience, I pride myself in my ability to demonstrate compassion towards students while setting and maintaining clear, firm, and consistent professional boundaries.

My educational experiences have provided me with opportunities to work alongside a diverse population of educators and students. My educational philosophy is rooted in an unwavering belief that all children are capable of achieving when provided a positive and safe learning environment, strong and knowledgeable leadership, and a dedicated and focused educational team.

Zubida Bakheit - Head of Academics (6th - 8th)

I have a distinct commitment to fostering a positive and inclusive learning environment to ensure the success and well-being of every student. I hold two bachelors in Finance and Economics as well as a Masters degree in Secondary STEM Education enabling me to actively bring a wealth of understanding of educational principles and pedagogical strategies. Having served in various roles at AIMS Middle School, my leadership philosophy is guided by student-centered leadership, believing in the power of collaboration among educators, parents, and the community. It is this commitment to collaborative efforts that leads the daily efforts in creating an environment that promotes academic excellence, social-emotional development, and a sense of community.

Contact

AIMS College Prep Middle
171 12th St.
Oakland, CA 94607-4900

Phone: [\(510\) 893-8701](tel:5108938701)

Email: natalie.glass@aimsk12.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

| | |
|-----------------------|--|
| District Name | AIMS K-12 College Prep Charter District |
| Phone Number | 510-893-8701 |
| Superintendent | Woods, Maya |
| Email Address | communications@aimsk12.org |
| Website | www.aimsk12.org |

School Contact Information (School Year 2023–24)

| | |
|--|--|
| School Name | AIMS College Prep Middle |
| Street | 171 12th St. |
| City, State, Zip | Oakland, CA , 94607-4900 |
| Phone Number | (510) 893-8701 |
| Principal | Natalie Glass, Director of Schools |
| Email Address | natalie.glass@aimsk12.org |
| Website | www.aimsk12.org |
| County-District-School (CDS) Code | 01612596113807 |

Last updated: 1/31/24

School Description and Mission Statement (School Year 2023–24)

About AIMS College Prep Middle School (AIMS MS)

Year Founded: 1996 (Oakland, CA)

Mascot: Golden Eagles

School Colors: Red, Athletic Gold, and Royal Blue*

Number of Students: 210

Website: www.aimsk12.org

Email Address: communications@aimsk12.org

District Address: 171 12th Street Oakland, CA 94607

Office Phone Number: (510) 893-8701

Superintendent: Maya Woods-Cadiz

Board President: Christopher Edington

District Name: AIMS K-12 College Prep Charter District

AIMS MS History

Established within the rich tapestry of Oakland's educational landscape, AIMS MS was established in 1996 when the AIMS K-12 journey commenced with a middle school, AIPCS, founded by Native American families seeking to preserve cultural ties for their children. Since its inception, AIMS has been an integral part of this visionary educational community.

In 2006, AIPCS marked a historic milestone by becoming Oakland's inaugural public charter school to achieve National Blue-Ribbon School recognition, a testament to its unwavering commitment to academic excellence.

AIMS MS dedication to academic rigor and inclusive excellence has not gone unnoticed. In 2018, the school earned commendation for its concerted efforts in narrowing the achievement gap among African American students, a reflection of its commitment to equity and educational equity.

The accolades continued to pour in, with AIMS K12 organization receiving the prestigious California Charter School Association Hart Vision Award in 2020, underscoring its position as the Northern California Charter school network of the year. In 2022, AIMS MS garnered the coveted California Pivotal Practice School Award, highlighting its innovative pedagogical approaches and commitment to student success.

AIMS MS's history and achievements stand as a testament to its enduring commitment to educational excellence, cultural preservation, and community empowerment. As it continues to chart new horizons in education, AIMS MS remains steadfast in its mission to inspire, empower, and transform the lives of its students and the broader community it serves.

AIMS MS adheres to AIMS Mission Statement

AIMS exists to prepare all students, especially those who have been traditionally underserved, to enter a four-year college after graduation from high school and complete at minimum a four-year degree.

AIMS MS adheres to AIMS Credo

The Family - We are a family at AIMS K-12.

The Goal - We are always working for academic and social excellence.

The Faith - We will prosper by focusing and working toward our goals.

The Journey - We will go forward, continue working, and remember we will always be a part of the AIMS K-12 family.

AIMS MS adheres to AIMS Values

Excellence - Commitment to excellence in all that we do.

Wisdom and Knowledge - Pursuit of wisdom and knowledge as intrinsically valuable.

Empathy - Recognition of dignity and worth of every human being.

Family and Community - Building of family and community.

Equity - Social awareness and justice that leads to action.

Legacy - The continued preservation and development of AIMS methodologies for 21st century learners and educators.

AIMS MS adheres to AIMSTRONG

AIMSTRONG has developed into the official moniker of the AIMS K12 College Prep Charter District. The AIMSTRONG acronym describes the model AIMS student:

Academics: Academics is the first word in AIMSTRONG and is the cornerstone for future success. Academics means developing and growing our scholarship, our grades, our inquiry, our brains.

Integrity: Being honest and possessing strong moral principles. Integrity means being true to our best selves consistently.

Mentorship: Providing guidance, influence, and direction to your AIMS community. Mentorship is serving our neighbors, community and families, especially with our strengths.

Strength: The influence or power you possess to combat the rigors of academics and real-life while resisting being moved or broken. Strength is both physical growth and the will power to complete the work we begin.

Teamwork: The combined action of each group member doing their part selflessly to benefit the whole. Teamwork is being part of a group which has an agreed goal.

Responsibility: Moral, legal, or mental accountability and taking ownership for one's actions. Responsibility is when we own our real part of getting teamwork, family, and planning done.

Organization: Preparation and efficiency when coordinating and carrying out activities. Organization is both how we plan and what we do to get things done systematically.

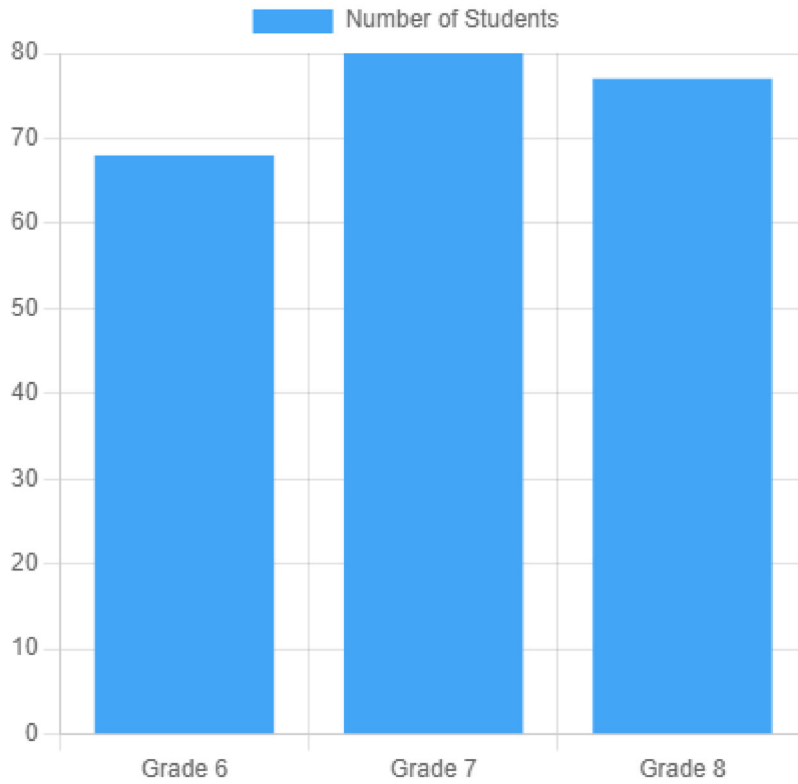
Nerve: Displaying courage, power, control and steadiness under pressure. Nerve knows when to step out to make a change in a situation or plan.

Grit: To keep going to accomplish our plans, even when there are strong obstacles. Grit is best personified in our ability to be knocked down and to get back up again.

Last updated: 2/1/24

Student Enrollment by Grade Level (School Year 2022–23)

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 6 | 68 |
| Grade 7 | 80 |
| Grade 8 | 77 |
| Total Enrollment | 225 |



Last updated: 2/1/24

Student Enrollment by Student Group (School Year 2022–23)

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female | 43.60% |
| Male | 56.40% |
| Non-Binary | 0.00% |
| American Indian or Alaska Native | 0.00% |

| Student Group (Other) | Percent of Total Enrollment |
|-----------------------|-----------------------------|
| English Learners | 34.70% |
| Foster Youth | 0.00% |
| Homeless | 0.00% |
| Migrant | 0.00% |

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Asian | 43.10% |
| Black or African American | 32.90% |
| Filipino | 1.80% |
| Hispanic or Latino | 13.80% |
| Native Hawaiian or Pacific Islander | 0.00% |
| Two or More Races | 2.20% |
| White | 4.00% |

| Student Group (Other) | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Socioeconomically Disadvantaged | 67.10% |
| Students with Disabilities | 7.60% |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 2.30 | 22.50% | 1471.70 | 56.64% | 228366.10 | 83.12% |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00% | 95.60 | 3.68% | 4205.90 | 1.53% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 6.90 | 67.22% | 725.40 | 27.92% | 11216.70 | 4.08% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00% | 64.80 | 2.50% | 12115.80 | 4.41% |
| Unknown/Incomplete/NA | 1.00 | 10.09% | 240.60 | 9.26% | 18854.30 | 6.86% |
| Total Teaching Positions | 10.30 | 100.00% | 2598.40 | 100.00% | 274759.10 | 100.00% |

In this context, "district" refers to our local authorizer, OUSD.

Status of Fully Credentialed Teachers at AIMS K-12: A Comprehensive Overview

At AIMS K-12, we recognize the critical importance of ensuring that all teachers are fully credentialed and equipped to deliver high-quality education to our students. In reviewing our School Accountability Report Card (SARC), it's imperative to understand the nuances surrounding the numbers of fully credentialed teachers and the robust support mechanisms we've implemented to address any gaps.

Challenges and Context:

Our district faces challenges typical of many educational institutions, including a fluctuating teacher workforce and the evolving landscape of credentialing requirements. As a result, the number of fully credentialed teachers reflected in the SARC may not fully capture the dynamic efforts underway to support our educators.

Support Initiatives:

AIMS K-12 is committed to providing comprehensive support to all teachers, regardless of their credentialing status. Here are key initiatives that illustrate our dedication to teacher development and credential attainment:

- Partnerships with Higher Education Institutions:** We collaborate closely with local colleges and universities to support aspiring educators through internship programs and practical training opportunities. These initiatives not only enrich

the learning experience for interns but also contribute to the pipeline of fully credentialed teachers within our district.

2. **Proactive Credential Tracking:** AIMS employs a dedicated credential analyst to monitor the credentialing status of our teachers. This proactive approach ensures that educators receive the necessary guidance and resources to navigate the credentialing process effectively.
3. **Professional Development and Coaching:** We prioritize ongoing professional development as a cornerstone of teacher growth and effectiveness. Through tailored coaching, workshops, and seminars, educators have access to resources that enhance their instructional practices and subject matter expertise.
4. **Partnership with Sacramento County Department of Education:** AIMS collaborates with external agencies, such as the Sacramento County Department of Education, to provide additional support and guidance to teachers. This partnership facilitates access to specialized training and credentialing assistance, further empowering educators to excel in their roles.

Commitment to Excellence:

While the number of fully credentialed teachers may vary, our commitment to academic excellence remains unwavering. At AIMS K-12, we prioritize the professional growth and development of our educators to ensure that every student receives a high-quality education grounded in best practices and standards.

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 2/1/24

Teacher Preparation and Placement (School Year 2021–22)

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 1.60 | 28.47% | 1583.50 | 61.54% | 234405.20 | 84.00% |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00% | 148.90 | 5.79% | 4853.00 | 1.74% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 3.50 | 60.17% | 719.90 | 27.98% | 12001.50 | 4.30% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.30 | 5.59% | 75.30 | 2.93% | 11953.10 | 4.28% |
| Unknown/Incomplete/NA | 0.30 | 5.59% | 45.40 | 1.77% | 15831.90 | 5.67% |
| Total Teaching Positions | 5.90 | 100.00% | 2573.20 | 100.00% | 279044.80 | 100.00% |

In this context, "district" refers to our local authorizer, OUSD.

Status of Fully Credentialed Teachers at AIMS K-12: A Comprehensive Overview

At AIMS K-12, we recognize the critical importance of ensuring that all teachers are fully credentialed and equipped to deliver high-quality education to our students. In reviewing our School Accountability Report Card (SARC), it's imperative to understand the nuances surrounding the numbers of fully credentialed teachers and the robust support mechanisms we've implemented to address any gaps.

Challenges and Context:

Our district faces challenges typical of many educational institutions, including a fluctuating teacher workforce and the evolving landscape of credentialing requirements. As a result, the number of fully credentialed teachers reflected in the SARC may not fully capture the dynamic efforts underway to support our educators.

Support Initiatives:

AIMS K-12 is committed to providing comprehensive support to all teachers, regardless of their credentialing status. Here are key initiatives that illustrate our dedication to teacher development and credential attainment:

- Partnerships with Higher Education Institutions:** We collaborate closely with local colleges and universities to support aspiring educators through internship programs and practical training opportunities. These initiatives not only enrich

the learning experience for interns but also contribute to the pipeline of fully credentialed teachers within our district.

2. **Proactive Credential Tracking:** AIMS employs a dedicated credential analyst to monitor the credentialing status of our teachers. This proactive approach ensures that educators receive the necessary guidance and resources to navigate the credentialing process effectively.
3. **Professional Development and Coaching:** We prioritize ongoing professional development as a cornerstone of teacher growth and effectiveness. Through tailored coaching, workshops, and seminars, educators have access to resources that enhance their instructional practices and subject matter expertise.
4. **Partnership with Sacramento County Department of Education:** AIMS collaborates with external agencies, such as the Sacramento County Department of Education, to provide additional support and guidance to teachers. This partnership facilitates access to specialized training and credentialing assistance, further empowering educators to excel in their roles.

Commitment to Excellence:

While the number of fully credentialed teachers may vary, our commitment to academic excellence remains unwavering. At AIMS K-12, we prioritize the professional growth and development of our educators to ensure that every student receives a high-quality education grounded in best practices and standards.

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 2/1/24

**Teachers Without Credentials and Misassignments
 (considered "ineffective" under ESSA)**

| Authorization/Assignment | 2020-21 Number | 2021-22 Number |
|--|---------------------------|---------------------------|
| Permits and Waivers | 0.00 | 1.50 |
| Misassignments | 6.90 | 2.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 6.90 | 3.50 |

Last updated: 11/2/23

**Credentialed Teachers Assigned Out-of-Field
 (considered "out-of-field" under ESSA)**

| Indicator | 2020-21 Number | 2021-22 Number |
|--|---------------------------|---------------------------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.30 |
| Local Assignment Options | 0.00 | 0.00 |
| Total Out-of-Field Teachers | 0.00 | 0.30 |

Last updated: 11/2/23

Class Assignments

| Indicator | 2020– 21 Percent | 2021– 22 Percent |
|--|------------------------|------------------------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 64.60% | 54.1% |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 55.40% | 32.6% |

1. Misassignments for English Learners:

This reflects the percentage of classes with English learners taught by teachers who may still be in the process of completing their teaching credentials. While teachers may hold permits or authorizations, including embedded English Learner (EL) authorization, they are undergoing training to effectively teach English learners.

2. No Credential, Permit, or Authorization to Teach:

This indicates the percentage of classes taught by teachers who lack a valid teaching credential, permit, or recognized authorization. However, it's important to note that teachers receive robust professional development from the district's EL department to support their ongoing growth and effectiveness in teaching English learners.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: June 2022

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-----------------------|--|----------------------------|--|
| Reading/Language Arts | <p>AIMS Middle School - 6th - 8th uses novel studies and Socratic seminars to meet the state standards using the following novels:</p> <p>6th Grade:</p> <p>A Bone from a Dry Sea by Peter Dickenson</p> <p>Siddhartha by Hermann Hesse</p> <p>The Outsiders by S.E. Hinton,</p> <p>Red Scarf Girl by Ji-Li Jiang,</p> <p>7th Grade:</p> <p>A Proud Taste of Scarlet and Miniver by E.L. Konigsburg</p> <p>Anne Frank: Diary of a Young Girl by Anne Frank,</p> <p>Bad Boy by Walter Dean Myers</p> <p>A Midsummer Night’s Dream by William Shakespeare,</p> <p>Fahrenheit 451 by Ray Bradbury</p> <p>8th Grade:</p> <p>Johnny Tremain by Esther Forbes</p> <p>Narrative of the Life of Frederick Douglass by Frederick Douglass</p> <p>Fahrenheit 451 by Ray Bradbury</p> <p>Night by Elie Wiesel.</p> <p>Supplemental Resources: IXL: Comprehensive K-12 Personalized</p> | Yes | 0 |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------|---|----------------------------|--|
| | Learning | | |
| Mathematics | <p>Grade 6 Advanced: Big Ideas Math: Modeling Real Life Larson/Boswell 1st Edition [K12, 2019]</p> <p>Grade 7 Advanced: Big Ideas Math: Modeling Real Life Larson/Boswell 1st Edition [K12, 2019]</p> <p>Grade 8: Common Core Algebra 1 Larson/ Boswell 1st Edition [K12, 2022] 9781647274849</p> | Yes | 0 |
| Science | <p>CA Inspire Science Grade 6- Earth & Space Science</p> <p>CA Inspire Science Grade 7 - Life Science</p> <p>CA Inspire Science Grade 8 - Physical Science</p> | Yes | 0 |
| History-Social Science | <p>History Alive: The Medieval World and Beyond. Rancho Cordova: Teacher’s Curriculum Institute, 2017</p> <p>History Alive: The Medieval World and Beyond. Rancho Cordova: Teacher’s Curriculum Institute, 2019</p> <p>History Alive: The United States Through Industrialism. Rancho Cordova: Teacher’s Curriculum Institute, 2017</p> | Yes | 0 |
| Foreign Language | <p>Mandarin (Adopted 2018-2019)</p> <p>Liu, Y., Yao, T., Bi, N., Ge, L., and Shi. Y. Integrated Chinese (4th Edition).</p> | Yes | 0 |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------------|---|----------------------------|--|
| | Boston: Cheng & Tsui Company, Inc., 2017 Spanish (Adopted 2018-2019) ¡AVANCEMOS! (Level One). Austin: Holt McDougal, 2010. IXL Comprehensive K-12 Personalized Learning | | |
| Health | Online materials/supplemental resources are utilized to inform students' of awareness and wellness. Wellness Committee will be created to benefit a healthier school environment. www.schools.healthiergeneration.org www.ama-assn.org www.actionforhealthykids.org | Yes | 0 |
| Visual and Performing Arts | <p>Graphic Design: Communicating through Graphic Design, 2nd Edition, Kevin Gatta and Claire Mowbray Golding</p> <p>Art: A Community Connection, Student Book 1ST ED Marilyn G. Stewart and Eldon Katter</p> <p>Music: Allen, M., Gillespie, R., and Hayes, P. Essential Elements for Strings: A Comprehensive String Method (Book One). Milwaukee: Hal Leonard Corporation, 2004.</p> | Yes | 0 |
| Science Lab Eqpmt (Grades 9- | N/A | N/A | 0 |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------|--|----------------------------|--|
| 12) | | | |

Note: Cells with N/A values do not require data.

Last updated: 2/1/24

School Facility Conditions and Planned Improvements

General

Our school prides itself in providing a safe, clean, and well-maintained environment to its families and staff members. The school grounds, restrooms, and building are in excellent condition. Any repairs or problems are given immediate attention. We have used the Facility Inspection Tool from the State of California OPSC (Office of Public School Construction) to systematically gather insight into the condition of our facility. The school grounds, restrooms, and building are in excellent condition.

Maintenance and Repairs

AIMS model dictates that anything that requires maintenance or repair be addressed in an effective and timely fashion. Any issues that arise during the school day are communicated to the appropriate personnel by our admin team to be serviced. Maintenance/repair personnel are immediately contacted by our admin staff during the day for any issues.

Cleaning

During the day, everyone at school contributes to the cleanliness of the school by picking up after themselves, sweeping the floor, wiping down the tables after lunch, etc. After school, Custodial staff work to maintain a clean campus daily.

Planned Improvements

During the summer we will continue with our general maintenance, painting and deep cleaning. We have applied and received AB-841 Cal-Shape stimulus grant program to make improvements to our ventilation system.

Last updated: 2/1/24

School Facility Good Repair Status

We have used the Facility Inspection Tool from the State of California OPSC (Office of Public School Construction) to systematically gather insight into the condition of our

facility.

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2024

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|--|--------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | No gas leaks were found. Overall the mechanical/HVAC system is working and in good order. No sewer issues found. |
| Interior: Interior Surfaces | Good | The interior surfaces are in good order. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | No pest issues were found. Cleaning of the building is daily and on going |
| Electrical: Electrical | Good | No electrical issues were found, and any issues are addressed quickly. |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | Restrooms, water fountains, and sinks are in good order. |
| Safety: Fire Safety, Hazardous Materials | Good | No fire safety or hazardous materials were found. |
| Structural: Structural Damage, Roofs | Good | No structural issues were found. The roof was replaced in the last 5 years and is in good order. |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | No playground on site. All windows, doors, gates, and fences are in good order. |

Overall Facility Rate

Year and month of the most recent FIT report: January 2024

| | |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

Last updated: 2/1/24

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
 Grades Three through Eight and Grade Eleven taking and completed state-administered assessment
 Percentage of Students Meeting or Exceeding the State Standard**

In this context, "district" refers to our local authorizer, OUSD. AIMS MS consistently outperforms OUSD averages in CAASPP results. Our students' academic proficiency and growth in core subjects exceed benchmarks, reflecting our commitment to excellence. Our curriculum, interventions, and support strategies drive student success. We prioritize data-driven decision-making and continuous improvement. Collaboration among educators, families, and community partners enhances outcomes.

Our CAASPP data underscores AIMS MS's dedication to academic excellence and student achievement. We remain focused on fostering a dynamic learning environment that empowers every student to excel.

AIMS MS

| Subject | School 2022-2023 | District 2022-2023 | State 2022-2023 | School 2021-22 | District 2021-22 | State 2021-22 |
|--|------------------|--------------------|-----------------|----------------|------------------|---------------|
| English Language Arts/Literacy Grades 3-8 and 11 | 38.92% | 33.06% | 46.66% | 55% | 35% | 47% |
| Mathematics (grades 3-8 and 11) | 45.07 | 25.42% | 34.62% | 46% | 25% | 33% |
| | | | | | | ?? |

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts / Literacy (grades 3-8 and 11) | 55% | 39% | 35% | 34% | 47% | 46% |
| Mathematics (grades 3-8 and 11) | 46% | 45% | 25% | 26% | 33% | 34% |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Last updated: 2/2/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment

Grades Three through Eight and Grade Eleven (School Year 2022–23)

| ELA | Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-----------|---|------------------|---------------|----------------|--------------------|-------------------------|
| 2022-2023 | All Students | 218 | 205 | 94% | 6% | 38.92% |
| | Female | 97 | 90 | 93% | 7% | 39.32% |
| | Male | 121 | 115 | 95% | 5% | 38.60% |
| | American Indian or Alaska Native | 0 | 0 | 0 | 0 | N/A |
| | Asian | 92 | 89 | 97% | 3% | 54.54% |
| | Black or African American | 77 | 71 | 92% | 8% | 21.42% |
| | Filipino | 4 | 4 | 100% | 0 | N/A (4 or fewer) |
| | Hispanic or Latino | 27 | 25 | 93% | 7% | 20% |
| | Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | N/A |
| | Two or More Races | 11 | 10 | 91% | 9% | N/A (10 or fewer) |
| | White | 7 | 6 | 86% | 14% | N/A (6 or fewer) |
| | English Learners | 68 | 61 | 90% | 10% | 4.92% |
| | Foster Youth | 0 | 0 | 0 | 0 | N/A |
| | Homeless | 0 | 0 | 0 | 0 | N/A |
| | Military | 0 | 0 | 0 | 0 | N/A |
| | Socioeconomically Disadvantaged | 147 | 139 | 95% | 5% | 36.23% |
| | Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | N/A |
| | Students with Disabilities | 19 | 15 | 80% | 20% | 13.33% |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 218 | 205 | 94.04% | 5.96% | 38.92% |
| Female | 97 | 90 | 92.78% | 7.22% | 39.33% |
| Male | 121 | 115 | 95.04% | 4.96% | 38.60% |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| American Indian or Alaska Native | 0 | 0 | 0% | 0% | 0% |
| Asian | 92 | 89 | 96.74% | 3.26% | 54.55% |
| Black or African American | 77 | 71 | 92.21% | 7.79% | 21.43% |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 27 | 25 | 92.59% | 7.41% | 20.00% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| Two or More Races | 11 | 10 | 90.91% | 9.09% | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 68 | 61 | 89.71% | 10.29% | 4.92% |
| Foster Youth | 0 | 0 | 0% | 0% | 0% |
| Homeless | 0 | 0 | 0% | 0% | 0% |
| Military | 0 | 0 | 0% | 0% | 0% |
| Socioeconomically Disadvantaged | 151 | 143 | 94.70% | 5.30% | 36.17% |
| Students Receiving Migrant Education Services | 0 | 0 | 0% | 0% | 0% |
| Students with Disabilities | 19 | 15 | 78.95% | 21.05% | 13.33% |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/24

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
 Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Math

| 2022-2023 | Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-----------|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| | All Students | 218 | 143 | 66% | 34% | 45.07% |
| | Female | 97 | 69 | 71% | 29% | 41.18% |
| | Male | 121 | 74 | 61% | 39% | 48.65% |
| | American Indian or Alaska Native | 0 | 0 | 0 | 0 | N/A |
| | Asian | 92 | 68 | 74% | 26% | 64.71% |
| | Black or African American | 77 | 45 | 58% | 42% | 25% |
| | Filipino | 4 | 4 | 100% | 0% | N/A (4 or fewer) |
| | Hispanic or Latino | 27 | 14 | 52% | 48% | 21.43% |
| | Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | N/A |
| | Two or More Races | 11 | 7 | 64% | 36% | N/A (7 or fewer) |
| | White | 7 | 5 | 71% | 29% | N/A (5 or fewer) |
| | English Learners | 68 | 45 | 66% | 34% | 15.56% |
| | Foster Youth | 0 | 0 | 0 | 0 | N/A |
| | Homeless | 0 | 0 | 0 | 0 | N/A |
| | Military | 0 | 0 | 0 | 0 | N/A |
| | Socioeconomically Disadvantaged | 147 | 98 | 67% | 33% | 38.80% |

| | | | | | |
|---|----|----|-----|-----|-------------------|
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | N/A |
| Students with Disabilities | 19 | 10 | 53% | 47% | N/A (10 or fewer) |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 218 | 143 | 65.60% | 34.40% | 45.07% |
| Female | 97 | 69 | 71.13% | 28.87% | 41.18% |
| Male | 121 | 74 | 61.16% | 38.84% | 48.65% |
| American Indian or Alaska Native | 0 | 0 | 0% | 0% | 0% |
| Asian | 92 | 68 | 73.91% | 26.09% | 64.71% |
| Black or African American | 77 | 45 | 58.44% | 41.56% | 25.00% |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 27 | 14 | 51.85% | 48.15% | 21.43% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| Two or More Races | 11 | 7 | 63.64% | 36.36% | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 68 | 45 | 66.18% | 33.82% | 15.56% |
| Foster Youth | 0 | 0 | 0% | 0% | 0% |
| Homeless | 0 | 0 | 0% | 0% | 0% |
| Military | 0 | 0 | 0% | 0% | 0% |
| Socioeconomically Disadvantaged | 151 | 101 | 66.89% | 33.11% | 40.59% |
| Students Receiving Migrant Education Services | 0 | 0 | 0% | 0% | 0% |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|----------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| Students with Disabilities | 19 | 10 | 52.63% | 47.37% | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/24

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2022-2023 | District 2022-2023 | State 2022-2023 | School 2021-22 | District 2021-22 | State 2021-22 |
|---------|------------------|--------------------|-----------------|----------------|------------------|---------------|
| Science | 12.16% | 21.01% | 30.29% | 36% | 19% | 29% |

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8, and high school) | 36.25% | 12.16% | 19.36% | 20.14% | 29.47% | 30.29% |

Note: Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/24

**CAASPP Test Results in Science by Student Group
 Grades Five, Eight and High School (School Year 2022–23)**

Science

| 2022-2023 | Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-----------|---|------------------|---------------|----------------|--------------------|-------------------------|
| | All Students | 79 | 74 | 94% | 6% | 12.16% |
| | Female | 39 | 36 | 92% | 8% | 8.32% |
| | Male | 40 | 38 | 95% | 5% | 15.79% |
| | American Indian or Alaska Native | 0 | 0 | 0 | 0 | N/A |
| | Asian | 26 | 26 | 100% | 0% | 19.23% |
| | Black or African American | 32 | 28 | 88% | 12% | 7.14% |
| | Filipino | 0 | 0 | 0 | 0 | NA |
| | Hispanic or Latino | 13 | 12 | 92% | 8% | 8.33% |
| | Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | N/A |
| | Two or More Races | 4 | 4 | 100% | 0% | N/A (4 or fewer) |
| | White | 0 | 0 | 0 | 0 | N/A |
| | English Learners | 26 | 25 | 96% | 4% | 0% |
| | Foster Youth | 0 | 0 | 0 | 0 | N/A |
| | Homeless | 0 | 0 | 0 | 0 | N/A |
| | Military | 0 | 0 | 0 | 0 | N/A |
| | Socioeconomically Disadvantaged | 53 | 50 | 94% | 6% | 8% |
| | Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | N/A |
| | Students with Disabilities | 5 | 0 | 0 | 100% | N/A |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 79 | 74 | 93.67% | 6.33% | 12.16% |
| Female | 39 | 36 | 92.31% | 7.69% | 8.33% |
| Male | 40 | 38 | 95.00% | 5.00% | 15.79% |
| American Indian or Alaska Native | 0 | 0 | 0% | 0% | 0% |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Asian | 26 | 26 | 100.00% | 0.00% | 19.23% |
| Black or African American | 32 | 28 | 87.50% | 12.50% | 7.14% |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 13 | 12 | 92.31% | 7.69% | 8.33% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 26 | 25 | 96.15% | 3.85% | 0.00% |
| Foster Youth | 0 | 0 | 0% | 0% | 0% |
| Homeless | 0 | 0 | 0% | 0% | 0% |
| Military | 0 | 0 | 0% | 0% | 0% |
| Socioeconomically Disadvantaged | 55 | 52 | 94.55% | 5.45% | 7.69% |
| Students Receiving Migrant Education Services | 0 | 0 | 0% | 0% | 0% |
| Students with Disabilities | -- | -- | -- | -- | -- |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 2/1/24

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2022–23)

Percentage of Students Participating in each of the five Fitness Components

| Grade | Component | | | | |
|-------|-------------------------------|---|--|--|--------------------------|
| | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
| 5 | N/A | N/A | N/A | N/A | N/A |
| 7 | 86% | 86% | 86% | 86% | 86% |
| 9 | N/A | N/A | N/A | N/A | N/A |

| Grade | Component | | | | |
|-------|-------------------------------|---|--|--|--------------------------|
| | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
| 7 | 86% | 86% | 86% | 86% | 86% |

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 2/1/24

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

AIMS MS encourages its families to play an active role in their child's education and to get involved in our schools. There are a variety of ways parents can become involved at AIMS MS.

Service

Parents can serve as volunteers for events such as picture day, book fairs, family events, and community workdays.

Parents also can serve, representing AIMS in local school advocacy, action advocacy, sharing their parent voice concerning issues that parents face on local platforms.

Parents have had the opportunity to meet local candidates for office and to ask questions at political forums.

Starting in January 2024 we will be there will be an award for AIMS Parent of the Month, based on their going above and beyond their contributions to the School community.

Leadership

Parents and families have had opportunities to run for office on our parent committees and have the chance to share their concerns through Google surveys, parent forums, town hall meetings with administration, and a variety of councils and committees.

Some of these councils and committees include:

DELAC (District English Language Advisory Committee)

ELAC (English Learner Advisory Committee)

SSC (School Site Council)

AIMS Parent United

To sign up and for more information, please contact Maryetta Golden, Community Liaison at maryetta.golden@aimsk12.org.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2022–23)

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|-------------------------------------|-----------------------|---|---------------------------|--------------------------|
| All Students | 237 | 231 | 56 | 24.2% |
| Female | 103 | 101 | 28 | 27.7% |
| Male | 134 | 130 | 28 | 21.5% |
| Non-Binary | 0 | 0 | 0 | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0 | 0.0% |
| Asian | 96 | 96 | 8 | 8.3% |
| Black or African American | 83 | 81 | 25 | 30.9% |
| Filipino | 4 | 4 | 1 | 25.0% |
| Hispanic or Latino | 32 | 30 | 10 | 33.3% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0% |
| Two or More Races | 5 | 5 | 3 | 60.0% |
| White | 10 | 9 | 6 | 66.7% |
| English Learners | 82 | 82 | 17 | 20.7% |
| Foster Youth | 1 | 0 | 0 | 0.0% |
| Homeless | 0 | 0 | 0 | 0.0% |

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| Socioeconomically Disadvantaged | 165 | 162 | 36 | 22.2% |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0% |
| Students with Disabilities | 22 | 22 | 7 | 31.8% |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 2/1/24

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

In this context, "district" refers to our local authorizer, OUSD.

| Rate | School 2020–21 | School 2021–22 | School 2022–23 | District 2020–21 | District 2021–22 | District 2022–23 | State 2020–21 | State 2021–22 | State 2022–23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.00% | 0.41% | 4.64% | 0.03% | 3.92% | 3.85% | 0.20% | 3.17% | 3.60% |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.00% | 0.06% | 0.08% | 0.00% | 0.07% | 0.08% |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 2/1/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

| Student Group | Suspensions Rate | Expulsions Rate |
|---|-------------------------|------------------------|
| All Students | 4.64% | 0.00% |
| Female | 3.88% | 0.00% |
| Male | 5.22% | 0.00% |
| Non-Binary | 0.00% | 0.00% |
| American Indian or Alaska Native | 0.00% | 0.00% |
| Asian | 4.17% | 0.00% |
| Black or African American | 6.02% | 0.00% |
| Filipino | 0.00% | 0.00% |
| Hispanic or Latino | 0.00% | 0.00% |
| Native Hawaiian or Pacific Islander | 0.00% | 0.00% |
| Two or More Races | 0.00% | 0.00% |
| White | 0.00% | 0.00% |
| English Learners | 4.88% | 0.00% |
| Foster Youth | 0.00% | 0.00% |
| Homeless | 0.00% | 0.00% |
| Socioeconomically Disadvantaged | 5.45% | 0.00% |
| Students Receiving Migrant Education Services | 0.00% | 0.00% |
| Students with Disabilities | 4.55% | 0.00% |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 2/1/24

School Safety Plan (School Year 2023–24)

Safety is one of our utmost concerns. AIMS College Prep Middle School site administrators and campus supervisors monitor the school grounds before school starts and throughout the day. AIMS MS is a closed campus; all visitors must register in the office. The school holds regularly scheduled fire, earthquake, and lockdown drills. AIMS Middle School's comprehensive safety plan is reviewed with staff annually and was most recently updated in 2023.

Last updated: 2/1/24

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21) (HIGH SCHOOL)

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|-----------------------|--------------------|-------------------------|--------------------------|------------------------|
| English Language Arts | 27.00 | 3 | 6 | 0 |
| Mathematics | 27.00 | 3 | 6 | 0 |
| Science | 27.00 | 3 | 6 | 0 |
| Social Science | 27.00 | 3 | 6 | 0 |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22) (HIGH SCHOOL)

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|-----------------------|--------------------|-------------------------|--------------------------|------------------------|
| English Language Arts | 27.00 | 1 | 8 | 0 |
| Mathematics | 27.00 | 1 | 8 | 0 |
| Science | 27.00 | 1 | 8 | 0 |
| Social Science | 27.00 | 1 | 8 | 0 |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)
 (HIGH SCHOOL)**

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|-----------------------|--------------------|-------------------------|--------------------------|------------------------|
| English Language Arts | 25.00 | 3 | 6 | 0 |
| Mathematics | 25.00 | 3 | 6 | 0 |
| Science | 25.00 | 3 | 6 | 0 |
| Social Science | 25.00 | 3 | 6 | 0 |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 2/1/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Ratio of Pupils to Academic Counselor (School Year 2021–22)

| Title | Ratio |
|--------------------------------------|-------|
| Pupils to Academic Counselor* | 220:1 |

*One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|-------------------------------|-------|
| Pupils to Academic Counselor* | 220 |

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated: 2/1/24

Student Support Services Staff (School Year 2022–23)

Student Support Services Staff (School Year 2021–22)

| Title | Number of FTE* Assigned to School |
|--|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1.5 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 0.25 from OUSD |
| Social Worker | 0 |
| Nurse | 0 |
| Speech/Language/Hearing Specialist | 0.5 from OUSD |
| Resource Specialist (non-teaching) | 1 |
| Other | 0 |

*One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 0.50 |
| Library Media Teacher (Librarian) | 0.00 |
| Library Media Services Staff (Paraprofessional) | 0.00 |
| Psychologist | 0.18 |
| Social Worker | 0.00 |
| Nurse | 0.00 |
| Speech/Language/Hearing Specialist | 0.00 |
| Resource Specialist (non-teaching) | 1.00 |
| Other | 0.18 |

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated: 2/1/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

In this context, "district" refers to our local authorizer, OUSD.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|-------------------------------------|--|--|-------------------------------|
| School Site | \$14264.00 | \$5651.00 | \$8612.00 | \$61676.00 |
| District | N/A | N/A | -- | \$70572.00 |
| Percent Difference – School Site and District | N/A | N/A | -- | -13.45% |
| State | N/A | N/A | \$7606.62 | \$87885.00 |
| Percent Difference – School Site and State | N/A | N/A | 12.40% | -35.05% |

Note: Cells with N/A values do not require data.

Last updated: 2/2/24

Types of Services Funded (Fiscal Year 2022–23)

After School Tutoring/Saturday School

Intervention aides who provided instructional support via small-group tutoring both during and after school. Tutoring groups are based on ability level. Classroom teachers assess students and then assign students to tutoring groups. The tutors and resource teachers frequently collaborate with and provide ongoing updates to classroom teachers to support the student's academic needs. Some teachers even offer free tutoring for students during Saturday school. Tutoring is an integral part of the AIMS and ensures that students receive the academic assistance needed to be successful at AIMS.

Title I & Title III

Through Title I and Title III funding, we are able to offer programs and services to students with after-school tutoring support. In addition, we offer a comprehensive ELD intervention program to support the needs of our ELL population. Push-in and pull-out intervention services are offered for students who are failing or at risk of failing to meet AIMS standards.

National School Lunch Program

We are proud to be able to provide students with access to a variety of affordable and appealing foods that meet the health and nutrition needs of students. All meals, foods, and beverages sold or served at school meet state and federal requirements based on the USDA Dietary Guidelines. All meals, foods, and beverages are prepared and served by qualified child nutrition professionals to ensure all students are provided access to healthy meals.

Student Government Association

Student Government Association (SGA) is responsible for leading student activities, executing student initiatives, advocating for student concerns, and providing general support to enhance student life in school.

After School Program

AIMS MS partnered with Bay Area Community Resources (BACR) to provide after-school enrichment and academic support.

Last updated: 2/1/24

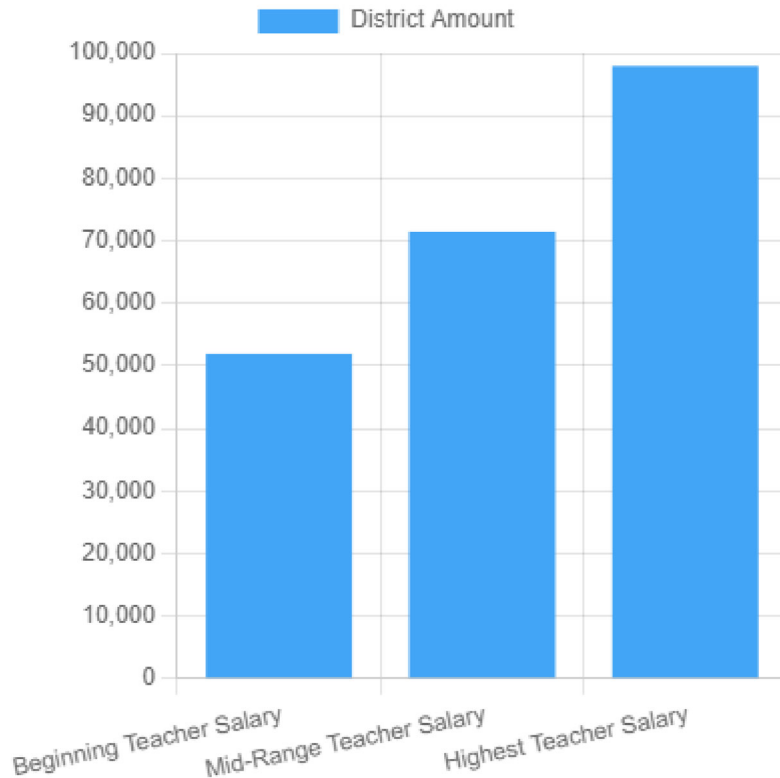
Teacher and Administrative Salaries (Fiscal Year 2021–22)

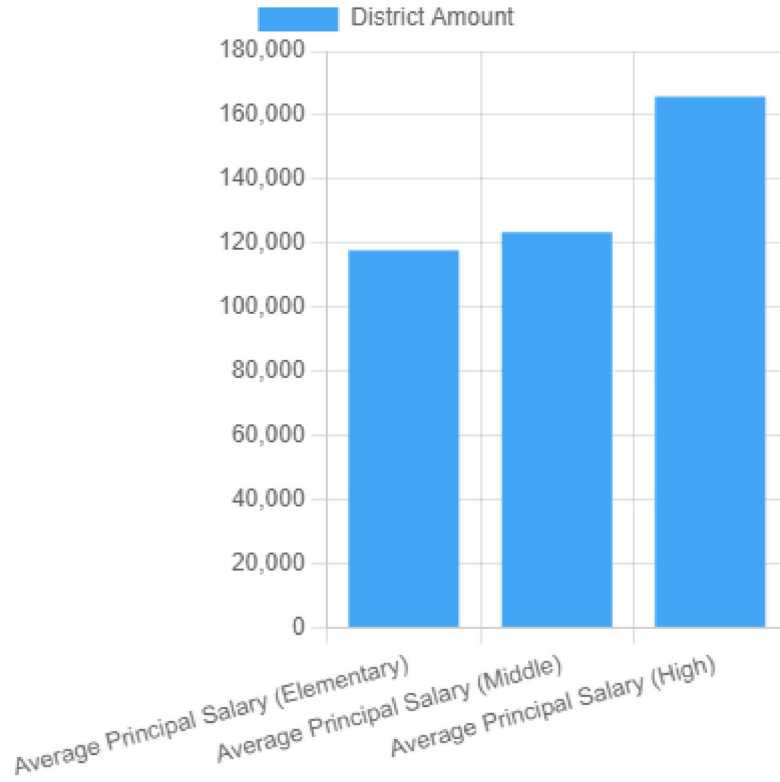
In this context, "district" refers to our local authorizer, OUSD.

| Category | District Amount | State Average For Districts In Same Category |
|--------------------------|-----------------|--|
| Beginning Teacher Salary | \$51905.00 | \$55549.60 |
| Mid-Range Teacher Salary | \$71469.00 | \$80702.84 |

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Highest Teacher Salary | \$97980.00 | \$109417.68 |
| Average Principal Salary (Elementary) | \$117779.00 | \$137703.47 |
| Average Principal Salary (Middle) | \$123453.00 | \$143759.63 |
| Average Principal Salary (High) | \$165859.00 | \$159020.77 |
| Superintendent Salary | \$307299.00 | \$319442.91 |
| Percent of Budget for Teacher Salaries | 27.30% | 30.35% |
| Percent of Budget for Administrative Salaries | 8.37% | 4.87% |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.





Last updated: 2/1/24

Professional Development

2023-2024

16 Full Day for Professional Development

20 Partial Days of Professional Development that are conducted after minimum school day (Fridays)

| Measure | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 35 | 36 | 36 |

Last updated: 2/1/24

Coversheet

SARC HS - School Accountability Report Card

Section: V. Action Items
Item: F. SARC HS - School Accountability Report Card
Purpose: Vote
Submitted by:
Related Material: SARC AIMS Board Submission Cover Letter.pdf
AIMS HS - SARC.pdf



AIMS K-12 College Prep Charter District Board Submission Cover Letter

Submitter Information

Full Name: Marisol Magana
Position/Title: Director
Department: Health & School Support Services
Date of Submission (MM/DD/YYYY): 02/20/2024

Item Details

Title of Item: School Accountability Report Card
Is this item a: New Submission
 Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed by:
 Superintendent
 Chief Business Officer (CBO) (If budget changes)
 Director of Compliance (If plan changes)
 Neither

Committee Review

Has this item been through the appropriate committee review process?
 Yes No
If yes: Please specify which committee(s) and provide minutes or approval documentation:

If no: Explain why:

Deadline Information

Is there a submission deadline for this item?
 Yes No
If yes: Please indicate the deadline date (MM/DD/YYYY): _____

Financial Information (if applicable):

Total Cost: \$ _____
Is this expenditure included in the annual budget?
 Yes No
Please specify in which plan this expense is indicated:
 SPSA LCAP Other: _____

AIMS College Prep High
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

| | | | |
|-----------------|--|-------------------|---------------------------------------|
| Address: | 746 Grand Ave. Oakland, CA , 94607-2714 | Principal: | Natalie Glass, Director of Schools |
| Phone: | (510) 893-8701 | Grade | 9-12 |
| | | Span: | |

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Natalie Glass, Director of Schools

Principal, AIMS College Prep High

About Our School

Natalie Glass - Director of Schools

As a Bay Area native, I received my Bachelor's degree in Psychology from San Francisco State University and my Master's degree from Alliant International University, San Diego. Throughout my years in education, I've had the opportunity to teach grades K-12 including public and private schools, county-operated court schools, and alternative education. I am extremely proud to have been a part of the AIMS community for the past 7 years now as a teacher of grades 1-3, Middle School Dean of Students, Middle School Head of Academics, Elementary Head of School, and now Director of Schools for K-12.

With substantial teaching experience, I pride myself in my ability to demonstrate compassion towards students while setting and maintaining clear, firm, and consistent professional boundaries

My educational experiences have provided me with opportunities to work alongside a diverse population of educators and students. My educational philosophy is rooted in an unwavering belief that all children are capable of achieving when provided a positive and safe learning environment, strong and knowledgeable leadership, and a dedicated and focused educational team.

Chaniel Clark - Head of Academics (9th-12th)

As a dedicated educator with a profound passion for diversity and a commitment to supporting students from varied cultural backgrounds and experiences, I bring more than a decade of service in education and student support, including a position of Dean of Students at AIMS MS. My educational journey commenced with the acquisition of a B.A. in Visual Communications, and I further enriched my knowledge through educational opportunities from the Harvard School of Business in Leading School Strategy and Innovation, as well as Leading Change in Education. Currently, I am actively engaged in the pursuit of my Masters in Education, driven by the desire to deepen my understanding and broaden my impact in the field.

My role at AIMS College Prep High School has been transformative, focusing the result has been a commendable 100% graduation rate, guiding students towards prestigious 100% acceptance to 4-year institutions. This success underscores my unwavering commitment to diversity and access, reflecting a passion that is evident in my advocacy for representation within educational spaces.

My educational philosophy includes recognizing the transformative power of education, particularly in terms of college access, I firmly believe that it has the potential to be life-changing for families and communities. Providing equitable

opportunities for all students, regardless of their background, contributes not only to individual success but also to the enrichment and empowerment of our communities. This reflects my belief in the intersectionality of education, social justice, and community well-being. I embrace the opportunity to contribute not only to the academic realm but also to the broader narrative of social impact and positive change. This multifaceted journey encapsulates my enduring commitment to excellence, advocacy, and the continuous pursuit of personal and professional growth in the service of education and community upliftment.

Contact

AIMS College Prep High
746 Grand Ave.
Oakland, CA 94607-2714

Phone: [\(510\) 893-8701](tel:5108938701)

Email: natalie.glass@aimsk12.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

| | |
|-----------------------|--|
| District Name | AIMS K-12 College Prep Charter District |
| Phone Number | (510)893-8701 |
| Superintendent | Woods, Maya |
| Email Address | maya.woods-cadiz@aimsk12.org |
| Website | https://aimsk12.org |

School Contact Information (School Year 2023–24)

| | |
|--|--|
| School Name | AIMS College Prep High |
| Street | 746 Grand Ave. |
| City, State, Zip | Oakland, CA , 94607-2714 |
| Phone Number | (510) 893-8701 |
| Principal | Natalie Glass, Director of Schools |
| Email Address | natalie.glass@aimsk12.org |
| Website | www.aimsk12.org |
| County-District-School (CDS) Code | 01612590111856 |

Last updated: 1/14/24

School Description and Mission Statement (School Year 2023–24)

About AIMS K12 College Prep Charter District

Year Founded: 1996 (Oakland, CA)
Mascot: Golden Eagles
School Colors: Red, Athletic Gold, and Royal Blue*
Number of Students: 1300
Website: www.aimsk12.org
Email Address: Communications@aimsk12.org
District Address: 171 12th Street Oakland, CA 94607
Office Phone Number: (510) 893-8701
Superintendent: Maya Woods-Cadiz
Board President: Christopher Edington

AIMS K-12 History

Founded in 1996, AIMS K-12 began as a middle school (AIPCS) by Native

American families looking to retain a cultural connection for their children. AIPCS was Oakland's second publicly-funded charter school. In 2006, AIPCS became the first Oakland public charter school in Oakland to win recognition as a National Blue-Ribbon School. Later that year, AIPCS expanded to include a high school (AIPHS), and, in 2012, AIMS K-12 expanded to include an elementary school. As AIMS K-12 grew, the student body became increasingly diverse and, in 2018, both our elementary and middle schools were recognized for nearly closing the achievement gap in African American students.

During the 2018-19 school year, the AIMS Board of Trustees (the "Board") took action to change the name of AIPHS to AIMS College Prep High School (AIMS HS). During the 2019- 20 school year, AIMS College Prep High School was awarded the A-G Award from Families In Action (FIA) with 100% A-G graduate rate completion for African-American students. Additionally, in 2020, the AIMS K12 organization received the California Charter School Association Hart Vision Award, recognizing AIMS as the Northern California Charter school network of the year. In 2017, AIMS HS began its first athletic program. Since that time, our sports teams have won 4 varsity championships, 3 varsity championship runner-up's, 5 JV Championships, 2 CIF-Oakland Section Championship Runner-Ups, and 8 students participated in the CIF State Championships over a two-year period. Students must maintain a 3.0 GPA in order to partake in AIMS sports programs.

AIMS Mission Statement

AIMS exists to prepare all students, especially those who have been traditionally underserved, to enter a four-year college after graduation from high school and complete at minimum a four-year degree.

AIMS Credo

The Family - We are a family at AIMS K-12.

The Goal - We are always working for academic and social excellence.

The Faith - We will prosper by focusing and working toward our goals.

The Journey - We will go forward, continue working, and remember we will always be a part of the AIMS K-12 family.

AIMS Values

Excellence - Commitment to excellence in all that we do.

Wisdom and Knowledge - Pursuit of wisdom and knowledge as intrinsically valuable.

Empathy - Recognition of dignity and worth of every human being.

Family and Community - Building of family and community.

Equity - Social awareness and justice that leads to action.

Legacy - The continued preservation and development of AIMS methodologies for 21st century learners and educators.

AIMSTRONG

AIMSTRONG has developed into the official moniker of the AIMS K12 College Prep Charter District. The AIMSTRONG acronym describes the model AIMS student:

Academics: Academics is the first word in AIMSTRONG and is the cornerstone for

future success. Academics means developing and growing our scholarship, our grades, our inquiry, our brains.

Integrity: Being honest and possessing strong moral principles. Integrity means being true to our best selves consistently.

Mentorship: Providing guidance, influence, and direction to your AIMS community. Mentorship is serving our neighbors, community and families, especially with our strengths.

Strength: The influence or power you possess to combat the rigors of academics and real-life while resisting being moved or broken. Strength is both physical growth and the will power to complete the work we begin.

Teamwork: The combined action of each group member doing their part selflessly to benefit the whole. Teamwork is being part of a group which has an agreed goal.

Responsibility: Moral, legal, or mental accountability and taking ownership for one's actions. Responsibility is when we own our real part of getting teamwork, family, and planning done.

Organization: Preparation and efficiency when coordinating and carrying out activities. Organization is both how we plan and what we do to get things done systematically.

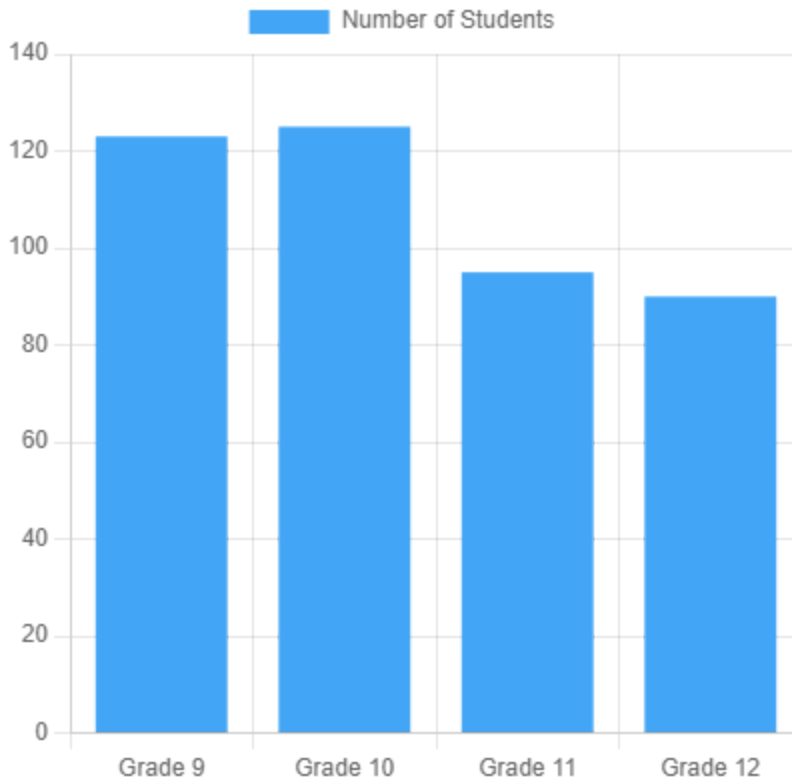
Nerve: Displaying courage, power, control and steadiness under pressure. Nerve knows when to step out to make a change in a situation or plan.

Grit: To keep going to accomplish our plans, even when there are strong obstacles. Grit is best personified in our ability to be knocked down and to get back up again

Last updated: 1/11/24

Student Enrollment by Grade Level (School Year 2022–23)

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 9 | 123 |
| Grade 10 | 125 |
| Grade 11 | 95 |
| Grade 12 | 90 |
| Total Enrollment | 433 |



Last updated: 1/9/24

Student Enrollment by Student Group (School Year 2022–23)

| Student Group | Percent of Total Enrollment |
|---------------|-----------------------------|
| Female | 48.50% |
| Male | 51.50% |
| Non-Binary | 0.00% |

| Student Group (Other) | Percent of Total Enrollment |
|-----------------------|-----------------------------|
| English Learners | 21.20% |
| Foster Youth | 0.20% |
| Homeless | 0.00% |

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| American Indian or Alaska Native | 0.00% |
| Asian | 37.60% |
| Black or African American | 35.10% |
| Filipino | 0.20% |
| Hispanic or Latino | 18.00% |
| Native Hawaiian or Pacific Islander | 0.20% |
| Two or More Races | 2.50% |
| White | 5.10% |

| Student Group (Other) | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Migrant | 0.00% |
| Socioeconomically Disadvantaged | 79.70% |
| Students with Disabilities | 3.50% |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 6.10 | 37.04% | 1471.70 | 56.64% | 228366.10 | 83.12% |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00% | 95.60 | 3.68% | 4205.90 | 1.53% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 9.80 | 59.40% | 725.40 | 27.92% | 11216.70 | 4.08% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00% | 64.80 | 2.50% | 12115.80 | 4.41% |
| Unknown/Incomplete/NA | 0.50 | 3.50% | 240.60 | 9.26% | 18854.30 | 6.86% |
| Total Teaching Positions | 16.50 | 100.00% | 2598.40 | 100.00% | 274759.10 | 100.00% |

This data is being pulled from the 2021-2022 school year after we returned from COVID-19 closures. In 21-22, AIMS College Prep High School had 0 "out-of-field" teachers, 10% intern, and 33% "ineffective" teachers.

Under legal authority by the Commission on Teacher Credentialing (CTC) in the State of California, in cases where a valid credential was not held to enable teacher(s) to provide core instruction, a Provisional Intern or Short-Term Staff Permit met State Assignment Monitoring standards. While acceptable and routine practice in staffing under teacher

shortage conditions, these Permits do not satisfy Federal ESSA requirements resulting in teachers being reported as not meeting the “clear” standard.

Table 7: Teacher Preparation and Placement (School Year 2021–22)

| Authorization/ Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|--------------------------|---------------------------|----------------------------|-----------------------------|-------------------------|--------------------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 6.10 | 37.04 | 1471.70 | 56.64 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 95.60 | 3.68 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 9.80 | 59.40 | 725.40 | 27.92 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of- Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 64.80 | 2.50 | 12115.80 | 4.41 |
| Unknown | 0.50 | 3.50 | 240.60 | 9.26 | 18854.30 | 6.86 |
| Total Teaching Positions | 16.5 | 100.00 | 2598.40 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff

members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/12/24

Teacher Preparation and Placement (School Year 2021–22)

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 4.50 | 44.31% | 1583.50 | 61.54% | 234405.20 | 84.00% |
| Intern Credential Holders Properly Assigned | 0.90 | 9.71% | 148.90 | 5.79% | 4853.00 | 1.74% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 4.30 | 42.45% | 719.90 | 27.98% | 12001.50 | 4.30% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00% | 75.30 | 2.93% | 11953.10 | 4.28% |
| Unknown/Incomplete/NA | 0.30 | 3.24% | 45.40 | 1.77% | 15831.90 | 5.67% |
| Total Teaching Positions | 10.20 | 100.00% | 2573.20 | 100.00% | 279044.80 | 100.00% |

This data is being pulled from the 2021-2022 school year after we returned from COVID-19 closures. In 21-22, AIMS College Prep High School had 0 "out-of-field" teachers, 10% intern, and 33% "ineffective" teachers.

Under legal authority by the Commission on Teacher Credentialing (CTC) in the State of California, in cases where a valid credential was not held to enable teacher(s) to provide core instruction, a Provisional Intern or Short-Term Staff Permit met State Assignment Monitoring standards. While acceptable and routine practice in staffing under teacher

shortage conditions, these Permits do not satisfy Federal ESSA requirements resulting in teachers being reported as not meeting the “clear” standard.

Table 7: Teacher Preparation and Placement (School Year 2021–22)

| Authorization/ Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|--------------------------|---------------------------|----------------------------|-----------------------------|-------------------------|--------------------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 6.10 | 37.04 | 1471.70 | 56.64 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 95.60 | 3.68 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 9.80 | 59.40 | 725.40 | 27.92 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of- Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 64.80 | 2.50 | 12115.80 | 4.41 |
| Unknown | 0.50 | 3.50 | 240.60 | 9.26 | 18854.30 | 6.86 |
| Total Teaching Positions | 16.5 | 100.00 | 2598.40 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff

members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/12/24

**Teachers Without Credentials and Misassignments
 (considered "ineffective" under ESSA)**

| Authorization/Assignment | 2020-21 Number | 2021-22 Number |
|--|---------------------------|---------------------------|
| Permits and Waivers | 0.00 | 1.80 |
| Misassignments | 9.80 | 2.50 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 9.80 | 4.30 |

Last updated: 11/2/23

**Credentialed Teachers Assigned Out-of-Field
 (considered "out-of-field" under ESSA)**

| Indicator | 2020-21 Number | 2021-22 Number |
|--|---------------------------|---------------------------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 |
| Local Assignment Options | 0.00 | 0.00 |
| Total Out-of-Field Teachers | 0.00 | 0.00 |

Table 9: Credentialed Teachers Assigned Out-of-Field
 (considered "out-of-field" under ESSA)

| Indicator | 2020- 21 Number | 2021- 22 Number |
|---|--------------------------------|--------------------------------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0 | 0 |
| Local Assignment Options | 0 | 0 |
| Total Out-of-Field Teachers | 0 | 0 |

Last updated: 11/2/23

Class Assignments

| Indicator | 2020– 21 Percent | 2021– 22 Percent |
|--|------------------------|------------------------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 62.10% | 36.3% |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 38.00% | 0% |

| Indicator | 2020– 21 Percent | 2021– 22 Percent |
|---|------------------------|------------------------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 62.10 | N/A |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 38.00 | N/A |

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: January 2024

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-----------------------|---|----------------------------|--|
| Reading/Language Arts | <p>9th Grade - Foundations of Language and Literature (Bedford, Freeman, & Worth, 2018)</p> <p>Novel List: Black Boy; Bless Me, Ultima; The Adventures of Huckleberry Finn; Lord of the Flies; Romeo and Juliet; The Catcher in the Rye; The Color Purple; The Grapes of Wrath</p> <p>10th Grade - Everything's An Argument with Readings (Bedford, Freeman, & Worth, 2022)</p> <p>Novel List: A Raisin in the Sun; Wuthering Heights; Macbeth; Brave New World; The Great Gatsby; The Kite Runner; The Odyssey; Joy Luck Club</p> <p>11th Grade - Ideas in Argument Building Skills and Understanding for the AP® English Language Course (Bedford, Freeman, & Worth, 2022)</p> <p>Novel List: Crime and Punishment; East of Eden; Great Expectations; 1984; Jane Eyre; Merchant of Venice; Moby Dick; The</p> | | 0 |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-------------|---|----------------------------|--|
| | Scarlet Letter; Their Eyes Were Watching God; The Awakening 12th Grade - Literature & Composition Essential Voices, Essential Skills for the AP® Course (Bedford, Freeman, & Worth, 2022) Novel List: The Jungle; A Portrait of the Artist; Frankenstein; Heart of Darkness; Invisible Man; Light in August; King Lear; One Hundred Years of Solitude; Beloved; Catch 22 ? | | |
| Mathematics | Common Core Algebra 1 with CalcChat & CalcView (Big Ideas Learning) Common Core Geometry with CalcChat & CalcView (National Geographic Learning) Big Ideas Math Algebra 2: A Common Core Curriculum(Big Ideas Learning) Precalculus with Limits: A Graphing Approach (Cengage) Calculus, 11e (Cengage) Introduction to Statistics and Data Analysis Hardcover | | 0 |
| Science | The Living Earth, 2nd Edition (BioZone) Exploring Environmental | | 0 |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|----------------------------|---|----------------------------|--|
| | Science for AP Campbell Biology, 12th Edition California Inspire Chemistry, California Edition (McGraw Hill) AP Computer Science A by Project STEM. | | |
| History-Social Science | World Civilizations: The Global Experience, Since 1200 AP* Edition, 8th Edition Human Geography for the AP® Course The American Pageant 16th Ed (Cengage) Harrison, American Democracy Now, 7e | | 0 |
| Foreign Language | Integrated Chinese, Volume 1 (Cheng & Tsui) Integrated Chinese, Volume 2 (Cheng & Tsui) Integrated Chinese, Volume 2 (Cheng & Tsui) T'es branché 1 (EMC Publishing) T'es branché 2 (EMC Publishing) | | 0 |
| Health | | | 0 |
| Visual and Performing Arts | Teacher generated curriculum based upon the | | 0 |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|--|----------------------------|--|
| California Visual Performing Arts Standards | | | |
| Science Lab Eqpmt (Grades 9-12) | N/A | N/A | 0 |

Note: Cells with N/A values do not require data.

Last updated: 1/11/24

School Facility Conditions and Planned Improvements

General

AIMS HS is locate on the Lakeview campus under Prop 39, agreement with OUSD. Our school prides itself in providing a safe, clean, and well-maintained environment to its families and staff members. We have used the Facility Inspection Tool from the State of California OPSC (Office of Public School Construction) to systematically gather insight into the condition of our facility. The school grounds, restrooms, and building are in excellent condition. Any repairs or problems are given immediate attention.

Maintenance and Repairs

AIMS model dictates that anything that requires maintenance or repair be addressed in an effective and timely fashion. Any issues that arise during the school day are communicated to the appropriate personnel by our admin team to be serviced. Maintenance/repair personnel are immediately contacted by our admin staff during the day for any issue.

Cleaning

During the day, everyone at school contributes to the cleanliness of the school by picking up after themselves, sweeping the floor, wiping down the tables after lunch, etc. After school, Custodial staff work to maintain a clean campus daily.

Last updated: 1/23/24

School Facility Good Repair Status

General

AIMS HS is located on the Lakeview campus under Prop 39, agreement with OUSD. Our school prides itself in providing a safe, clean, and well-maintained environment to its families and staff members. We have used the Facility Inspection Tool from the State of California OPSC (Office of Public School Construction) to systematically gather insight into the condition of our facility. The school grounds, restrooms, and building are in excellent condition. Any repairs or problems are given immediate attention.

Maintenance and Repairs

AIMS model dictates that anything that requires maintenance or repair be addressed in an effective and timely fashion. Any issues that arise during the school day are communicated to the appropriate personnel by our admin team to be serviced. Maintenance/repair personnel are immediately contacted by our admin staff during the day for any issue.

Cleaning

During the day, everyone at school contributes to the cleanliness of the school by picking up after themselves, sweeping the floor, wiping down the tables after lunch, etc. After school, Custodial staff work to maintain a clean campus daily.

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2024

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|--|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |

Overall Facility Rate

Year and month of the most recent FIT report: January 2024

| | |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

Last updated: 1/14/24

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
 Grades Three through Eight and Grade Eleven taking and completed state-
 administered assessment
 Percentage of Students Meeting or Exceeding the State Standard**

AIMS HS

| Subject | School 2022- 2023 | District 2022-2023 | State 2022- 2023 | School 2021-22 | District 2021-22 | State 2021-22 |
|---------------------------------|-------------------------|-----------------------|------------------------|-------------------|---------------------|------------------|
| English Language | | | | | | |
| Arts/Literacy Grades 3-8 and 11 | 67.03% | 33.06% | 46.66% | 43% | 35% | 47% |
| Mathematics (grades 3-8 and 11) | 58.24 | 25.42% | 34.62% | 37% | 25% | 33% |

| Subject | School 2021- 22 | School 2022- 23 | District 2021- 22 | District 2022- 23 | State 2021- 22 | State 2022- 23 |
|-------------------------------------|-----------------------|-----------------------|-------------------------|-------------------------|----------------------|----------------------|
| English Language | 43% | 67% | 35% | 33% | 47% | 46% |
| Arts / Literacy (grades 3-8 and 11) | | | | | | |
| Mathematics (grades 3-8 and 11) | 37% | 58% | 25% | 25% | 33% | 34% |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Last updated: 1/11/24

**CAASPP Test Results in ELA by Student Group for students taking and completed
 state-administered assessment
 Grades Three through Eight and Grade Eleven (School Year 2022–23)**

| ELA | Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---------------|-------------------------------------|---------------------|------------------|-------------------|--------------------------|----------------------------|
| 2022- 2023 | All Students | 93 | 92 | 99 | 1 | 67 |
| | Female | 56 | 55 | 98 | 2 | 65.46 |
| | Male | 37 | 37 | 100 | 0 | 69.45 |
| | American Indian or Alaska Native | 0 | 0 | 0 | 0 | N/A |

| | | | | | |
|---|----|----|-----|---|---------------------|
| Asian | 37 | 37 | 100 | 0 | 83.78 |
| Black or African American | 30 | 30 | 100 | 0 | 63.34 |
| Filipino | 0 | 0 | 0 | 0 | N/A |
| Hispanic or Latino | 18 | 17 | 94 | 6 | 47.06 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | N/A |
| Two or More Races | 0 | 0 | 0 | 0 | N/A |
| White | 5 | 5 | 100 | 0 | N/A (5 or fewer) |
| English Learners | 10 | 10 | 100 | 0 | N/A (Fewer than 11) |
| Foster Youth | 0 | 0 | 0 | 0 | N/A |
| Homeless | 0 | 0 | 0 | 0 | N/A |
| Military | 0 | 0 | 0 | 0 | N/A |
| Socioeconomically Disadvantaged | 73 | 73 | 100 | 0 | 69.87 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | N/A |
| Students with Disabilities | | | | | |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 93 | 92 | 98.92% | 1.08% | 67.03% |
| Female | 56 | 55 | 98.21% | 1.79% | 65.45% |
| Male | 37 | 37 | 100.00% | 0.00% | 69.44% |
| American Indian or Alaska Native | 0 | 0 | 0% | 0% | 0% |
| Asian | 37 | 37 | 100.00% | 0.00% | 83.78% |
| Black or African American | 30 | 30 | 100.00% | 0.00% | 63.33% |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 18 | 17 | 94.44% | 5.56% | 47.06% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 0 | 0 | 0% | 0% | 0% |
| Military | 0 | 0 | 0% | 0% | 0% |
| Socioeconomically Disadvantaged | 74 | 73 | 98.65% | 1.35% | 69.86% |
| Students Receiving Migrant Education Services | 0 | 0 | 0% | 0% | 0% |
| Students with Disabilities | -- | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/11/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment

Grades Three through Eight and Grade Eleven (School Year 2022–23)

Math

| 2022-2023 | Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-----------|--------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| | All Students | 93 | 91 | 98 | 2 | 58.24 |
| | Female | 56 | 54 | 96 | 4 | 66.67 |
| | Male | 37 | 37 | 100 | 0 | 45.95 |
| | American Indian or Alaska Native | 0 | 0 | 0 | 0 | N/A |
| | Asian | 37 | 37 | 100 | 0 | 89.19 |
| | Black or African American | 30 | 30 | 100 | 0 | 43.34 |
| | Filipino | 0 | 0 | 0 | 0 | N/A |
| | Hispanic or Latino | 18 | 17 | 94 | 6 | 35.3 |
| | Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | N/A |
| | Two or More Races | 0 | 0 | 0 | 0 | N/A |
| | White | 5 | 4 | 80 | 20 | N/A (5 or fewer) |
| | English Learners | 10 | 9 | 90 | 10 | N/A (Fewer than 11) |
| | Foster Youth | 0 | 0 | 0 | 0 | N/A |
| | Homeless | 0 | 0 | 0 | 0 | N/A |
| | Military | 0 | 0 | 0 | 0 | N/A |
| | Socioeconomically Disadvantaged | 73 | 72 | 99 | 1 | 62.5 |
| | Students Receiving Migrant Education | 0 | 0 | 0 | 0 | N/A |

Services

Students with
Disabilities

0

0

0

0

N/A

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 93 | 91 | 97.85% | 2.15% | 58.24% |
| Female | 56 | 54 | 96.43% | 3.57% | 66.67% |
| Male | 37 | 37 | 100.00% | 0.00% | 45.95% |
| American Indian or Alaska Native | 0 | 0 | 0% | 0% | 0% |
| Asian | 37 | 37 | 100.00% | 0.00% | 89.19% |
| Black or African American | 30 | 30 | 100.00% | 0.00% | 43.33% |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 18 | 17 | 94.44% | 5.56% | 35.29% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 0 | 0 | 0% | 0% | 0% |
| Military | 0 | 0 | 0% | 0% | 0% |
| Socioeconomically Disadvantaged | 74 | 72 | 97.30% | 2.70% | 62.50% |
| Students Receiving Migrant Education Services | 0 | 0 | 0% | 0% | 0% |
| Students with Disabilities | -- | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative

Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/11/24

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2022-2023 | District 2022-2023 | State 2022-2023 | School 2021-22 | District 2021-22 | State 2021-22 |
|---------|--------------------|--------------------|-----------------|----------------|------------------|---------------|
| Science | N/A (did not take) | 21.01% | 30.29% | 31% | 19% | 29% |

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8, and high school) | 30.77% | | 19.36% | 21.01% | 29.47% | 30.29% |

Note: Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/24

**CAASPP Test Results in Science by Student Group
 Grades Five, Eight and High School (School Year 2022–23)**

Science

| 2022-2023 Student Group | | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|--|------------------|---------------|----------------|--------------------|-------------------------|
| AIMS HS did not test in CAST | | | | | | |
| All Students | | 93 | 0 | 0 | 100 | N/A |
| Female | | 56 | 0 | 0 | 100 | N/A |
| Male | | 37 | 0 | 0 | 100 | N/A |
| American Indian or Alaska Native | | 0 | 0 | 0 | 100 | N/A |
| Asian | | 37 | 0 | 0 | 100 | N/A |
| Black or African American | | 30 | 0 | 0 | 100 | N/A |
| Filipino | | 0 | 0 | 0 | 100 | N/A |
| Hispanic or Latino | | 18 | 0 | 0 | 100 | N/A |
| Native Hawaiian or Pacific Islander | | 0 | 0 | 0 | 100 | N/A |
| Two or More Races | | 0 | 0 | 0 | 100 | N/A |
| White | | 5 | 0 | 0 | 100 | N/A |
| English Learners | | 10 | 0 | 0 | 100 | N/A |
| Foster Youth | | 0 | 0 | 0 | 100 | N/A |
| Homeless | | 0 | 0 | 0 | 100 | N/A |
| Military | | 0 | 0 | 0 | 100 | N/A |
| Socioeconomically Disadvantaged | | 73 | 0 | 0 | 100 | N/A |
| Students Receiving Migrant Education Services | | 0 | 0 | 0 | 100 | N/A |
| Students with Disabilities | | 0 | 0 | 0 | 100 | N/A |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 93 | 0 | 0% | 100% | 0% |
| Female | 56 | 0 | 0% | 100% | |
| Male | 57 | 0 | 0% | 100% | |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| American Indian or Alaska Native | 0 | 0 | 0% | 0% | |
| Asian | 38 | 0 | 0% | 100% | |
| Black or African American | 32 | 0 | 0% | 100% | 0% |
| Filipino | 0 | 0 | 0% | 0% | |
| Hispanic or Latino | 19 | 0 | 0% | 100% | |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 13 | 0 | 0% | 100% | |
| Foster Youth | 0 | 0 | 0% | 100% | |
| Homeless | 0 | 0 | 0% | 100% | |
| Military | 0 | 0 | 0% | 100% | |
| Socioeconomically Disadvantaged | 71 | 0 | 0% | 100% | |
| Students Receiving Migrant Education Services | 0 | 0 | 0% | 100% | |
| Students with Disabilities | -- | -- | -- | -- | -- |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/11/24

Career Technical Education (CTE) Programs (School Year 2022–23)

N/A

| |
|--|
| |
|--|

Last updated: 1/11/24

Career Technical Education (CTE) Participation (School Year 2022–23)

N/A

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | -- |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | -- |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | -- |

Last updated: 1/11/24

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

| UC/CSU Course Measure | Percent |
|---|---------|
| 2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission | 98.38% |
| 2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission | 99.14% |

Last updated: 1/11/24

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2022–23)

Percentage of Students Participating in each of the five Fitness Components

| Grade | Component 1: | Component 2: | Component 3: | Component 4: | Component 5: |
|-------|------------------|---|---------------------------|--|---|
| | Aerobic Capacity | Trunk Extensor Strength and Flexibility | Sit and Reach Flexibility | Abdominal Strength and Endurance (curl up) | Upper Body Strength and Endurance (Push Up) |
| 9 | 94% | 94% | 94% | 94% | 85.10% |

| Grade | Component 1: | Component 2: | Component 3: | Component 4: | Component 5: |
|-------|------------------|----------------------------------|---|-----------------------------------|--------------|
| | Aerobic Capacity | Abdominal Strength and Endurance | Trunk Extensor Strength and Flexibility | Upper Body Strength and Endurance | Flexibility |
| 9 | 94% | 94% | 94% | 94% | 94% |

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/11/24

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

AIMS K-12 College Prep Charter District encourages its families to play an active role in their child's education and to get involved in our schools. There are a variety of ways parents can become involved at AIMS.

Service

Parents can serve as volunteers for events such as picture day, book fairs, family events, and community workdays.

Parents also can serve, representing AIMS in local school advocacy, action advocacy, sharing their parent voice concerning issues that parents face on local platforms.

Parents have had the opportunity to meet local candidates for office and to ask questions at political forums.

Starting in January 2024 we will be there will be an award for AIMS Parent of the Month, based on their going above and beyond their contributions to the School community.

Leadership

Parents and families have had opportunities to run for office on our AIMS parent committees and have the chance to share their concerns through Google surveys, parent forums, town hall meetings with administration, and a variety of councils and committees.

Some of these councils and committees include:

DELAC (District English Language Advisory Committee)

ELAC (English Learner Advisory Committee)

SSC (School Site Council)

AIMS Parent United

To sign up and for more information, please contact Maryetta Golden, Community Liaison at maryetta.golden@aimsk12.org.

State Priority: Pupil Engagement

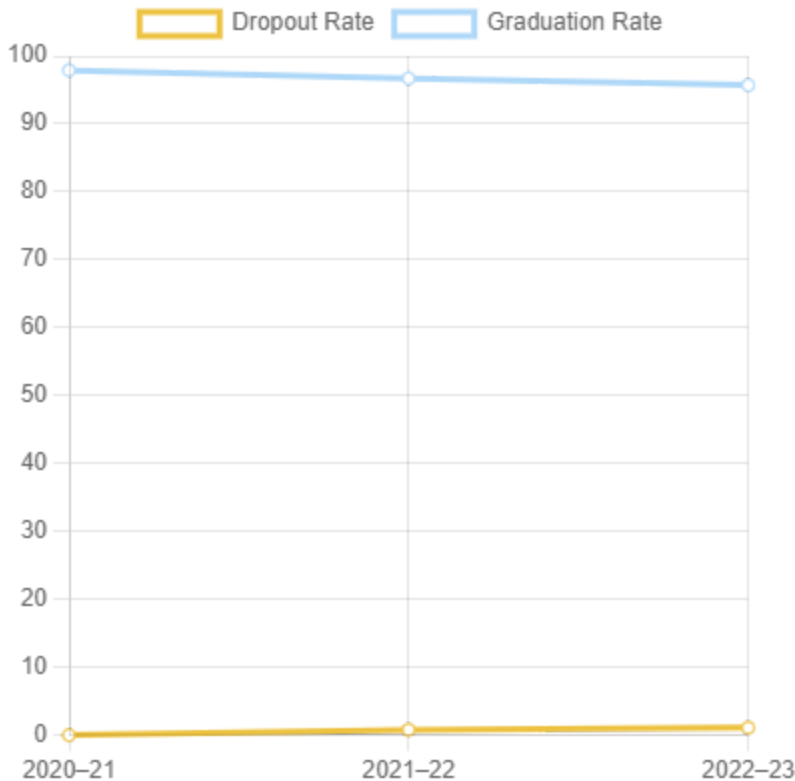
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School 2020–21 | School 2021–22 | School 2022–23 | District 2020–21 | District 2021–22 | District 2022–23 | State 2020–21 | State 2021–22 | State 2022–23 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 0% | 0.8% | 1.1% | 11.3% | 14.4% | 11.7% | 9.4% | 7.8% | 8.2% |
| Graduation Rate | 97.9% | 96.7% | 95.7% | 77.1% | 78.8% | 79.3% | 83.6% | 87% | 86.2% |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.



Last updated: 1/9/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|------------------------------|----------------------------|------------------------|
| All Students | 92 | 88 | 95.7% |
| Female | 36 | 33 | 91.7% |
| Male | 56 | 55 | 98.2% |
| Non-Binary | 0.0 | 0.0 | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0.00% |
| Asian | 35 | 35 | 100.0% |
| Black or African American | 31 | 29 | 93.5% |
| Filipino | 0 | 0 | 0.00% |
| Hispanic or Latino | 20 | 19 | 95.0% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00% |
| Two or More Races | -- | -- | -- |
| White | -- | -- | -- |
| English Learners | 23 | 22 | 95.7% |
| Foster Youth | -- | -- | -- |
| Homeless | 0.0 | 0.0 | 0.0% |
| Socioeconomically Disadvantaged | 79 | 75 | 94.9% |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0% |
| Students with Disabilities | -- | -- | -- |

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/11/24

Chronic Absenteeism by Student Group (School Year 2022–23)

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 450 | 446 | 87 | 19.5% |
| Female | 222 | 219 | 48 | 21.9% |
| Male | 228 | 227 | 39 | 17.2% |
| Non-Binary | 0 | 0 | 0 | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0 | 0.0% |
| Asian | 167 | 165 | 11 | 6.7% |
| Black or African American | 159 | 159 | 31 | 19.5% |
| Filipino | 2 | 1 | 0 | 0.0% |
| Hispanic or Latino | 84 | 84 | 24 | 28.6% |
| Native Hawaiian or Pacific Islander | 1 | 1 | 1 | 100.0% |
| Two or More Races | 12 | 12 | 4 | 33.3% |
| White | 23 | 23 | 15 | 65.2% |
| English Learners | 95 | 95 | 22 | 23.2% |
| Foster Youth | 1 | 1 | 1 | 100.0% |
| Homeless | 0 | 0 | 0 | 0.0% |
| Socioeconomically Disadvantaged | 360 | 358 | 69 | 19.3% |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0% |

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|----------------------------|-----------------------|---|---------------------------|--------------------------|
| Students with Disabilities | 19 | 19 | 6 | 31.6% |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

| Rate | School 2020–21 | School 2021–22 | School 2022–23 | District 2020–21 | District 2021–22 | District 2022–23 | State 2020–21 | State 2021–22 | State 2022–23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.00% | 4.07% | 2.22% | 0.03% | 3.92% | 3.85% | 0.20% | 3.17% | 3.60% |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.00% | 0.06% | 0.08% | 0.00% | 0.07% | 0.08% |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/11/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

| Student Group | Suspensions Rate | Expulsions Rate |
|---|-------------------------|------------------------|
| All Students | 2.22% | 0.00% |
| Female | 2.25% | 0.00% |
| Male | 2.19% | 0.00% |
| Non-Binary | 0.00% | 0.00% |
| American Indian or Alaska Native | 0.00% | 0.00% |
| Asian | 1.20% | 0.00% |
| Black or African American | 2.52% | 0.00% |
| Filipino | 0.00% | 0.00% |
| Hispanic or Latino | 2.38% | 0.00% |
| Native Hawaiian or Pacific Islander | 0.00% | 0.00% |
| Two or More Races | 8.33% | 0.00% |
| White | 4.35% | 0.00% |
| English Learners | 1.05% | 0.00% |
| Foster Youth | 0.00% | 0.00% |
| Homeless | 0.00% | 0.00% |
| Socioeconomically Disadvantaged | 2.50% | 0.00% |
| Students Receiving Migrant Education Services | 0.00% | 0.00% |
| Students with Disabilities | 5.26% | 0.00% |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/9/24

School Safety Plan (School Year 2023–24)

Safety is one of our utmost concerns. AIMS College Prep High School site administrators and campus supervisors monitor the school grounds before school starts and throughout the day. AIMS High School is a closed campus, and all visitors must register in the school's main office. The school holds regularly scheduled fire, earthquake, and lockdown drills. AIMS High School's comprehensive safety plan is reviewed with staff annually and was most recently updated in 2023.

Last updated: 1/26/24

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21) (HIGH SCHOOL)

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|-----------------------|--------------------|-------------------------|--------------------------|------------------------|
| English Language Arts | 23.00 | 8 | 9 | 4 |
| Mathematics | 27.00 | 3 | 9 | 4 |
| Science | 29.00 | 3 | 7 | 5 |
| Social Science | 26.00 | 6 | 11 | 3 |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22) (HIGH SCHOOL)

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|-----------------------|--------------------|-------------------------|--------------------------|------------------------|
| English Language Arts | 22.00 | 4 | 6 | 1 |
| Mathematics | 24.00 | 6 | 5 | 1 |
| Science | 27.00 | 2 | 6 | 1 |
| Social Science | 27.00 | 3 | 13 | 2 |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)
 (HIGH SCHOOL)**

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|-----------------------|--------------------|-------------------------|--------------------------|------------------------|
| English Language Arts | 22.00 | 2 | 2 | 1 |
| Mathematics | 21.00 | 6 | 4 | 1 |
| Science | 28.00 | 0 | 3 | 1 |
| Social Science | 26.00 | 2 | 1 | 1 |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/9/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title Ratio

Pupils to Academic Counselor* 450: 3

| Title | Ratio |
|-------------------------------|-------|
| Pupils to Academic Counselor* | 145 |

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated: 1/26/24

Student Support Services Staff (School Year 2022–23)

Student Support Services Staff (School Year 2021–22)

| Title | Number of FTE* Assigned to School |
|--|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 3.5 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 0.25 from OUSD |
| Social Worker | 0 |
| Nurse | 0 |
| Speech/Language/Hearing Specialist | 0.1 from OUSD |
| Resource Specialist (non-teaching) | 1 |
| Other | 0 |

*One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 2.50 |
| Library Media Teacher (Librarian) | 0.00 |
| Library Media Services Staff (Paraprofessional) | 0.00 |
| Psychologist | 0.33 |
| Social Worker | 0.00 |
| Nurse | 0.00 |
| Speech/Language/Hearing Specialist | 0.00 |
| Resource Specialist (non-teaching) | 1.00 |
| Other | 1.30 |

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated: 1/26/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|-------------------------------------|--|--|-------------------------------|
| School Site | \$15297.00 | \$5128.00 | \$10169.00 | \$61822.00 |
| District | N/A | N/A | -- | \$70572.00 |
| Percent Difference – School Site and District | N/A | N/A | -- | -13.21% |
| State | N/A | N/A | \$7606.62 | \$87885.00 |
| Percent Difference – School Site and State | N/A | N/A | 28.83% | -35.82% |

Note: Cells with N/A values do not require data.

Last updated: 1/22/24

Types of Services Funded (Fiscal Year 2022–23)

After School Tutoring/Saturday School

Intervention aides who provided instructional support via small-group tutoring both during and after school. Tutoring groups are based on ability level. Classroom teachers assess students then assign students to tutoring groups. The tutors and resource teachers frequently collaborate with and provide ongoing updates to classroom teachers to support the students' academic needs. Some teachers even offer free tutoring for students during Saturday school. Tutoring is an integral part of the AIMS and ensures that students receive the academic assistance needed to be successful at AIMS.

Title I & Title III

Through Title I and Title III funding we are able to offer programs and services to students with after-school tutoring support. In addition, we offer a comprehensive ELD intervention program to support the needs of our ELL population. Push in and pull out intervention services are offered for students who are failing or at risk of failing to meet AIMS standards.

National School Lunch Program

We are proud to be able to provide students with access to a variety of affordable and appealing foods that meet the health and nutrition needs of students. All meals, foods, and beverages sold or served at school meet state and federal requirements based on the USDA Dietary Guidelines. All meals, foods, and beverages are prepared and served by qualified child nutrition professionals to ensure all students are provided access to healthy meals.

Student Government Association

Student Government Association (SGA) is responsible for leading student activities, executing student initiatives, advocating for student concerns, and providing general support to enhance student life in school.

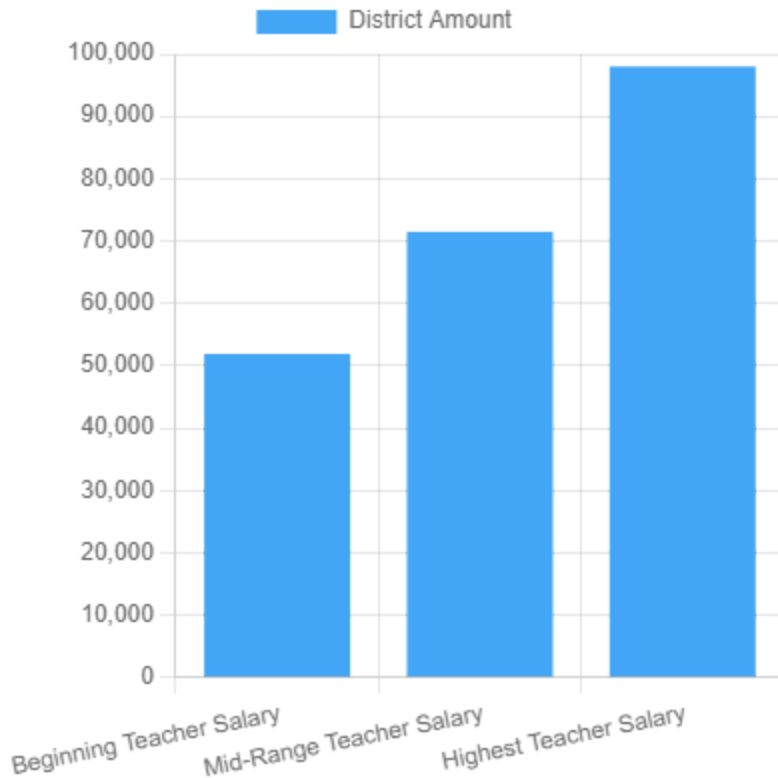
Last updated: 1/15/24

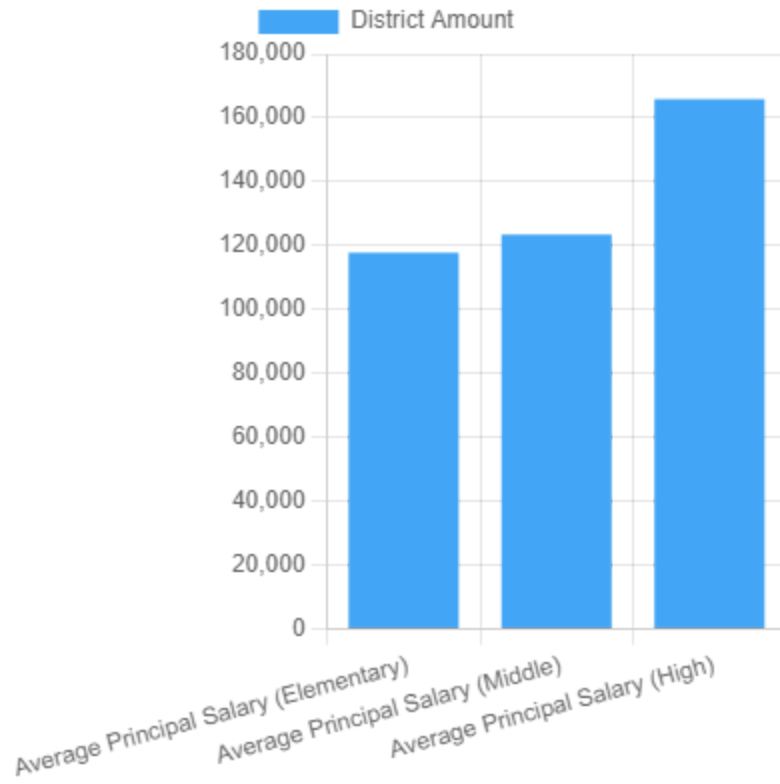
Teacher and Administrative Salaries (Fiscal Year 2021–22)

| Category | District Amount | State Average For Districts In Same Category |
|---------------------------------------|------------------------|---|
| Beginning Teacher Salary | \$51905.00 | \$55549.60 |
| Mid-Range Teacher Salary | \$71469.00 | \$80702.84 |
| Highest Teacher Salary | \$97980.00 | \$109417.68 |
| Average Principal Salary (Elementary) | \$117779.00 | \$137703.47 |

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Average Principal Salary (Middle) | \$123453.00 | \$143759.63 |
| Average Principal Salary (High) | \$165859.00 | \$159020.77 |
| Superintendent Salary | \$307299.00 | \$319442.91 |
| Percent of Budget for Teacher Salaries | 27.30% | 30.35% |
| Percent of Budget for Administrative Salaries | 8.37% | 4.87% |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.





Last updated: 1/9/24

Advanced Placement (AP) Courses (School Year 2022–23)

Percent of Students in AP Courses 100 %

| Subject | Number of AP Courses Offered* |
|----------------------------------|--------------------------------------|
| Computer Science | 0 |
| English | 3 |
| Fine and Performing Arts | 2 |
| Foreign Language | 1 |
| Mathematics | 4 |
| Science | 4 |
| Social Science | 4 |
| Total AP Courses Offered* | 18 |

* Where there are student course enrollments of at least one student.

Last updated: 1/26/24

Professional Development

2023-2024

16 Full Day for Professional Development

20 Partial Days of Professional Development that are conducted after minimum school day (Fridays)

| Measure | 2021– 22 | 2022– 23 | 2023– 24 |
|---|---------------------|---------------------|---------------------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 36 | 36 | 36 |

Last updated: 1/11/24

Coversheet

Comprehensive Safe School Plan (CSSP) 171 12th Street

Section: V. Action Items
Item: G. Comprehensive Safe School Plan (CSSP) 171 12th Street
Purpose: Vote
Submitted by:
Related Material: CSSP 12th Street 2024-2025 Final.pdf



AIMS K-12 College Prep Charter District Board Submission Cover Letter

Submitter Information

Full Name: Marisol Magana
Position/Title: Director
Department: Health & School Support Services
Date of Submission (MM/DD/YYYY): 02/20/2024

Item Details

Title of Item: Comprehensive Safe School Plan AIMS MS/AIPCS II
Is this item a: New Submission
 Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed by:
 Superintendent
 Chief Business Officer (CBO) (If budget changes)
 Director of Compliance (If plan changes)
 Neither

Committee Review

Has this item been through the appropriate committee review process?
 Yes No
If yes: Please specify which committee(s) and provide minutes or approval documentation:

If no: Explain why:

Deadline Information

Is there a submission deadline for this item?
 Yes No
If yes: Please indicate the deadline date (MM/DD/YYYY): 3/1/2024

Financial Information (if applicable):

Total Cost: \$ _____
Is this expenditure included in the annual budget?
 Yes No
Please specify in which plan this expense is indicated:
 SPSA LCAP Other: _____



**AIMS College Prep Middle School
American Indian Public Charter School II**

Comprehensive Safety School Plan

171 12th Street
Oakland, CA 94607
Phone: (510) 893 - 8701
Fax: (510) 893 - 0345

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INTRODUCTION

AIMS K-12 College Prep Charter District is committed to maintaining safe and secure campuses for all of its pupils and staff. To that end, this School Safe Plan covers AIMS policies and expectations regarding the practices of each school in maintaining the security of the physical campus, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning.

12th Street Campus is located in downtown Oakland, California. The campus serves over 800 inner city kids and about 100 faculty and staff members. The school is near a major courthouse, as well as the city's main public transportation lines and freeways. Due to the school's location there are various types of threats and the goals set forth are to diminish those threats and to continue to provide safety for our students. In addition, the 12th street campus does not have a parking lot for families. Some students walk to school or take public transportation. A majority of families pick up and drop off their students. So it is important that we review and train parents on the drop off and pick up procedures on a yearly basis.

Goal #1: Review with Families Pick-Up and Drop Off Procedure

Goal #2: Installing Security Cameras and Security Gates at the front and side of the building

Goal #3: Continue to provide Annual Trainings for Staff (Active Shooter, Lockdown, Earthquake, CPR First Aid)

Following any emergency, notify the Site Administrator: 510-893-8701

SAFE SCHOOL PLAN COMMITTEE

The undersigned members of the AIMS Committee certify that the requirements of California Education Code 32280-32282 have been met in the development of the following Safe School Plan. The purpose of listing the safety committee is to show that the school has thought through all the various aspects of emergency preparedness involving various stakeholders at the site.)

| First Name | Last Name | Role | Signature |
|------------|-------------|---|-----------|
| Michelle | Lane | Parent | |
| Anakarita | Snellings | Parent | |
| Yzaavella | Pangilinan | SGA Vice President | |
| Kayla | Pho | 8th Grade Student | |
| Mattihias | Hadinet | 6th Grade Student | |
| Jackson | Glass | 8th Grade Student | |
| Senay | Bahlbi | 6th Grade Student | |
| Aden Pho | Pho | 6th Grade Student | |
| Miguel | Leyva | Teacher | |
| Fenglin Wu | Wu | Teacher | |
| Elizabeth | Householder | Teacher | |
| Natalie | Glass | Director of Schools/Parent | |
| Axia | Vang | Head of Academics | |
| Zubida | Bakheit | Head of Academics | |
| Jason | Perry | Facilities & Maintenance Coordinator | |
| Marisol | Magana | Health & School Support Services Director | |
| Andrew | Hampton | Dean of Students (K-5th) | |
| Mikael | Wooten | Dean of Students (6th-8th) | |
| Alexander | Lee | Technology Coordinator | |

Plan Approved on:

CHILD ABUSE REPORTING POLICY

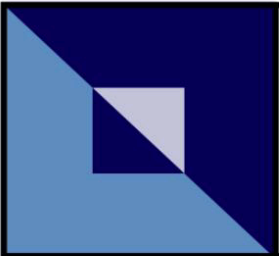
Child abuse includes: physical abuse, sexual abuse (including both sexual assault and sexual exploitation), extreme emotional abuse, willful cruelty or unjustified punishment, unlawful corporal punishment or injury that is willfully inflicted, resulting in a traumatic condition, and/or neglect (including both acts and omissions). Child neglect is defined as negligent treatment which threatens a child's health or welfare.

In accordance with Sections 11164-11174.3 of the California Penal Code, all certificated employees, employees of child care centers, instructional aides, teacher's aides, teacher's assistants, and classified employees who have been trained in the duties imposed by this law and are considered to be mandated reporters. Any one of these specified employees who knows or reasonably suspects that a child has been a victim of a child abuse and/or neglect incident must do the following:

- 1) Report the incident to a child protective agency (i.e., Department of Children and Family Services), the Police (not School Police), or Sheriff's Department, County Probation Department, or a County Welfare Department immediately by telephone.
- 2) Send a written report of the incident to the same agency within 36 hours. Although the Penal Code obligation to report applies to the aforementioned employees only, it is the policy of AIMS that all employees shall comply with the law's reporting procedure whenever they have knowledge of or observe a child in the course of their employment whom they know or reasonably suspect to have been the victim of child abuse.

Additionally, teachers and counselors are legally bound required to immediately inform a parent and/or authority and report the following instances to the Head of School, who will contact law enforcement and/or the student's parent/guardian in accordance with the law: (1) when a student indicates he or she is going to physically harm himself or herself or jeopardize his or her life; (2) when a student indicates he or she is going to physically harm another person or jeopardize another person's life or has knowledge that another person's well-being is threatened; (3) when a student indicates he or she is being physically and/or emotionally abused; (4) when a student indicates he or she has committed a felony.

Child Abuse Mandated Reporting Form



**CALIFORNIA MANDATED REPORTING
EASY STEPS...**

WHAT MUST BE REPORTED and HOW TO REPORT!

What Must be Reported:

Any of the below acts involving anyone under the age of 18:

- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Neglect

The mandated reporter must only have *reasonable suspicion* that a child has been mistreated; no evidence or proof is required prior to making a report.

The case will be further investigated by law enforcement and/or child welfare services.

How to Report:

By Phone: Immediately, or as soon as possible, make a telephone report to child welfare services and/or to a Police or Sheriff’s department.

1. Child Welfare Services phone # 510-259-1800
2. Police Department phone # 510-777-3333
3. Sheriff’s Department phone # 510-272-6878

In Writing: Within 36 hours, a written report must be sent, faxed or submitted electronically. The written report should be completed on a state form called the 8572, which can be downloaded at http://ag.ca.gov/childabuse/pdf/ss_8572.pdf

Other information:

- Safeguards for Mandated Reporters:
 - The Child Abuse and Neglect Reporting Act (CANRA) states that the name of the mandated reporter is strictly confidential, although it is provided to investigative parties working on the case.
 - Under state law, mandated reporters cannot be held liable in civil or criminal court when reporting as required; however, under federal law mandated reporters only have immunity for reports made in good faith.
- Failure to report:
 - Failure to report concerns of child abuse or neglect is considered a misdemeanor and is punishable in California by six months in jail and/or up to a \$1,000 fine.
- For the complete law and a list of mandated reporters refer to California Penal Codes 11164 -11174.3.

This document and Mandated Reporting information can be found at www.mandatedreporterca.com

EMERGENCY DISASTER PROCEDURES & DRILLS

Every school should have emergency preparedness procedures readily on hand, including a list of up to date emergency contact numbers. This information should be discussed and disseminated ideally at an all school staff meeting just when the teachers return to duty.

A wealth of information is available from various government and private organizations regarding this topic. That information is accessible via the following websites to include but not limited to:

The Department of Homeland Security (DHS): <http://www.dhs.gov>

Federal Emergency Management Agency (FEMA): <http://www.fema.gov>, <http://www.ready.gov>.

Federal Communications Commission (FCC): <http://www.fcc.gov>.

The United States Department of Education (USDE): <http://www.rems.ed.gov>.

California Office of Emergency Services (OES): <http://www.calema.ca.gov>.

California Department of Education (CDE): <http://www.cde.ca.gov>.

American Red Cross: <http://www.redcross.org>

Pacific Gas and Electric Company (PG&E): <http://www.pge.com>.

Vector Solutions: <https://aimsk12-ca.safeschools.com/>

What follows is information taken from the aforementioned resources and incorporated into selected topics which are necessary components for the development of a comprehensive safety program that satisfies the mandates of the CDE.

Staff Responsibilities

In the event of an Emergency Alert System (EAS) individuals on the school site have the following responsibilities:

Site Administrator

- Sound appropriate alarm to evacuate or shelter in place.
- Following evacuation procedures check the building to ensure that all students, personnel and visitors have left the building.
- Provide for administration of first aid and request other emergency assistance as needed.
- Keep the Central Office and your local county office informed and, if necessary, set up telephone communication at a nearby residence or business.
- Give directions to police in search clearing procedures and take full responsibility for search.
- Coordinate supervision of students and all clean-up or security efforts.

Teachers

- Carry out appropriate emergency procedures to ensure the safety and welfare of students.
- Supervise children and maintain calm and order.

Admin Assistant

- Assist and take direction from the Site Administrator.
- Make sure first aid supplies are handy in case they are needed.
- Carry out other duties as assigned.

Custodial/Maintenance

- Shut off the valves for gas, water, electricity and air conditioning (if necessary).
- Open all gates and doors to assembly and exit areas.

Aides, Volunteers and Other Adults

- Should assist teachers working with students to keep them safe, orderly and comfortable.
- Be on call for Administrators' requests.

Drills

Drills are designed to prepare students and staff for real world crisis situations but in no way can account for all possible varieties of catastrophe or threat. It is the site administrator's responsibility to schedule emergency drills throughout the year, and record the date and time of each drill. Those drills are:

- **Fire Drill:** CA Ed Code (section 32001) requires fire drills to be conducted at the following intervals:
 - **Elementary:** once per month
 - **Middle school:** four times per school year
 - **Secondary:** twice per school year
 - Fire drills should be conducted in which all pupils, teachers, and other employees are required to vacate the building(s). Current student rosters and/or roll sheets serve to account for all evacuated students and staff.
- **Lockdown/Shelter in Place:** Although not required by Ed Code, it is recommended that each school conducts a Lockdown/Shelter in Place Drill at least:
 - **Elementary:** once per quarter
 - **Secondary:** once per semester
 - Lockdown/Shelter in Place drills should be run according to a procedure established by the individual school site. The drill is designed to prepare students and staff for situations in which the classroom or school campus affords the best protection from criminal threats.
- **Earthquake/Evacuation Drill:** An Earthquake/Evacuation Drill should be conducted:
 - **Elementary:** once per quarter
 - **Secondary:** Once per semester
 - Not to be confused with a Fire Drill, Evacuation Drills are designed to prepare students and staff for situations in which the school campus is no longer a safe area due to natural/man-made disaster or criminal activity. A pre-designated site serves as the rally point for the all-out relocation of students and staff during a

perceived crisis or threat via established routes of travel. Current student rosters and/or roll sheets serve to account for all students and staff relocated.

Situations may/will arise during a crisis that require a combination of actions be taken such as “lockdown” followed by “evacuation”. While constructing a safety plan it is important to keep this in mind. Prepare and drill in a manner in which flexibility and adaptability come into play as the dynamics of a potential crisis evolve.

Drill Schedule

| Month | Fire | Earthquake | Lockdown |
|--------------|-------------------|-------------------|-------------------|
| August | 8/19-8/24 | 8/19-8/24 | |
| September | 9/16/24-9/20/24 | | 9/16/24-9/2/24 |
| October | 10/14/24-10/18/24 | 10/14/24-10/18/24 | |
| November | 11/11/24-11/15/24 | | 11/11/24-11/15/24 |
| December | 12/15/24-12/20/24 | 12/15/24-12/20/24 | |
| January | 1/13/24-1/17/24 | | 1/13/24-1/17/24 |
| February | 2/10/24-2/15/24- | 2/10/24-2/15/24 | |
| March | 3/9/24-3/15/24 | | 3/9/24-3/15/24 |
| April | 4/20/24-4/26/24 | 4/20/24-4/26/24 | |
| May | 5/11/24-5/17/24 | | 5/11/24-5/17/24 |
| June | 6/9/24-6/13/24 | 6/9/24-6/13/24 | |

Homeland Security Procedures

Homeland Security procedures are established to promote the safety of children and adults during a period of national or local emergency. The DHS (FEMA) and California OES are responsible for coordinating disaster planning among the cities in your area. It is through this coordination that information and warning notifications are communicated.

The Emergency Alert System (EAS) is a national public warning system that requires TV and radio broadcasters, cable television systems, wireless cable systems, satellite digital audio radio service (SDARS) providers, direct broadcast satellite (DBS) service providers and wireline video service providers to offer to the President the communications capability to address the American public during a national emergency. The system also may be used by state and local authorities to deliver important emergency information such as AMBER (missing children) alerts and

emergency weather information targeted to a specific area. EAS also includes a system of sirens strategically positioned throughout the school's area that can serve as a warning of impending disaster.

Announcements made via the EAS include:

1. This is a Test
2. Severe Thunderstorm Warning
3. Tornado Warning
4. Hurricane Preparations Ordered
5. Evacuation Ordered
6. Shelter-in-Place for a Security Incident
7. Shelter-in-Place for a Hazardous Material Incident
8. All Clear

Alert Signals

The ability to respond quickly and efficiently when a major disaster strikes is important so that we are able to provide protection for students and school staff. In order to be better prepared, the staff, students and parents should be informed of their responsibilities following a major disaster.

At the announcement/sound of an EAS "Alert" signal:

- All students in transit between classrooms, in restrooms, etc., will walk to their assigned classrooms.
- Admin assistant will tune to local news via applicable means.
- Each teacher will stay in the classroom with his/her students.
- Each custodian will report to the office for instructions.

At the announcement of an EAS "Shelter in Place" message:

- Children outside of class will return to their assigned classrooms.
- If necessary, teachers will direct students and themselves under desks or tables.
- Close all doors and windows.

At the announcement/sound of an EAS "All Clear" signal:

- Children will resume their regular class activities.
- When a building is unsafe to resume classroom instruction or if the situation has made the streets and sidewalks hazardous, the superintendent (or designee) will declare the premises unsafe.
- If an evacuation is found necessary, the site administrator will post on a conspicuous place, the new location of the students. A notice or letter to parents designating a site as well as procedures will be sent home with students.

Communication Plans

| | |
|--|--|
| <p>911 Calls</p> | <ul style="list-style-type: none"> • When placing a 911 call: give your name, school name, and school address • Give specific location of shooter, intruder, fire, hazardous material or other emergency • Indicate location of incident command post |
| <p>Mass Notification to Parents</p> | <p><u>During an emergency:</u> Parent square notification, mass text message, mass phone message</p> |
| | <p><u>After an emergency:</u> Mass phone call, mass text, Parent square notification, memos</p> |

Contingency Plans (Communication and Electrical)

Describe a specific plan to provide for the following in the event of loss of services.

PLAN FOR LOSS OF COMMUNICATION:

If no telephone service:

Parent square notification, Social media account, staff radios and intercom

If no Internet service:

Mass phone call, mass text message, Staff will communicate through radios and intercom

PLAN FOR LOSS OF ELECTRICITY:

List loss of services in event of electrical outage:

AC heating and cooling. Lights, food service refrigerators, Computer system

Emergency Procedures

All classrooms should have the evacuation plan & maps posted near the door(s). In the case of an emergency, every adult should be aware of his/her role and responsibilities. Below are suggested roles and procedures:

1. The site Administrator assesses the situation.
2. The site Administrator notifies all staff of the emergency via applicable communications device(s).
3. Assigned person calls 911.
4. Assigned person notifies the Central Office.
5. Site Administrator or assigned person meets with emergency crews.

6. Assigned person(s) ensures all classrooms, hallways and restrooms on the first floor are empty after escorting students to their assigned location.
7. Assigned person(s) ensures all classrooms, hallways and restrooms on second floor are empty after escorting students their students to assigned location
8. Assigned person(s) ensures the common areas are empty.
9. Assigned person(s) greet, organize and comfort students outside the building.
10. Each teacher takes the role and Lead Teachers pick up the names of any missing students and report these names to the emergency crew chief and the Site Administrator.
11. Assigned person(s) will direct students who need first aid to an assigned location.
12. The Site Administrator determines, in consultation with the emergency crews, whether to release students to their homes or to return students to classes and makes announcements via applicable communications device(s).
13. If students and staff are dismissed for the day, an assigned person(s) will be responsible for securing the building against vandalism and theft.
14. All classroom teachers will ensure that students are released to guardians' care.
15. In the case that counseling services are subsequently needed by any students, the Site Administrator and an assigned person will coordinate that effort.
16. In the case that media coverage is an issue, the Site Administrator and an assigned person will control and organize press releases and media requests. Pre-made media packages/documents are recommended for distribution to concerned sources/media personnel. Such packages will include general information about the school location, number of students, grade levels, layout, etc.

Fire Procedures

- Evacuate the buildings immediately for any fire or suspected fire.
- Sound alarm if it has not already been done.
- Call 9-1-1, identify the problem, school building address and location of fire (if known).

Never attempt to fight a fire larger than a wastebasket size. Even a small fire can generate enough smoke to cause serious injury. Never attempt to fight a fire by yourself. Call for help. Always stay between the fire and the exit.

Fire Extinguisher Instructions:

- P Pull safety pin from the handle
- A Aim at the base of the fire
- S Squeeze the trigger handle
- S Sweep from side to side

If your clothes (or someone else's) catch fire, STOP, DROP AND ROLL!

- Upon arrival, the Fire Department will assume command.
- The Head of School will be accountable for teachers and school district staff. Teachers will be accountable for students.

- Notify the Superintendent's Office.

Fire Evacuation Procedures

AIMS will conduct and log monthly fire drills using the procedures outlined below. AIMS will also conduct quarterly fire alarm system tests, an annual fire inspection, and maintain a 5-year certification on the sprinkler system. Fire extinguishers are checked monthly.

Teachers

Before Drill or Emergency:

Note locations of fire extinguishers throughout the school.

- a) Review these exit procedures with your class and clearly explain your expectations.
- b) Designate two classroom leaders who can be relied on to give instructions in case a teacher is injured during a fire.
- c) Designate one student to lead your class to the assigned assembly point. Teachers will be the last ones out of the classrooms, so it is important that your student leader knows exactly where he/she is going -- walk the student leader through the steps before the drill.
- d) If students are not in the classroom when a fire alarm sounds, instruct students to immediately exit to the class' designated assembly point, join their class, and check in with the teacher.

DURING DRILL OR EMERGENCY:

- a) Take your class list, fire drill procedures, evacuation maps, walkie, First Aid Kit, and stop sign with you. (Classroom backpack)
- b) Upon hearing the alarm, instruct your students to quickly leave the building in a single file, orderly line. Running causes panic and is not allowed.
- c) Students must be SILENT.
- d) Use of elevators during an emergency is prohibited.
- e) Teachers leave the classroom last. Close the door and turn off your lights. Administrators will view this as a signal that your classroom is evacuated successfully and completely.
- f) When using the stairwells, classes must descend in a single file line. Overtaking other classes or individuals is not permitted.
- g) Teachers need to assemble students in single file lines and exit their classes according to the evacuation map and assembly location map.
- h) Teachers and students should follow the exit route in a calm and orderly fashion to their assigned assembly point
- i) Once at the assembly point, count students and take roll to ensure that every student is present.
- j) Hold up the red sign if you are missing any students. Inform the Head of School or members of the Fire or Police Services if any students are missing. Hold up the green sign to indicate that all of your students are accounted for and safe.
- k) No one is to re-enter the building until told to do so by the Fire Service or the Head of School. Wait for an "All Clear" signal to be given by a member of the Fire or Police Services or a Head of School.
- l) Students cannot leave campus unless they are with an emergency services worker and have notified their teachers and the Head of School of their departure.

- m) No student is to leave campus with guardians until the “**All Clear**” signal is given by a member of the Fire or Police Services.
- n) Once the “**All Clear**” signal is given, teachers must keep students assembled and supervised. Make note of students who leave campus with their guardians.

Oakland Fire Department Fire Station #12
822 Alice Street
Oakland, CA 94607
Emergency: (510) 444-1616
Non-Emergency: (510) 444-3322

Fire and Earthquake ONLY

1st Floor Staff

- Prop open the stairwell door and the two front doors quickly.
- Clear the restrooms, classrooms, and common areas on the 1st floor.
- Assist in hurrying the students out the front door in an orderly manner.
- Meet classes at 12th Street assembly location and provide first aid as appropriate

2nd Floor Staff

- Clear the restrooms, classrooms, and common areas on the 2nd floor.
- Meet students at Madison Street assembly point and check in with teachers regarding attendance
- Provide first aid as appropriate
- Report missing persons to a member of the Fire or Police Department and Head of School immediately.

3rd Floor Staff

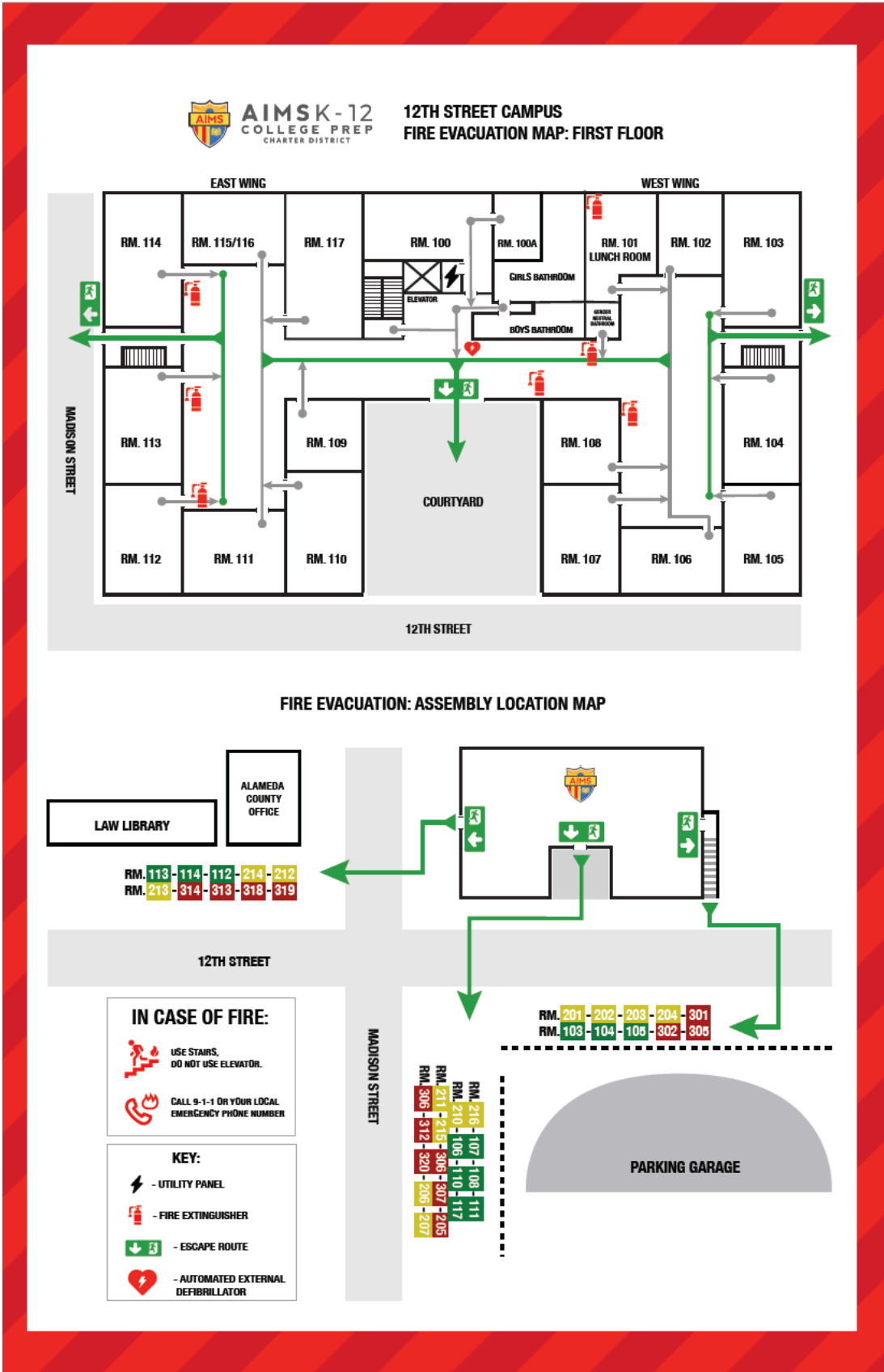
- Clear restrooms, classrooms, and common areas on the 3rd floor.
- Meet classes at 12th Street assembly point and provide first aid as appropriate

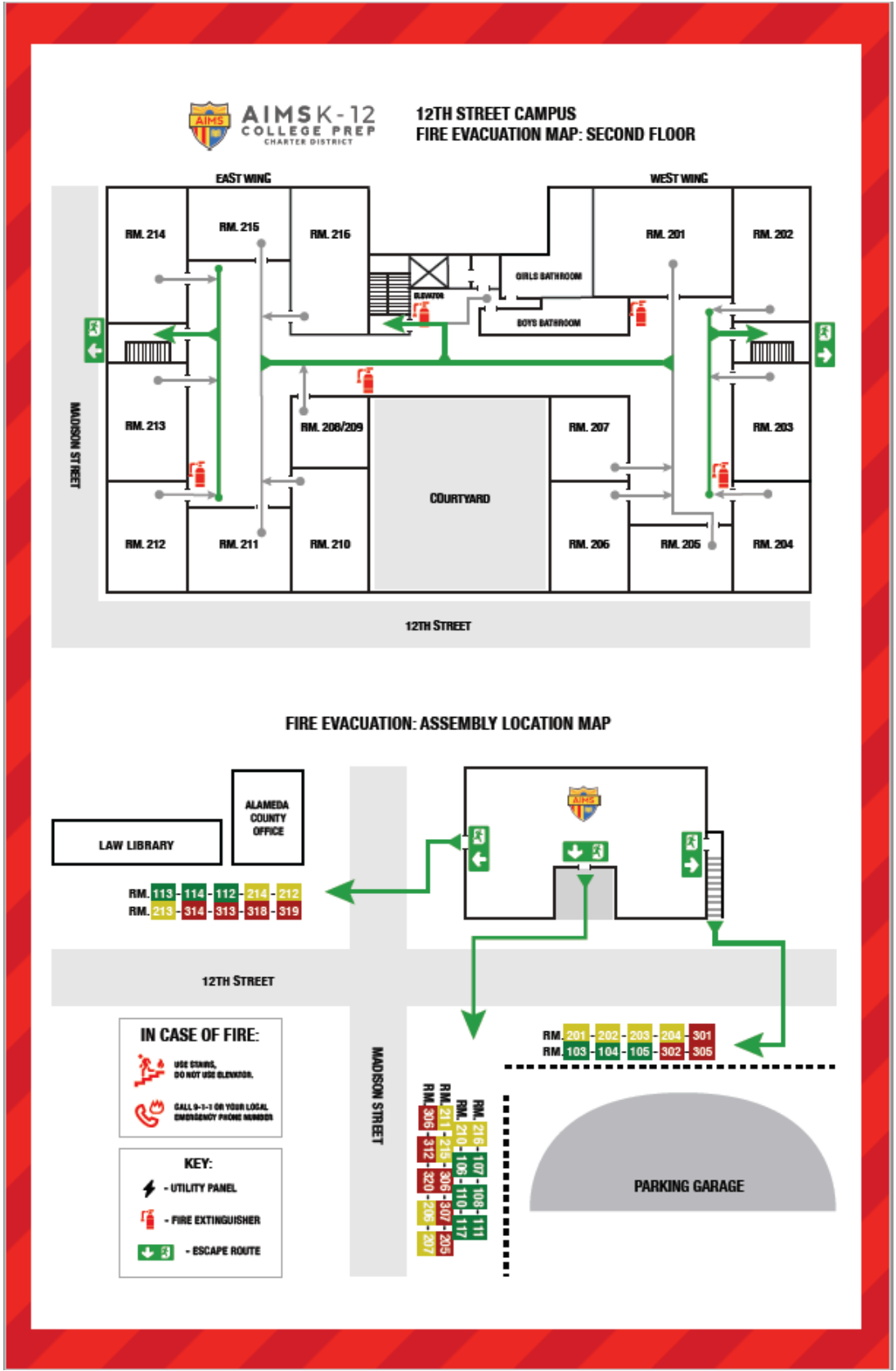
Site Administrator

- Order an evacuation if the fire alarm doesn't work and call 9-1-1
- Confirm school wide clearance for all floors
- Check-in with other administrators and report missing persons to a member of the Fire or Police Department immediately.

Site Evacuation Routes & Maps

| Room | Primary Fire Exit | Secondary Fire Exit |
|--------------|---------------------------------|---------------------------------|
| Room 108 | Front Door | Emergency Exit (West - Floor 1) |
| Room 107 | Front Door | Emergency Exit (West - Floor 1) |
| Room 106 | Front Door | Emergency Exit (West - Floor 1) |
| Room 105 | Emergency Exit (West - Floor 1) | Front Door |
| Room 104 | Emergency Exit (West - Floor 1) | Front Door |
| Room 103 | Emergency Exit (West - Floor 1) | Front Door |
| Room 102 | Front Door | Emergency Exit (West - Floor 1) |
| Room 109 | Front Door | Emergency Exit (East - Floor 1) |
| Room 110 | Front Door | Emergency Exit (East - Floor 1) |
| Room 111 | Front Door | Emergency Exit (East - Floor 1) |
| Room 112 | Emergency Exit (East/Floor 1) | Front Door |
| Room 113 | Emergency Exit (East/Floor 1) | Front Door |
| Room 114 | Emergency Exit (East/Floor 1) | Front Door |
| 115/116 | Front Door | Emergency Exit (East - Floor 1) |
| Room 117 | Front Door | Emergency Exit (East - Floor 1) |
| Room 208/209 | Front Door | Emergency Exit (East - Floor 2) |
| Room 210 | Front Door | Emergency Exit (East - Floor 2) |
| Room 211 | Front Door | Emergency Exit (East - Floor 2) |
| Room 212 | Emergency Exit (East - Floor 2) | Front Door |
| Room 213 | Emergency Exit (East - Floor 2) | Front Door |
| Room 214 | Emergency Exit (East - Floor 2) | Front Door |
| Room 215 | Front Door | Emergency Exit (East - Floor 2) |
| Room 216 | Front Door | Front Door |
| Room 201 | Emergency Exit (West/Floor 2) | Front Door |
| Room 202 | Emergency Exit (West/Floor 2) | Front Door |
| Room 203 | Emergency Exit (West/Floor 2) | Front Door |
| Room 204 | Front Door | Emergency Exit (West - Floor 2) |
| Room 205 | Front Door | Emergency Exit (West - Floor 2) |
| Room 206 | Front Door | Emergency Exit (West - Floor 2) |
| Room 207 | Front Door | Emergency Exit (West - Floor 2) |
| Room 301 | Emergency Exit (West - Floor 3) | Front Door |
| Room 302 | Emergency Exit (West - Floor 3) | Front Door |
| Room 303 | Emergency Exit (West - Floor 3) | Front Door |
| Room 304 | Emergency Exit (West - Floor 3) | Front Door |
| Room 305 | Emergency Exit (West - Floor 3) | Front Door |
| Room 306 | Front Door | Emergency Exit (West - Floor 3) |
| Room 307 | Front Door | Emergency Exit (West - Floor 3) |
| Room 308 | Front Door | Emergency Exit (West - Floor 3) |
| Room 309 | Front Door | Emergency Exit (West - Floor 3) |
| Room 310 | Front Door | Emergency Exit (East - Floor 3) |
| Room 311 | Front Door | Emergency Exit (East - Floor 3) |
| Room 312 | Front Door | Emergency Exit (East - Floor 3) |
| Room 313 | Emergency Exit (East - Floor 3) | Front Door |
| Room 314 | Emergency Exit (East - Floor 3) | Front Door |
| Room 315 | Emergency Exit (East - Floor 3) | Front Door |
| Room 316 | Emergency Exit (East - Floor 3) | |
| Room 317 | Emergency Exit (East - Floor 3) | |
| Room 318 | Emergency Exit (East - Floor 3) | |
| Room 319 | Emergency Exit (East - Floor 3) | |
| Room 320 | Front Door | Emergency Exit (East - Floor 3) |
| Room 321 | Front Door | Emergency Exit (East - Floor 3) |





Site Lockdown Procedures

AIMS will conduct and log at least two lockdown drills per academic year.

If it is determined that a lockdown is necessary to maintain the health and safety of students and staff, an announcement will be made to alert of potential danger. The lockdown code is “Lockdown” and it will be announced through the walkie talkie/intercom. All-Clear signals will be announced through the phone system to students and staff.

Upon hearing shots or being alerted to an event involving serious violence on campus:

ALERT 911. Nothing should discourage a teacher or staff member from immediately contacting 911 themselves should they find themselves in a life and death situation. Seconds count in times of crisis. Law enforcement must be alerted as soon as possible to mitigate the threat.

After receiving a lockdown notification:

1. **Teachers** are to:
 - a. Quickly glance outside the room and direct students or staff members from the hall into the classroom immediately.
 - b. Close and lock classroom doors. The front door will be locked by an administrator.
 - c. Place students against the wall so that students are not visible to an intruder looking through the door or windows.
 - d. Locate and hold on to the roll book to account for students if an evacuation becomes necessary.
 - e. Turn out the lights.
 - f. Keep students quiet and maintain a calm atmosphere in the classroom, keeping alert to emotional needs of students.
 - g. Have cell phones and/or laptops accessible to receive announcements/updates from administration and police officers.
 - h. Keep all students in the classroom until an “All Clear” has been announced through the communication system (ie. walkie talkies/intercom,).

2. **Students** should know:
 1.
 - a. To remain calm and to immediately follow all directives of classroom teachers or administrators.
 - b. To go to the room nearest their location in the hallway.
 - c. That no one will be able to leave the room for any reason.
 - d. That silence must be maintained (students cannot use cell phones).
 - e. To make sure they are marked present if an evacuation occurs.
 - f. To not leave the classroom until directed to do so by the classroom teacher, administrator, or police officer.

Staff should also note the following:

- Administrators will use walkie talkies and cell phones (ringcentral) to communicate to teachers and staff. Other clerical staff will deliver messages as needed and work with the Head of School and Police Services.
- Upon notification of a lockdown, physical education teachers will keep students off-site and remain at their off-site PE location until they receive an All-Clear via cell phone text, walkie talkie or direct call.
- If teachers or students are in the bathrooms, they should move to a stall, lock it, and stand on the toilet until hearing an All-Clear signal
- Anyone in the hallway should move to the closest classroom immediately.
- Stay in safe areas until directed by law enforcement officers or an administrator to move or evacuate. Never open doors during a lockdown.
- If an evacuation occurs, all persons/classrooms will be directed by a law enforcement officer or administrator to a safe location. Once evacuated from the building, teachers should take roll for all students present in class. Missing students or staff should be reported to administration or law enforcement officers immediately.
- When the emergency is over, a coded "all clear" will be announced.
- Each staff member will document exactly what occurred in their area of responsibility. This will be done as soon as possible.

The Lockdown/Active Shooter

According to the United States Department of Homeland Security, there are three responses to an Active Shooter scenario – Run, Hide or Fight. It is incumbent upon the Site Administrator to adopt a well thought out plan of action, to stick with it (consistency), develop it (seek training and customize the plan to serve a particular school site) and practice it regularly. Which option the school leader chooses is based on where you are when you hear the shots or when you are made aware that there is a perpetrator on site prepared to discharge a firearm. AIMS directs that if a shooting takes place the first priority is to shelter students and staff from danger.

Upon hearing shots or being alerted to an event involving serious violence on campus:

1. ALERT 911. Nothing should discourage a teacher or staff member from immediately contacting 911 themselves should they find themselves in a life and death situation. Seconds count in times of crisis. Law enforcement must be alerted as soon as possible to mitigate the threat.

2. Institute “lockdown” or “evacuation” protocol.
 - *If the threat on the inside is greater than the threat on the outside – evacuate (run)*
 - *If the threat on the outside is greater than the threat on the inside – lockdown (hide)*
 - *If the lockdown is defeated, at that time a decision will need to be made whether to engage the perpetrator (fight)*

Once a decision has been made to lockdown, do not break lockdown protocol until the the entire lockdown has been released.

3. Teachers direct students as to the plan of action for their specific classes (i.e. run, hide, fight, etc.).

Note: Students should be provided age appropriate training in advance of what to do in an active shooter (intruder on campus) scenario.

4. Staff must immediately and continually communicate with other staff and students via all applicable devices the source/location/status of the threat. This will allow for more appropriate courses of actions, i.e. shelter instead of evacuate, vice versa, etc. Continually provide updates as practical until the threat no longer exists.

Note: Communication should only take place if it is safe to do so. In some instances a lockdown will require radio silence and for cell phones to be muted or off.

5. At the conclusion of such an event, an assigned person(s) will control, organize media and distribute media packages.

Note: Have pre-scripted press releases on file. Ensure the person communicating with the media has been trained.

6. Shortly after the conclusion of an event, an assigned person(s) will ensure that counseling services are available as soon as possible.

Site Emergency Procedures for Special Needs Students

1. Procedures for special needs students may need to be implemented in emergency situations such as fire, earthquake, bomb threats, etc.
2. At the beginning of each school year, an Individual Emergency Procedures Plan must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments who may require:
 - a. wheelchair on a daily basis
 - b. specialized equipment
 - c. physical assistance to evacuate in a timely manner
3. Each plan requires that support staff be designated as specialized assistants during times of emergency.
4. The Assigned Specialist is responsible for:
 - a. identifying all students who will require additional assistance
 - b. working with the designated certificated staff (classroom teachers) and the site administrator to ensure that coverage and a plan is completed for each student

* **Since new students may arrive at any time during the school year, this assignment will be continuous throughout the year.**

- Use the format below to complete an Individual Emergency Procedures Plan for each special needs student. Place a copy of the plans in the Site Emergency Operations Plan and with the individual classroom teacher's emergency materials. (class roster, etc.)

| Individual Student Emergency Procedures Plan | | |
|---|----------------|-----------------|
| Student: | Room #: | Teacher: |
| Designated Specialized Assistants: <i>(identify two staff in this area)</i> | | |
| Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner <i>(complete below)</i> | | |
| | | |

DISASTER PLANS

Whenever there is any type of disaster, the primary concern is the safety of the students. The following general guidelines will offer assistance in a variety of disaster situations. Each teacher should also display Disaster Plan guidelines prominently in each classroom. Nothing in these guidelines should discourage a teacher or staff member from immediately contacting 911 themselves should a life and death emergency exist. Seconds count in times of crisis. Emergency personnel must be alerted as soon as possible to mitigate disaster.

Fire

- Site Administrator, maintenance will determine the location of the fire.
- Front door staff will phone 911, pick up emergency card binder and student medication and leave the building prepared to phone parents of any injured child.
- Maintenance/Custodial or Site Administrator will sound the fire alarms.
- Staff will follow evacuation procedures previously described.
- Students should leave the room in a single file, walk briskly but carefully, and stay in their class group when they reach their designated spot.

Earthquake

If indoors:

- Utilize solid desks and tables for cover from falling objects and debris.
- Turn away from windows.
- Utilize solid interior walls and archways.
- Cover head with arms or hold to the cover and be prepared to move with it.

5. Hold the position until the ground stops shaking.
6. When initial shaking stops, the Site Administrator or Maintenance/Custodial sounds alarms to evacuate the building.
7. Staff to follow evacuation procedures previously described.

If outdoors:

1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground.
3. Look out for dangers that demand movement.
4. Be prepared to seek cover again soon after the initial quake due to aftershocks.
5. Staff to follow evacuation procedures previously described.

Flood/ Severe Weather

Warnings of severe weather are usually received via the EAS. If time and conditions permit, students may be sent home. However, if the weather conditions develop during school hours, without sufficient warning, students should be held at school.

The Site Administrator will assess the situation and make an announcement via applicable communication device(s) to A) evacuate, B) stay in classes or C) release students to go home. See emergency procedures previously described for evacuation directions.

(UTILITY SERVICE FAILURE – custodial staff should familiarize themselves with the appropriate service provider numbers and websites. Be able to identify pole numbers and which service provider is using them, i.e. electric company versus cable company, etc.)

Electrical Failure

1. Site Administrator and/or custodian notify the appropriate electrical company (PG&E)
2. Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored.

Gas Line Break

1. Site Administrator and/or Facilities Coordinator notify PG&E.
2. Site Administrator and/or Facilities Coordinator notify the Fire Department.
3. Staff to follow the evacuation procedures previously described.

Water Main Break

1. Site Administrator and/or Facilities Coordinator immediately notifies the local water control authority.
2. Maintenance shuts off water.
3. The Site Administrator determines if it is necessary to follow the emergency procedures to evacuate students and staff.

Water Contamination

1. Instruct teachers to move students away from drinking fountains and sinks.

2. Notify the school office and APS headquarters.
3. Have maintenance turn off pressure to drinking fountains and sinks.
4. Contact Water District

Chemical Spill/ Incident

If Indoors:

1. Block or rope off area – DO NOT TOUCH ANYTHING.
2. Evacuate room and TURN OFF air conditioning system.
3. Notify Facilities Coordinator of the incident - contact 911 if necessary.
4. Maintenance/Custodian staff will review SDS to ensure proper clean up

If Outdoors:

1. Upon hearing of a chemical leak (usually from the fire department or other city office) the Site Administrator will determine if students should be evacuated.
2. Move away from buildings, poles and overhead wires.
3. Close doors and windows and TURN OFF air conditioning system.
4. If it is necessary to leave the site, move crosswind, never more directly with or against the wind which may carry fumes.
5. Give first aid.
6. Staff to follow the emergency procedures previously described.

Below is the locations of known chemical users (more then the normal residential user)



Lockdown/Active Shooter

Several strategies/philosophies exist in relation to how to properly respond to school site violence (Run- Hide-Fight, etc.). In the wake of many notable campus shootings, both public and private entities have devised different courses of action to take in the event of the “worst case scenario” (refer to list of sources located at the beginning of the Emergency Preparedness section). It is incumbent upon the Site Administrator to adopt a well thought out plan of action, to stick with it (consistency), develop it (seek training and customize the plan to serve a particular school site) and practice it regularly. Which option the school leader chooses is based on where you are when you hear the shots or when you are made aware that there is a perpetrator on site prepared to discharge a firearm. AIMS K-12 directs that if a shooting takes place the first priority is to shelter students and staff from danger.

Upon hearing shots or being alerted to an event involving serious violence on campus:

1. ALERT 911. Nothing should discourage a teacher or staff member from immediately contacting 911 themselves should they find themselves in a life and death situation. Seconds count in times of crisis. Law enforcement must be alerted as soon as possible to mitigate the threat.
2. Institute “lockdown” or “evacuation” protocol.
 - a. If the threat on the inside is greater than the threat on the outside – evacuate (run)
 - b. If the threat on the outside is greater than the threat on the inside – lockdown (hide)
 - c. If the lockdown is defeated, at that time a decision will need to be made whether to engage the perpetrator (fight)

Once a decision has been made to lockdown, do not break lockdown protocol until the entire lockdown has been released.

3. Teachers direct students as to the plan of action for their specific classes (i.e. run, hide, fight, etc.).
4. Staff must immediately and continually communicate with other staff and students via all applicable devices the source/location/status of the threat. This will allow for more appropriate courses of actions, i.e. shelter instead of evacuate, vice versa, etc. Continually provide updates as practical until the threat no longer exists.
Note: Communication should only take place if it is safe to do so. In some instances a lockdown will require radio silence and for cell phones to be muted or off.
5. At the conclusion of such an event, an assigned person(s) will control, organize media and distribute media packages.
Note: Have pre-scripted press releases on file. Ensure the person communicating with the media has been trained.
6. Shortly after the conclusion of an event, an assigned person(s) will ensure that counseling services are available as soon as possible.

Bomb Threat

There are two primary ways a bomb threat may arise. One is through a phone call or written letter in which a bomb is discussed. The other is through the sighting of a suspicious object.

Threats should be handled quickly and efficiently as if they were real and life threatening.

If there is a phone call or written threat of a bomb on campus, the person who took the call or read the note will:

1. Notify Site Administrator immediately.
2. Immediately notify law enforcement via 911. Never use alternate numbers to contact law enforcement as a bomb threat is considered a “crime in progress”. Danger may be imminent. Emergency responders need as much warning as possible.
3. Try to obtain information from the caller such as where the bomb is, where it is set to explode, what it looks like, what kind of bomb it is, why it is there and who the caller is. Note any identifying features about the caller (i.e. gender, speech patterns).

If there is a sighting of a suspicious object, the person would:

1. Notify Site Administrator immediately.
2. Do not touch the object but note any identifying features to describe it to the Site Administrator and emergency crews.

In all cases:

1. If the Site Administrator determines the need to evacuate, staff follows emergency procedures previously described.
2. Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be evacuated. However, a staff member may be asked to accompany emergency responders to assist in pointing out any suspicious/unfamiliar objects or packages.
3. If you see any suspicious object, steer clear of it and report it to the Site Administrator and/or emergency responders. Follow the directives of all emergency responders.
4. NEVER use devices that transmit radio frequencies such as cellular phones or walkie-talkies as the frequencies may set off an explosive device(s).

Explosion

If indoors:

1. Take cover within, next to, or under solid objects or walls. Solid materials such as concrete walls can serve as adequate shelter in a blast. Be familiar with possible areas of indoor cover at your school site ahead of time.
2. Turn away from glass windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms or hold to the cover.
5. Hold the position until directed to evacuate the building.
6. Staff will follow the emergency procedures previously described.

If outdoors:

1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground. Solid materials such as concrete parking lot/playground curbs and planters can serve as adequate shelter in a blast. Be familiar with those possible areas of outdoor cover at your school site ahead of time.

3. Look out for dangers that demand movement.
4. Staff to follow emergency procedures previously described.

STUDENT INCIDENT RESPONSE

First Aid

The First Aid area should be located at an assigned place and properly stocked at all times. The First Aid team will consist of individuals assigned by the site administrator or designee.

Allergic Reaction

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

STAFF ACTIONS:

1. If there is an imminent risk, call 911.
2. Send for immediate help (First Aid, CPR, medical) and medication kit (for known allergies).
3. Notify Site Administrator.
4. Assist in getting “Epi” (Epinephrine) pens for individuals who carry them (usually in a backpack), and prescription medications (kept by health coordinator).
5. If an insect bites, remove the stinger immediately.
6. Assess the situation and help students/staff members to be comfortable.
7. Move students or adults only for safety reasons.

SITE ADMINISTRATOR ACTIONS:

1. If there is an imminent risk, call 911 (always call 911 if using “Epipen”).
2. Notify parents or guardians.
3. Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
4. Observe for respiratory difficulty.
5. Attach a label to the person’s clothing indicating: time & site of insect sting or food ingested, name of medicine, dosage and time administered.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

1. Keep an “Epipen in the school office and notify staff as to location.
2. Emergency health cards should be completed by parents for each child and should be easily accessible by school personnel.
3. Provide bus drivers with information sheets for all known acute allergic reactors.

Opioid Overdose Response Protocol

STEP 1: Evaluate for Signs of Overdose.

- a. All employees will be trained to recognize the following signs of an opioid overdose:
 - Unconsciousness or inability to awaken;
 - Slow or shallow breathing or breathing difficulty, such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened; and
 - Fingernails or lips turning blue/purple.
- b. If any person is suspected of suffering an overdose, any employee shall first attempt to stimulate the person by:
 - Calling the person's name;
 - Then, vigorously grinding knuckles into the sternum (breastbone) or rub knuckles on the person's upper lip.
- c. If the person responds, assess whether he or she can maintain responsiveness and breathing.
- d. Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.
- e. If unresponsive, call 911, provide rescue breathing if the person is not breathing on their own, and administer one dose of naloxone.

STEP 2: Call 9-1-1. Calling 9-1-1 at the appropriate time is an essential step to getting someone with medical expertise to care for the person suspected of experiencing an opioid overdose. If no emergency medical services (EMS) or other trained personnel are on campus, activate the 9-1-1 emergency system immediately. All that needs to be reported is "Someone is unresponsive and not breathing" and then report the specific address and/or description of the location on the campus where the person is located. After relaying this information, follow the dispatcher's instructions. If appropriate, the 9-1-1 operator will instruct you to begin CPR.

STEP 3: Administering Naloxone. Employees will be trained on the administration of naloxone according to the instructions provided with the naloxone product maintained at the school.

- a. If a person does not respond within 2-3 minutes after administering a dose of naloxone administer a second dose of naloxone.
- b. The duration of effect of naloxone depends on the dose, method of administration, and overdose symptoms. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.
- c. More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional doses or forms of naloxone therapy.
- d. Comfort the person being treated, as withdrawal triggered by naloxone can

feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

STEP 4: Support the Person's Breathing. Supporting breathing is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

- a. Rescue breathing for adults involves the following steps:
 - Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
 - Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
 - Place your mouth over the person's mouth to make a seal and give two slow breaths.
 - Watch for the person's chest (but not the stomach) to rise.
 - Follow up with one breath every 5 seconds.
- b. Chest compressions for adults involve the following steps:
 - Place the person on his or her back.
 - Press hard and fast on the center of the chest.
 - Keep your arms extended.

STEP 5: Monitor the Person's Response. All should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of naloxone infusion. Most people respond to naloxone by returning to spontaneous breathing within 2-3 minutes of receiving a dose of naloxone. Because naloxone has a relatively short duration of effect, overdose symptoms may return, so it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

DO's and DON'T's:

DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.

DO administer naloxone and utilize a second dose if no response to the first dose.

DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.

DO stay with the person and keep them warm.

DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum, or light pinching, the person may be unconscious.

DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.

DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.

DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling

vomit into lungs can cause a fatal injury.

NOTE: all naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

SITE ADMINISTRATOR ACTIONS:

1. If there is an imminent risk, call 911 (always call 911 if using Naloxone).
2. Notify parents or guardians.
3. Administer medication
4. Observe for respiratory difficulty.

Death/Suicide

1. Siter Administrator will be notified in the event of a death or suicide on campus.
2. Assigned person(s) will phone 911.
3. Assigned person(s) will phone APS headquarters.
4. The Site Administrator will notify teachers to keep students in their classrooms until informed otherwise.
5. Assigned person(s) will control and organize the media. Distribute media packages and/or make references to the appropriate school website that contains media information.
6. Assigned person(s) will notify relatives where the victim(s) have been taken and not divulge unnecessary details.
7. Assigned person(s) will ensure that counseling services are available as soon as possible.

Intruders/ Vicious Animals

1. Institute lockdown or evacuation protocol.
2. Nothing should discourage a teacher or staff member from immediately contacting 911 themselves should a life and death emergency exist. Seconds count in times of crisis. Emergency personnel must be alerted as soon as possible to mitigate disaster.
3. If it is unclear as to whether or not an unfamiliar person is authorized on campus or an animal is truly vicious, contact the main office to assist with confirmation/clarification. Office staff can take appropriate action at that point (i.e., contact Police or animal control agency).

PUBLIC AGENCY ACCESS

Public shelters are managed by the American Red Cross, and all shelter operations are coordinated through the Office of Emergency Services and AIMS Administrative Service Offices Personnel. AIMS will comply with all public agencies, such as the Red Cross, to establish the school building, school grounds and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. AIMS shall cooperate with the public agency in furnishing and maintaining the services as the AIMS may deem necessary to meet the needs of the community.

GROUNDS FOR SUSPENSION AND EXPULSION

Out of school suspension is a disciplinary measure that must be executed when extreme safety concerns or egregious behavior have been displayed.

In the case of fights or other acts of violence, suspension is automatic.

With the exception of extreme concerns (at the determination of the School Administrators or their designate), generally, suspensions will not be more than two days.

In-School Suspension

Suspension - Out of school suspension is a last resort action. Buddy classroom placement should be utilized. Students should first have detentions and Saturday School prior to most suspensions. Parent shadowing should be used prior to most suspensions. In-house suspension should be used prior to most suspensions. In the case of fights or other acts of violence, suspension is automatic. Actions leading up to expulsion warrant suspension. With the exception of extreme concerns, suspensions shall not be more than two days.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the AIMS K12 shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student’s parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until AIMS K12 issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Suspension/Discretionary Expulsion Conduct

The School Administrator or designee may suspend from school or recommend for expulsion a

pupil if he or she determines that the pupil has committed one of the following acts:

- A. **Physical Injury or Violence:** Caused, attempted to cause, or threatened to cause physical injury to another person; or willfully used force or violence upon another person, except in self-defense. A pupil who aids or abets in infliction of physical injury to another may be suspended but not expelled.
- B. **Dangerous Object:** Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from the Site Administrator or the designee of the Site Administrator.
- C. **Drugs or Alcohol:** Unlawfully possessed, used, or otherwise furnished, or been under the influence of a controlled substance, an alcoholic beverage, or an intoxicant of any kind.
- D. **Look-Alike Substance:** Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person a replica substance.
- E. **Robbery/Extortion:** Committed or attempted to commit robbery or extortion.
- F. **Property Damage/Vandalism:** Caused or attempted to cause damage to school property or private property, including electronic files and databases.
- G. **Theft:** Stolen or attempted to steal school property or private property.
- H. **Tobacco:** Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets.
- I. **Obscenity/Profanity/Vulgarity:** Committed an obscene act or engaged in habitual profanity or vulgarity.
- J. **Drug Paraphernalia:** Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia.
- K. **Receipt of Stolen Property:** Knowingly received stolen school property or private property
- L. **Imitation Firearm:** Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- M. **Witness Harassment or Intimidation:** Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

- N. **Prescription Drug Soma:** Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- O. **Hazing:** Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.
- P. **Bullying/Electronic:** Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined herein, directed specifically toward pupil or school personnel.

1. **“Bullying”** means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils directed toward one or more pupils or school personnel that has or can be reasonably predicted to have the effect of one or more of the following:

- a) Placing reasonable pupil or school personnel in fear of harm to that pupil’s or school personnel’s person or property.
- b) Causing reasonable pupil or school personnel to experience a substantially detrimental effect on his or her physical or mental health.
- c) Causing a reasonable pupil to experience substantial interference with his or her academic performance, or school personnel with his or her job performance.
- d) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

2. **“Electronic act”** means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- a. A message, text, sound, video, or image.
- b. A post on a social network Internet Web site, including, but not limited to:
- c. Posting to or creating a burn page. **“Burn page”** means an Internet Web site created for the purpose of bullying.

d. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). **“Credible impersonation”** means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

e. Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). **“False profile”** means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

f. An act of cyber sexual bullying: i. For purposes of this clause, **“cyber sexual bullying”** means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

1. For purposes of this clause, **“cyber sexual bullying”** does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
2. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
3. **“Reasonable pupil”** means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Q. Sexual Harassment: The pupil has committed sexual harassment. The harassing conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment.

R. Hate Violence: The pupil has caused, attempted to cause, threatened to cause, or participated in a “hate crime.” “Hate crime” means a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim: disability, gender, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.

S. Harassment, Threats, or Intimidation: The pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

T. Terroristic Threats: The pupil has made terroristic threats against school officials or school property, or both. For the purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no

intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

- I. Parents/Guardian will be notified in all cases of violations.
- II. Administration will determine discipline based upon the following criteria:
 - A. Seriousness of offense
 - B. Circumstances of situation
 - C. Student's prior disciplinary records
 - D. Any other extenuating circumstances

Suspension Procedures

The site leaders are afforded a great deal of discretion in determining appropriate punishments, unless a mandatory expulsion offense is identified.

Even if suspension is deemed appropriate, the site administrator may opt for supervised in-school suspension.

If the School Administrator or Division Heads or designee determines that suspension is appropriate, a school employee shall make a reasonable effort to contact the pupil's parent or guardian in person or by telephone. Whenever a pupil is suspended from school, the parent or guardian shall be notified in writing of the suspension.

The School Administrator or Division Heads or designee shall report the suspension of the pupil, including the cause therefore, to the Superintendent.

A parent conference will be scheduled to discuss the matter with the School Administrators or designee. Whenever practical, the teacher or staff member who witnessed the offense will also be present. At this conference, the administration and the parent or guardian will discuss the causes, duration, school policy involved, and any other matters pertinent to the suspension.

Any pupil who is suspended for five days or fewer must complete all assignments and tests missed during the suspension within three school days of their return. Any pupil who is suspended for more than five days will have five school days after their return to complete all assignments and tests missed during suspension.

Administration has the authority to lengthen the amount of time a pupil has to make-up his or her work, as appropriate in a given situation. Assignments submitted late will receive no credit.

Expulsion Requirements

All 48900 offenses as spelled out in the California Education Code automatically warrant an expulsion hearing. Students may also be expelled for repeated excessive behavioral concerns. AIMS expulsion forms must be used in the process. Legal Timelines must be adhered to without exceptions. All relevant witnesses, teachers and administrators must be present at the hearing. Parents must be informed in writing of the expulsion. (This section also appears in the behavior section.)

Students who commit offenses that result in a recommendation for expulsion or mandatory expulsion, or whose conduct falls under **“Suspension/Discretionary Expulsion”** (excluding disruption or defiance) will be referred to the School Administrator or designee. If a teacher observes disruptive or defiant conduct, the teacher will make a determination as to whether or not administrative intervention is required. Otherwise, they may follow the school’s discipline policies to ensure proper student conduct.

To determine whether or not an offense meets the guidelines for suspension or expulsion, the Superintendent and the School Administrator or designee will meet with the pupil and school employee who referred the pupil for discipline. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to respond. If an “emergency situation” exists, the pupil may be excluded from this meeting. “Emergency situation” means a situation determined by the School Administrator or designee to constitute a clear and present danger to the life, safety, or health of pupils or school personnel. If a pupil is suspended without a conference before suspension, both the parent and the pupil shall be notified of the pupil’s right to a conference.

Unless an offense results in a recommendation for expulsion or mandatory expulsion, as a matter of policy, American Indian Model Schools consider suspension and discretionary expulsion a punishment of last resort. Suspension and discretionary expulsion shall be imposed only when other means of correction fail to bring about proper conduct. Therefore, our schools will first consider the appropriateness of other disciplinary avenues before suspending or expelling a student.

If a pupil has committed a suspension-eligible offense, then the school administrator has the authority to recommend expulsion. Expulsion will be used as a tool of last resort for students whose conduct is so egregious that it is unlikely to be changed by any other means and whose behavior poses a threat to the safety of a member of the school community or significantly limits the ability of other students to effectively learn.

In addition to any school action, suspected criminal activity will be reported to the police and appropriate legal consequences may result.

For purposes of notification to parents, and for the reporting of expulsion or suspension offenses to the CDE, AIMS K12 Schools will identify, by offense committed, in all appropriate records of a pupil each suspension or expulsion of that pupil.

AIMS K12 will notify the District of Residence within 30 days of all transfers, disciplinary or not. For all students who are expelled, the school will contact the District of Residence to notify them of the terms of the expulsion.

Expulsion Hearings and Process

The School Administrator recommends expulsion by clearly defining the facts and situation in writing to the AIMS K12 Superintendent.

The AIMS K12 Superintendent decides whether or not to recommend expulsion to the Board.

Within 30 school days of a recommendation for expulsion from the Superintendent, the Board will hold a hearing to determine if it is appropriate to expel the pupil. The pupil may request, in writing, a postponement of no more than 30 calendar days. Any additional postponement may only be granted at the discretion of the Board.

Within 10 school days after the conclusion of the hearing, the Board shall decide whether to expel the pupil.

If compliance by the Board with the time requirements for the conducting of an expulsion hearing under this subdivision is impracticable, the Superintendent may, for good cause, extend the time period for the holding of the expulsion hearing for an additional 5 school days.

Written notice of the hearing shall be forwarded to the pupil at least 10 calendar days prior to the date of the hearing by the Board Secretary and shall include:

- a. The date and place of the hearing.
- b. A statement of the specific facts and charges upon which the proposed expulsion is based.
- c. A copy of the disciplinary rules of the school district that relate to the alleged violation.
- d. A notice of the parent, guardian, or pupil's obligation upon enrollment in another school district to inform the receiving school district of his or her status with the previous school.
- e. Notice of the opportunity for the pupil or the pupil's parent or guardian to appear in person or to be represented by legal counsel or by a non-attorney adviser, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf, including witnesses.

The Board shall conduct a hearing to consider the expulsion of a pupil in a session closed to the public, unless the pupil requests, in writing, at least five days before the date of the hearing, that the hearing be conducted at a public meeting. Regardless of whether the expulsion hearing is conducted in a closed or public session, the Board may meet in closed session for the purpose of deliberating and determining whether the pupil should be expelled.

A record of the hearing shall be made. The record may be maintained by any means, including electronic recording, so long as a reasonably accurate and complete written transcription of the proceedings can be made.

Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs. A decision of the Board to expel must be supported by substantial evidence showing that the pupil committed the act(s) of which he or she is accused.

The final action to expel a pupil shall be taken only by the Board in an open session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation must be sent by the board president or his or her designee to the pupil or the pupil's parent or guardian.

The Board shall maintain a record of each expulsion, including the cause therefore. Records of expulsions shall be a non-privileged, disclosable public record subject to FERPA. The expulsion order and the causes therefore shall be recorded in the pupil's mandatory interim record and shall be forwarded to any school in which the pupil subsequently enrolls upon receipt of a request from the admitting school for the pupil's school records.

Suspending an Expulsion Order

The Board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the pupil has satisfactorily completed the rehabilitation program.

During the period of the suspension of the expulsion order, the pupil is deemed to be on probationary status. The Board may revoke the suspension of an expulsion order under this section if the pupil commits any of the acts designated as Suspension/Discretionary Expulsion Conduct or violates any of the school's rules and regulations governing pupil conduct. When the Board revokes the suspension of an expulsion order, a pupil may be expelled under the terms of the original expulsion order.

Upon satisfactory completion of the rehabilitation assignment of a pupil, the Board shall reinstate the pupil and may also order the expungement of any or all records of the expulsion proceedings.

Readmission to the Charter

An expulsion order shall remain in effect until the Board orders the readmission of a pupil. At the time an expulsion of a pupil is ordered for an act other than Mandatory Expulsion Conduct, the Board shall set a date, not later than the last day of the semester following the semester in which the expulsion occurred, when the pupil shall be reviewed for readmission. For a pupil who has been expelled for an act of Mandatory Expulsion Conduct, the Board shall set a date of one year from the date the expulsion occurred, when the pupil shall be reviewed for readmission, except that the Board may set an earlier date for readmission on a case- by-case basis.

The Board shall recommend a plan of rehabilitation for the pupil at the time of the expulsion order, which may include, but not be limited to, periodic review as well as assessment at the time of review for readmission. The plan may also include recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs.

Any pupil who has been expelled and who seeks readmission, must submit a request to the Board President in writing no more than 21 (but no less than 7) calendar days before the end of the term of the

expulsion. In addition, the pupil must provide documentation that all conditions for rehabilitation set by the Board have been met.

Upon completion of the readmission process, the Board shall readmit the pupil, unless the Board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety or to other pupils or employees of the school. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered.

If the Board denies the pupil's request for readmission, the Board shall provide written notice to the expelled pupil and the pupil's parent or guardian describing the reasons for denying the pupil re-admittance into the school.

PROCEDURES FOR NOTIFYING TEACHERS OF DANGEROUS PUPILS

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended, site leadership will put an alert in Student Information System (SIS), Powerschool, indicating that the student has a Behavior Incident. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to keep the list confidential so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the school's authorizing district regarding students who have engaged in certain criminal conduct. This information is forwarded to the enrollment department. The enrollment department will place the alert in the Student's PowerSchool account for the of the student's teachers to see. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

HARASSMENT, DISCRIMINATION, AND BULLYING POLICY

AIMS K12 is committed to protecting its students, employees, and applicants for admission from bullying, harassment, or discrimination based on the actual or perceived characteristics set forth in Penal Code Section 422.5, Education Code Section 220 and actual or perceived sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, immigration status or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity it conducts or to which it provides significant assistance.

AIMS K12 believes that all students and employees have a right to a safe, equitable and harassment-free school environment. As a school, we have an obligation to promote mutual respect, tolerance and acceptance. AIMS K12 prohibits any acts of discrimination, harassment, and bullying on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology and through other electronic means, consistent with this policy. Bullying, harassment, or discrimination will not be tolerated and shall be just cause for disciplinary action.

For additional information, please read the Section on School Code of Conduct and Disciplinary

Procedures.

SCHOOL PROCEDURES/POLICIES

Notice of Regulations

The AIMS K-12 administration shall ensure that students and their parents/ guardians are notified in writing upon enrollment of all discipline policies, rules and procedures. This plan describes expectations for student behavior, plans for managing student behavior and consequences for not adhering to expectations.

Student Dress Code Policy

All students at AIMS, grades K-12, must adhere to the dress code while on the school campus. Teachers and administrators are responsible to ensure this code is adhered to. Students not in dress code will receive detentions and other applicable consequences.

Dress code K-5

- Solid White or Navy polo or collar shirt
- Solid White or Navy sweater or jacket
- Solid Khaki or Navy below knee jumper, below knee dress, pants, below knee shorts or skirt
- All Black, White, Blue, or Brown shoes
- No showing jewelry
- No makeup
- No artificial nails

Dress code 6-8

- Solid White or Navy polo or collar shirt
- Solid White or Navy sweater or jacket
- Solid Khaki or Navy below knee jumper, below knee dress, uniform pants, below knee shorts or skirt
- All Black, White, Blue, or Brown shoes
- No showing jewelry
- No makeup
- No artificial nails
- AIMS Swag on Fridays

Dress code 9-12

- Solid White or Navy polo or collar shirt
- Red AIMS Jacket
- Solid White or Navy sweater or jacket
- Solid White or Navy below knee jumper, below knee dress, pants, below knee shorts or skirt
- All Black, White, Blue, or Brown shoes
- No showing jewelry

- Natural colored artificial nails no longer than you normal nail bed length
- AIMS SWAG may be worn daily

Parent Communication Policies

It is very important to ensure that communication between your home and the school is a continuous process. To stay informed of all meetings and events, please check the monthly calendar and the school website on a regular basis.

Communication is key to AIMS being a healthy environment for students and adults. Follow these tips to effectively communicate:

With Teachers:

Parents have an opportunity to meet with teachers at Back-to-School Night and Open House in the Fall.

Parents may receive personal phone calls or emails periodically from their child's teachers.

Parents will meet with teachers for a parent/teacher conference at least once each semester. All parents are encouraged to attend teacher conferences and/or to contact teachers to meet with them throughout their child's high school years.

Parents may contact teachers by written notes, phone calls, emails, or communicate through Parent Square.

Parents may also make an appointment to meet with the teacher during their scheduled preps or open "office hours," or according to the teacher's availability. We encourage all parents to be proactive in their communication with teachers, and not only when problems may arise.

You can contact a teacher by:

1. Calling the school and leaving a message on the voice mail system; the teacher will return your **call within 48 hours**
2. Writing a note to the teacher and sending it with your student
3. Sending an email or Parent Square
4. Making an appointment to meet with the teacher during their scheduled open "office hours," or according to the teacher's availability.

With the School:

1. The AIMS website, AIMS Standard, and AIMS handbook contain answers to many of the questions parents and community members may have. Please consult these prior to contacting the school with questions.
2. Parents may contact the school with written notes, phone calls, or emails if they have questions or concerns, or make an appointment with the appropriate person to address your concerns.
3. Progress reports are given every three weeks, and must be signed by parent/ guardian(s) and

returned to school.

4. Report cards will be distributed every nine weeks, and parents must meet with teachers if their student is failing or if teachers request a conference.
5. Student progress, grades, attendance are also available on PowerSchool. Grades are updated on a weekly basis.
6. AIMS Newsletters will be emailed via Parent Square.
7. Memos and flyers are sent home on an as needed basis.
8. Back-to-School Night, scheduled in the Fall, is an opportunity for parents/guardians to meet their child's teachers, to get an overview of grade level curriculum and expectations, and to learn more about the school from the School Administrator and your child's teacher.
9. Family Advisory Council (FAC) is the vehicle for parents to learn on a monthly basis about school activities and meet to support those activities.
10. Local Control Accountability Plan (LCAP) is where stakeholders learn about the budget and to provide input.
11. School Site Council (SSC) is where decisions are made regarding Federal Funds
12. Board meetings are a time for the board to meet and discuss governance. Visitors are welcomed and protocols for behavior and structure must be followed by attendees.

With your child during the school day:

If you need to communicate with your child during school, call the office and leave a message for your child. That message will be given to your child. Please make all carpool or after school pick up arrangements with your child before the school day.

Parent Involvement Guidelines

The involvement of parents in the classroom or at the school is greatly encouraged. Along with being a school volunteer, parents may visit the classroom as an observer. Parents are welcome to request an observation period at any time.

However, teachers have the right to refuse unscheduled observation requests. The best way to plan an observation is to follow these procedures:

1. Schedule a date and time with the teacher by leaving a message for them in the main office or contacting them during their office hours.
2. Explain the purpose for the observation.

Note: Observation times may be limited. During observations, teachers and support staff are not available for any one-on-one discussions or conferences. These meetings may be scheduled for a later time.

Our goal is to create the strongest possible partnership between home and school in order to increase student achievement and success. Parents are our most important partners in the road to student success. We strongly believe that students will find greater levels of academic success when their home and school share similar values about learning, develop a positive relationship, and work together to build a strong partnership.

To ensure the development of authentic and productive relationships with parents, AIMS K12 offers a

variety of opportunities for you to be involved in the academic life of your child at the classroom and school levels. We further demonstrate our commitment to forging genuine partnerships with all parents by offering high-quality family services, including a comprehensive parent workshop program.

Ways to Participate at AIMS

Become a School Instructional Volunteer:

Throughout the school year opportunities will arise for you to volunteer in your student's classroom, in the school, and for special events. AIMS K12 encourages and welcomes your involvement and participation as a volunteer. We ask that you follow certain policies and guidelines as a school volunteer as outlined in the following section "School Volunteer Guidelines."

Family Advisory Council:

AIMS K12 has a Family Advisory Council (FAC), which serves as an advisory forum for parents to engage the AIMS K12 staff and other parents. The council will consist of the School Administrators, Parent Engagement Coordinator, teachers, other staff members, and parents. Students will also be encouraged to participate so that they may help shape school policy.

LCAP Advisory Committee And SSC:

The LCAP Advisory Committee and SSC recommends modifications to the strategic plan to reflect changing needs and/or priorities. Also, the LCAP Advisory Committee will provide input on: LCAP, SPSA curricula and instructional strategies, staff professional development, the school budget, parent involvement, staff stipends, and the school calendar. The LCAP Advisory Committee and SSC will meet monthly during the academic year. Ultimately, the goal is to ensure that there is two-way communication between the school, parents and all its stakeholders.

Election of parent representatives and other community members are held during the fall of each school year. Nomination forms for parent and community members shall be distributed at each school site and sent home to parents. New members and alternates shall be installed by the October meeting.

Other special program/project committees may be established for specific purposes such as fundraising activities, special events, etc.

Participate in Parent Workshops:

Various Parent Workshops and school special events and activities will be held during the school year. Throughout the year the school may offer educational opportunities for the continuing education of parents/guardians. Such opportunities may include classes on parenting, health topics, open communication, job training, domestic violence, and English Language Development. Other opportunities include families having the option to attend DLAC, ELAC, Wellness and Family Advisory meetings. All meeting spaces and workshops are open to families.

School Volunteer Guidelines

Volunteer Procedures:

Any person interested in participating in a school's volunteer program must complete the volunteer application through the parent resources section on AIMS website:

<https://aimsk12.org/family-message..>

A volunteer for a single event that takes place for the duration of one day only does not need to submit an application but must be checked by a school administrator against the California Megan's Law online database at <http://www.meganslaw.ca.gov>.

The Parent Community Liaison must confirm and verify that the volunteer has met all requirements, including:

- Completed and signed volunteer application
- Megan's Law clearance
- Tuberculosis test clearance (no more than two years old)
- Live Scan Fingerprinting required

Volunteer applicants need to be fingerprinted only once during their volunteer service. AIMS adheres to the California State statutes pertaining to supervised volunteerism in public schools. Fingerprinting clearance by the FBI and the DOJ is required for the following persons:

- Persons providing direct instruction to students regardless of the number of hours engaged in such activity, even if supervised by a certificated employee
- Persons volunteering in any school for more than 16 hours per week, regardless of supervision
- Persons volunteering for less than 16 hours per week under general supervision and whose duties require significant contact with students, as determined by the school Site Administrator, including the following: unch supervision assistants/food handlers

School volunteers are required to sign in at the school office upon entering the campus and sign out when they exit the campus.

Volunteer Guidelines

Classroom and student work is always confidential. Please don't discuss student problems with anyone except the teacher or School Administrator. Try not to compare children within the classroom. Since there are as many methods as there are teachers, please do not compare different methods of teaching. There is no defined best way to teach. Work positively for the good of the school. Constructive criticism should be directed only to the supervising teacher or school administrator. When you are volunteering in the classroom, please remember that you are doing so under the direction of the teacher. Ask questions! If something is unclear, please ask for clarification. If you have any questions about volunteer policies and procedures, please contact the Administrative Assistant to the School Administrator.

REPORTING OF DANGEROUS, UNLAWFUL, OR VIOLENT ACTIVITIES

AIMS takes its role in providing a safe and trusted learning environment very seriously. If any student, family member, or member of AIMS's extended community learns of any dangerous, violent, or unlawful activity that they believe has occurred, is occurring, or may occur at or near any school-sponsored or school-related event or location, they are strongly encouraged to report that activity—anonously if necessary—to the Director of Schools. A report can be sent by a legible written note, by email, or by telephone to the following: 510-893-8701, natalie.glass@aimsk12.org. Reports should include place, time, the general nature of the activity being reported, whether any life-threatening activity or weapons are involved, and any other important details. Any report of activity that directly threatens or involves a

potential loss of life should first be made to 9-1-1, immediately. AIMS shall promptly review every report received as soon as possible, shall make a record of every report received, and shall make a reasonable inquiry into each as necessary to ensure no dangerous, violent, or unlawful act occurs at any school-related or school-sponsored event, or on school-provided transportation to any such event. The investigatory response taken by the school and actions taken will be logged as well.

CAMPUS SAFETY AND SECURITY

The school will train and maintain practices and procedures so that the campus is physically secure and safe.

Entrances and Exits

The site administrator should develop procedures so that students, staff, parents and community members can enter and exit the building in a safe and orderly way, and that the building is secure from unauthorized entry during non-school hours, as follows:

- Designating individuals to lock the school building and/or grounds when not in use
- Training school staff members to maintain the security of the building when working during non-regular working hours (e.g. not propping doors open, re-securing the building after leaving)
- Maintaining a practice of locking doors that are not being regularly used, even during school hours
- Posting signs requesting that visitors sign in at the main office
- Establishing a culture in which any adults without a visitor or staff badge and any children not enrolled at the school are escorted immediately to the main office
- Periodically testing the security system according the manufacturer or vendor instructions, to ensure it is functioning
- Creating a dismissal plan and student pick-up traffic plan to avoid congestion of the local streets, and to prevent students from crossing traffic unnecessarily

Releasing Students

AIMS K-12 employees are responsible for releasing students to parents, legal guardians or other persons designated by parents or legal guardians, unless formally modified by a court order served to the school.

In the event that employees are uncertain of the propriety of releasing a student, they should locate or contact the site administrator, site administrator's designee or Dean of Students before releasing the student.

Visitors Policy

All visitors to school sites must report to the school office when entering and receive authorization to visit elsewhere in the school site. While AIMS strongly encourages parent visits, classroom visits during school hours must be authorized by both the teacher and the administrator.

In registering as a visitor, the sign-in form should include spaces for the following information:

- Name

- His/her purpose for entering school grounds
- Destination within the school
- Time in and out

At his/her discretion, the site administrator, or designee may also request

- proof of identity
- address
- occupation and company affiliation
- age (if less than 21); and any other information consistent with law

Parents and guardians visiting during the school day for any purpose other than picking up at or dropping off a child at the beginning or end of the school day as part of the normal school day schedule should also be requested to sign into the visitor log or a special log for parents. This applies to parents and guardians who are picking up a student early (e.g. for a medical reason) or dropping off a student late (e.g. tardy), as well as parents and guardians who are on campus to volunteer in their child’s classroom.

AIMS employees from school campuses and the Home Office are strongly encouraged to notify the front desk upon arrival and should wear badges signifying that they are AIMS employees. However, formal visitor registration is at the discretion of the school site administrator or designee.

VIP Visitors accompanied by any AIMS management team member may be requested to register as a visitor at the discretion of the accompanying AIMS management team member.

Students not enrolled at the school who wish to use the school grounds for recreation during the school day are, at the discretion of the site administrator, also subject to AIMS’s visitor policy.

The site administrator or designee may refuse to register any visitor if he or she reasonably concludes that the visitor’s/outsider’s presence would disrupt the school, students or employees, would result in damage to property, or would result in the distribution or use of a controlled substance. (Penal Code 627.4).

The site administrator or designee may request that a visitor/outsider who has failed to register, or whose registration privileges have been denied or revoked, to promptly leave school grounds. If necessary, the site administrator or designee may call the local police to enforce the departure of the visitor/outsider. When a visitor/outsider is directed to leave, the site administrator or designee shall inform the visitor/outsider that if he or she reenters the school within seven (7) days, he or she will be guilty of a misdemeanor and subject to a fine and/or imprisonment. (Penal Code 627.7).

All schools shall inform parents annually about the school’s policies regarding visitors/outsiders, and remind parents that to maximize safety and security they should also register when visiting the school.

FINGERPRINT POLICY

All employees of AIMS are fingerprinted and the prints are transmitted to the California Department of Justice and the Federal Bureau of Investigation for a criminal conviction records check. The employee will bear the cost of DOJ background checks. No employee will be permitted to perform any of the duties of his/her position until this processing has been completed and it is determined that there is no criminal conviction that would prohibit the employee from working with students and staff

SCHOOL CODE OF CONDUCT AND DISCIPLINARY PROCEDURES

AIMS K12 is committed to ensuring that employees and all individuals who work with or have contact with students conduct themselves with students in a way that is supportive, positive, professional, and non-exploitative. AIMS will not tolerate inappropriate conduct or behavior towards or with students by its employees or any individual who works with or has contact with students.

At AIMS K12 we believe that by demonstrating respect for each other, we can create a safe, caring and cooperative environment that promotes learning and celebrates the uniqueness of all individuals. AIMS K12 believes that all students have the right to learn. No student has the right to choose behavior that infringes upon the rights of others. We recognize the primary role of parents as the first and best teachers of their children. We also recognize the partnership that needs to exist between home and school. Our discipline policy is designed to encourage students to acquire and apply acceptable behaviors because student behavior is a key component of school culture and sets the foundation for academic achievement.

We expect that all students behave in a respectful way toward their teachers, any adults, their classmates, and the property of others. Additionally, students will be treated and spoken to respectfully and with care.

With a focus on community building, it is our goal that every student possesses a clear understanding of how their actions affect others. While our larger goal is to discourage misbehavior preemptively, when it occurs, we use missteps as opportunities for learning and reflection. Schools have developed behavior expectations, procedures, and policies that are consistent with a positive discipline model in which we use both kindness and firmness to co-create relationships that include both care and accountability. Systematic positive praise, reinforcement of desired behaviors, and community building structures are coupled with fair and equitable consequences for students who do not adhere to their responsibilities.

AIMS K12 Schools' approach to discipline includes: teaching school rules and social-emotional skills, reinforcing appropriate school behavior, using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences, and tracking discipline data to ensure that rules and consequences are being applied fairly to all students.

Upon enrollment and at the beginning of each school year, AIMS K12 families will each receive a copy of the Parent/Student Handbook in their Enrollment Packets and be asked to review the Handbook and agree in writing to abide by the provisions of the Handbook, including the school's discipline policy. The plan may include, but are not limited to, day-to-day discipline including, school detentions, in-school suspensions, Saturday schools, disciplinary probation, and guidelines for suspension and expulsion. The student discipline policy will define student responsibilities, unacceptable behavior, and the consequences for noncompliance. In addition, school staff members review the discipline policy

with new students and parents at the commencement of school each year.

Teachers will be trained during professional development meetings to use effective classroom management strategies to maximize instruction and minimize student misbehavior, and there will be school-wide systems for assigning both positive and negative consequences. Positive consequences include privileges such as lunch with teachers and free dress. Students who do not adhere to stated expectations for behavior and who violate the school's rules may expect consequences for their behavior.

Consequences may include, but are not limited to:

- Warning, verbal and/or written
- Individual conference with the teacher
- Loss of privileges
- Individual behavior contract
- Referral to the School Director or other school staff member
- Notices to parents by telephone or letter
- Parent conference, at school or during a home visit
- Suspension
- Expulsion

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

Any student who engages in repeated violations of the school's behavioral expectations, or a single severe infraction, will be requested to attend a meeting with the school's staff and the student's parents. The school will prepare a specific, written agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion.

AIMS K12 is exempt from Education Code requirements and procedures related to student suspension and expulsion. Therefore, references in this charter to the Education Code are used as a guideline. A student may be suspended or expelled for any of the acts enumerated in Education Code § 48900, except for willful defiance, related to school activity or school attendance that occurs at any time including, but not limited to:

- While on school grounds
- While going to or leaving from school
- During, or traveling to or from school, sponsored activities

AIMS K12 will be a positive and progressive place of learning. The discipline system is designed to create a culture of learning and the Code of Conduct (see Code of Conduct area below) is created to be

preventative. Teachers will use a range of lower-level consequences (nonverbal cues, conferencing with the student, loss of privileges, etc.) before resorting to more serious consequences. However, we will have clear policies governing suspension and expulsion. Certain offenses will result in in-school suspension while other more serious violations will result in out-of-school suspensions. Violations – that put students and/or the school in grave physical danger – will be considered grounds for expulsion according to Ed. Code 4900. Suspended students will also be responsible for making up all missed work within the specified timetable.

Student Behavior Expectations

At AIMS K12, students are held accountable for their behavior. No one student has the right to disrupt the learning environment of their fellow class members. Students are interested in their education and helping keep the focus on that main goal. Students are aware that they impact other students in the classroom, as they transition, participate in lunch and study hall, and stand in line.

With the instructions of their teachers, they choose to behave appropriately in those situations and others.

Students are expected to:

- Be diligent in their studies.
- Treat school property, private property, and other people with respect.
- Obey all school and classroom rules while at school, at District and school activities, and on the way to and from school.
- Follow all directions and directives given by any staff member.
- Dress according to the AIMS K12 dress code. All gang-related attire is prohibited.
- Use proper communication protocols to be heard and to not interrupt others.
- Not use foul language, or participate in bullying, name-calling, or fighting.

Students with Disabilities

Generally, any student identified as a student with a disability pursuant to the Individuals with Disabilities Education Act, 20 1400-1482, is subject to the same disciplinary measures applicable to all students for violations of the code of conduct, except when the student's behavior is determined to be a manifestation of his/her disability.

Responses to Misbehavior of the Student Discipline Policy

- Warning
- Detention
- Behavior Contract
- a) Students who have repeated behavioral problems need to have a behavior contract that describes the behaviors the student is supposed to engage in as well as the consequences. Parents and students must sign the agreement, and there must be a follow up meeting within four to six weeks. A referral may be made to SST to address the repeated misbehaviors.
- b) Parent Conference
- c) Counseling
- d) Loss of privileges, extracurricular activities, etc.
- e) Sending a student to another classroom for a limited period of time.
- Behavioral referral forms will be completed by the teacher before sending a student out to a

buddy classroom or to an administrator. The form will state why the student was sent, and what was done in the classroom to first stop the concern. A file of the forms will be kept in the office.

- f) Additional required hours at school: detention or Saturday School.
- g) Additional school work: extra homework, writing lines or copying materials, additional study/review.
- h) Community Service: clean, organize, take out trash, sweep, etc. AIMS k12 will provide gloves and necessary cleaning supplies as appropriate.
- i) Communication tools: Students will write letters of apology to their families/staff to discuss poor behavior/performance
- j) Confiscation of prohibited items.
- k) Suspension or Expulsion in extreme cases with leadership approval

Consequences Requirements: Consequences include the following: detentions, doubled detentions, banning from extra-curricular activities (like sports, dances), parent shadowing, removal from classroom, apology to class for misbehavior, apology to parents and teacher for misbehavior.

Detention

Detentions must be given until behavior improves. Detention forms must be used to ensure that the student, office, and teacher each have a copy. Detention sessions must be quiet and focused. Detentions are not optional at any level. See Additional Forms for a copy of a detention slip.

There are a variety of reasons a detention can be issued. These include, but are not limited to:

1. Tardiness
2. Cutting class
3. Not returning homework
4. Unsigned memo/detention/report card/etc.
5. Missing classroom materials
 - Disorganization
 - Incomplete classroom job
6. Speaking out of turn
7. Talking in class
8. Out of seat without permission
9. Not following directions
10. Food/Drinks/Gum/Candy
11. Throwing/Kicking/Hitting/Teasing

Saturday School

Saturday School is held weekly at each school site.

Saturday School can be separated into two categories: **Academic** and **Restorative Justice**, and **Academic Saturday School**.

Academic Saturday School may be assigned by any teacher or administrator, often as a disciplinary measure with regard to low grades, missing work, or absences.

Restorative Justice Saturday School is for behavioral concerns, and is often assigned by a staff member

or administrator. Restorative Justice Saturday School can also be assigned automatically, by having two detentions in one week.

Academic Saturday School:

Evidence shows that increased academic instruction, tutoring, and study time can help support students in areas where they are struggling. For these reasons, as part of the AIMS Standard, we offer and may require students to attend Academic Saturday School in instances where academic concerns must be addressed.

Academic Saturday School may be issued under the following circumstances:

- Obtaining a C- or below in any academic quarter or semester
- To complete make-up assignments, projects, or assessments
- Any unexcused student absence or tardy truancy
- Placement on academic probation
- In need of improving their subject benchmark mastery, or statewide assessments
- At the discretion of the Teacher, Administrator, Parent/Guardian, or Student

Students will be assigned packets to complete any makeup school work, missing assignments, or to receive tutoring. Students should come to Saturday School prepared and ready to work.

Restorative Justice Saturday School:

Restorative Justice is a theory of justice that emphasizes repairing the harm caused by criminal behavior. It is best accomplished through cooperative processes that allow all willing stakeholders to meet, although other approaches are available when that is impossible. This can lead to transformation of people, relationships, and communities.

Students who have received two detentions in one week will attend Restorative Justice Saturday School. Students who have committed egregious violations of any part of the code of conduct will attend Restorative Justice Saturday School. Restorative Justice Saturday School may be assigned at the discretion of the School Administrator.

Dialogue and other Restorative Justice practices can be used so that students can learn to resolve conflicts on their own and in small groups. Students can be empowered to make better decisions. Students will participate in campus community service in order to encourage character building.

Absences from Saturday School:

Students may not be absent from Saturday School without a legitimate excuse and prior approval from an administrator. A legitimate excuse (lack of transportation, religious holiday, etc.) and a signed note from a parent or guardian are required for approval from an administrator or designee. Attending an AIMS or Non-AIMS sporting event or extracurricular activity is **not** a legitimate excuse to be absent from Saturday School.

Any unexcused Saturday school absence will result in an additional Saturday School. If unexcused absences continue, different disciplinary measures may occur.

Academic Saturday School Procedures:

Teachers will receive a memo to distribute to students on the Wednesday prior to the upcoming Saturday School. Students must submit their signed memo by the following school day.

Students may only work on homework after they have completed their assigned Saturday School work.

Parent-Teacher Conferences

Parent - Teacher conferences may be held as needed to allow parent, teacher, and student to address areas of concern and determine a course of action.

Social Probation

At the discretion of the School Administrator and/or designee, an AIMS K12 student may be placed on social probation, which is defined as a period of time in which a student is restricted from engaging in any AIMS K12 activities. Students can be placed on social probation for repeated disciplinary concerns or suspension.

Students on social probation may be prohibited from:

1. Attending or participating in any on or off campus athletic events
2. Prohibition of attending club meetings

Failure to adhere to the terms of social probation will result in a longer term of social probation or suspension.

Administrative Searches

AIMS may conduct searches of students and items under the student's control (e.g., locker, backpack, purse) to ensure student and staff safety. Specifically, the purpose of these searches is to:

- Detect the possession of weapons or controlled substances
- Deter bringing weapons or controlled substances onto school grounds or during school activities
- Reduce the potential for violent incidents

Searches may be conducted under the following circumstances:

Searches based on reasonable suspicion. If a student has engaged in conduct that causes an administrator to have reasonable suspicion that the student has committed, or is about to commit, a crime or has violated statutory laws or school rules, the administrator may conduct a search of that student.

The administrator must:

- Contact a parent or guardian and inform them of the search.
- Be able to articulate the reasons for his/her suspicion and the facts and/or circumstances surrounding a specific incident.
- Be able to reasonably connect the student to a specific incident, crime, rule, or statute violation.
- Have relied on recent, credible information from personal knowledge and/or other eyewitnesses.
- Ensure that a search based on reasonable suspicion is not excessively intrusive in light of the student's age and gender and the nature of the offense.

When conducting a student search based on reasonable suspicion, school administrators must adhere to the following practices:

- Conduct the search only if there are clear and specific reasons for suspicion and there are facts that connect the student to a specific incident of misconduct.
- Jackets, purses, pockets, backpacks, bags and containers in the student's possession may be searched to the extent reasonably necessary.
- Under no conditions may a body or strip search be conducted.
- Only school administrators of the same gender as the student searched may conduct the search.
- Searches based on reasonable suspicion must be conducted in a private area where the search will not be visible to other students or staff (except for a school administrator or designee witness, also of the same gender).
- The school can request law enforcement participation if necessary.

STUDENT SAFETY AND RESPONSIBILITY

School Cleanliness

Students have the responsibility of working to keep their campus clean. It is part of the AIMS Standard that we take pride in our campus and school, so AIMS K12 students should not only clean up after themselves, they should endeavor to leave the campus as clean as they found it at the beginning of the day.

Restroom Policy

1. By law, students must not be prohibited from using the restroom. However, AIMS K12 has the following guidelines in place to prevent students from abusing bathroom privileges: Except for cases of emergency, students should not use the restroom within the first and last 30 minutes of class. Students must also utilize their breaks and lunch periods and use the restroom during these times.
2. Students must sign in and out of the classroom when going to the restroom.
3. Inform the administrative assistant if the bathrooms are low or out of toilet paper, soap, paper towels, or toilet seat liners.
4. Students with medical related bathroom needs should complete a 504 plan with the school at their earliest convenience.

Administration of Medication

Students who need to take prescribed or over-the-counter medication during the school day may be assisted by designated school personnel or allowed to self-administer certain medication as

long as it is in accordance with law, AIMS K12 policies, and administrative regulations.

It is necessary for the District to have a written statement from the student's physician and a written statement from the student's parent/guardian before (1) a designated employee administers or assists in the administration of any prescribed medication to any student; or (2) any student is allowed to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication during school hours.

It is vitally important that parents fill out new student medication forms every fall in order to have the most current medication information, as well as the current status of any health conditions. A separate form is required for each medication. Please contact the school office for the required forms. Update these forms should any of the information change during the school year.

Students who need to take prescribed or over-the-counter medication during the school day may be assisted by designated school personnel or allowed to self-administer certain medication as long as it is in accordance with law, and/or AIMS Board policies. AIMS K12 students may receive their medications from the front office or the school nurse. It is necessary for AIMS K12 to have a written statement from the student's healthcare provider and a written statement from the student's parent/guardian before:

5. A designated employee administers or assists in the administration of any prescribed medication to any student; or
6. Any student is allowed to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication during school hours.
7. Single dose over-the-counter medication, such as aspirin, ibuprofen, or cough drops, may be given to students, with prior consent from parents.

Medical Emergencies

If your child is in need of minor first aid, it will be administered in accordance with District first aid training. If medical attention appears to be necessary, but not required immediately, the parent/guardian or other emergency contacts listed will be contacted to pick the child up. Should immediate medical attention be necessary, the school will call an ambulance. If a person is suffering, or reasonably believed to be suffering, from an anaphylactic reaction, trained school personnel may use an epinephrine auto-injector to provide emergency medical assistance. Every effort will be made to contact the parent or other emergency contact person(s).

Immunizations and Other Health Requirements

To be admitted to school, children must be fully immunized in accordance with the law. Children shall be excluded from school only as allowed by law.

If you need assistance or information on free clinics, call the Alameda County Immunization

Project at 510-267-3230.

Parents are required to provide documentation that their child has been immunized against the following:

Kindergarten–12th grade

Polio

4 doses meet the requirement, or

3 doses for ages 4–6 years if at least 1 was given on or after the 4th birthday or

3 doses meet the requirement for ages 7-17 if 1 dose was given on or after the 2nd birthday

Diphtheria, Pertussis, and Tetanus (DPT)

5 doses meet the requirement, or

4 doses meet the requirement for ages 4–6 years if 1 dose was given on or after the 4th birthday,

or

3 does meet the requirement for ages 7-17 if one dose was given on or after the 2nd birthday

Pertussis (Tdap)

1 dose given after 7th birthday is required for 7th grade students and students new to the district in grades 8-12.

Measles,Mumps,Rubella (MMR)

2 doses meet the requirement;both must be given on or after the first birthday (one dose can be measles vaccine only; 1 dose must be MMR)

3 doses meet the require Measles,Mumps, Rubella (MMR)

Hepatitis B

3 doses meet the requirement or 2 doses of 2-dose formulation meet the requirement for ages 11–15 (must be documented as a 2-dose formulation of Hepatitis B vaccine)

Varicella(chickenpox)

1 dose required in kindergarten through sixth grade (2010-2011 school year) or students under age 13 entering a California school for the first time, or

No dose is required if a physician or clinic has documented on the child’s immunization card “had disease”

CAMPUS ENVIRONMENT POLICY

Weapons Policy:

Students, parents and teachers are forbidden to have weapons or look-alike weapons on campus. Possession of a firearm, whether loaded or unloaded, (including pellet-type guns) or other weapons such as pocket knives can carry severe disciplinary action up to permanent removal from AIMS K12.

The Federal Gun Free Safe Schools Act and California law prohibit the possession of firearms on

school campuses. Pursuant to these laws, any student found in possession of a firearm will be subject to arrest and will be recommended for expulsion immediately.

Upon a finding that the student was in possession of a firearm, the school's governing board shall expel the student. The term of expulsion shall be one year.

Possession includes, but is not limited to, storage in lockers, purses, backpacks, or automobiles.

Smoke-free Environment Policy:

AIMS K12 maintains a smoke-free environment, so smoking, including the use of vaping devices is not allowed on campus. Students who engage in smoking on campus are subject to disciplinary action.

Alcohol/Drugs Policy:

AIMS believes the use of alcohol or other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences. For these reasons, these substances are prohibited on campus, and AIMS K12 will make every effort to assist students and families in reducing the use of these substances. AIMS perceives this effort to be an important step towards preventing violence, promoting school safety, and creating a disciplined environment conducive to learning.

Enforcement/Discipline:

The School Administrator or designee shall take appropriate action for violation of any of the policies concerning weapons, smoking, or possession, use or sale of alcohol and/or other drugs and related paraphernalia on school grounds, at school events, or in any situation in which the school is responsible for the conduct and well-being of students. School authorities may search students and school properties for the possession of alcohol and other drugs in accordance with law, Board policy, and administrative regulations.

Students possessing, using or selling alcohol or other drugs or related paraphernalia at school or at a school event shall be subject to disciplinary procedures, including suspension or expulsion in accordance with law, Board policy, and administrative regulations. Such students also may be referred to an appropriate rehabilitation program.

Confiscated Items Policy

Any and all Items that are not allowed according to AIMS K12 rules and policies will be confiscated. The administrators will keep the item until the parent/guardian comes to retrieve it. On the first confiscation, the student will receive one detention. On the second, they will receive an additional two. On the third, the student will receive an additional three detentions and in-house suspension.

Surveillance Cameras

For the safety of students and staff, surveillance cameras that include video only (no audio) are installed in several locations on AIMS K12 campuses. Surveillance cameras are not located inside any school bathrooms or locker rooms. Surveillance videos are viewed by school administrators and may also be viewed by police, as allowed by law, and used as evidence in disciplinary matters.

Suspension, Expulsion, and Involuntary Removal Policy

All schools within the AIMS family adhere to the following procedures with regard to student suspension, expulsion and involuntary removal. Though the AIMS K12 administration permits a certain level of discretion in determining the appropriate disciplinary actions on a case-by-case basis, all schools operate within certain parameters. Those parameters are outlined in this policy and are aligned with each of the school's charters.

A pupil may be suspended or expelled for acts that are enumerated herein and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period whether on or off the campus.
4. During, or while going to or coming from, a school-sponsored activity.

UNIFORM COMPLAINT PROCEDURE

AIMS prohibits unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any student, employee, or other person participating in district programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55 or equity or compliance with Title IX, or based on his/her association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610).

Complaint forms are available on the district webpage at aimsk12.org/ucp. You may contact the AIMS Ombudsperson via email ombudsperson@aimsk12.org or visit aimsk12.org/ombudsperson.

Coversheet

Comprehensive Safe School Plan (CSSP) Lakeview

Section: V. Action Items
Item: H. Comprehensive Safe School Plan (CSSP) Lakeview
Purpose: Vote
Submitted by:
Related Material: CSSP - Lakeview 2024-2025 Final.pdf



AIMS K-12 College Prep Charter District Board Submission Cover Letter

Submitter Information

Full Name: Marisol Magana
Position/Title: Director
Department: Health & School Support Services
Date of Submission (MM/DD/YYYY): 02/20/2024

Item Details

Title of Item: Comprehensive Safe School Plan AIMS High School
Is this item a: New Submission
 Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed by:
 Superintendent
 Chief Business Officer (CBO) (If budget changes)
 Director of Compliance (If plan changes)
 Neither

Committee Review

Has this item been through the appropriate committee review process?
 Yes No
If yes: Please specify which committee(s) and provide minutes or approval documentation:

If no: Explain why:

Deadline Information

Is there a submission deadline for this item?
 Yes No
If yes: Please indicate the deadline date (MM/DD/YYYY): 3/1/2024

Financial Information (if applicable):

Total Cost: \$ _____
Is this expenditure included in the annual budget?
 Yes No
Please specify in which plan this expense is indicated:
 SPSA LCAP Other: _____



COLLEGE PREP

HIGH SCHOOL

Comprehensive Safe School Plan (CSPP)

AIMS College Prep High School
Lakeview Campus

746 Grand Ave.
 Oakland, CA 94610
 Phone: (510) 220-5044
 Fax: (510) 893-0345

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INTRODUCTION

AIMS K-12 College Prep Charter District is committed to maintaining safe and secure campuses for all of its pupils and staff. To that end, this School Safe Plan covers AIMS policies and expectations regarding the practices of each school in maintaining the security of the physical campus, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning.

AIMS College Prep High School is located near Lake Merritt. The campus serves over 400 inner city kids and about 40 faculty and staff members. The school is near the Grand Lake Theater neighborhood and is next to the 580 freeway. We co-share our campus with offices from the Oakland Unified School District. Due to the school's location there are various types of threats and the goals set forth are to diminish those threats and to continue to provide safety for our students. Some students walk to school or take public transportation. A majority of families pick up and drop off their students. So it is important that we review and train parents on the drop off and pick up procedures on a yearly basis.

Goal #1: Review with families Pick-Up and Drop Off Procedure

Goal #2: Installing Security Cameras

Goal #3: Continue to provide Annual Trainings for Staff (Active Shooter, Lockdown, Earthquake, CPR First Aid)

Goal #4: Working with District Personnel to ensure our campus is kept safe and secure

Following any emergency, notify the Site Administrator: 510-220-5044

SAFE SCHOOL PLAN COMMITTEE

The undersigned members of the AIMS Committee certify that the requirements of California Education Code 32280-32282 have been met in the development of the following Safe School Plan. The purpose of listing the safety committee is to show that the school has thought through all the various aspects of emergency preparedness involving various stakeholders at the site.

| First Name | Last Name | Role | Signature |
|-------------------|------------------|---|------------------|
| Shemika | Lilly | Parent | |
| Rosa | Vargas | Parent | |
| Shelly | Chen | Parent | |
| Esperanza | Oden | Student | |
| Sorunraksar | Chhun | Student/SGA President | |
| Hershey | Bautista | Teacher | |
| Issam | Girgis | Teacher | |
| Natalie | Glass | Director of Schools | |
| Chaniel | Clark | Head of Academics | |
| Brenda | Nixon | Dean of Students | |
| Jason | Perry | Facilities & Maintenance Coordinator | |
| Marisol | Magana | Health & School Support Services Director | |
| Vinson | Ma | Technology Clerk | |

Plan Approved on:

CHILD ABUSE REPORTING POLICY

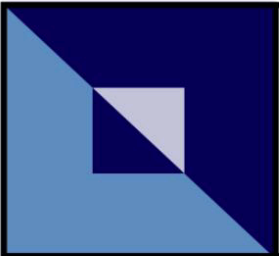
Child abuse includes: physical abuse, sexual abuse (including both sexual assault and sexual exploitation), extreme emotional abuse, willful cruelty or unjustified punishment, unlawful corporal punishment or injury that is willfully inflicted, resulting in a traumatic condition, and/or neglect (including both acts and omissions). Child neglect is defined as negligent treatment which threatens a child's health or welfare.

In accordance with Sections 11164-11174.3 of the California Penal Code, all certificated employees, employees of child care centers, instructional aides, teacher's aides, teacher's assistants, and classified employees who have been trained in the duties imposed by this law and are considered to be mandated reporters. Any one of these specified employees who knows or reasonably suspects that a child has been a victim of a child abuse and/or neglect incident must do the following:

- 1) Report the incident to a child protective agency (i.e., Department of Children and Family Services), the Police (not School Police), or Sheriff's Department, County Probation Department, or a County Welfare Department immediately by telephone.
- 2) Send a written report of the incident to the same agency within 36 hours. Although the Penal Code obligation to report applies to the aforementioned employees only, it is the policy of AIMS that all employees shall comply with the law's reporting procedure whenever they have knowledge of or observe a child in the course of their employment whom they know or reasonably suspect to have been the victim of child abuse.

Additionally, teachers and counselors are legally bound required to immediately inform a parent and/or authority and report the following instances to the Site administrator or designee, who will contact law enforcement and/or the student's parent/guardian in accordance with the law: (1) when a student indicates he or she is going to physically harm himself or herself or jeopardize his or her life; (2) when a student indicates he or she is going to physically harm another person or jeopardize another person's life or has knowledge that another person's well-being is threatened; (3) when a student indicates he or she is being physically and/or emotionally abused; (4) when a student indicates he or she has committed a felony.

Child Abuse Mandated Reporting Form



**CALIFORNIA MANDATED REPORTING
EASY STEPS...**

WHAT MUST BE REPORTED and HOW TO REPORT!

What Must be Reported:

Any of the below acts involving anyone under the age of 18:

- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Neglect

The mandated reporter must only have *reasonable suspicion* that a child has been mistreated; no evidence or proof is required prior to making a report.

The case will be further investigated by law enforcement and/or child welfare services.

How to Report:

By Phone: Immediately, or as soon as possible, make a telephone report to child welfare services and/or to a Police or Sheriff’s department.

1. Child Welfare Services phone # 510-259-1800
2. Police Department phone # 510-777-3333
3. Sheriff’s Department phone # 510-272-6878

In Writing: Within 36 hours, a written report must be sent, faxed or submitted electronically. The written report should be completed on a state form called the 8572, which can be downloaded at http://ag.ca.gov/childabuse/pdf/ss_8572.pdf

Other information:

- Safeguards for Mandated Reporters:
 - The Child Abuse and Neglect Reporting Act (CANRA) states that the name of the mandated reporter is strictly confidential, although it is provided to investigative parties working on the case.
 - Under state law, mandated reporters cannot be held liable in civil or criminal court when reporting as required; however, under federal law mandated reporters only have immunity for reports made in good faith.
- Failure to report:
 - Failure to report concerns of child abuse or neglect is considered a misdemeanor and is punishable in California by six months in jail and/or up to a \$1,000 fine.
- For the complete law and a list of mandated reporters refer to California Penal Codes 11164 -11174.3.

This document and Mandated Reporting information can be found at www.mandatedreporterca.com

EMERGENCY DISASTER PROCEDURES & DRILLS

Every school should have emergency preparedness procedures readily on hand, including a list of up to date emergency contact numbers. This information should be discussed and disseminated ideally at an all school staff meeting just when the teachers return to duty.

A wealth of information is available from various government and private organizations regarding this topic. That information is accessible via the following websites to include but not limited to:

The Department of Homeland Security (DHS): <http://www.dhs.gov>

Federal Emergency Management Agency (FEMA): <http://www.fema.gov>, <http://www.ready.gov>.

Federal Communications Commission (FCC): <http://www.fcc.gov>.

The United States Department of Education (USDE): <http://www.rems.ed.gov>.

California Office of Emergency Services (OES): <http://www.calema.ca.gov>.

California Department of Education (CDE): <http://www.cde.ca.gov>.

American Red Cross: <http://www.redcross.org>

Pacific Gas and Electric Company (PG&E): <http://www.pge.com>.

Vector Solutions: <https://aimsk12-ca.safeschools.com/>

What follows is information taken from the aforementioned resources and incorporated into selected topics which are necessary components for the development of a comprehensive safety program that satisfies the mandates of the CDE.

Staff Responsibilities

In the event of an Emergency Alert System (EAS) individuals on the school site have the following responsibilities:

Site Administrator

- Sound appropriate alarm to evacuate or shelter in place.
- Following evacuation procedures check the building to ensure that all students, personnel and visitors have left the building.
- Provide for administration of first aid and request other emergency assistance as needed.
- Keep the Central Office and your local county office informed and, if necessary, set up telephone communication at a nearby residence or business.
- Give directions to police in search clearing procedures and take full responsibility for search.
- Coordinate supervision of students and all clean-up or security efforts.

Teachers

- Carry out appropriate emergency procedures to ensure the safety and welfare of students.
- Supervise children and maintain calm and order.
- Make sure you have access to the classroom copy of the students' emergency cards.
-

Admin Assistant

- Assist and take direction from the Site Administrator.
- Make sure first aid supplies are handy in case they are needed.
- Carry out other duties as assigned.

Custodial/Maintenance

- Shut off the valves for gas, water, electricity and air conditioning (if necessary).
- Open all gates and doors to assembly and exit areas.

Aides, Volunteers and Other Adults

- Should assist teachers working with students to keep them safe, orderly and comfortable.
- Be on call for Administrators' requests.

Drills

Drills are designed to prepare students and staff for real world crisis situations but in no way can account for all possible varieties of catastrophe or threat. It is the site administrator's responsibility to schedule emergency drills throughout the year, and record the date and time of each drill. Those drills are:

- **Fire Drill:** CA Ed Code (section 32001) requires fire drills to be conducted at the following intervals:
 - **Elementary:** once per month
 - **Middle school:** four times per school year
 - **Secondary:** twice per school year
 - Fire drills should be conducted in which all pupils, teachers, and other employees are required to vacate the building(s). Current student rosters and/or roll sheets serve to account for all evacuated students and staff.
- **Lockdown/Shelter in Place:** Although not required by Ed Code, it is recommended that each school conducts a Lockdown/Shelter in Place Drill at least:
 - **Elementary:** once per quarter
 - **Secondary:** once per semester
 - Lockdown/Shelter in Place drills should be run according to a procedure established by the individual school site. The drill is designed to prepare students and staff for situations in which the classroom or school campus affords the best protection from criminal threats.
- **Earthquake/Evacuation Drill:** An Earthquake/Evacuation Drill should be conducted:
 - **Elementary:** once per quarter
 - **Secondary:** Once per semester
 - Not to be confused with a Fire Drill, Evacuation Drills are designed to prepare students and staff for situations in which the school campus is no longer a safe area due to natural/man-made disaster or criminal activity. A pre-designated site serves as the rally point for the all-out relocation of students and staff during a perceived crisis or threat via established routes of travel. Current student rosters and/or roll sheets serve to account for all students and staff relocated.

Situations may/will arise during a crisis that require a combination of actions be taken such as “lockdown” followed by “evacuation”. While constructing a safety plan it is important to keep this in mind. Prepare and drill in a manner in which flexibility and adaptability come into play as the dynamics of a potential crisis evolve.

Drill Schedule

| Month | Fire | Earthquake | Lockdown |
|-----------|-------------------|-------------------|-------------------|
| August | 8/19-8/24 | 8/19-8/24 | |
| September | 9/16/24-9/20/24 | | 9/16/24-9/2/24 |
| October | 10/14/24-10/18/24 | 10/14/24-10/18/24 | |
| November | 11/11/24-11/15/24 | | 11/11/24-11/15/24 |
| December | 12/15/24-12/20/24 | 12/15/24-12/20/24 | |
| January | 1/13/24-1/17/24 | | 1/13/24-1/17/24 |
| February | 2/10/24-2/15/24- | 2/10/24-2/15/24 | |
| March | 3/9/24-3/15/24 | | 3/9/24-3/15/24 |
| April | 4/20/24-4/26/24 | 4/20/24-4/26/24 | |
| May | 5/11/24-5/17/24 | | 5/11/24-5/17/24 |
| June | 6/9/24-6/13/24 | 6/9/24-6/13/24 | |

*Drills will be held sometime during the mentioned dates. There will be no warming of the drills. The above schedule is subject to change without notice.

Homeland Security Procedures

Homeland Security procedures are established to promote the safety of children and adults during a period of national or local emergency. The DHS (FEMA) and California OES are responsible for coordinating disaster planning among the cities in your area. It is through this coordination that information and warning notifications are communicated.

The Emergency Alert System (EAS) is a national public warning system that requires TV and radio broadcasters, cable television systems, wireless cable systems, satellite digital audio radio service (SDARS) providers, direct broadcast satellite (DBS) service providers and wireline video service providers to offer to the President the communications capability to address the American public during a national emergency. The system also may be used by state and local authorities to deliver important emergency information such as AMBER (missing children) alerts and

emergency weather information targeted to a specific area. EAS also includes a system of sirens strategically positioned throughout the school's area that can serve as a warning of impending disaster.

Announcements made via the EAS include:

1. This is a Test
2. Severe Thunderstorm Warning
3. Tornado Warning
4. Hurricane Preparations Ordered
5. Evacuation Ordered
6. Shelter-in-Place for a Security Incident
7. Shelter-in-Place for a Hazardous Material Incident
8. All Clear

Alert Signals

The ability to respond quickly and efficiently when a major disaster strikes is important so that we are able to provide protection for students and school staff. In order to be better prepared, the staff, students and parents should be informed of their responsibilities following a major disaster.

At the announcement/sound of an EAS "Alert" signal:

- All students in transit between classrooms, in restrooms, etc., will walk to their assigned classrooms.
- Admin assistant will tune to local news via applicable means.
- Each teacher will stay in the classroom with his/her students.
- Each custodian will report to the office for instructions.

At the announcement of an EAS "Shelter in Place" message:

- Children outside of class will return to their assigned classrooms.
- If necessary, teachers will direct students and themselves under desks or tables.
- Close all doors and windows.

At the announcement/sound of an EAS "All Clear" signal:

- Children will resume their regular class activities.
- When a building is unsafe to resume classroom instruction or if the situation has made the streets and sidewalks hazardous, the superintendent (or designee) will declare the premises unsafe.
- If an evacuation is found necessary, the site administrator will post on a conspicuous place, the new location of the students. A notice or letter to parents designating a site as well as procedures will be sent home with students.

Communication Plans

| | |
|-------------------------------------|--|
| 911 Calls | <ul style="list-style-type: none"> • When placing a 911 call: give your name, school name, and school address • Give specific location of shooter, intruder, fire, hazardous material or other emergency • Indicate location of incident command post |
| Mass Notification to Parents | <u>During an emergency:</u> Parent square notification, mass text message, mass phone message |
| | <u>After an emergency:</u> Mass phone call, mass text, Parent square notification, memos |

Contingency Plans (Communication and Electrical)

Describe a specific plan to provide for the following in the event of loss of services.

PLAN FOR LOSS OF COMMUNICATION:

If no telephone service:

Parent square notification, Social media account, staff radios and intercom

If no Internet service:

Mass phone call, mass text message, Staff will communicate through radios and intercom

PLAN FOR LOSS OF ELECTRICITY:

List loss of services in event of electrical outage:

Heating. Lights, food service refrigerators, Computer system

Emergency Procedures

All classrooms should have the evacuation plan & maps posted near the door(s). In the case of an emergency, every adult should be aware of his/her role and responsibilities. Below are suggested roles and procedures:

1. The Site Administrator assesses the situation.
2. Site Administrator notifies all staff of the emergency via applicable communications device(s).
3. Assigned person calls 911.
4. Assigned person notifies the Central Office.
5. Site Administrator or assigned person meets with emergency crews.
6. Assigned person(s) ensures all classrooms, hallways and restrooms on the first floor are

- empty after escorting students to their assigned location.
7. Assigned person(s) ensures all classrooms, hallways and restrooms on second floor are empty after escorting students their students to assigned location
 8. Assigned person(s) ensures the common areas are empty.
 9. Assigned person(s) greet, organize and comfort students outside the building.
 10. Each teacher takes the role and Lead Teachers pick up the names of any missing students and report these names to the emergency crew chief and the Site Administrator.
 11. Assigned person(s) will direct students who need first aid to an assigned location.
 12. The Site Administrator determines, in consultation with the emergency crews, whether to release students to their homes or to return students to classes and makes announcements via applicable communications device(s).
 13. If students and staff are dismissed for the day, an assigned person(s) will be responsible for securing the building against vandalism and theft.
 14. All classroom teachers will ensure that students are released to guardians' care.
 15. In the case that counseling services are subsequently needed by any students, the Site Administrator and an assigned person will coordinate that effort.
 16. In the case that media coverage is an issue, the Site Administrator and an assigned person will control and organize press releases and media requests. Pre-made media packages/documents are recommended for distribution to concerned sources/media personnel. Such packages will include general information about the school location, number of students, grade levels, layout, etc.

Fire Procedures

- Evacuate the buildings immediately for any fire or suspected fire.
- Sound alarm if it has not already been done.
- Call 9-1-1, identify the problem, school building address and location of fire (if known).

Never attempt to fight a fire larger than a wastebasket size. Even a small fire can generate enough smoke to cause serious injury. Never attempt to fight a fire by yourself. Call for help. Always stay between the fire and the exit.

Fire Extinguisher Instructions:

- P Pull safety pin from the handle
- A Aim at the base of the fire
- S Squeeze the trigger handle
- S Sweep from side to side

If your clothes (or someone else's) catch fire, STOP, DROP AND ROLL!

- Upon arrival, the Fire Department will assume command.
- The Site administrator or designee will be accountable for teachers and school district staff. Teachers will be accountable for students.
- Notify the Superintendent's Office.

Fire Evacuation Procedures

AIMS will conduct and log monthly fire drills using the procedures outlined below.

Teachers

Before Drill or Emergency:

Note locations of fire extinguishers throughout the school.

- a) Review these exit procedures with your class and clearly explain your expectations.
- b) Designate two classroom leaders who can be relied on to give instructions in case a teacher is injured during a fire.
- c) Designate one student to lead your class to the assigned assembly point. Teachers will be the last ones out of the classrooms, so it is important that your student leader knows exactly where he/she is going -- walk the student leader through the steps before the drill.
- d) If students are not in the classroom when fire alarm sounds, instruct students to immediately exit to the class' designated assembly point, join their class, and check in with the teacher.

DURING DRILL OR EMERGENCY:

- a) Take your class list, fire drill procedures, evacuation maps, walkie, First Aid Kit, and stop sign with you.
- b) Upon hearing the alarm, instruct your students to quickly leave the building in a single file, orderly line. Running causes panic and is not allowed.
- c) Students must be SILENT.
- d) Use of elevators during an emergency is prohibited.
- e) Teachers leave the classroom last. Close the door and turn off your lights. Administrators will view this as a signal that your classroom is evacuated successfully and completely.
- f) When using the stairwells, classes must descend in a single file line. Overtaking other classes or individuals is not permitted.
- g) Teachers need to assemble students in single file lines and exit their classes according to the evacuation map and assembly location map.
- h) Teachers and students should follow the exit route in a calm and orderly fashion to their assigned assembly point
- i) Once at the assembly point, count students and take roll to ensure that every student is present.
- j) Hold up the red sign if you are missing any students. Inform the Site administrator or designee or members of the Fire or Police Services if any students are missing. Hold up the green sign to indicate that all of your students are accounted for and safe.
- k) No one is to re-enter the building until told to do so by the Fire Service or the Site administrator or designee. Wait for an **“All Clear”** signal to be given by a member of the Fire or Police Services or a Site administrator or designee.

- l) Students cannot leave campus unless they are with an emergency services worker and have notified their teachers and the Site administrator or designee of their departure.
- m) No student is to leave campus with guardians until the “**All Clear**” signal is given by a member of the Fire or Police Services.
- n) Once the “**All Clear**” signal is given, teachers must keep students assembled and supervised. Make note of students who leave campus with their guardians.

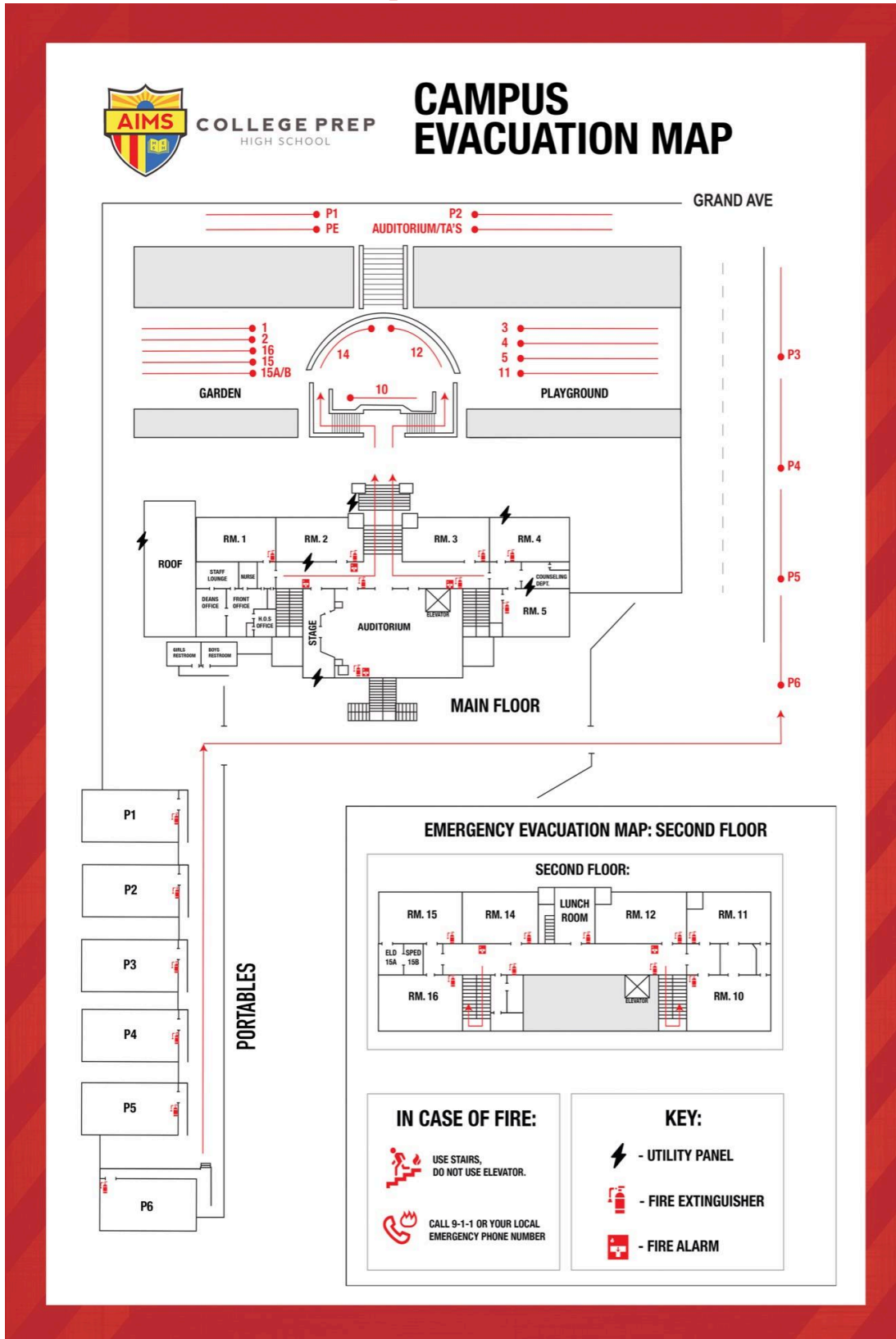
Students, staff and visitors with mobility difficulty will move to the exit furthest from the incident and wait for 1st responders to assist with evacuation. Only in an absolute emergency is it necessary for staff or others to remove without the help of 1st responders.

Oakland Fire Department Fire Station #10
172 Santa Clara Avenue
Oakland, CA 94610
Emergency: (510) 444-1616
Non-Emergency: (510) 444-3322

Site Administrator

- Order an evacuation if the fire alarm doesn't work and call 9-1-1
- Confirm school wide clearance for all floors
- Check-in with other administrators and report missing persons to a member of the Fire or Police Department immediately.

Site Evacuation Routes & Maps





First Aid

The First Aid area should be located at an assigned place and properly stocked at all times. The First Aid team will consist of individuals assigned by the site administrator or designee.

Site Lockdown Procedures

AIMS will conduct and log at least two lockdown drills per academic year.

Lockdowns may be called for any number of reasons, here are just some that may come up.

- A person on campus that has not identified themselves as a guest or parent.
- A person on campus that intends to do harm
- An animal that is aggressive or is sick foaming at the mouth etc.
- A lockdown called by local law enforcement due to outside threats.
- A chemical spill or fire nearby.

The site Administrator will make the call to start the lockdown, in most cases. Exceptions are Active Shooter and other situations where time is of the essence.

Once a lockdown is called:

- Make sure your students are in the classroom and away from the door and windows seated on the floor in the corner furthest from the door.
- LOCK the door, close your blinds
- If you see the threat CALL 911 and give the
 - dispatcher details of the threat
 - Give your name and current location (classroom, office, etc)
 - Give the school address (746 Grand Ave. Oakland, CA 94610)
 - Answer any questions the dispatcher asks
 - STAY ON THE LINE AS LONG AS YOU SAFELY CAN.
- Do not exit the room for any reason until given the “ALL CLEAR”
- Do not let students exit the room to use the restroom or for any other reason.
- If it’s an active shooter law enforcement will go room to room escorting classes and staff from the building.
- Additional instructions will be given after the all clear is given.

Upon hearing shots or being alerted to an event involving serious violence on campus:

ALERT 911. Nothing should discourage a teacher or staff member from immediately contacting 911 themselves should they find themselves in a life and death situation. Seconds count in times of crisis. Law enforcement must be alerted as soon as possible to mitigate the threat.

After receiving a lockdown notification:

1. **Teachers** are to:
 - a. Quickly glance outside the room and direct students or staff members from the hall into the classroom immediately.
 - b. Close and lock classroom doors. The front door will be locked by an administrator.
 - c. Place students against the wall so that students are not visible to an intruder looking through the door or windows.
 - d. Locate and hold on to the roll book to account for students if an evacuation becomes necessary.
 - e. Turn out the lights.
 - f. Keep students quiet and maintain a calm atmosphere in the classroom, keeping alert to emotional needs of students.
 - g. Have cell phones and/or laptops accessible to receive announcements/updates from administration and police officers.
 - h. Keep all students in the classroom until an “All Clear” has been announced through the communication system (ie. walkie talkies/intercom,).

2. **Students** should know:
 1.
 - a. To remain calm and to immediately follow all directives of classroom teachers or administrators.
 - b. To go to the room nearest their location in the hallway.
 - c. That no one will be able to leave the room for any reason.
 - d. That silence must be maintained (students cannot use cell phones).
 - e. To make sure they are marked present if an evacuation occurs.
 - f. To not leave the classroom until directed to do so by the classroom teacher, administrator, or police officer.

Staff should also note the following:

- Administrators will use walkie talkies and cell phones to communicate to teachers and staff. Other clerical staff will deliver messages as needed and work with the Site administrator or designee and Police Services.
- Upon notification of a lockdown, physical education teachers will keep students off-site and remain at their off-site PE location until they receive an All-Clear via cell phone text, walkie talkie or direct call.
- If teachers or students are in the bathrooms, they should move to a stall, lock it, and stand on the toilet until hearing an All-Clear signal
- Anyone in the hallway should move to the closest classroom immediately.
- Stay in safe areas until directed by law enforcement officers or an administrator to move or evacuate. Never open doors during a lockdown.

- If an evacuation occurs, all persons/classrooms will be directed by a law enforcement officer or administrator to a safe location. Once evacuated from the building, teachers should take roll for all students present in class. Missing students or staff should be reported to administration or law enforcement officers immediately.
- When the emergency is over, a coded "all clear" will be announced.
- Each staff member will document exactly what occurred in their area of responsibility. This will be done as soon as possible.

The Lockdown/Active Shooter

According to the United States Department of Homeland Security, there are three responses to an Active Shooter scenario – Run, Hide or Fight. It is incumbent upon the Site Administrator to adopt a well thought out plan of action, to stick with it (consistency), develop it (seek training and customize the plan to serve a particular school site) and practice it regularly. Which option the school leader chooses is based on where you are when you hear the shots or when you are made aware that there is a perpetrator on site prepared to discharge a firearm. AIMS directs that if a shooting takes place the first priority is to shelter students and staff from danger.

Upon hearing shots or being alerted to an event involving serious violence on campus:

1. ALERT 911. Nothing should discourage a teacher or staff member from immediately contacting 911 themselves should they find themselves in a life and death situation. Seconds count in times of crisis. Law enforcement must be alerted as soon as possible to mitigate the threat.
2. Institute “lockdown” or “evacuation” protocol.
 - *If the threat on the inside is greater than the threat on the outside – evacuate (run)*
 - *If the threat on the outside is greater than the threat on the inside – lockdown (hide)*
 - *If the lockdown is defeated, at that time a decision will need to be made whether to engage the perpetrator (fight)*

Once a decision has been made to lockdown, do not break lockdown protocol until the entire lockdown has been released.
3. Teachers direct students as to the plan of action for their specific classes (i.e. run, hide, fight, etc.).
Note: Students should be provided age appropriate training in advance of what to do in an active shooter (intruder on campus) scenario.
4. Staff must immediately and continually communicate with other staff and students via all applicable devices the source/location/status of the threat. This will allow for more appropriate courses of actions, i.e. shelter instead of evacuate, vice versa, etc. Continually provide updates as practical until the threat no longer exists.

Note: Communication should only take place if it is safe to do so. In some instances a lockdown will require radio silence and for cell phones to be muted or off.

5. At the conclusion of such an event, an assigned person(s) will control, organize media and distribute media packages.

Note: Have pre-scripted press releases on file. Ensure the person communicating with the media has been trained.

6. Shortly after the conclusion of an event, an assigned person(s) will ensure that counseling services are available as soon as possible.

Site Emergency Procedures for Special Needs Students

1. Students/Staff and visitors in Wheelchairs will move to the exit furthest from the incident and wait for 1st responders to assist with evacuation. Only in an absolute emergency is it necessary for staff or others to remove without the help of 1st responders.
2. Procedures for special needs students may need to be implemented in emergency situations such as fire, earthquake, bomb threats, etc.
3. At the beginning of each school year, an Individual Emergency Procedures Plan must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments who may require:
 - a. wheelchair on a daily basis
 - b. specialized equipment
 - c. physical assistance to evacuate in a timely manner
3. Each plan requires that support staff be designated as specialized assistants during times of emergency.
4. The Assigned Specialist is responsible for:
 - a. identifying all students who will require additional assistance
 - b. working with the designated certificated staff (classroom teachers) and the site administrator to ensure that coverage and a plan is completed for each student

*** Since new students may arrive at any time during the school year, this assignment will be continuous throughout the year.**

5. Use the format below to complete an Individual Emergency Procedures Plan for each special needs student. Place a copy of the plans in the Site Emergency Operations Plan and with the individual classroom teacher’s emergency materials. (class roster, etc.)

| Individual Student Emergency Procedures Plan | | |
|---|----------------|-----------------|
| Student: | Room #: | Teacher: |
| Designated Specialized Assistants: <i>(identify two staff in this area)</i> | | |

| |
|--|
| <p>Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner (complete below)</p> |
|--|

DISASTER PLANS

Whenever there is any type of disaster, the primary concern is the safety of the students. The following general guidelines will offer assistance in a variety of disaster situations. Each teacher should also display Disaster Plan guidelines prominently in each classroom. Nothing in these guidelines should discourage a teacher or staff member from immediately contacting 911 themselves should a life and death emergency exist. Seconds count in times of crisis. Emergency personnel must be alerted as soon as possible to mitigate disaster.

Fire

1. Site Administrator, custodians and/or office manager will determine the location of the fire.
2. Office manager will phone 911, pick up emergency card binder and student medication and leave the building prepared to phone parents of any injured child.
3. Custodian or Siter Administrator will sound the fire alarms.
4. Staff will follow evacuation procedures previously described.
5. Students should leave the room in a single file, walk briskly but carefully, and stay in their class group when they reach their designated spot.

Earthquake

If indoors:

1. Utilize solid desks and tables for cover from falling objects and debris.
2. Turn away from windows.
3. Utilize solid interior walls and archways.
4. Cover head with arms or hold to the cover and be prepared to move with it.
5. Hold the position until the ground stops shaking.
6. When initial shaking stops, the Site Administrator or office manager sounds alarms to evacuate the building.
7. Staff to follow evacuation procedures previously described.

If outdoors:

1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground.
3. Look out for dangers that demand movement.
4. Be prepared to seek cover again soon after the initial quake due to aftershocks.
5. Staff to follow evacuation procedures previously described.

Flood/ Severe Weather

Warnings of severe weather are usually received via the EAS. If time and conditions permit, students may be sent home. However, if the weather conditions develop during school hours, without sufficient warning, students should be held at school.

The Site Administrator will assess the situation and make an announcement via applicable communication device(s) to A) evacuate, B) stay in classes or C) release students to go home.

See emergency procedures previously described for evacuation directions.

(UTILITY SERVICE FAILURE – custodial staff should familiarize themselves with the appropriate service provider numbers and websites. Be able to identify pole numbers and which service provider is using them, i.e. electric company versus cable company, etc.)

Electrical Failure

1. Site Administrator and/or custodian notify the appropriate electrical company (PG&E)
2. Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored.

Gas Line Break

1. Site Administrator and/or Facilities Coordinator notify PG&E.
2. Site Administrator and/or Facilities Coordinator notify the Fire Department.
3. Staff to follow the evacuation procedures previously described.

Water Main Break

1. Site Administrator and/or Facilities Coordinator immediately notifies the local water control authority.
2. Maintenance shuts off water.
3. The Site Administrator determines if it is necessary to follow the emergency procedures to evacuate students and staff.

Water Contamination

1. Instruct teachers to move students away from drinking fountains and sinks.
2. Notify the school office and APS headquarters.
3. Have maintenance turn off pressure to drinking fountains and sinks.
4. Contact Water District

Chemical Spill/ Incident

If Indoors:

1. Block or rope off area – DO NOT TOUCH ANYTHING.
2. Evacuate room and TURN OFF air conditioning system.
3. Notify Facilities Coordinator of the incident - contact 911 if necessary.
4. Maintenance/Custodian staff will review SDS to ensure proper clean up

If Outdoors:

1. Upon hearing of a chemical leak (usually from the fire department or other city office) the Site Administrator will determine if students should be evacuated.
2. Move away from buildings, poles and overhead wires.
3. Close doors and windows and TURN OFF air conditioning system.
4. If it is necessary to leave the site, move crosswind, never more directly with or against the wind which may carry fumes.
5. Give first aid.
6. Staff to follow the emergency procedures previously described.

Below is the locations of known chemical users (more than the normal residential user)**Lockdown/Active Shooter**

Several strategies/philosophies exist in relation to how to properly respond to school site violence (Run- Hide-Fight, etc.). In the wake of many notable campus shootings, both public and private entities have devised different courses of action to take in the event of the “worst case scenario” (refer to list of sources located at the beginning of the Emergency Preparedness section). It is incumbent upon the Site Administrator to adopt a well thought out plan of action, to stick with it (consistency), develop it (seek training and customize the plan to serve a particular school site) and practice it regularly. Which option the school leader chooses is based on where you are when you hear the shots or when you are made aware that there is a perpetrator on site prepared to discharge a firearm. AIMS K-12 directs that if a shooting takes place the first priority is to shelter students and staff from danger.

Upon hearing shots or being alerted to an event involving serious violence on campus:

1. ALERT 911. Nothing should discourage a teacher or staff member from immediately

contacting 911 themselves should they find themselves in a life and death situation. Seconds count in times of crisis. Law enforcement must be alerted as soon as possible to mitigate the threat.

2. Institute “lockdown” or “evacuation” protocol.
 - a. If the threat on the inside is greater than the threat on the outside – evacuate (run)
 - b. If the threat on the outside is greater than the threat on the inside – lockdown (hide)
 - c. If the lockdown is defeated, at that time a decision will need to be made whether to engage the perpetrator (fight)

Once a decision has been made to lockdown, do not break lockdown protocol until the entire lockdown has been released.

3. Teachers direct students as to the plan of action for their specific classes (i.e. run, hide, fight, etc.).
4. Staff must immediately and continually communicate with other staff and students via all applicable devices the source/location/status of the threat. This will allow for more appropriate courses of actions, i.e. shelter instead of evacuate, vice versa, etc. Continually provide updates as practical until the threat no longer exists.
Note: Communication should only take place if it is safe to do so. In some instances a lockdown will require radio silence and for cell phones to be muted or off.
5. At the conclusion of such an event, an assigned person(s) will control, organize media and distribute media packages.
Note: Have pre-scripted press releases on file. Ensure the person communicating with the media has been trained.
6. Shortly after the conclusion of an event, an assigned person(s) will ensure that counseling services are available as soon as possible.

Bomb Threat

There are two primary ways a bomb threat may arise. One is through a phone call or written letter in which a bomb is discussed. The other is through the sighting of a suspicious object. Threats should be handled quickly and efficiently as if they were real and life threatening.

If there is a phone call or written threat of a bomb on campus, the person who took the call or read the note will:

1. Notify Site Administrator immediately.
2. Immediately notify law enforcement via 911. Never use alternate numbers to contact law enforcement as a bomb threat is considered a “crime in progress”. Danger may be imminent. Emergency responders need as much warning as possible.
3. Try to obtain information from the caller such as where the bomb is, where it is set to explode, what it looks like, what kind of bomb it is, why it is there and who the caller is. Note any identifying features about the caller (i.e. gender, speech patterns).

If there is a sighting of a suspicious object, the person would:

1. Notify Site Administrator immediately.
2. Do not touch the object but note any identifying features to describe it to the Site Administrator and emergency crews.

In all cases:

1. If the Site Administrator determines the need to evacuate, staff follows emergency procedures previously described.
2. Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be evacuated. However, a staff member may be asked to accompany emergency responders to assist in pointing out any suspicious/unfamiliar objects or packages.
3. If you see any suspicious object, steer clear of it and report it to the Site Administrator and/or emergency responders. Follow the directives of all emergency responders.
4. NEVER use devices that transmit radio frequencies such as cellular phones or walkie-talkies as the frequencies may set off an explosive device(s).

Explosion

If indoors:

1. Take cover within, next to, or under solid objects or walls. Solid materials such as concrete walls can serve as adequate shelter in a blast. Be familiar with possible areas of indoor cover at your school site ahead of time.
2. Turn away from glass windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms or hold to the cover.
5. Hold the position until directed to evacuate the building.
6. Staff will follow the emergency procedures previously described.

If outdoors:

1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground. Solid materials such as concrete parking lot/playground curbs and planters can serve as adequate shelter in a blast. Be familiar with those possible areas of outdoor cover at your school site ahead of time.
3. Look out for dangers that demand movement.
4. Staff to follow emergency procedures previously described.

STUDENT INCIDENT RESPONSE

First Aid

The First Aid area should be located at an assigned place and properly stocked at all times. The First Aid team will consist of individuals assigned by the site administrator or designee.

Allergic Reaction

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should

be contacted for any sign of allergic reaction.

STAFF ACTIONS:

1. If there is an imminent risk, call 911.
2. Send for immediate help (First Aid, CPR, medical) and medication kit (for known allergies).
3. Notify Site Administrator.
4. Assist in getting “Epi” (Epinephrine) pens for individuals who carry them (usually in a backpack), and prescription medications (kept by health coordinator).
5. If an insect bites, remove the stinger immediately.
6. Assess the situation and help students/staff members to be comfortable.
7. Move students or adults only for safety reasons.

SITE ADMINISTRATOR ACTIONS:

1. If there is an imminent risk, call 911 (always call 911 if using “Epipen”).
2. Notify parents or guardians.
3. Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
4. Observe for respiratory difficulty.
5. Attach a label to the person’s clothing indicating: time & site of insect sting or food ingested, name of medicine, dosage and time administered.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

1. Keep an “Epipen in the school office and notify staff as to location.
2. Emergency health cards should be completed by parents for each child and should be easily accessible by school personnel.
3. Provide bus drivers with information sheets for all known acute allergic reactors.

Opioid Overdose Response Protocol

STEP 1: Evaluate for Signs of Overdose.

- a. All employees will be trained to recognize the following signs of an opioid overdose:
 - Unconsciousness or inability to awaken;
 - Slow or shallow breathing or breathing difficulty, such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened; and
 - Fingernails or lips turning blue/purple.
- b. If any person is suspected of suffering an overdose, any employee shall first attempt to stimulate the person by:
 - Calling the person’s name;
 - Then, vigorously grinding knuckles into the sternum (breastbone) or rub knuckles on the person’s upper lip.
- c. If the person responds, assess whether he or she can maintain responsiveness and breathing.

- d. Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.
- e. If unresponsive, call 911, provide rescue breathing if the person is not breathing on their own, and administer one dose of naloxone.

STEP 2: Call 9-1-1. Calling 9-1-1 at the appropriate time is an essential step to getting someone with medical expertise to care for the person suspected of experiencing an opioid overdose. If no emergency medical services (EMS) or other trained personnel are on campus, activate the 9-1-1 emergency system immediately. All that needs to be reported is “Someone is unresponsive and not breathing” and then report the specific address and/or description of the location on the campus where the person is located. After relaying this information, follow the dispatcher’s instructions. If appropriate, the 9-1-1 operator will instruct you to begin CPR.

STEP 3: Administering Naloxone. Employees will be trained on the administration of naloxone according to the instructions provided with the naloxone product maintained at the school.

- a. If a person does not respond within 2-3 minutes after administering a dose of naloxone administer a second dose of naloxone.
- b. The duration of effect of naloxone depends on the dose, method of administration, and overdose symptoms. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.
- c. More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional doses or forms of naloxone therapy.
- d. Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

STEP 4: Support the Person’s Breathing. Supporting breathing is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

- a. Rescue breathing for adults involves the following steps:
 - Be sure the person’s airway is clear (check that nothing inside the person’s mouth or throat is blocking the airway).
 - Place one hand on the person’s chin, tilt the head back, and pinch the nose closed.
 - Place your mouth over the person’s mouth to make a seal and give two slow breaths.
 - Watch for the person’s chest (but not the stomach) to rise.
 - Follow up with one breath every 5 seconds.
- b. Chest compressions for adults involve the following steps:
 - Place the person on his or her back.
 - Press hard and fast on the center of the chest.

- Keep your arms extended.

STEP 5: Monitor the Person's Response. All should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of naloxone infusion. Most people respond to naloxone by returning to spontaneous breathing within 2-3 minutes of receiving a dose of naloxone. Because naloxone has a relatively short duration of effect, overdose symptoms may return, so it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

DO's and DON'T's:

DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.

DO administer naloxone and utilize a second dose if no response to the first dose.

DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.

DO stay with the person and keep them warm.

DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum, or light pinching, the person may be unconscious.

DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.

DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.

DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into lungs can cause a fatal injury.

NOTE: all naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

SITE ADMINISTRATOR ACTIONS:

1. If there is an imminent risk, call 911 (always call 911 if using Naloxone).
2. Notify parents or guardians.
3. Administer medication
4. Observe for respiratory difficulty.

Death/Suicide

1. Site Administrator will be notified in the event of a death or suicide on campus.
2. Assigned person(s) will phone 911.
3. Assigned person(s) will phone APS headquarters.
4. The Site Administrator will notify teachers to keep students in their classrooms until

informed otherwise.

5. Assigned person(s) will control and organize the media. Distribute media packages and/or make references to the appropriate school website that contains media information.
6. Assigned person(s) will notify relatives where the victim(s) have been taken and not divulge unnecessary details.
7. Assigned person(s) will ensure that counseling services are available as soon as possible.

Intruders/ Vicious Animals

1. Institute lockdown or evacuation protocol.
2. Nothing should discourage a teacher or staff member from immediately contacting 911 themselves should a life and death emergency exist. Seconds count in times of crisis. Emergency personnel must be alerted as soon as possible to mitigate disaster.
3. If it is unclear as to whether or not an unfamiliar person is authorized on campus or an animal is truly vicious, contact the main office to assist with confirmation/clarification. Office staff can take appropriate action at that point (i.e., contact Police or animal control agency).

PUBLIC AGENCY ACCESS

Public shelters are managed by the American Red Cross, and all shelter operations are coordinated through the Office of Emergency Services and AIMS Administrative Service Offices Personnel. AIMS will comply with all public agencies, such as the Red Cross, to establish the school building, school grounds and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. AIMS shall cooperate with the public agency in furnishing and maintaining the services as the AIMS may deem necessary to meet the needs of the community.

GROUNDS FOR SUSPENSION AND EXPULSION

Out of school suspension is a disciplinary measure that must be executed when extreme safety concerns or egregious behavior have been displayed.

In the case of fights or other acts of violence, suspension is automatic.

With the exception of extreme concerns (at the determination of the School Administrators or their designate), generally, suspensions will not be more than two days.

In-School Suspension

Suspension - Out of school suspension is a last resort action. Buddy classroom placement should be utilized. Students should first have detentions and Saturday School prior to most suspensions. Parent shadowing should be used prior to most suspensions. In-house suspension should be used prior to most suspensions. In the case of fights or other acts of violence, suspension is automatic. Actions leading up to expulsion warrant suspension. With the exception of extreme concerns, suspensions shall not be more than two days.

A student identified as an individual with disabilities or for whom the Charter School has a basis of

knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the AIMS K12 shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student’s parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until AIMS K12 issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Suspension/Discretionary Expulsion Conduct

The School Administrator or designee may suspend from school or recommend for expulsion a pupil if he or she determines that the pupil has committed one of the following acts:

- A. **Physical Injury or Violence:** Caused, attempted to cause, or threatened to cause physical injury to another person; or willfully used force or violence upon another person, except in self-defense. A pupil who aids or abets in infliction of physical injury to another may be suspended but not expelled.
- B. **Dangerous Object:** Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from the Site Administrator or the designee of the Site Administrator.
- C. **Drugs or Alcohol:** Unlawfully possessed, used, or otherwise furnished, or been under the influence of a controlled substance, an alcoholic beverage, or an intoxicant of any kind.
- D. **Look-Alike Substance:** Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person a replica substance.
- E. **Robbery/Extortion:** Committed or attempted to commit robbery or extortion.

- F. **Property Damage/Vandalism:** Caused or attempted to cause damage to school property or private property, including electronic files and databases.
- G. **Theft:** Stolen or attempted to steal school property or private property.
- H. **Tobacco:** Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets.
- I. **Obscenity/Profanity/Vulgarity:** Committed an obscene act or engaged in habitual profanity or vulgarity.
- J. **Drug Paraphernalia:** Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia.
- K. **Receipt of Stolen Property:** Knowingly received stolen school property or private property
- L. **Imitation Firearm:** Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- M. **Witness Harassment or Intimidation:** Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- N. **Prescription Drug Soma:** Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- O. **Hazing:** Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.
- P. **Bullying/Electronic:** Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined herein, directed specifically toward pupil or school personnel.
 - 1. **“Bullying”** means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils directed toward one or more pupils or school personnel that has or can be reasonably predicted to have the effect of one or more of the following:
 - a) Placing reasonable pupil or school personnel in fear of harm to that pupil’s or school

personnel's person or property.

- b) Causing reasonable pupil or school personnel to experience a substantially detrimental effect on his or her physical or mental health.
- c) Causing a reasonable pupil to experience substantial interference with his or her academic performance, or school personnel with his or her job performance.
- d) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

2. "Electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- a. A message, text, sound, video, or image.
- b. A post on a social network Internet Web site, including, but not limited to:
- c. Posting to or creating a burn page. **"Burn page"** means an Internet Web site created for the purpose of bullying.
- d. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). **"Credible impersonation"** means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
- e. Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). **"False profile"** means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- f. An act of cyber sexual bullying:
 - i. For purposes of this clause, **"cyber sexual bullying"** means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - 1. For purposes of this clause, **"cyber sexual bullying"** does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - 2. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

3. **“Reasonable pupil”** means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
- Q. **Sexual Harassment:** The pupil has committed sexual harassment. The harassing conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment.
 - R. **Hate Violence:** The pupil has caused, attempted to cause, threatened to cause, or participated in a “hate crime.” “Hate crime” means a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim: disability, gender, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.
 - S. **Harassment, Threats, or Intimidation:** The pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.
 - T. **Terroristic Threats:** The pupil has made terroristic threats against school officials or school property, or both. For the purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.
- I. Parents/Guardian will be notified in all cases of violations.
 - II. Administration will determine discipline based upon the following criteria:
 - A. Seriousness of offense
 - B. Circumstances of situation
 - C. Student’s prior disciplinary records
 - D. Any other extenuating circumstances

Suspension Procedures

The site leaders are afforded a great deal of discretion in determining appropriate punishments, **unless a**

mandatory expulsion offense is identified.

Even if suspension is deemed appropriate, the site administrator may opt for supervised in-school suspension.

If the School Administrator or Division Heads or designee determines that suspension is appropriate, a school employee shall make a reasonable effort to contact the pupil's parent or guardian in person or by telephone. Whenever a pupil is suspended from school, the parent or guardian shall be notified in writing of the suspension.

The School Administrator or Division Heads or designee shall report the suspension of the pupil, including the cause therefore, to the Superintendent.

A parent conference will be scheduled to discuss the matter with the School Administrators or designee. Whenever practical, the teacher or staff member who witnessed the offense will also be present. At this conference, the administration and the parent or guardian will discuss the causes, duration, school policy involved, and any other matters pertinent to the suspension.

Any pupil who is suspended for five days or fewer must complete all assignments and tests missed during the suspension within three school days of their return. Any pupil who is suspended for more than five days will have five school days after their return to complete all assignments and tests missed during suspension.

Administration has the authority to lengthen the amount of time a pupil has to make-up his or her work, as appropriate in a given situation. Assignments submitted late will receive no credit.

Expulsion Requirements

All 48900 offenses as spelled out in the California Education Code automatically warrant an expulsion hearing. Students may also be expelled for repeated excessive behavioral concerns. AIMS expulsion forms must be used in the process. Legal Timelines must be adhered to without exceptions. All relevant witnesses, teachers and administrators must be present at the hearing. Parents must be informed in writing of the expulsion. (This section also appears in the behavior section.)

Students who commit offenses that result in a recommendation for expulsion or mandatory expulsion, or whose conduct falls under **"Suspension/Discretionary Expulsion"** (excluding disruption or defiance) will be referred to the School Administrator or designee. If a teacher observes disruptive or defiant conduct, the teacher will make a determination as to whether or not administrative intervention is required. Otherwise, they may follow the school's discipline policies to ensure proper student conduct.

To determine whether or not an offense meets the guidelines for suspension or expulsion, the Superintendent and the School Administrator or designee will meet with the pupil and school employee who referred the pupil for discipline. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to respond. If an "emergency situation" exists, the pupil may be excluded from this meeting. "Emergency situation" means a situation determined by the School Administrator or designee to constitute a clear and present danger to the life, safety, or health of pupils or school personnel. If a pupil is suspended without a

conference before suspension, both the parent and the pupil shall be notified of the pupil's right to a conference.

Unless an offense results in a recommendation for expulsion or mandatory expulsion, as a matter of policy, American Indian Model Schools consider suspension and discretionary expulsion a punishment of last resort. Suspension and discretionary expulsion shall be imposed only when other means of correction fail to bring about proper conduct. Therefore, our schools will first consider the appropriateness of other disciplinary avenues before suspending or expelling a student.

If a pupil has committed a suspension-eligible offense, then the school administrator has the authority to recommend expulsion. Expulsion will be used as a tool of last resort for students whose conduct is so egregious that it is unlikely to be changed by any other means and whose behavior poses a threat to the safety of a member of the school community or significantly limits the ability of other students to effectively learn.

In addition to any school action, suspected criminal activity will be reported to the police and appropriate legal consequences may result.

For purposes of notification to parents, and for the reporting of expulsion or suspension offenses to the CDE, AIMS K12 Schools will identify, by offense committed, in all appropriate records of a pupil each suspension or expulsion of that pupil.

AIMS K12 will notify the District of Residence within 30 days of all transfers, disciplinary or not. For all students who are expelled, the school will contact the District of Residence to notify them of the terms of the expulsion.

Expulsion Hearings and Process

The School Administrator recommends expulsion by clearly defining the facts and situation in writing to the AIMS K12 Superintendent.

The AIMS K12 Superintendent decides whether or not to recommend expulsion to the Board.

Within 30 school days of a recommendation for expulsion from the Superintendent, the Board will hold a hearing to determine if it is appropriate to expel the pupil. The pupil may request, in writing, a postponement of no more than 30 calendar days. Any additional postponement may only be granted at the discretion of the Board.

Within 10 school days after the conclusion of the hearing, the Board shall decide whether to expel the pupil.

If compliance by the Board with the time requirements for the conducting of an expulsion hearing under this subdivision is impracticable, the Superintendent may, for good cause, extend the time period for the holding of the expulsion hearing for an additional 5 school days.

Written notice of the hearing shall be forwarded to the pupil at least 10 calendar days prior to the date of the hearing by the Board Secretary and shall include:

- a. The date and place of the hearing.
- b. A statement of the specific facts and charges upon which the proposed expulsion is based.
- c. A copy of the disciplinary rules of the school district that relate to the alleged violation.
- d. A notice of the parent, guardian, or pupil's obligation upon enrollment in another school district to inform the receiving school district of his or her status with the previous school.
- e. Notice of the opportunity for the pupil or the pupil's parent or guardian to appear in person or to be represented by legal counsel or by a non-attorney adviser, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf, including witnesses.

The Board shall conduct a hearing to consider the expulsion of a pupil in a session closed to the public, unless the pupil requests, in writing, at least five days before the date of the hearing, that the hearing be conducted at a public meeting. Regardless of whether the expulsion hearing is conducted in a closed or public session, the Board may meet in closed session for the purpose of deliberating and determining whether the pupil should be expelled.

A record of the hearing shall be made. The record may be maintained by any means, including electronic recording, so long as a reasonably accurate and complete written transcription of the proceedings can be made.

Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs. A decision of the Board to expel must be supported by substantial evidence showing that the pupil committed the act(s) of which he or she is accused.

The final action to expel a pupil shall be taken only by the Board in an open session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation must be sent by the board president or his or her designee to the pupil or the pupil's parent or guardian.

The Board shall maintain a record of each expulsion, including the cause therefore. Records of expulsions shall be a non-privileged, disclosable public record subject to FERPA. The expulsion order and the causes therefore shall be recorded in the pupil's mandatory interim record and shall be forwarded to any school in which the pupil subsequently enrolls upon receipt of a request from the admitting school for the pupil's school records.

Suspending an Expulsion Order

The Board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the pupil has satisfactorily completed the rehabilitation program.

During the period of the suspension of the expulsion order, the pupil is deemed to be on probationary status. The Board may revoke the suspension of an expulsion order under this section if the pupil commits any of the acts designated as Suspension/Discretionary Expulsion Conduct or violates any of the school's rules and regulations governing pupil conduct. When the Board revokes the suspension of an expulsion order, a pupil may be expelled under the terms of the original expulsion order.

Upon satisfactory completion of the rehabilitation assignment of a pupil, the Board shall reinstate the pupil and may also order the expungement of any or all records of the expulsion proceedings.

Readmission to the Charter

An expulsion order shall remain in effect until the Board orders the readmission of a pupil. At the time an expulsion of a pupil is ordered for an act other than Mandatory Expulsion Conduct, the Board shall set a date, not later than the last day of the semester following the semester in which the expulsion occurred, when the pupil shall be reviewed for readmission. For a pupil who has been expelled for an act of Mandatory Expulsion Conduct, the Board shall set a date of one year from the date the expulsion occurred, when the pupil shall be reviewed for readmission, except that the Board may set an earlier date for readmission on a case- by-case basis.

The Board shall recommend a plan of rehabilitation for the pupil at the time of the expulsion order, which may include, but not be limited to, periodic review as well as assessment at the time of review for readmission. The plan may also include recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs.

Any pupil who has been expelled and who seeks readmission, must submit a request to the Board President in writing no more than 21 (but no less than 7) calendar days before the end of the term of the expulsion. In addition, the pupil must provide documentation that all conditions for rehabilitation set by the Board have been met.

Upon completion of the readmission process, the Board shall readmit the pupil, unless the Board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety or to other pupils or employees of the school. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered.

If the Board denies the pupil's request for readmission, the Board shall provide written notice to the expelled pupil and the pupil's parent or guardian describing the reasons for denying the pupil re-admittance into the school.

PROCEDURES FOR NOTIFYING TEACHERS OF DANGEROUS PUPILS

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended, site leadership will put an alert in Student Information System (SIS), Powerschool, indicating that the student has a Behavior Incident. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to keep the list confidential so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the school's authorizing district regarding students who have engaged in certain criminal conduct. This information is forwarded to the enrollment department. The enrollment department will place the alert in the Student's PowerSchool account for the of the student's teachers to see. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

HARASSMENT, DISCRIMINATION, AND BULLYING POLICY

AIMS K12 is committed to protecting its students, employees, and applicants for admission from bullying, harassment, or discrimination based on the actual or perceived characteristics set forth in Penal Code Section 422.5, Education Code Section 220 and actual or perceived sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, immigration status or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity it conducts or to which it provides significant assistance.

AIMS K12 believes that all students and employees have a right to a safe, equitable and harassment-free school environment. As a school, we have an obligation to promote mutual respect, tolerance and acceptance. AIMS K12 prohibits any acts of discrimination, harassment, and bullying on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology and through other electronic means, consistent with this policy. Bullying, harassment, or discrimination will not be tolerated and shall be just cause for disciplinary action.

For additional information, please read the Section on School Code of Conduct and Disciplinary Procedures.

SCHOOL PROCEDURES/POLICIES

Notice of Regulations

The AIMS K-12 administration shall ensure that students and their parents/ guardians are notified in writing upon enrollment of all discipline policies, rules and procedures. This handbook satisfies this requirement by describing expectations for student behavior, plans for managing student behavior and consequences for not adhering to expectations.

Student Dress Code Policy

All students at AIMS, grades K-12, must adhere to the dress code while on the school campus. Teachers and administrators are responsible to ensure this code is adhered to. Students not in dress code will receive detentions and other applicable consequences.

Dress code K-5

- Solid White or Navy polo or collar shirt
- Solid White or Navy sweater or jacket
- Solid Khaki or Navy below knee jumper, below knee dress, pants, below knee shorts or

skirt

- All Black, White, Blue, or Brown shoes
- No showing jewelry
- No makeup
- No artificial nails

Dress code 6-8

- Solid White or Navy polo or collar shirt
- Solid White or Navy sweater or jacket
- Solid Khaki or Navy below knee jumper, below knee dress, uniform pants, below knee shorts or skirt
- All Black, White, Blue, or Brown shoes
- No showing jewelry
- No makeup
- No artificial nails
- AIMS Swag on Fridays

Dress code 9-12

- Solid White or Navy polo or collar shirt
- Red AIMS Jacket
- Solid White or Navy sweater or jacket
- Solid White or Navy below knee jumper, below knee dress, pants, below knee shorts or skirt
- All Black, White, Blue, or Brown shoes
- No showing jewelry
- Natural colored artificial nails no longer than you normal nail bed length
- AIMS SWAG may be worn daily

Parent Communication Policies

It is very important to ensure that communication between your home and the school is a continuous process. To stay informed of all meetings and events, please check the monthly calendar and the school website on a regular basis.

Communication is key to AIMS being a healthy environment for students and adults. Follow these tips to effectively communicate:

With Teachers:

Parents have an opportunity to meet with teachers at Back-to-School Night and Open House in the Fall.

Parents may receive personal phone calls or emails periodically from their child's teachers.

Parents will meet with teachers for a parent/teacher conference at least once each semester. All parents are encouraged to attend teacher conferences and/or to contact teachers to meet with them throughout their child's high school years.

Parents may contact teachers by written notes, phone calls, emails, or communicate through Parent Square.

Parents may also make an appointment to meet with the teacher during their scheduled preps or open “office hours,” or according to the teacher's availability. We encourage all parents to be proactive in their communication with teachers, and not only when problems may arise.

You can contact a teacher by:

1. Calling the school and leaving a message on the voice mail system; the teacher will return your **call within 48 hours**
2. Writing a note to the teacher and sending it with your student
3. Sending an email or Parent Square
4. Making an appointment to meet with the teacher during their scheduled open “office hours,” or according to the teacher's availability.

With the School:

1. The AIMS website, AIMS Standard, and AIMS handbook contain answers to many of the questions parents and community members may have. Please consult these prior to contacting the school with questions.
2. Parents may contact the school with written notes, phone calls, or emails if they have questions or concerns, or make an appointment with the appropriate person to address your concerns.
3. Progress reports are given every three weeks, and must be signed by parent/ guardian(s) and returned to school.
4. Report cards will be distributed every nine weeks, and parents must meet with teachers if their student is failing or if teachers request a conference.
5. Student progress, grades, attendance are also available on PowerSchool. Grades are updated on a weekly basis.
6. AIMS Newsletters will be emailed via Parent Square.
7. Memos and flyers are sent home on an as needed basis.
8. Back-to-School Night, scheduled in the Fall, is an opportunity for parents/guardians to meet their child's teachers, to get an overview of grade level curriculum and expectations, and to learn more about the school from the School Administrator and your child’s teacher.
9. Family Advisory Council (FAC) is the vehicle for parents to learn on a monthly basis about school activities and meet to support those activities.
10. Local Control Accountability Plan (LCAP) is where stakeholders learn about the budget and to provide input.
11. School Site Council (SSC) is where decisions are made regarding Federal Funds
12. Board meetings are a time for the board to meet and discuss governance. Visitors are welcomed and protocols for behavior and structure must be followed by attendees.

With your child during the school day:

If you need to communicate with your child during school, call the office and leave a message for your child. That message will be given to your child. Please make all carpool or after school pick up

arrangements with your child before the school day.

Parent Involvement Guidelines

The involvement of parents in the classroom or at the school is greatly encouraged. Along with being a school volunteer, parents may visit the classroom as an observer. Parents are welcome to request an observation period at any time.

However, teachers have the right to refuse unscheduled observation requests. The best way to plan an observation is to follow these procedures:

1. Schedule a date and time with the teacher by leaving a message for them in the main office or contacting them during their office hours.
2. Explain the purpose for the observation.

Note: Observation times may be limited. During observations, teachers and support staff are not available for any one-on-one discussions or conferences. These meetings may be scheduled for a later time.

Our goal is to create the strongest possible partnership between home and school in order to increase student achievement and success. Parents are our most important partners in the road to student success. We strongly believe that students will find greater levels of academic success when their home and school share similar values about learning, develop a positive relationship, and work together to build a strong partnership.

To ensure the development of authentic and productive relationships with parents, AIMS K12 offers a variety of opportunities for you to be involved in the academic life of your child at the classroom and school levels. We further demonstrate our commitment to forging genuine partnerships with all parents by offering high-quality family services, including a comprehensive parent workshop program.

Ways to Participate at AIMS

Become a School Instructional Volunteer:

Throughout the school year opportunities will arise for you to volunteer in your student's classroom, in the school, and for special events. AIMS K12 encourages and welcomes your involvement and participation as a volunteer. We ask that you follow certain policies and guidelines as a school volunteer as outlined in the following section "School Volunteer Guidelines."

Family Advisory Council:

AIMS K12 has a Family Advisory Council (FAC), which serves as an advisory forum for parents to engage the AIMS K12 staff and other parents. The council will consist of the School Administrators, Parent Engagement Coordinator, teachers, other staff members, and parents. Students will also be encouraged to participate so that they may help shape school policy.

LCAP Advisory Committee And SSC:

The LCAP Advisory Committee and SSC recommends modifications to the strategic plan to reflect changing needs and/or priorities. Also, the LCAP Advisory Committee will provide input on: LCAP, SPSA curricula and instructional strategies, staff professional development, the school budget, parent

involvement, staff stipends, and the school calendar. The LCAP Advisory Committee and SSC will meet monthly during the academic year. Ultimately, the goal is to ensure that there is two-way communication between the school, parents and all its stakeholders.

Election of parent representatives and other community members are held during the fall of each school year. Nomination forms for parent and community members shall be distributed at each school site and sent home to parents. New members and alternates shall be installed by the October meeting.

Other special program/project committees may be established for specific purposes such as fundraising activities, special events, etc.

Participate in Parent Workshops:

Various Parent Workshops and school special events and activities will be held during the school year. Throughout the year the school may offer educational opportunities for the continuing education of parents/guardians. Such opportunities may include classes on parenting, health topics, open communication, job training, domestic violence, and English Language Development. Other opportunities include families having the option to attend DLAC, ELAC, Wellness and Family Advisory meetings. All meeting spaces and workshops are open to families.

School Volunteer Guidelines

Volunteer Procedures:

Any person interested in participating in a school's volunteer program must complete the volunteer application through the parent resources section on AIMS website:

<https://aimsk12.org/family-message>.

A volunteer for a single event that takes place for the duration of one day only does not need to submit an application but must be checked by a school administrator against the California Megan's Law online database at <http://www.meganslaw.ca.gov>.

The Parent Community Liaison must confirm and verify that the volunteer has met all requirements, including:

- Completed and signed volunteer application
- Megan's Law clearance
- Tuberculosis test clearance (no more than two years old)
- Live Scan Fingerprinting required

Volunteer applicants need to be fingerprinted only once during their volunteer service. AIMS adheres to the California State statutes pertaining to supervised volunteerism in public schools. Fingerprinting clearance by the FBI and the DOJ is required for the following persons:

- Persons providing direct instruction to students regardless of the number of hours engaged in such activity, even if supervised by a certificated employee
- Persons volunteering in any school for more than 16 hours per week, regardless of supervision
- Persons volunteering for less than 16 hours per week under general supervision and whose duties require significant contact with students, as determined by the school Site Administrator, including the following: unch supervision assistants/food handlers

School volunteers are required to sign in at the school office upon entering the campus and sign out when they exit the campus.

Volunteer Guidelines

Classroom and student work is always confidential. Please don't discuss student problems with anyone except the teacher or School Administrator. Try not to compare children within the classroom. Since there are as many methods as there are teachers, please do not compare different methods of teaching. There is no defined best way to teach. Work positively for the good of the school. Constructive criticism should be directed only to the supervising teacher or school administrator. When you are volunteering in the classroom, please remember that you are doing so under the direction of the teacher. Ask questions! If something is unclear, please ask for clarification. If you have any questions about volunteer policies and procedures, please contact the Administrative Assistant to the School Administrator.

REPORTING OF DANGEROUS, UNLAWFUL, OR VIOLENT ACTIVITIES

AIMS takes its role in providing a safe and trusted learning environment very seriously. If any student, family member, or member of AIMS's extended community learns of any dangerous, violent, or unlawful activity that they believe has occurred, is occurring, or may occur at or near any school-sponsored or school-related event or location, they are strongly encouraged to report that activity—anonously if necessary—to the Director of Schools. A report can be sent by a legible written note, by email, or by telephone to the following: 510-893-8701, natalie.glass@aimsk12.org. Reports should include place, time, the general nature of the activity being reported, whether any life-threatening activity or weapons are involved, and any other important details. Any report of activity that directly threatens or involves a potential loss of life should first be made to 9-1-1, immediately. AIMS shall promptly review every report received as soon as possible, shall make a record of every report received, and shall make a reasonable inquiry into each as necessary to ensure no dangerous, violent, or unlawful act occurs at any school-related or school-sponsored event, or on school-provided transportation to any such event. The investigatory response taken by the school and actions taken will be logged as well.

CAMPUS SAFETY AND SECURITY

The school will train and maintain practices and procedures so that the campus is physically secure and safe.

Entrances and Exits

The site administrator should develop procedures so that students, staff, parents and community members can enter and exit the building in a safe and orderly way, and that the building is secure from unauthorized entry during non-school hours, as follows:

- Designating individuals to lock the school building and/or grounds when not in use
- Training school staff members to maintain the security of the building when working during non-regular working hours (e.g. not propping doors open, re-securing the building after leaving)

- Maintaining a practice of locking doors that are not being regularly used, even during school hours
- Posting signs requesting that visitors sign in at the main office
- Establishing a culture in which any adults without a visitor or staff badge and any children not enrolled at the school are escorted immediately to the main office
- Periodically testing the security system according the manufacturer or vendor instructions, to ensure it is functioning
- Creating a dismissal plan and student pick-up traffic plan to avoid congestion of the local streets, and to prevent students from crossing traffic unnecessarily

Releasing Students

AIMS K-12 employees are responsible for releasing students to parents, legal guardians or other persons designated by parents or legal guardians, unless formally modified by a court order served to the school.

In the event that employees are uncertain of the propriety of releasing a student, they should locate or contact the site administrator, site administrator's designee or Dean of Students before releasing the student.

Visitors Policy

All visitors to school sites must report to the school office when entering and receive authorization to visit elsewhere in the school site. While AIMS strongly encourages parent visits, classroom visits during school hours must be authorized by both the teacher and the administrator.

In registering as a visitor, the sign-in form should include spaces for the following information:

- Name
- His/her purpose for entering school grounds
- Destination within the school
- Time in and out

At his/her discretion, the site administrator, or designee may also request

- proof of identity
- address
- occupation and company affiliation
- age (if less than 21); and any other information consistent with law

Parents and guardians visiting during the school day for any purpose other than picking up at or dropping off a child at the beginning or end of the school day as part of the normal school day schedule should also be requested to sign into the visitor log or a special log for parents. This applies to parents and guardians who are picking up a student early (e.g. for a medical reason) or dropping off a student late (e.g. tardy), as well as parents and guardians who are on campus to volunteer in their child's classroom.

AIMS employees from school campuses and the Home Office are strongly encouraged to notify the front desk upon arrival and should wear badges signifying that they are AIMS employees.

However, formal visitor registration is at the discretion of the school site administrator or designee.

VIP Visitors accompanied by any AIMS management team member may be requested to register as a visitor at the discretion of the accompanying AIMS management team member.

Students not enrolled at the school who wish to use the school grounds for recreation during the school day are, at the discretion of the site administrator, also subject to AIMS's visitor policy.

The site administrator or designee may refuse to register any visitor if he or she reasonably concludes that the visitor's/outsider's presence would disrupt the school, students or employees, would result in damage to property, or would result in the distribution or use of a controlled substance. (Penal Code 627.4).

The site administrator or designee may request that a visitor/outsider who has failed to register, or whose registration privileges have been denied or revoked, to promptly leave school grounds. If necessary, the site administrator or designee may call the local police to enforce the departure of the visitor/outsider. When a visitor/outsider is directed to leave, the site administrator or designee shall inform the visitor/outsider that if he or she reenters the school within seven (7) days, he or she will be guilty of a misdemeanor and subject to a fine and/or imprisonment. (Penal Code 627.7).

All schools shall inform parents annually about the school's policies regarding visitors/outsideers, and remind parents that to maximize safety and security they should also register when visiting the school.

FINGERPRINT POLICY

All employees of AIMS are fingerprinted and the prints are transmitted to the California Department of Justice and the Federal Bureau of Investigation for a criminal conviction records check. The employee will bear the cost of DOJ background checks. No employee will be permitted to perform any of the duties of his/her position until this processing has been completed and it is determined that there is no criminal conviction that would prohibit the employee from working with students and staff.

SCHOOL CODE OF CONDUCT AND DISCIPLINARY PROCEDURES

AIMS K12 is committed to ensuring that employees and all individuals who work with or have contact with students conduct themselves with students in a way that is supportive, positive, professional, and non-exploitative. AIMS will not tolerate inappropriate conduct or behavior towards or with students by its employees or any individual who works with or has contact with students.

At AIMS K12 we believe that by demonstrating respect for each other, we can create a safe, caring and cooperative environment that promotes learning and celebrates the uniqueness of all individuals. AIMS K12 believes that all students have the right to learn. No student has the right to choose behavior that

infringes upon the rights of others. We recognize the primary role of parents as the first and best teachers of their children. We also recognize the partnership that needs to exist between home and school. Our discipline policy is designed to encourage students to acquire and apply acceptable behaviors because student behavior is a key component of school culture and sets the foundation for academic achievement.

We expect that all students behave in a respectful way toward their teachers, any adults, their classmates, and the property of others. Additionally, students will be treated and spoken to respectfully and with care.

With a focus on community building, it is our goal that every student possesses a clear understanding of how their actions affect others. While our larger goal is to discourage misbehavior preemptively, when it occurs, we use missteps as opportunities for learning and reflection. Schools have developed behavior expectations, procedures, and policies that are consistent with a positive discipline model in which we use both kindness and firmness to co-create relationships that include both care and accountability. Systematic positive praise, reinforcement of desired behaviors, and community building structures are coupled with fair and equitable consequences for students who do not adhere to their responsibilities.

AIMS K12 Schools' approach to discipline includes: teaching school rules and social-emotional skills, reinforcing appropriate school behavior, using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences, and tracking discipline data to ensure that rules and consequences are being applied fairly to all students.

Upon enrollment and at the beginning of each school year, AIMS K12 families will each receive a copy of the Parent/Student Handbook in their Enrollment Packets and be asked to review the Handbook and agree in writing to abide by the provisions of the Handbook, including the school's discipline policy. The plan may include, but are not limited to, day-to-day discipline including, school detentions, in-school suspensions, Saturday schools, disciplinary probation, and guidelines for suspension and expulsion. The student discipline policy will define student responsibilities, unacceptable behavior, and the consequences for noncompliance. In addition, school staff members review the discipline policy with new students and parents at the commencement of school each year.

Teachers will be trained during professional development meetings to use effective classroom management strategies to maximize instruction and minimize student misbehavior, and there will be school-wide systems for assigning both positive and negative consequences. Positive consequences include privileges such as lunch with teachers and free dress. Students who do not adhere to stated expectations for behavior and who violate the school's rules may expect consequences for their behavior.

Consequences may include, but are not limited to:

- Warning, verbal and/or written
- Individual conference with the teacher
- Loss of privileges
- Individual behavior contract
- Referral to the School Director or other school staff member
- Notices to parents by telephone or letter
- Parent conference, at school or during a home visit
- Suspension

- Expulsion

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

Any student who engages in repeated violations of the school's behavioral expectations, or a single severe infraction, will be requested to attend a meeting with the school's staff and the student's parents. The school will prepare a specific, written agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion.

AIMS K12 is exempt from Education Code requirements and procedures related to student suspension and expulsion. Therefore, references in this charter to the Education Code are used as a guideline. A student may be suspended or expelled for any of the acts enumerated in Education Code § 48900, except for willful defiance, related to school activity or school attendance that occurs at any time including, but not limited to:

- While on school grounds
- While going to or leaving from school
- During, or traveling to or from school, sponsored activities

AIMS K12 will be a positive and progressive place of learning. The discipline system is designed to create a culture of learning and the Code of Conduct (see Code of Conduct area below) is created to be preventative. Teachers will use a range of lower-level consequences (nonverbal cues, conferencing with the student, loss of privileges, etc.) before resorting to more serious consequences. However, we will have clear policies governing suspension and expulsion. Certain offenses will result in in-school suspension while other more serious violations will result in out-of-school suspensions. Violations – that put students and/or the school in grave physical danger – will be considered grounds for expulsion according to Ed. Code 4900. Suspended students will also be responsible for making up all missed work within the specified timetable.

Student Behavior Expectations

At AIMS K12, students are held accountable for their behavior. No one student has the right to disrupt the learning environment of their fellow class members. Students are interested in their education and helping keep the focus on that main goal. Students are aware that they impact other students in the classroom, as they transition, participate in lunch and study hall, and stand in line.

With the instructions of their teachers, they choose to behave appropriately in those situations and others.

Students are expected to:

- Be diligent in their studies.

- Treat school property, private property, and other people with respect.
- Obey all school and classroom rules while at school, at District and school activities, and on the way to and from school.
- Follow all directions and directives given by any staff member.
- Dress according to the AIMS K12 dress code. All gang-related attire is prohibited.
- Use proper communication protocols to be heard and to not interrupt others.
- Not use foul language, or participate in bullying, name-calling, or fighting.

Students with Disabilities

Generally, any student identified as a student with a disability pursuant to the Individuals with Disabilities Education Act, 20 1400-1482, is subject to the same disciplinary measures applicable to all students for violations of the code of conduct, except when the student's behavior is determined to be a manifestation of his/her disability.

Responses to Misbehavior of the Student Discipline Policy

- Warning
- Detention
- Behavior Contract
- a) Students who have repeated behavioral problems need to have a behavior contract that describes the behaviors the student is supposed to engage in as well as the consequences. Parents and students must sign the agreement, and there must be a follow up meeting within four to six weeks. A referral may be made to SST to address the repeated misbehaviors.
- b) Parent Conference
- c) Counseling
- d) Loss of privileges, extracurricular activities, etc.
- e) Sending a student to another classroom for a limited period of time.
- Behavioral referral forms will be completed by the teacher before sending a student out to a buddy classroom or to an administrator. The form will state why the student was sent, and what was done in the classroom to first stop the concern. A file of the forms will be kept in the office.
- f) Additional required hours at school: detention or Saturday School.
- g) Additional school work: extra homework, writing lines or copying materials, additional study/review.
- h) Community Service: clean, organize, take out trash, sweep, etc. AIMS k12 will provide gloves and necessary cleaning supplies as appropriate.
- i) Communication tools: Students will write letters of apology to their families/staff to discuss poor behavior/performance
- j) Confiscation of prohibited items.
- k) Suspension or Expulsion in extreme cases with leadership approval

Consequences Requirements: Consequences include the following: detentions, doubled detentions, banning from extra-curricular activities (like sports, dances), parent shadowing, removal from classroom, apology to class for misbehavior, apology to parents and teacher for misbehavior.

Detention

Detentions must be given until behavior improves. Detention forms must be used to ensure that the

student, office, and teacher each have a copy. Detention sessions must be quiet and focused. Detentions are not optional at any level. See Additional Forms for a copy of a detention slip.

There are a variety of reasons a detention can be issued. These include, but are not limited to:

1. Tardiness
2. Cutting class
3. Not returning homework
4. Unsigned memo/detention/report card/etc.
5. Missing classroom materials
 - Disorganization
 - Incomplete classroom job
6. Speaking out of turn
7. Talking in class
8. Out of seat without permission
9. Not following directions
10. Food/Drinks/Gum/Candy
11. Throwing/Kicking/Hitting/Teasing

Saturday School

Saturday School is held weekly at each school site.

Saturday School can be separated into two categories: **Academic** and **Restorative Justice**, and **Academic Saturday School**.

Academic Saturday School may be assigned by any teacher or administrator, often as a disciplinary measure with regard to low grades, missing work, or absences.

Restorative Justice Saturday School is for behavioral concerns, and is often assigned by a staff member or administrator. Restorative Justice Saturday School can also be assigned automatically, by having two detentions in one week.

Academic Saturday School:

Evidence shows that increased academic instruction, tutoring, and study time can help support students in areas where they are struggling. For these reasons, as part of the AIMS Standard, we offer and may require students to attend Academic Saturday School in instances where academic concerns must be addressed.

Academic Saturday School may be issued under the following circumstances:

- Obtaining a C- or below in any academic quarter or semester
- To complete make-up assignments, projects, or assessments
- Any unexcused student absence or tardy truancy
- Placement on academic probation
- In need of improving their subject benchmark mastery, or statewide assessments
- At the discretion of the Teacher, Administrator, Parent/Guardian, or Student

Students will be assigned packets to complete any makeup school work, missing assignments, or to

receive tutoring. Students should come to Saturday School prepared and ready to work.

Restorative Justice Saturday School:

Restorative Justice is a theory of justice that emphasizes repairing the harm caused by criminal behavior. It is best accomplished through cooperative processes that allow all willing stakeholders to meet, although other approaches are available when that is impossible. This can lead to transformation of people, relationships, and communities.

Students who have received two detentions in one week will attend Restorative Justice Saturday School. Students who have committed egregious violations of any part of the code of conduct will attend Restorative Justice Saturday School. Restorative Justice Saturday School may be assigned at the discretion of the School Administrator.

Dialogue and other Restorative Justice practices can be used so that students can learn to resolve conflicts on their own and in small groups. Students can be empowered to make better decisions. Students will participate in campus community service in order to encourage character building.

Absences from Saturday School:

Students may not be absent from Saturday School without a legitimate excuse and prior approval from an administrator. A legitimate excuse (lack of transportation, religious holiday, etc.) and a signed note from a parent or guardian are required for approval from an administrator or designee. Attending an AIMS or Non-AIMS sporting event or extracurricular activity is **not** a legitimate excuse to be absent from Saturday School.

Any unexcused Saturday school absence will result in an additional Saturday School. If unexcused absences continue, different disciplinary measures may occur.

Academic Saturday School Procedures:

Teachers will receive a memo to distribute to students on the Wednesday prior to the upcoming Saturday School. Students must submit their signed memo by the following school day.

Students may only work on homework after they have completed their assigned Saturday School work.

Parent-Teacher Conferences

Parent - Teacher conferences may be held as needed to allow parent, teacher, and student to address areas of concern and determine a course of action.

Social Probation

At the discretion of the School Administrator and/or designee, an AIMS K12 student may be placed on social probation, which is defined as a period of time in which a student is restricted from engaging in any AIMS K12 activities. Students can be placed on social probation for repeated disciplinary concerns

or suspension.

Students on social probation may be prohibited from:

1. Attending or participating in any on or off campus athletic events
2. Prohibition of attending club meetings

Failure to adhere to the terms of social probation will result in a longer term of social probation or suspension.

Administrative Searches

AIMS may conduct searches of students and items under the student's control (e.g., locker, backpack, purse) to ensure student and staff safety. Specifically, the purpose of these searches is to:

- Detect the possession of weapons or controlled substances
- Deter bringing weapons or controlled substances onto school grounds or during school activities
- Reduce the potential for violent incidents

Searches may be conducted under the following circumstances:

Searches based on reasonable suspicion. If a student has engaged in conduct that causes an administrator to have reasonable suspicion that the student has committed, or is about to commit, a crime or has violated statutory laws or school rules, the administrator may conduct a search of that student.

The administrator must:

- Contact a parent or guardian and inform them of the search.
- Be able to articulate the reasons for his/her suspicion and the facts and/or circumstances surrounding a specific incident.
- Be able to reasonably connect the student to a specific incident, crime, rule, or statute violation.
- Have relied on recent, credible information from personal knowledge and/or other eyewitnesses.
- Ensure that a search based on reasonable suspicion is not excessively intrusive in light of the student's age and gender and the nature of the offense.

When conducting a student search based on reasonable suspicion, school administrators must adhere to the following practices:

- Conduct the search only if there are clear and specific reasons for suspicion and there are facts that connect the student to a specific incident of misconduct.
- Jackets, purses, pockets, backpacks, bags and containers in the student's possession may be searched to the extent reasonably necessary.
- Under no conditions may a body or strip search be conducted.
- Only school administrators of the same gender as the student searched may conduct the search.
- Searches based on reasonable suspicion must be conducted in a private area where the search will not be visible to other students or staff (except for a school administrator or designee witness, also

of the same gender).

- The school can request law enforcement participation if necessary.

STUDENT SAFETY AND RESPONSIBILITY

School Cleanliness

Students have the responsibility of working to keep their campus clean. It is part of the AIMS Standard that we take pride in our campus and school, so AIMS K12 students should not only clean up after themselves, they should endeavor to leave the campus as clean as they found it at the beginning of the day.

Restroom Policy

1. By law, students must not be prohibited from using the restroom. However, AIMS K12 has the following guidelines in place to prevent students from abusing bathroom privileges: Except for cases of emergency, students should not use the restroom within the first and last 30 minutes of class. Students must also utilize their breaks and lunch periods and use the restroom during these times.
2. Students must sign in and out of the classroom when going to the restroom.
3. Inform the administrative assistant if the bathrooms are low or out of toilet paper, soap, paper towels, or toilet seat liners.
4. Students with medical related bathroom needs should complete a 504 plan with the school at their earliest convenience.

Administration of Medication

Students who need to take prescribed or over-the-counter medication during the school day may be assisted by designated school personnel or allowed to self-administer certain medication as long as it is in accordance with law, AIMS K12 policies, and administrative regulations.

It is necessary for the District to have a written statement from the student's physician and a written statement from the student's parent/guardian before (1) a designated employee administers or assists in the administration of any prescribed medication to any student; or (2) any student is allowed to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication during school hours.

It is vitally important that parents fill out new student medication forms every fall in order to have the most current medication information, as well as the current status of any health conditions. A separate form is required for each medication. Please contact the school office for the required forms. Update these forms should any of the information change during the school year.

Students who need to take prescribed or over-the-counter medication during the school day may be assisted by designated school personnel or allowed to self-administer certain medication as long as it is in accordance with law, and/or AIMS Board policies. AIMS K12 students may receive their medications from the front office or the school nurse. It is necessary for AIMS K12 to have a written statement from the student's healthcare provider and a written statement from the student's parent/guardian before:

5. A designated employee administers or assists in the administration of any prescribed medication to any student; or
6. Any student is allowed to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication during school hours.
7. Single dose over-the-counter medication, such as aspirin, ibuprofen, or cough drops, may be given to students, with prior consent from parents.

Medical Emergencies

If your child is in need of minor first aid, it will be administered in accordance with District first aid training. If medical attention appears to be necessary, but not required immediately, the parent/guardian or other emergency contacts listed will be contacted to pick the child up. Should immediate medical attention be necessary, the school will call an ambulance. If a person is suffering, or reasonably believed to be suffering, from an anaphylactic reaction, trained school personnel may use an epinephrine auto-injector to provide emergency medical assistance. Every effort will be made to contact the parent or other emergency contact person(s).

Immunizations and Other Health Requirements

To be admitted to school, children must be fully immunized in accordance with the law. Children shall be excluded from school only as allowed by law.

If you need assistance or information on free clinics, call the Alameda County Immunization Project at 510-267-3230.

Parents are required to provide documentation that their child has been immunized against the following:

Kindergarten–12th grade

Polio

4 doses meet the requirement, or

3 doses for ages 4–6 years if at least 1 was given on or after the 4th birthday or

3 doses meet the requirement for ages 7-17 if 1 dose was given on or after the 2nd birthday

Diphtheria, Pertussis, and Tetanus (DPT)

5 doses meet the requirement, or

4 doses meet the requirement for ages 4–6 years if 1 dose was given on or after the 4th birthday, or

3 does meet the requirement for ages 7-17 if one dose was given on or after the 2nd birthday

Pertussis (Tdap)

1 dose given after 7th birthday is required for 7th grade students and students new to the district in grades 8-12.

Measles, Mumps, Rubella (MMR)

2 doses meet the requirement; both must be given on or after the first birthday (one dose can be measles vaccine only; 1 dose must be MMR)

3 doses meet the require *Measles, Mumps, Rubella (MMR)*

Hepatitis B

3 doses meet the requirement or 2 doses of 2-dose formulation meet the requirement for ages 11–15 (must be documented as a 2-dose formulation of Hepatitis B vaccine)

Varicella(chickenpox)

1 dose required in kindergarten through sixth grade (2010-2011 school year) or students under age 13 entering a California school for the first time, or

No dose is required if a physician or clinic has documented on the child’s immunization card “had disease”

CAMPUS ENVIRONMENT POLICY**Weapons Policy:**

Students, parents and teachers are forbidden to have weapons or look-alike weapons on campus.

Possession of a firearm, whether loaded or unloaded, (including pellet-type guns) or other weapons such as pocket knives can carry severe disciplinary action up to permanent removal from AIMS K12.

The Federal Gun Free Safe Schools Act and California law prohibit the possession of firearms on school campuses. Pursuant to these laws, any student found in possession of a firearm will be subject to arrest and will be recommended for expulsion immediately.

Upon a finding that the student was in possession of a firearm, the school’s governing board shall expel the student. The term of expulsion shall be one year.

Possession includes, but is not limited to, storage in lockers, purses, backpacks, or automobiles.

Smoke-free Environment Policy:

AIMS K12 maintains a smoke-free environment, so smoking, including the use of vaping devices is not allowed on campus. Students who engage in smoking on campus are subject to disciplinary action.

Alcohol/Drugs Policy:

AIMS believes the use of alcohol or other drugs adversely affects a student’s ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences. For these reasons, these substances are prohibited on campus, and AIMS K12 will make every effort to assist students and families in reducing the use of these substances. AIMS perceives this effort to be an important step towards preventing violence, promoting school safety, and creating a disciplined environment conducive to learning.

Enforcement/Discipline:

The School Administrator or designee shall take appropriate action for violation of any of the policies concerning weapons, smoking, or possession, use or sale of alcohol and/or other drugs and related paraphernalia on school grounds, at school events, or in any situation in which the school is responsible for the conduct and well-being of students. School authorities may search students and school properties for the possession of alcohol and other drugs in accordance with law, Board policy, and administrative regulations.

Students possessing, using or selling alcohol or other drugs or related paraphernalia at school or at a school event shall be subject to disciplinary procedures, including suspension or expulsion in accordance with law, Board policy, and administrative regulations. Such students also may be referred to an appropriate rehabilitation program.

Confiscated Items Policy

Any and all Items that are not allowed according to AIMS K12 rules and policies will be confiscated. The administrators will keep the item until the parent/guardian comes to retrieve it. On the first confiscation, the student will receive one detention. On the second, they will receive an additional two. On the third, the student will receive an additional three detentions and in-house suspension.

Surveillance Cameras

For the safety of students and staff, surveillance cameras that include video only (no audio) are installed in several locations on AIMS K12 campuses. Surveillance cameras are not located inside any school bathrooms or locker rooms. Surveillance videos are viewed by school administrators and may also be viewed by police, as allowed by law, and used as evidence in disciplinary matters.

Suspension, Expulsion, and Involuntary Removal Policy

All schools within the AIMS family adhere to the following procedures with regard to student suspension, expulsion and involuntary removal. Though the AIMS K12 administration permits a certain level of discretion in determining the appropriate disciplinary actions on a case-by-case basis, all schools operate within certain parameters. Those parameters are outlined in this policy and are aligned with each of the school's charters.

A pupil may be suspended or expelled for acts that are enumerated herein and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period whether on or off the campus.
4. During, or while going to or coming from, a school-sponsored activity.

UNIFORM COMPLAINT PROCEDURE

AIMS prohibits unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any student, employee, or other person participating in district programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55 or equity or compliance with Title IX, or based on his/her association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610).

Complaint forms are available on the district webpage at aimsk12.org/ucp. You may contact the AIMS Ombudsperson via email ombudsperson@aimsk12.org or visit aimsk12.org/ombudsperson.

Coversheet

Second Interim FY2023/2024

Section: V. Action Items
Item: I. Second Interim FY2023/2024
Purpose: Vote
Submitted by:
Related Material: AIMS Board Submission Cover Letter.pdf
AIMS_Exec_Memo_2023-24_2nd_interim.docx
AIMS MS FY23-24 2nd Interim report.xls
AIMS HS FY23-24 2nd Interim report.xls
AIMS Elem FY23-24 2nd Interim report.xls



AIMS K-12 College Prep Charter District Board Submission Cover Letter

Submitter Information

Full Name: Katema Ballentine
 Position/Title: CBO
 Department: Business Operation Services
 Date of Submission (MM/DD/YYYY): 2/27/2024

Item Details

Title of Item: 2023-2024 2nd Interim Report
 Is this item a: New Submission
 Renewal
 If Renewal: Please summarize any changes from the previous submission:
Mandatory 2nd Interim Reports for all 3 schools. Total Revenue:
\$24'534,792; Total Expenses \$23,545,992; Ending Fund Bal \$13,655,840
Providing 127.6 days of operation. Required Submission: 3/1/2024

Approvals

Has this item been reviewed by:

- Superintendent
- Chief Business Officer (CBO) (If budget changes)
- Director of Compliance (If plan changes)
- Neither

Committee Review

Has this item been through the appropriate committee review process?
 Yes No
 If yes: Please specify which committee(s) and provide minutes or approval documentation:

If no: Explain why:

Deadline Information

Is there a submission deadline for this item?
 Yes No
 If yes: Please indicate the deadline date (MM/DD/YYYY): 03/01/2024

Financial Information (if applicable):

Total Cost: \$ 23,545,992
 Is this expenditure included in the annual budget?
 Yes No
 Please specify in which plan this expense is indicated:
 SPSA LCAP Other: ALL PLANS



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AIMS K-12 COLLEGE PREP
 2023-2024 2nd Interim Budget Executive Summary

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

AIMS K-12 College Prep 2023-2024 2nd Interim projects enrollment of 1222 students in 3 schools; One K-8, One Middle School (6-8) and One High School. AIMS K-12 currently employs 6 part-time and 121 full-time staff to serve our students.

Governance

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

Enrollment

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

These numbers have had an impact on the LCFE General Fund allocations however other State and Federal supports have been fundamental in maintaining AIMS K 12 standards. For the 2023-2024 2nd Interim Budget enrollment numbers remain flat.

| 2023-2024 1st INTERIM | AIMS MIDDLE | AIPCS II | AIMS HIGH | TOTAL |
|--|--------------------|-----------------|------------------|--------------|
| <i>Enrollment</i> | 212 | 639 | 371 | 1222.00 |
| <i>Average Daily Attendance</i> | 96% | 96% | 96% | |
| <i>Average Daily Enrollment</i> | 202.67 | 613.44 | 354.31 | 1170.42 |



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| 2023-2024 2nd INTERIM | AIMS MIDDLE | AIPCS II | AIMS HIGH | TOTAL |
|---------------------------------|--------------------|-----------------|------------------|--------------|
| Enrollment | 212 | 639 | 371 | 1222.00 |
| Average Daily Attendance | 96% | 96% | 96% | |
| Average Daily Enrollment | 202.67 | 613.44 | 354.31 | 1170.42 |

2023-2024 State Budget

INTRODUCTION MAY REVISION — 2023-24

The May Revision includes total funding of \$127.2 billion for K-12 education (\$79.1 billion General Fund and \$48.1 billion other funds). Because available Proposition 98 resources have declined between the Governor’s Budget and the May Revision, the May Revision adjusts and repurposes prior one-time allocations to continue supporting and maintaining critical ongoing education investments. The May Revision repurposes modest portions of the funding previously provided to support the Arts, Music, and Instructional Materials Block Grant and the Learning Recovery Emergency Block Grant to support the Local Control Funding Formula. With these changes, the state is reasonably positioned to sustain the continued multi-year implementation of the California for All Kids plan—a whole child framework to close opportunity gaps by accelerating learning and investing in the educator workforce while providing universal access to early learning, before and after school care, comprehensive nutrition services, and increasing the number of community schools in high-needs communities. Further, the May Revision does not reflect a discretionary withdrawal from the Public-School System Stabilization Account.

The decrease in revenues projected for fiscal years 2021-22, 2022-23, and 2023-24 results in a corresponding decrease in resources for K-14 schools. Proposition 98 is estimated to be \$110.6 billion in 2021-22, \$106.8 billion in 2022-23, and \$106.8 billion in 2023-24, representing a three-year decrease in the minimum Guarantee of \$2 billion below the level estimated in the Governor’s Budget. These funding levels include property tax increases of \$15 million in 2021-22, \$767 million in 2022-23, and \$201 million in 2023-24.

What does the Governor’s May Revision mean for AIMS K-12?

- 1. State tax revenue is lower than projected and there is more risk than usual of the state’s fiscal situation getting worse*
- 2. 8.22% COLA to just about all programs, which is great news (and slightly higher than January’s 8.13%)*
- 3. But to do the above despite the state’s worsening fiscal outlook, the governor proposed to cut the already-published Arts and Music Instructional Block Grant and Learning Recovery block grant amounts by roughly 25% and 32% respectively*



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Budget

AIMS K-12 College Prep fiscal year is from July 1 to June 30, as prescribed for all governmental agencies in the state. AIMS K-12 2023-2024 2nd Interim Budget is projected as a \$24,534,794 a 1% increase from the 2023-2024 1st Interim Budget.

| REVENUES | AIMS K-12 COLLEGE PREP | | | |
|----------|------------------------|-------------------|------------|-------|
| | 23-24 1st Interim | 23-24 2nd Interim | Variance | % |
| TOTALS | \$ 24,285,798 | \$ 24,534,794 | \$ 248,996 | 1.03% |

**LCFF: Local Control Funding Formula*

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

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

Special State Funds

- ASES: Afterschool Program
- A-G Grants (for High School Only)
- Educator Effectiveness Block Grant (*Expired 22-23*)
- Art and Music Block Grant

Local Funds

- LOCAL FUNDS (Measure G1, Donations & Grants)
- Special Education Funding

Federal

American Indian Model Schools receives direct funding* of federal funds for at risk students:

**Direct Funding: Federal allocation is directly provided to Charter. The funds do not “pass-through” the Authorizing District (Oakland Unified School District). These funds are issued at a reimbursement rate, funds must be expended and applied for reimbursement quarterly.*

- Title I, Part A Low Income at Risk
- Professional Development (Title II)
- English Learners (Title III)
- Title VI,



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- NSLP/SSO: Funding to provide meals to those students qualifying for free or reduced lunches. *(SSO (Pandemic Support) annual plan expired June 30,2022)*
- Facilities Grant *(Expired June 2022)*
- CARES Act: ESSER Funding (1st and 2nd Round) *(Expired June 2022)*
- ESSER III (3 Year grant 21-22 thru 23-24)
- Expanded Learn Opportunity Plan *(Expired June 2022)*
- Expanded Learning Opportunity Plan -Para-professional *(Expired June 2022)*
- COVID response- In-Person Learning Grant *(Expired June 2022)*
- Extended Learning Opportunity Grant *(Expired June 2023)*
- Pre-K Grant (Planning) *(Revenue recognized in 21-22)*

Budget Benchmarks – Process timeline

- AIMS K-12 2023-2024 Budget Adoption: June 15,2023
- State’s 2023-2024 June Budget Adoption: June 30,2023
- 45 Day Budget Revision (not required): Mid-August
- Unaudited Actuals (2022-23 Closing): September 01,2023
- First Interim (Realignment based on July – Oct 31 Activity): December 1, 2023
- January Governors Release (Projections for 2024-2025): January 2024
- **Second Interim (Realignment based on Nov 1, 2023– Jan 31, 2024)-
March 1,2024**
- Governors May Revise (Revision to Jan. Gov. Release): May 2024
- 2024-25 Budget Adoption – June 15, 2024

2nd Interim Budget

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

The 2nd interim is the report of expenditures reported through the second quarter (through January 31, 2024) of the year.

Revenues

AIMS K12 is primarily funded by State and Federal revenues. AIMS receives 87% of its revenue from State resources, 7% from Federal Resources and 6% of revenues are based on grants and/or local revenues. The demographic displays the change in the revenue sources, during the Adoption Budget AIMS K-12 received 84% of resources from State revenues, 11% from Federal Revenues and 6% from Local funds.



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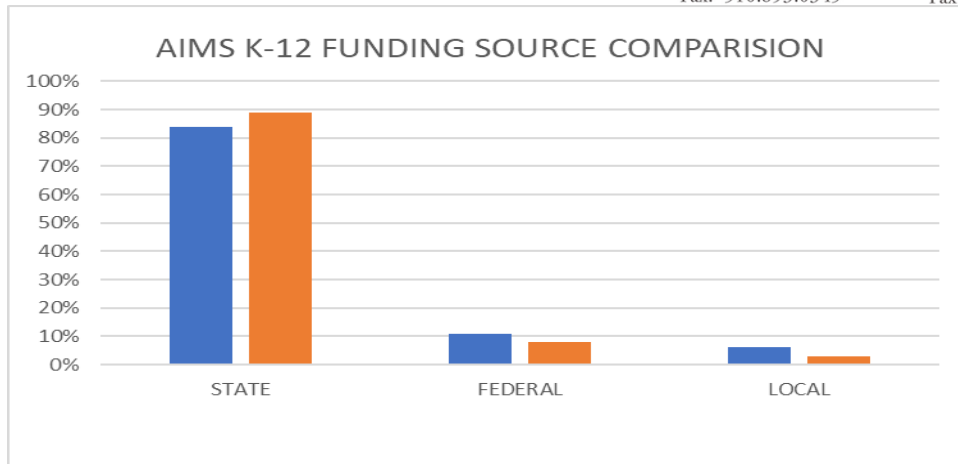
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EXPIRED PROGRAMS

COVID RESPONSE FUNDING:

SSO Grant:

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

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

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



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IN-PERSON INSTRUCTION

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

PRE-K GRANT (Planning Year)

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

ROBERTO FAMILY TRUST DONATION

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

EDUCATOR EFFECTIVENESS BLOCK GRANT

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



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EXTENDED LEARNING OPPORTUNITY GRANT (ELO)

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

NEW PROGRAMS

ART & MUSIC INSTRUCTIONAL GRANT: Funding for local educational agencies to obtain standards-aligned professional development and instructional materials in specified areas, improve school culture, develop diverse and culturally relevant book collections, and other specified uses.

CONTINUED PROGRAMS (*Revenue recognized in 2023-2024*)

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

EXPANDED LEARNING OPPORTUNITY PROGRAM (ELOP)

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



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Revenues

| REVENUES | AIMS K-12 COLLEGE PREP | | | |
|----------------------|------------------------|----------------------|-------------------|--------------|
| | 23-24 1st Interim | 23-24 2nd Interim | Variance | % |
| LCFF SOURCES | \$ 16,496,536 | \$ 16,496,536 | \$ - | 0.0% |
| FEDERAL REVENUES | \$ 2,693,902 | \$ 2,693,902 | \$ - | 0% |
| OTHER STATE REVENUES | \$ 4,819,787 | \$ 5,068,783 | \$ 248,996 | 5% |
| LOCAL REVENUES | \$ 275,573 | \$ 275,573 | \$ - | 0.0% |
| TOTALS | \$ 24,285,798 | \$ 24,534,794 | \$ 248,996 | 1.03% |

LCFF SOURCES:

2023-24 2nd Interim: No Change

FEDERAL REVENUES:

2023-24 2nd Interim: No change

OTHER STATE REVENUES:

2023-24 2nd Interim: Recognition of carryover revenue at High School not recognized at 1st interim

LOCAL REVENUES:

2023-24 2nd Interim: No change

2023-2024 FCMAT 2nd Interim Budget calculator was used to for the projection for the 2nd Interim Budget. Below highlight the changes in summary and per school:

| REVENUES | AIMS MIDDLE | | | |
|----------------------|---------------------|---------------------|-------------|-------|
| | 23-24 1st Interim | 23-24 2nd Interim | Variance | % |
| LCFF SOURCES | \$ 2,553,149 | \$ 2,553,149 | \$ - | 0.00% |
| FEDERAL REVENUES | \$ 434,991 | \$ 434,991 | \$ - | 0.00% |
| OTHER STATE REVENUES | \$ 884,066 | \$ 884,066 | \$ - | 0.00% |
| LOCAL REVENUES | \$ 102,933 | \$ 102,933 | \$ - | 0.00% |
| TOTALS | \$ 3,830,379 | \$ 3,975,139 | \$ - | |



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LCFF SOURCES:

2023-24 2nd Interim: No Change

FEDERAL REVENUES:

2023-24 2nd Interim: No Change

OTHER STATE REVENUES:

2023-24 2nd Interim: No Change

LOCAL REVENUES:

2023-24 2nd Interim: No Change

| REVENUES | AIPCS II/ AIMS ELEMENTARY | | | |
|----------------------|---------------------------|----------------------|-------------|-------|
| | 23-24 1st Interim | 23-24 2nd Interim | Variance | % |
| LCFF SOURCES | \$ 8,308,660 | \$ 8,308,660 | \$ - | 0.00% |
| FEDERAL REVENUES | \$ 1,972,102 | \$ 1,972,102 | \$ - | 0.00% |
| OTHER STATE REVENUES | \$ 2,729,197 | \$ 2,729,197 | \$ - | 0.00% |
| LOCAL REVENUES | \$ 167,378 | \$ 167,378 | \$ - | 0.00% |
| TOTALS | \$ 12,851,441 | \$ 13,177,337 | \$ - | |

LCFF SOURCES:

2023-24 2nd Interim: No Change

FEDERAL REVENUES:

2023-24 2nd Interim: No Change

OTHER STATE REVENUES:

2023-24 2nd Interim: No Change

LOCAL REVENUES:

2023-24 2nd Interim: No Change





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| REVENUES | AIMS HIGH SCHOOL | | | |
|----------------------|---------------------|---------------------|-------------------|--------|
| | 23-24 1st Interim | 23-24 2nd Interim | Variance | % |
| LCFF SOURCES | \$ 5,634,727 | \$ 5,634,727 | \$ - | 0.00% |
| FEDERAL REVENUES | \$ 286,809 | \$ 286,809 | \$ - | 0.00% |
| OTHER STATE REVENUES | \$ 1,206,524 | \$ 1,455,520 | \$ 248,996 | 20.64% |
| LOCAL REVENUES | \$ 5,262 | \$ 5,262 | \$ - | 0.00% |
| TOTALS | \$ 8,158,710 | \$ 7,382,318 | \$ 248,996 | |

LCFF SOURCES:

2023-24 2nd Interim: No Change

FEDERAL REVENUES:

2023-24 2nd Interim: No Change

OTHER STATE REVENUES:

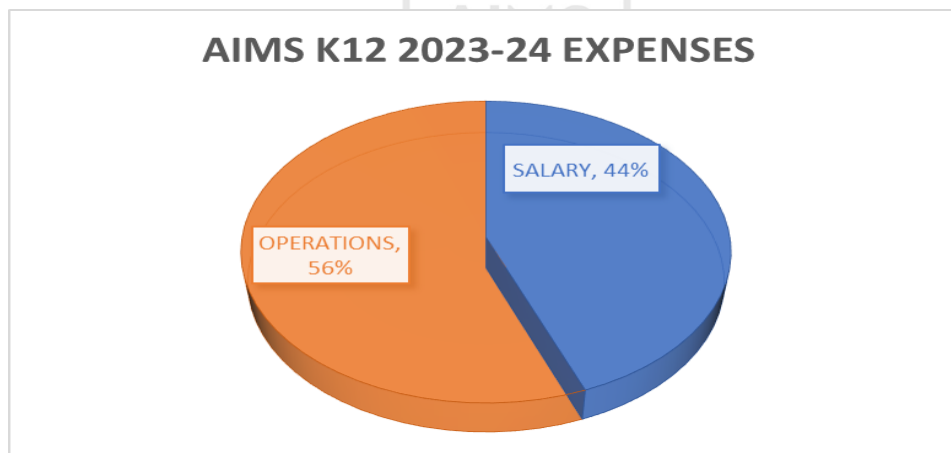
2023-24 2nd Interim: Recognition of remaining balances from carryover

LOCAL REVENUES:

2023-24 2nd Interim: No Change

Expenses

AIMS K-12 College Prep 2023-24 2nd Interim Budget reflects a 44% investment in Personnel expenses and 56% allocated to the operations of the organization. This investment composition stayed consistent from the 1st interim reporting to the 2nd Interim. The total expenses for the 2023-2024 AIMS K-12 college Prep District are projected at \$23,545,992.





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Website: aimschools.org

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| EXPENSE CLASSIFICATIONS | | AIMS K-12 COLLEGE PREP | | | NOTES |
|-------------------------|---------------------------------------|------------------------|----------------------|-------------------|--|
| | | 23-24 1st Interim | 23-24 2nd Interim | Variance | |
| 1000 | Certificated Salaries | \$ 6,476,340 | \$ 6,647,615 | \$ 171,275 | Realignment of AIMS Staffing Assumptions |
| 2000 | Classified Salaries | \$ 1,666,149 | \$ 1,793,091 | \$ 126,942 | Realignment of AIMS Staffing Assumptions |
| 3000 | Benefits | \$ 1,820,928 | \$ 1,891,787 | \$ 70,859 | Realignment of AIMS Staffing Assumptions |
| 4000 | Books and Supplies | \$ 1,589,365 | \$ 1,712,451 | \$ 123,086 | Realignment of AIMS Program Assumptions |
| 5000 | Services and Other Operating Expenses | \$ 8,810,183 | \$ 9,205,690 | \$ 395,507 | Realignment of AIMS Program Assumptions |
| 6000 | Capital Outlay | \$ 328,351 | \$ 328,351 | \$ - | |
| 7000 | Other Outgoing | \$ 1,967,007 | \$ 1,967,007 | \$ - | |
| Total Expenses | | \$ 22,658,323 | \$ 23,545,992 | \$ 887,669 | |

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

| EXPENSE CLASSIFICATIONS | | AIMS MIDDLE | | | COMMENTS |
|-------------------------|---------------------------------------|---------------------|---------------------|---------------------|--|
| | | 23-24 1st Interim | 23-24 2nd Interim | Variance | |
| 1000 | Certificated Salaries | \$ 1,061,377 | \$ 1,061,377 | \$ - | |
| 2000 | Classified Salaries | \$ 243,807 | \$ 280,790 | \$ 36,983.00 | Realignment of AIMS Staffing Assumptions |
| 3000 | Benefits | \$ 376,011 | \$ 405,829 | \$ 29,818.00 | Realignment of AIMS Staffing Assumptions |
| 4000 | Books and Supplies | \$ 197,250 | \$ 197,250 | \$ - | |
| 5000 | Services and Other Operating Expenses | \$ 1,525,012 | \$ 1,525,012 | \$ - | |
| 6000 | Capital Outlay | \$ 55,267 | \$ 55,267 | \$ - | |
| 7000 | Other Outgoing | \$ 370,290 | \$ 370,290 | \$ - | |
| Total Expenses | | \$ 3,829,014 | \$ 3,895,815 | \$ 66,801.00 | |

| EXPENSE CLASSIFICATIONS | | AIPCS II | | | COMMENTS |
|-------------------------|---------------------------------------|----------------------|----------------------|-------------------|--|
| | | 23-24 1st Interim | 23-24 2nd Interim | Variance | |
| 1000 | Certificated Salaries | \$ 3,726,503 | \$ 3,833,531 | \$ 107,028 | Realignment of AIMS Staffing Assumptions |
| 2000 | Classified Salaries | \$ 755,681 | \$ 792,351 | \$ 36,670 | Realignment of AIMS Staffing Assumptions |
| 3000 | Benefits | \$ 768,675 | \$ 785,300 | \$ 16,625 | Realignment of AIMS Staffing Assumptions |
| 4000 | Books and Supplies | \$ 802,914 | \$ 852,914 | \$ 50,000 | Realignment of AIMS Program Assumptions |
| 5000 | Services and Other Operating Expenses | \$ 4,558,737 | \$ 4,938,737 | \$ 380,000 | Realignment of AIMS Program Assumptions |
| 6000 | Capital Outlay | \$ 162,550 | \$ 162,550 | \$ - | |
| 7000 | Other Outgoing | \$ 1,092,764 | \$ 1,092,764 | \$ - | |
| Total Expenses | | \$ 11,867,824 | \$ 12,458,147 | \$ 590,323 | |



**American Indian
Model Schools**
A School at Work!

AIPCS I & II
Downtown Oakland Campus

AIPHS
Lakeview Campus

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| EXPENSE CLASSIFICATIONS | | AIMS HIGH | | | COMMENTS |
|-------------------------|---------------------------------------|---------------------|---------------------|-------------------|--|
| | | 23-24 1st Interim | 23-24 2nd Interim | Variance | |
| 1000 | Certificated Salaries | \$ 1,688,460 | \$ 1,752,707 | \$ 64,247 | Realignment of AIMS Staffing Assumptions |
| 2000 | Classified Salaries | \$ 666,661 | \$ 719,950 | \$ 53,289 | Realignment of AIMS Staffing Assumptions |
| 3000 | Benefits | \$ 676,242 | \$ 700,658 | \$ 24,416 | Realignment of AIMS Staffing Assumptions |
| 4000 | Books and Supplies | \$ 589,201 | \$ 662,287 | \$ 73,086 | Realignment of AIMS Program Assumptions due recognition of fund balances |
| 5000 | Services and Other Operating Expenses | \$ 2,726,434 | \$ 2,741,941 | \$ 15,507 | Realignment of AIMS Program Assumptions due recognition of fund balances |
| 6000 | Capital Outlay | \$ 110,534 | \$ 110,534 | \$ - | |
| 7000 | Other Outgoing | \$ 503,953 | \$ 503,953 | \$ - | |
| Total Expenses | | \$ 6,961,485 | \$ 7,192,030 | \$ 230,545 | |

Salaries & Benefits

Salary compensation represents 44% of expenses across all AIMS K-12 College Prep Schools. AIMS offers a competitive compensation package for both certificated and classified staff. Employee Benefit expense at AIMS averages 23% across all schools. This can vary greatly due to two primary factors: Health and Welfare benefits and PERS. AIMS K-12 covers the employee portion of all AIMS employer-based Health and Welfare options that the employee participates in. Health and welfare benefits (medical/dental/vision insurance premiums), if requested by the employee, can vary due a number of factors, including an employee’s age and number of dependents. AIMS tracks and reports health and welfare benefits as precisely as possible, reflects as a variance in the percentage of benefits for employees at AIMS.

AIMS MIDDLE

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

AIPCS II

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

AIMS MIDDLE 51%
AIPCS II/ AIMS ELEMENTARY 49%
 100%



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Books and Supplies

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

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

Services and Other Operating Expenses

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

Capital Outlay

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

Other Outgo

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

In 2021-2022 AIMS partnered with Oakland Unified School District to provide the Special Education services for their students. For the 2022-2023, AIMS K-12 began a partnership with the Eldorado Charter SELPA in the 2022-2023 school year. This required the staff and program to be built at the site level. The final payment for settlement with OUSD to depart from their SEPLA in 2022 was paid during the 2023-2024 2nd Interim.





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Summary

For the 2023-2024 2nd Interim Budget, AIMS K-12 College Prep has projected \$24,534,794 in revenue and \$23,545,992 in expenses. This provides a \$988,802 surplus and represents a 6% contribution to be added to the Ending Fund Balance. Bringing the total Ending Fund Balance \$13,655,840 providing approximately 127.59 days of operation. The composition of those funds are as follows:

| REVENUES | | AIMS K-12 COLLEGE PREP | |
|--|------------------------------|------------------------|-------------------|
| | | 23-24 2nd INTERIM | |
| LCFF SOURCES | | \$ | 16,496,536 |
| FEDERAL REVENUES | | \$ | 2,693,902 |
| OTHER STATE REVENUES | | \$ | 5,068,783 |
| LOCAL REVENUES | | \$ | 275,573 |
| TOTALS | | \$ | 24,534,794 |
| EXPENSE CLASSIFICATIONS | | 23-24 2nd INTERIM | |
| 1000 | Certificated Salaries | \$ | 6,647,615 |
| 2000 | Classified Salaries | \$ | 1,793,091 |
| 3000 | Benefits | \$ | 1,891,787 |
| 4000 | Books and Supplies | \$ | 1,712,451 |
| 5000 | Services and Other Operating | \$ | 9,205,690 |
| 6000 | Capital Outlay | \$ | 328,351 |
| 7000 | Other Outgoing | \$ | 1,967,007 |
| Total Expenses | | \$ | 23,545,992 |
| Surplus/Deficit | | \$ | 988,802 |
| As a % of LCFF Revenue | | | 6% |
| Beginning Fund Balance | | \$ | 12,667,038 |
| Ending Fund Balance | | \$ | 13,655,840 |
| As a % of Expenditures | | | 58% |
| Daily expenditure rate (Total Expenses/220 days) | | \$ | 107,027.24 |
| Days of Operation | | | 127.59 |



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Cash Flow Statement

As of 2nd Interim the cash flow represented is based on the January 31, 2024 closing date. As of January 31, 2024, AIMS K-12 College Prep maintained \$15,681,149.10 in cash

Charter School Management Corp.
Statement of Cash Flows - Indirect Method

Reporting Book: ACCRUAL
As of Date: 02/21/2024
Location: American Indian Model Schools-AIM

| | Month Ending 07/31/2023 | Month Ending 08/31/2023 | Month Ending 09/30/2023 | Month Ending 10/31/2023 | Month Ending 11/30/2023 | Month Ending 12/31/2023 | Month Ending 01/31/2024 |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| | Actual | Actual | Actual | Actual | Actual | Actual | Actual |
| Increase (Decrease) in Cash | | | | | | | |
| Cash flows from operating activities | | | | | | | |
| Net Increase/(Decrease) in Net Assets | (1,067,428.38) | (545,714.50) | (463,717.25) | 1,041,018.25 | (336,840.09) | (57,709.56) | 833,638.33 |
| Accounts Receivable | 4,258,164.31 | 9,465.33 | 16,062.54 | 112,861.21 | 75,842.16 | 12,482.00 | 211,995.00 |
| Accounts Payable | 371,084.59 | (566,751.13) | 51,677.15 | (71,715.94) | 115,718.22 | (106,189.82) | 146,527.63 |
| Other Short Term Liabilities | (587.16) | 3,830.91 | 6,311.65 | (3,725.05) | (814.11) | 1,036.61 | (264,015.70) |
| Accrued Liabilities | (532,274.82) | (18,203.78) | 24,440.28 | (110,750.31) | (193,825.31) | 31,177.01 | 304,811.78 |
| Other Assets | (138,015.47) | 30,889.73 | 46,716.70 | 63,705.36 | 0.00 | 0.00 | 0.00 |
| Cash flows from operating activities | 2,890,943.07 | (1,086,483.44) | (318,508.93) | 1,031,393.52 | (339,919.13) | (119,203.76) | 1,232,957.04 |
| Cash flows from investing activities | 9,918.56 | 32,316.09 | 32,330.05 | 0.00 | 0.00 | 0.00 | 0.00 |
| Cash flows from financing activities | (24,051.27) | (22,238.13) | (21,356.09) | (18,856.00) | (19,697.00) | (19,697.00) | (19,697.00) |
| Total Increase (Decrease) in Cash | 2,876,810.36 | (1,076,405.48) | (307,534.97) | 1,012,537.52 | (359,616.13) | (138,900.76) | 1,213,260.04 |
| Cash, Beginning Period | 12,438,106.52 | 15,337,808.88 | 14,261,403.40 | 13,953,868.43 | 14,966,405.95 | 14,606,789.82 | 14,467,889.06 |
| Cash, End of Period | 15,337,808.88 | 14,261,403.40 | 13,953,868.43 | 14,966,405.95 | 14,606,789.82 | 14,467,889.06 | 15,681,149.10 |

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

AIMS MS FY23-24 2nd Interim report.xls

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

AIMS HS FY23-24 2nd Interim report.xls

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

AIMS Elem FY23-24 2nd Interim report.xls

Coversheet

Final Audit Report 2023

Section: V. Action Items
Item: J. Final Audit Report 2023
Purpose: Vote
Submitted by:
Related Material: AIMS Board Submission Cover Letter.pdf
American Indian Model Schools Final Audit Report 2023.pdf



AIMS K-12 College Prep Charter District Board Submission Cover Letter

Submitter Information

Full Name: Katema Ballentine
Position/Title: CBO
Department: Business Operation Services
Date of Submission (MM/DD/YYYY): 2-27-2024

Item Details

Title of Item: 2022-2023Audit
Is this item a: New Submission
 Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed by:
 Superintendent
 Chief Business Officer (CBO) (If budget changes)
 Director of Compliance (If plan changes)
 Neither

Committee Review

Has this item been through the appropriate committee review process?
 Yes No
If yes: Please specify which committee(s) and provide minutes or approval documentation:
Finance Committee
If no: Explain why:

Deadline Information

Is there a submission deadline for this item?
 Yes No
If yes: Please indicate the deadline date (MM/DD/YYYY): 1/31/2024

Financial Information (if applicable):

Total Cost: \$ 19.6M
Is this expenditure included in the annual budget?
 Yes No
Please specify in which plan this expense is indicated:
 SPSA LCAP Other: ALL PLANS



Financial Statements
June 30, 2023

American Indian Model Schools

American Indian Public Charter School (AIPCS)
(Charter Number 0106)

American Indian Public Charter School II (AIPCS II)
(Charter Number 0882)

American Indian Public High School (AIPHS)
(Charter Number 0765)

American Indian Model Schools

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Independent Auditor's Report

Governing Board
American Indian Model Schools
Oakland, California

Report on the Audit of the Financial Statements

Opinion

We have audited the financial statements of American Indian Model Schools (the Organization) (a California Nonprofit Public Benefit Corporation), which comprise the statement of financial position as of June 30, 2023, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements referred to above present fairly, in all material respects, the financial position of the Organization as of June 30, 2023, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States (*Government Auditing Standards*). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Organization and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Adoption of New Accounting Standard

As discussed in Note 5 to the financial statements, the Organization has adopted the provisions of FASB Accounting Standards Codification Topic 842, *Leases*, as of July 1, 2022 using the modified retrospective approach with an adjustment at the beginning of the adoption period. Our opinion is not modified with respect to this matter.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America; and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Organization's ability to continue as a going concern for one year after the date that the financial statements are available to be issued.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Organization's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary information such as the schedule of expenditures of federal awards, as required by Title 2 *U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* and other supplementary information on pages 18-28 are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards and other supplementary information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated February 16, 2024, on our consideration of the Organization's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control over financial reporting and compliance.



Rancho Cucamonga, California
February 16, 2024

American Indian Model Schools
Statement of Financial Position
June 30, 2023

| | |
|---|-----------------------------|
| Assets | |
| Current assets | |
| Cash | \$ 12,438,107 |
| Receivables | 4,828,656 |
| Prepaid expenses | <u>23,171</u> |
| Total current assets | <u>17,289,934</u> |
| Noncurrent assets | |
| Security deposit | 36,792 |
| Property and equipment | 7,693,864 |
| Operating lease right-of-use asset | <u>104,889</u> |
| Total noncurrent assets | <u>7,835,545</u> |
| Total assets | <u><u>\$ 25,125,479</u></u> |
| Liabilities | |
| Current liabilities | |
| Accounts payable | \$ 917,416 |
| Accrued liabilities | 332,621 |
| Accrued compensated absences | 203,989 |
| Refundable advance | 5,226,933 |
| Current portion of notes payable | 233,000 |
| Current portion of operating lease liability | <u>52,472</u> |
| Total current liabilities | <u>6,966,431</u> |
| Long-term liabilities | |
| Notes payable, less current portion | 8,307,140 |
| Operating lease liability, less current portion | <u>51,563</u> |
| Total long-term liabilities | <u>8,358,703</u> |
| Total liabilities | <u>15,325,134</u> |
| Net Assets | |
| Without donor restrictions | 9,318,048 |
| With donor restrictions | <u>482,297</u> |
| Total net assets | <u>9,800,345</u> |
| Total liabilities and net assets | <u><u>\$ 25,125,479</u></u> |

American Indian Model Schools

Statement of Activities

Year Ended June 30, 2023

| | Without Donor Restrictions | With Donor Restrictions | Total |
|---------------------------------------|-------------------------------|----------------------------|---------------------|
| Support and Revenues | | | |
| Local Control Funding Formula | \$ 15,702,559 | \$ - | \$ 15,702,559 |
| Federal revenue | 1,856,889 | - | 1,856,889 |
| Other state revenue | 2,359,762 | 411,882 | 2,771,644 |
| Local revenues | 2,105,543 | 70,415 | 2,175,958 |
| Rental income | 87,439 | - | 87,439 |
| Net assets released from restrictions | 1,185,546 | (1,185,546) | - |
| Total support and revenues | 23,297,738 | (703,249) | 22,594,489 |
| Expenses | | | |
| Program services | 17,723,825 | - | 17,723,825 |
| Management and general | 1,936,188 | - | 1,936,188 |
| Fundraising and development | 23,543 | - | 23,543 |
| Total expenses | 19,683,556 | - | 19,683,556 |
| Change in Net Assets | 3,614,182 | (703,249) | 2,910,933 |
| Net Assets, Beginning of Year | 5,703,866 | 1,185,546 | 6,889,412 |
| Net Assets, End of Year | \$ 9,318,048 | \$ 482,297 | \$ 9,800,345 |

American Indian Model Schools
Statement of Functional Expenses
Year Ended June 30, 2023

| | <u>Program Services</u> | <u>Management and General</u> | <u>Fundraising and Development</u> | <u>Total Expenses</u> |
|----------------------------|-----------------------------|-----------------------------------|--|---------------------------|
| Salaries | \$ 7,406,820 | \$ 830,797 | \$ - | \$ 8,237,617 |
| Employee benefits | 1,544,669 | 141,130 | - | 1,685,799 |
| Payroll taxes | 663,655 | 79,453 | - | 743,108 |
| Fees for services | 2,572,067 | 107,220 | - | 2,679,287 |
| Advertising and promotions | 32,752 | 1,539 | - | 34,291 |
| Office expenses | 1,003,779 | 133,300 | - | 1,137,079 |
| Information technology | 254,469 | 12,849 | - | 267,318 |
| Occupancy | 337,265 | 63,484 | - | 400,749 |
| Conferences and meeting | 233,128 | 8,656 | - | 241,784 |
| Interest | 543 | 427,998 | - | 428,541 |
| Depreciation | 344,926 | 33,179 | - | 378,105 |
| Insurance | 139,158 | 15,677 | - | 154,835 |
| Other expenses | 134,212 | 7,323 | 23,543 | 165,078 |
| Special education | 986,568 | 13,433 | - | 1,000,001 |
| Instructional materials | 1,384,398 | 39,767 | - | 1,424,165 |
| Nutrition | 550,304 | - | - | 550,304 |
| District oversight fees | 135,112 | 20,383 | - | 155,495 |
| | <u>\$ 17,723,825</u> | <u>\$ 1,936,188</u> | <u>\$ 23,543</u> | <u>\$ 19,683,556</u> |

American Indian Model Schools

Statement of Cash Flows
Year Ended June 30, 2023

| | |
|--|-----------------------------|
| Operating Activities | |
| Change in net assets | \$ 2,910,933 |
| Adjustments to reconcile change in net assets to net cash from operating activities | |
| Depreciation expense | 378,105 |
| Changes in operating assets and liabilities | |
| Receivables | 269,074 |
| Prepaid expenses | 109,486 |
| Accounts payable | (222,644) |
| Accrued liabilities | 192,840 |
| Refundable advance | 3,758,731 |
| Operating lease assets and liabilities | (42,050) |
| Net Cash from Operating Activities | <u>7,354,475</u> |
| Investing Activities | |
| Purchases of property and equipment | <u>(90,711)</u> |
| Financing Activities | |
| Principal payments on notes | <u>(222,692)</u> |
| Net Change in Cash | 7,041,072 |
| Cash, Beginning of Year | <u>5,397,035</u> |
| Cash, End of Year | <u><u>\$ 12,438,107</u></u> |
| Supplemental Cash Flow Disclosure | |
| Cash paid during the year in interest | <u><u>\$ 428,183</u></u> |

Note 1 - Principal Activity and Significant Accounting Policies

Organization

American Indian Model Schools (the Organization) was incorporated in the State of California in 1996 as a nonprofit public benefit corporation that is organized under the Nonprofit Public Benefit Corporation Law exclusively for charitable and educational purposes within the meaning of 501(c)(3) of the Internal Revenue Code of 1954. The Organization operates three non-profit charter schools, under a charter granted by the Oakland Unified School District (OUSD). The following authorized charters are operated by the Organization:

American Indian Public Charter School (AIPCS)

Charter school number authorized by the State: 0106
Currently serves 194 students in grades sixth through eighth
Charter school was renewed by OUSD through June 30, 2026

American Indian Public Charter School II (AIPCS II)

Charter school number authorized by the State: 0882
Currently serves 634 students in grades kindergarten through eighth
Charter school was renewed by OUSD through June 30, 2025

American Indian Public High School (AIPHS)

Charter school number authorized by the State: 0765
Currently serves 375 students in grades ninth through twelfth
Charter school was renewed by OUSD through June 30, 2026

About AIMS

“Our mission at AIMS is to cultivate a community of diverse learners who achieve academic excellence. Our commitment to high expectations is attendance, academic achievement, and character development results in our students being prepared for lifelong success.”

Basis of Accounting

The accompanying financial statements were prepared using the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America as applicable to nonprofit organizations. Revenues are recognized as discussed below, and expenditures are recognized in the accounting period in which the liability is incurred.

Net Assets

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor or grantor restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor restrictions.

American Indian Model Schools

Notes to Financial Statements

June 30, 2023

Net Assets with Donor Restrictions – Net assets subject to donor (or certain grantor) restrictions. Some donor imposed (or grantor) restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity.

Concentration of Credit Risk

The Organization maintains its cash in bank deposit accounts which exceed federally insured limits. Accounts are guaranteed by the Federal Deposit Insurance Corporation (FDIC) up to \$250,000 per depositor, per insured bank, for each account ownership category. At June 30, 2023, the Organization had approximately \$11,472,122, in excess of FDIC-insured limits.

Receivables and Credit Policies

Receivables consist primarily of noninterest-bearing amounts due for educational programs. Management determines the allowance for uncollectable accounts receivable based on historical experience, an assessment of economic conditions, and a review of subsequent collections. Receivables are written off when deemed uncollectable. No allowance for doubtful accounts has been established, as the Organization deems all amounts to be fully collectible. Substantially all outstanding receivables as of June 30, 2023 are due from state and/or federal sources related to grant contributions and are expected to be collected within a period of less than one year.

Intra-Entity Transactions

Intra-entity transactions results from a net cumulative difference between resources provided by the central office account to each charter school and reimbursement for those resources from each charter school to the home office account. Intra-entity transfers include certain costs of shared liabilities and shared assets between the Organization.

Property and Equipment

Property and equipment additions over \$5,000 are recorded at cost, or if donated, at fair value on the date of donation. Depreciation is computed using the straight-line method over the estimated useful lives of the assets ranging from 3 to 30 years, or in the case of capitalized leased assets or leasehold improvements, the lesser of the useful life of the asset or the lease term. When assets are sold or otherwise disposed of, the cost and related depreciation is removed from the accounts, and any remaining gain or loss is included in the statement of activities. Cost of maintenance and repairs that do not improve or extend the useful lives of the respective assets are expensed currently.

The Organization reviews the carrying values of property and equipment for impairment whenever events or circumstances indicate that the carrying value of an asset may not be recoverable from the estimated future cash flows expected to result from its use and eventual disposition. When considered impaired, an impairment loss is recognized to the extent carrying value exceeds the fair value of the asset. There were no indicators of asset impairment during the year ended June 30, 2023.

American Indian Model Schools

Notes to Financial Statements

June 30, 2023

Revenue and Revenue Recognition

Operating funds for the Organization are derived principally from state and federal sources. The Organization receives state funding based on each of the enrolled student's average daily attendance (ADA) in its school. Contributions are recognized when cash or notification of an entitlement is received.

A portion of the Organization's revenue is derived from cost-reimbursable federal and state contracts and grants, which are conditioned upon certain performance requirements and/or the incurrence of allowable qualifying expenses. Amounts received are recognized as revenue when the Organization has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as refundable advances in the statement of financial position. At June 30, 2023 conditional contributions approximating \$4,924,463, for which no amounts had been received in advance, have not been recognized in the accompanying financial statements.

The Coronavirus Aid, Relief, and Economic Security Act provided an employee retention credit (the credit) which is a refundable tax credit against certain employment taxes of up to \$5,000 per employee for eligible employers. The credit is equal to 50% of qualified wages paid to employees, capped at \$10,000 of qualified wages through December 31, 2020. During the year ended June 30, 2023, the Organization recorded a \$1,848,598 benefit related to the credit which is presented in the statement of activities as local revenue.

Donated Services and In-Kind Contributions

Volunteers contribute significant amounts of time to program services, administration, and fundraising and development activities; however, the financial statements do not reflect the value of these contributed services because they do not meet recognition criteria prescribed by generally accepted accounting principles. Contributed goods are recorded at fair value at the date of donation. Donated professional services are recorded at the respective fair values of the services received. No significant contributions of such goods or services were received during the year ended June 30, 2023.

Functional Allocation of Expenses

The financial statements report categories of expenses that are attributed to program service activities or supporting services activities such as management and general activities and fundraising and development activities. The costs of program and supporting services activities have been summarized on a functional basis in the statement of activities. The statement of functional expenses presents the natural classification detail of expenses by function. Accordingly, certain costs have been allocated among the programs and supporting services benefited based on management's estimates. The expenses that are allocated include occupancy and depreciation, which are allocated on a square footage basis, as well as salaries and wages, benefits, payroll taxes, professional services, office expenses, information technology, interest, insurance, and other, which are allocated on the basis of estimates of time and effort.

American Indian Model Schools

Notes to Financial Statements

June 30, 2023

Income Taxes

The Organization is organized as a California nonprofit corporation and has been recognized by the Internal Revenue Service (IRS) as exempt from federal income taxes under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3), and qualifies for the charitable contribution deduction. It is also exempt from State franchise and income taxes under Section 23701(d) of the California Revenue and Taxation Code. The Organization is annually required to file a Return of Organization Exempt from Income Tax (Form 990) with the IRS. In addition, the Organization is subject to income tax on net income that is derived from business activities that are unrelated to its exempt purpose. The Organization determined that it is not subject to unrelated business income tax and has not filed an Exempt Organization Business Income Tax Return (Form 990-T) with the IRS.

Management believes that the Organization has appropriate support for any tax positions taken affecting its annual filing requirements, and as such, does not have any uncertain tax positions that are material to the financial statements. The Organization would recognize future accrued interest and penalties related to unrecognized tax benefits and liabilities in income tax expense if such interest and penalties are incurred.

Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

Financial Instruments and Credit Risk

Deposit concentration risk is managed by placing cash, money market accounts, and certificates of deposit with financial institutions believed by management to be creditworthy. At times, amounts on deposit may exceed insured limits or include uninsured investments in money market mutual funds. To date, no losses have been experienced in any of these accounts. Credit risk associated with accounts receivable is considered to be limited due to high historical collection rates and because substantial portions of the outstanding amounts are due from governmental agencies supportive of the Organization's mission.

Change in Accounting Principle

Effective July 1, 2022, the Organization adopted the new lease accounting guidance in Accounting Standards Update No. 2016-02, *Leases (Topic 842)*. The Organization elected to apply the guidance as of July 1, 2022, the beginning of the adoption period. The standard requires the recognition of right-of-use assets and lease liabilities for lease contracts with terms greater than 12 months. Operating lease costs are recognized in the statement of activities as a single lease cost and finance lease costs are recognized in two components, interest expense and amortization expense. The Organization has elected the package of practical expedients permitted in Topic 842. Accordingly, the Organization accounted for its existing leases as either finance or operating lease under the new guidance, without reassessing (a) whether the contract contains a lease under Topic 842, (b) whether classification of the operating lease would be different in accordance with Topic 842, or (c) whether the unamortized initial direct costs before transition adjustments would have met the definition of initial direct costs in Topic 842 at lease commencement.

American Indian Model Schools

Notes to Financial Statements

June 30, 2023

As a result of the adoption of the new lease accounting guidance, the Organization recognized on July 1, 2022, the beginning of the adoption period, a cumulative effect adjustment to net assets of \$(1,986), an operating lease liability of \$134,986, and an operating right-of-use asset of \$136,972. The adoption of the new standard did not materially impact the Organization’s statement of activities or statement of cash flows. See Note 5 for further disclosure of the Organization’s lease contracts.

Note 2 - Liquidity and Availability

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date, comprise the following:

| | |
|---|-----------------------------|
| Financial assets | |
| Cash | \$ 12,438,107 |
| Receivables | <u>4,828,656</u> |
| Financial assets at year end | <u>17,266,763</u> |
| Less those available for general expenditure within one year due to Restrictions by donor with time restrictions | <u>(482,297)</u> |
| Financial assets available to meet cash needs for general expenditure within one year | <u><u>\$ 16,784,466</u></u> |

As part of the Organization’s liquidity management, it has a policy to structure its financial assets to be available as its general expenditures, liabilities, and other obligations become due.

Note 3 - Property and Equipment

Property and equipment consist of the following at June 30, 2023:

| | |
|-------------------------------|----------------------------|
| Land | \$ 2,451,271 |
| Building improvements | 2,813,732 |
| Building | 5,719,632 |
| Computer and equipment | <u>194,218</u> |
| | 11,178,853 |
| Less accumulated depreciation | <u>(3,484,989)</u> |
| Total | <u><u>\$ 7,693,864</u></u> |

American Indian Model Schools
Notes to Financial Statements
June 30, 2023

Note 4 - Notes Payable

Notes payable consist of the following at June 30, 2023:

Note payable, due in variable monthly installments principal and interest at 5.250% collateralized by (a) a deed of trust for the real property located in Alameda County, CA; (b) an assignment of all rents to lender on real property located in Alameda County, CA; and (c) all financial contracts and all proceeds thereof, including all accounts and general intangibles, described in the Commercial Security Agreement, with a carrying value of \$9,300,000; maturing in 2029.

\$ 8,540,140

Future maturities of notes payable are as follows:

| Year Ending June 30, | Principal |
|-------------------------|--------------|
| 2024 | \$ 233,000 |
| 2025 | 244,268 |
| 2026 | 256,556 |
| 2027 | 267,452 |
| 2028 | 282,680 |
| Thereafter | 7,256,184 |
| Total | \$ 8,540,140 |

Note 5 - Leases

The Organization leases certain real property for the operations of the charter school and equipment at various terms under long-term non-cancelable operating lease agreements. The leases expire at various dates through 2028. The Organization includes in the determination of the right-of-use assets and lease liabilities any renewal options reasonably certain to be exercised. The Organization’s operating lease provides for increases in future minimum annual rental payments. Additionally, the operating lease agreement requires the Organization to pay real estate taxes, insurance, and repairs.

The weighted-average discount rate is based on the discount rate implicit in the lease. If the implicit rate is not readily determinable from the lease, the Organization estimates an applicable incremental borrowing rate. The incremental borrowing rate is estimated using the Organization’s applicable borrowing rates and the contractual lease term.

The Organization has elected the short-term lease exemption for all leases with a term of 12 months or less for both existing and ongoing operating leases to not recognize the asset and liability for these leases. Lease payments for short-term leases are recognized on straight-line basis.

The Organization elected the practical expedient to not separate lease and non-lease components for real property and equipment leases.

American Indian Model Schools
Notes to Financial Statements
June 30, 2023

Total lease costs for the year ended June 30, 2023 were as follows:

| | | |
|-----------------------|----|---------|
| Operating lease cost | \$ | 61,493 |
| Short-term lease cost | | 135,525 |

The following table summarizes the supplemental cash flow information for the year ended June 30, 2023:

| | | |
|--|----|--------|
| Cash paid for amounts included in the measurement of lease liabilities | | |
| Operating cash flows from operating leases | \$ | 60,362 |
| Right-of-use assets obtained in exchange for lease liabilities | | |
| Operating leases | \$ | 24,364 |

The following summarizes the weighted-average remaining lease term and weighted-average discount rate:

| | | |
|--|--|------------|
| Weighted-average remaining lease term: | | |
| Operating leases | | 3.90 Years |
| Weighted-average discount rate: | | |
| Operating leases | | 4.00% |

The future minimum lease payments under noncancelable operating leases with terms greater than one year are listed below as of June 30, 2023:

| | | <u>June 30, 2023</u> |
|------------------------------------|----|-----------------------|
| | | <u>Operating</u> |
| 2024 | \$ | 55,529 |
| 2025 | | 29,754 |
| 2026 | | 17,230 |
| 2027 | | 5,367 |
| 2028 | | <u>1,342</u> |
| Total lease payments | | 109,222 |
| Less interest | | <u>(5,187)</u> |
| Present value of lease liabilities | \$ | <u><u>104,035</u></u> |

American Indian Model Schools
Notes to Financial Statements
June 30, 2023

Note 6 - Net Assets

Net assets consist of the following at June 30, 2023:

| | |
|--|----------------------------|
| Net Assets Without Donor Restrictions | |
| Designated for College Readiness | \$ 6,553 |
| Designated for Scholarship Funds | 659,666 |
| Designated for Oakland Education Fund Grant | 4,328 |
| Designated for San Francisco 49ers Grant | 5,000 |
| Designated for State Programs | 180,779 |
| Undesignated net assets | <u>8,461,722</u> |
| Total net assets without donor restrictions | <u><u>\$ 9,318,048</u></u> |
| Net Assets with Donor Restrictions | |
| Subject to expenditure for specified purpose | |
| Measure G1 | \$ 70,415 |
| After School Education and Safety | 97,331 |
| Cal Shape Grant | 34,778 |
| Classified Employee Teacher Credential | 111,381 |
| Kitchen Infrastructure Grant | 168,261 |
| SB 117 COVID-19 LEA Response Funds | <u>131</u> |
| | <u><u>\$ 482,297</u></u> |
| Satisfaction of purpose restrictions | |
| Measure G1 | \$ 103,268 |
| Education Protection Act | 728,498 |
| After School Education and Safety | 128,826 |
| Lottery - Instructional Materials | 160,822 |
| Kitchen Infrastructure Grant | 64,001 |
| SB 117 COVID-19 LEA Response Funds | <u>131</u> |
| Total nets assets released from donor restrictions | <u><u>\$ 1,185,546</u></u> |

Note 7 - Employee Retirement Systems

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Academic employees are members of the California Public Employees' Retirement System (CalPERS).

California Public Employees Retirement System (CalPERS)

Plan Description

Qualified employees are eligible to participate in the School Employer Pool (SEP) under the California Public Employees’ Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees’ Retirement Law.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2021, annual actuarial valuation report, Schools Pool Actuarial Valuation. This report and CalPERS audited financial information are publicly available reports that can be found on the CalPERS website under Forms and Publications at: <https://www.calpers.ca.gov/page/forms-publications>.

Benefits Provided

CalPERS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of service credit, a benefit factor and the member’s final compensation. Members hired on or before December 31, 2012, with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. Members hired on or after January 1, 2013, with five years of total service are eligible to retire at age 52 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after five years of service. The Basic Death Benefit is paid to any member’s beneficiary if the member dies while actively employed. An employee’s eligible survivor may receive the 1957 Survivor Benefit if the member dies while actively employed, is at least age 50 (or 52 for members hired on or after January 1, 2013), and has at least five years of credited service. The cost of living adjustments for each plan are applied as specified by the Public Employees’ Retirement Law.

The CalPERS provisions and benefits in effect at June 30, 2023, are summarized as follows:

| | School Employer Pool (CalPERS) | |
|---|-----------------------------------|--------------------------------|
| | On or before December 31, 2012 | On or after January 1, 2013 |
| Hire date | | |
| Benefit formula | 2% at 55 | 2% at 62 |
| Benefit vesting schedule | 5 years of service | 5 years of service |
| Benefit payments | Monthly for life | Monthly for life |
| Retirement age | 55 | 62 |
| Monthly benefits as a percentage of eligible compensation | 1.1% - 2.5% | 1.0% - 2.5% |
| Required employee contribution rate | 7.00% | 8.00% |
| Required employer contribution rate | 25.37% | 25.37% |

American Indian Model Schools

Notes to Financial Statements

June 30, 2023

Contributions

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. Total plan contributions are calculated through the CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The Organization is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. The contributions rates are expressed as percentage of annual payroll. The contribution rates for each plan for the year ended June 30, 2023, are presented above and the total Organization's contributions were \$899,842.

Note 8 - Contingencies, Risks, and Uncertainties

The Organization has received State and Federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

The Organization's credit filings remain open for potential examination by the Internal Revenue Service through the statute of limitations, which has varying expiration dates extending through 2027. Any disallowed claims resulting from such examinations could be subject to repayment to the federal government.

Note 9 - Subsequent Events

The Organization's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements through February 16, 2024, which is the date the financial statements were available to be issued. Management has determined that there were no subsequent events or transactions that would have a material impact on the current year financial statements.



Supplementary Information
June 30, 2023

American Indian Model Schools

American Indian Model Schools
Schedule of Expenditures of Federal Awards
Year Ended June 30, 2023

| Federal Grantor/Pass-Through Grantor/Program or Cluster Title | Federal Financial Assistance Listing Number | Pass-Through Entity Identifying Number | Federal Expenditures |
|---|---|---|-------------------------|
| U.S. Department of Education | | | |
| Passed through California Department of Education (CDE) | | | |
| Special Education Cluster | | | |
| American Rescue Plan (ARP) Part B, Sec. 611 | | | |
| Local Assistance Entitlement | 84.027 | 15638 | <u>\$ 193,640</u> |
| Passed through California Department of Education (CDE) | | | |
| COVID-19 - Elementary and Secondary School Emergency Relief (ESSER) Fund | 84.425D | 15536 | \$ 47,672 |
| COVID-19 - Elementary and Secondary School Emergency Relief II (ESSER II) Fund | 84.425D | 15547 | 127,966 |
| COVID-19 - Expanded Learning Opportunities (ELO) Grant ESSER II State Reserves | 84.425D | 15618 | 60,255 |
| COVID-19 - Expanded Learning Opportunities (ELO) Grant GEER II | 84.425C | 15619 | 5,393 |
| COVID-19 - Elementary and Secondary School Emergency Relief III (ESSER III) Fund | 84.425U | 15559 | 334,197 |
| COVID-19 - Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Learning Loss | 84.425U | 10155 | <u>74,091</u> |
| Subtotal | | | <u>649,574</u> |
| Title I, Part A, Basic Grants Low-Income and Neglected | 84.010 | 14329 | 400,487 |
| Title II, Part A, Supporting Effective Instruction | 84.367 | 14341 | 18,488 |
| Title III, English Learner Student Program | 84.365 | 14346 | 49,377 |
| Title III, Immigrant Student Program | 84.365 | 15146 | 1,341 |
| Title IV, Part A, Student Support and Academic Enrichment | 84.424 | 15396 | 17,396 |
| State Charter School Facilities Incentive Grant Program | 84.282D | [1] | <u>9,245</u> |
| Subtotal | | | <u>496,334</u> |
| Total U.S. Department of Education | | | <u>1,145,908</u> |
| U.S. Department of Agriculture | | | |
| Passed through CDE | | | |
| Child Nutrition Cluster | | | |
| Especially Needy Breakfast | 10.553 | 13526 | <u>58,952</u> |
| National School Lunch Program | 10.555 | 13524 | 396,120 |
| Meal Supplement | 10.555 | 13396 | 24,039 |
| Summer Food Service Program | 10.559 | 13004 | 2,396 |
| Supply Chain Assistance for School Meals | 10.555 | 15655 | <u>35,834</u> |
| Subtotal | | | <u>458,389</u> |
| Total Child Nutrition Cluster | | | <u>517,341</u> |
| Total Federal Financial Assistance | | | <u>\$ 1,856,889</u> |

[1] Pass-Through Entity Identifying Number not available.

American Indian Model Schools
 Local Education Agency Organization Structure
 June 30, 2023

ORGANIZATION

American Indian Model Schools operate three nonprofit charter schools: American Indian Public Charter School (Charter Number 0106), American Indian Public Charter School II (Charter Number 0882), and American Indian Public High School (Charter Number 0765). The Schools are operating under a charter granted by the Oakland Unified School District and offer classroom-based instruction for grades K - 12.

GOVERNING BOARD

| MEMBER | OFFICE | TERM EXPIRES |
|----------------------|-----------|--------------|
| Christopher Edington | President | June 2024 |
| Dana Lang | Member | June 2022 |
| Steven Leung | Member | June 2023 |
| Jumoke Hinton-Hodge | Member | June 2024 |

ADMINISTRATION

| NAME | TITLE |
|------------------|----------------|
| Maya Woods-Cadiz | Superintendent |

American Indian Model Schools
 Schedule of Average Daily Attendance
 June 30, 2023

AIPCS

| | Second Period Report | Annual Report |
|---------------------------|-------------------------|------------------|
| Regular ADA | | |
| Sixth | 61.05 | 59.96 |
| Seventh and eighth | 144.65 | 145.58 |
| Total regular ADA | 205.70 | 205.54 |
| Classroom based ADA | | |
| Sixth | 61.05 | 59.96 |
| Seventh and eighth | 144.65 | 145.58 |
| Total classroom based ADA | 205.70 | 205.54 |

AIPCS II

| | Second Period Report | Annual Report |
|----------------------------|-------------------------|------------------|
| Regular ADA | | |
| Kindergarten through third | 249.67 | 253.73 |
| Fourth through sixth | 207.03 | 210.91 |
| Seventh and eighth | 134.83 | 133.99 |
| Total regular ADA | 591.53 | 598.63 |
| Classroom based ADA | | |
| Kindergarten through third | 249.67 | 253.73 |
| Fourth through sixth | 207.03 | 210.91 |
| Seventh and eighth | 134.83 | 133.99 |
| Total classroom based ADA | 591.53 | 598.63 |

AIPHS

| | Second Period Report | Annual Report |
|---------------------------|-------------------------|------------------|
| Regular ADA | | |
| Ninth through twelfth | 400.22 | 393.12 |
| Total regular ADA | 400.22 | 393.12 |
| Classroom based ADA | | |
| Ninth through twelfth | 400.22 | 393.12 |
| Total classroom based ADA | 400.22 | 393.12 |

American Indian Model Schools
 Schedule of Instructional Time
 Year Ended June 30, 2023

AIPCS

| Grade Level | 1986-1987 Minutes Requirement | 2022-2023 Actual Minutes | Number of Minutes Credited Form J-13A | Total Minutes Offered | Number of Actual Days | | Number of Days Credited Form J-13A | Total Days Offered | Status |
|--------------|-------------------------------------|--------------------------------|---|-----------------------------|-------------------------|------------------------|--|-----------------------|----------|
| | | | | | Traditional Calendar | Multitrack Calendar | | | |
| Grades 6 - 8 | 54,000 | | | | | | | | |
| Grade 6 | | 63,940 | - | 63,940 | 182 | - | - | 182 | Complied |
| Grade 7 | | 63,940 | - | 63,940 | 182 | - | - | 182 | Complied |
| Grade 8 | | 63,940 | - | 63,940 | 182 | - | - | 182 | Complied |

AIPCS II

| Grade Level | 1986-1987 Minutes Requirement | 2022-2023 Actual Minutes | Number of Minutes Credited Form J-13A | Total Minutes Offered | Number of Actual Days | | Number of Days Credited Form J-13A | Total Days Offered | Status |
|--------------|-------------------------------------|--------------------------------|---|-----------------------------|-------------------------|------------------------|--|-----------------------|----------|
| | | | | | Traditional Calendar | Multitrack Calendar | | | |
| Kindergarten | 36,000 | 55,980 | - | 55,980 | 182 | - | - | 182 | Complied |
| Grades 1 - 3 | 50,400 | | | | | | | | |
| Grade 1 | | 57,000 | - | 57,000 | 182 | - | - | 182 | Complied |
| Grade 2 | | 57,000 | - | 57,000 | 182 | - | - | 182 | Complied |
| Grade 3 | | 57,000 | - | 57,000 | 182 | - | - | 182 | Complied |
| Grades 4 - 6 | 54,000 | | | | | | | | |
| Grade 4 | | 57,000 | - | 57,000 | 182 | - | - | 182 | Complied |
| Grade 5 | | 57,000 | - | 57,000 | 182 | - | - | 182 | Complied |
| Grade 6 | | 63,940 | - | 63,940 | 182 | - | - | 182 | Complied |
| Grades 7 - 8 | 54,000 | | | | | | | | |
| Grade 7 | | 63,940 | - | 63,940 | 182 | - | - | 182 | Complied |
| Grade 8 | | 63,940 | - | 63,940 | 182 | - | - | 182 | Complied |

1 American Indian Model Schools
 Schedule of Instructional Time
 Year Ended June 30, 2023

AIPHS

| Grade Level | 1986-1987 Minutes Requirement | 2022-2023 Actual Minutes | Number of Minutes Credited Form J-13A | Total Minutes Offered | Number of Actual Days | | Number of Days Credited Form J-13A | Total Days Offered | Status |
|---------------|-------------------------------------|--------------------------------|---|-----------------------------|-------------------------|------------------------|--|-----------------------|----------|
| | | | | | Traditional Calendar | Multitrack Calendar | | | |
| Grades 9 - 12 | 64,800 | | | | | | | | |
| Grade 9 | | 65,080 | - | 65,080 | 182 | - | - | 182 | Complied |
| Grade 10 | | 65,080 | - | 65,080 | 182 | - | - | 182 | Complied |
| Grade 11 | | 65,080 | - | 65,080 | 182 | - | - | 182 | Complied |
| Grade 12 | | 65,080 | - | 65,080 | 182 | - | - | 182 | Complied |

American Indian Model Schools
Reconciliation of Annual Financial and Budget Report with Audited Financial Statements
Year Ended June 30, 2023

Summarized below are the net asset reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

| | AIPCS | AIPCS II | AIHS |
|---|--------------|--------------|--------------|
| Net Assets | | | |
| Balance, June 30, 2023, Unaudited Actuals | \$ 2,051,549 | \$ 5,168,278 | \$ 2,558,262 |
| Decrease in | | | |
| Operating lease liability | 168 | 168 | 168 |
| Increase in | | | |
| Property and equipment, net | (14,945) | (40,413) | (27,145) |
| Operating lease right-of-use asset | 22,198 | 49,190 | 33,501 |
| | \$ 2,058,970 | \$ 5,177,223 | \$ 2,564,786 |

American Indian Model Schools
Combining Statement of Financial Position
June 30, 2023

| | Central Office | AIPCS | AIPCS II |
|---|----------------------|---------------------|----------------------|
| Assets | | | |
| Current assets | | | |
| Cash | \$ 10,750,278 | \$ 659,666 | \$ 1,028,163 |
| Receivables | - | 902,593 | 2,458,466 |
| Intra-entity receivable | - | 1,106,029 | 6,086,132 |
| Prepaid expenses | 1,475 | 1,013 | 2,786 |
| Total current assets | 10,751,753 | 2,669,301 | 9,575,547 |
| Noncurrent assets | | | |
| Security deposit | - | 2,500 | 27,250 |
| Property and equipment | - | 120,467 | 7,562,077 |
| Operating lease right-of-use asset | - | 22,198 | 49,190 |
| Total noncurrent assets | - | 145,165 | 7,638,517 |
| Total assets | \$ 10,751,753 | \$ 2,814,466 | \$ 17,214,064 |
| Liabilities | | | |
| Current liabilities | | | |
| Accounts payable | \$ 800,615 | \$ - | \$ 116,801 |
| Accrued liabilities | 332,621 | - | - |
| Accrued compensated absences | - | 33,965 | 109,015 |
| Refundable advance | - | 699,625 | 3,222,003 |
| Intra-entity payable | 9,619,151 | - | - |
| Current portion of notes payable | - | - | 233,000 |
| Current portion of operating lease liability | - | 12,746 | 24,117 |
| Total current liabilities | 10,752,387 | 746,336 | 3,704,936 |
| Long-term liabilities | | | |
| Notes payable, less current portion | - | - | 8,307,140 |
| Operating lease liability, less current portion | - | 9,160 | 24,765 |
| Total long-term liabilities | - | 9,160 | 8,331,905 |
| Total liabilities | 10,752,387 | 755,496 | 12,036,841 |
| Net Assets | | | |
| Without donor restrictions | (634) | 2,021,880 | 4,741,241 |
| With donor restrictions | - | 37,090 | 435,982 |
| Total net assets | (634) | 2,058,970 | 5,177,223 |
| Total liabilities and net assets | \$ 10,751,753 | \$ 2,814,466 | \$ 17,214,064 |

American Indian Model Schools
Combining Statement of Financial Position
June 30, 2023

| | <u>AIPHS</u> | <u>Elimination</u> | <u>Total</u> |
|---|---------------------|-----------------------|----------------------|
| Assets | | | |
| Current assets | | | |
| Cash | \$ - | \$ - | \$ 12,438,107 |
| Receivables | 1,467,597 | - | 4,828,656 |
| Intra-entity receivable | 2,426,990 | (9,619,151) | - |
| Prepaid expenses | 17,897 | - | 23,171 |
| Total current assets | 3,912,484 | (9,619,151) | 17,289,934 |
| Noncurrent assets | | | |
| Security deposit | 7,042 | - | 36,792 |
| Property and equipment, net | 11,320 | - | 7,693,864 |
| Operating lease right-of-use asset | 33,501 | - | 104,889 |
| Total noncurrent assets | 51,863 | - | 7,835,545 |
| Total assets | \$ 3,964,347 | \$ (9,619,151) | \$ 25,125,479 |
| Liabilities | | | |
| Current liabilities | | | |
| Accounts payable | \$ - | \$ - | \$ 917,416 |
| Accrued liabilities | - | - | 332,621 |
| Accrued compensated absences | 61,009 | - | 203,989 |
| Refundable advance | 1,305,305 | - | 5,226,933 |
| Intra-entity payable | - | (9,619,151) | - |
| Current portion of notes payable | - | - | 233,000 |
| Current portion of operating lease liability | 15,609 | - | 52,472 |
| Total current liabilities | 1,381,923 | (9,619,151) | 6,966,431 |
| Long-term liabilities | | | |
| Notes payable, less current portion | - | - | 8,307,140 |
| Operating lease liability, less current portion | 17,638 | - | 51,563 |
| Total long-term liabilities | 17,638 | - | 8,358,703 |
| Total liabilities | 1,399,561 | (9,619,151) | 15,325,134 |
| Net Assets | | | |
| Without donor restrictions | 2,555,561 | - | 9,318,048 |
| With donor restrictions | 9,225 | - | 482,297 |
| Total net assets | 2,564,786 | - | 9,800,345 |
| Total liabilities and net assets | \$ 3,964,347 | \$ (9,619,151) | \$ 25,125,479 |

American Indian Model Schools
 Combining Statement of Activities
 Year Ended June 30, 2023

| | Central Office | AIPCS | AIPCS II |
|--------------------------------------|-------------------|---------------------|---------------------|
| Support and Revenues | | | |
| Local Control Funding Formula | \$ - | \$ 2,508,293 | \$ 7,451,868 |
| Federal revenue | - | 274,873 | 1,062,852 |
| Other state revenue | - | 538,981 | 1,497,059 |
| Local revenues | 4,121,648 | 464,223 | 1,102,908 |
| Rental income | - | 23,414 | 64,025 |
| Total support and revenues | <u>4,121,648</u> | <u>3,809,784</u> | <u>11,178,712</u> |
| Expenses | | | |
| Program services | 4,122,554 | 3,171,045 | 8,523,686 |
| Management and general | - | 399,841 | 905,850 |
| Fundraising and development | - | 408 | 1,425 |
| Total expenses | <u>4,122,554</u> | <u>3,571,294</u> | <u>9,430,961</u> |
| Change in Net Assets | (906) | 238,490 | 1,747,751 |
| Net Assets, Beginning of Year | <u>272</u> | <u>1,820,480</u> | <u>3,429,472</u> |
| Net Assets, End of Year | <u>\$ (634)</u> | <u>\$ 2,058,970</u> | <u>\$ 5,177,223</u> |

American Indian Model Schools
 Combining Statement of Activities
 Year Ended June 30, 2023

| | <u>AIPHS</u> | <u>Elimination</u> | <u>Total</u> |
|-------------------------------|---------------------|--------------------|---------------------|
| Support and Revenues | | | |
| Local Control Funding Formula | \$ 5,742,398 | \$ - | \$ 15,702,559 |
| Federal revenue | 519,164 | - | 1,856,889 |
| Other state revenue | 735,604 | - | 2,771,644 |
| Local revenues | 604,185 | (4,117,006) | 2,175,958 |
| Rental income | - | - | 87,439 |
| | <u>7,601,351</u> | <u>(4,117,006)</u> | <u>22,594,489</u> |
| Expenses | | | |
| Program services | 5,485,367 | (3,578,827) | 17,723,825 |
| Management and general | 1,168,676 | (538,179) | 1,936,188 |
| Fundraising and development | 21,710 | - | 23,543 |
| | <u>6,675,753</u> | <u>(4,117,006)</u> | <u>19,683,556</u> |
| Change in Net Assets | 925,598 | - | 2,910,933 |
| Net Assets, Beginning of Year | <u>1,639,188</u> | <u>-</u> | <u>6,889,412</u> |
| Net Assets, End of Year | <u>\$ 2,564,786</u> | <u>\$ -</u> | <u>\$ 9,800,345</u> |

Note 1 - Purpose of Supplementary Schedules**Schedule of Expenditures of Federal Awards**Basis of Presentation

The accompanying schedule of expenditures of federal awards (the schedule) includes the federal award activity of the Organization under programs of the federal government for the year ended June 30, 2023. The information is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the schedule presents only a selected portion of the operations of the Organization, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the Organization.

Summary of Significant Accounting Policies

Expenditures reported in the schedule are reported on the accrual basis of accounting. When applicable, such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. No federal financial assistance has been provided to a subrecipient.

Indirect Cost Rate

The Organization does not draw for indirect administrative expenses and has not elected to use the ten percent de minimus cost rate.

Food Donation

Nonmonetary assistance is reported in this schedule at the fair market value of the commodities received and disbursed. At June 30, 2023, the Organization had no food commodities in inventory.

Local Education Agency Organization Structure

This schedule provides information about the Organization's operations, members of the governing board, and members of the administration.

Schedule of Average Daily Attendance

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of the Organization's. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made to local education agencies. This schedule provides information regarding the attendance of students at the Organization.

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the Organization and whether the Organization complied with the provisions of *Education Code* Sections 47612 and 47612.5, if applicable.

American Indian Model Schools
Note to Supplementary Information
June 30, 2023

Reconciliation of Annual Financial Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the net assets reported on the unaudited actual financial report to the audited financial statements.

Combining Statement of Financial Position and Combining Statement of Activities

The combining statement of financial position and combining statement of activities are included to provide information regarding the individual programs of the charter schools within the Organization and are presented on the accrual basis of accounting. Eliminating entries in the combining statement of financial position and combining statement of activities are for activities between each charter school.



Independent Auditor's Reports
June 30, 2023

American Indian Model Schools



Independent Auditor’s Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

Governing Board
American Indian Model Schools
Oakland, California

We have audited in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of American Indian Model Schools (the Organization), which comprise the statement of financial position as of June 30, 2023, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements and have issued our report thereon dated February 16, 2024.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Organization's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity’s financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit, we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Organization's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

The image shows a handwritten signature in black ink that reads "Eide Bailly LLP". The signature is written in a cursive, flowing style.

Rancho Cucamonga, California
February 16, 2024



Independent Auditor’s Report on Compliance for the Major Federal Program; Report on Internal Control over Compliance Required by the Uniform Guidance

Governing Board
American Indian Model Schools
Oakland, California

Report on Compliance for the Major Federal Program

Opinion on the Major Federal Program

We have audited American Indian Model Schools’ (the Organization) compliance with the types of compliance requirements identified as subject to audit in the *OMB Compliance Supplement* that could have a direct and material effect on the Organization's major federal program for the year ended June 30, 2023. The Organization's major federal program is identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, the Organization complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2023.

Basis for Opinion on the Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*); and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor’s Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the Organization and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for the major federal program. Our audit does not provide a legal determination of the Organization’s compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the Organization’s federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the Organization's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the Organization's compliance with the requirements of the major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the Organization's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the Organization's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

The image shows a handwritten signature in black ink that reads "Eide Sully LLP". The signature is written in a cursive, flowing style.

Rancho Cucamonga, California
February 16, 2024



Independent Auditor's Report on State Compliance

Governing Board
American Indian Model Schools
Oakland, California

Report on Compliance

Opinion on State Compliance

We have audited American Indian Model Schools' (the Organization) compliance with the requirements specified in the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, applicable to the Organization's state program requirements identified below for the year ended June 30, 2023.

In our opinion, the Organization complied, in all material respects, with the compliance requirements referred to above that are applicable to the laws and regulations of the state programs noted in the table below for the year ended June 30, 2023.

Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS), the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the Organization and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of the Organization's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the Organization's state programs.

Auditor’s Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the Organization’s compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the Organization’s compliance with the requirements of the state programs as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the Organization’s compliance with the compliance requirements referred to above and performing such other procedures as we consider necessary in the circumstances.
- Obtain an understanding of the Organization’s internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, but not for the purpose of expressing an opinion on the effectiveness of the Organization’s internal controls over compliance. Accordingly, we express no such opinion; and
- Select and test transactions and records to determine the Organization’s compliance with the state laws and regulations applicable to the following items:

| 2022-2023 K-12 Audit Guide Procedures | Procedures Performed |
|---|----------------------|
| Local Education Agencies Other Than Charter Schools | |
| Attendance | No, see below |
| Teacher Certification and Misassignments | No, see below |
| Kindergarten Continuance | No, see below |
| Independent Study | No, see below |
| Continuation Education | No, see below |
| Instructional Time | No, see below |
| Instructional Materials | No, see below |
| Ratio of Administrative Employees to Teachers | No, see below |
| Classroom Teacher Salaries | No, see below |
| Early Retirement Incentive | No, see below |

| 2022-2023 K-12 Audit Guide Procedures | Procedures Performed |
|---|----------------------|
| GANN Limit Calculation | No, see below |
| School Accountability Report Card | No, see below |
| Juvenile Court Schools | No, see below |
| Middle or Early College High Schools | No, see below |
| K-3 Grade Span Adjustment | No, see below |
| Transportation Maintenance of Effort | No, see below |
| Apprenticeship: Related and Supplemental Instruction | No, see below |
| Comprehensive School Safety Plan | No, see below |
| District of Choice | No, see below |
| Home to School Transportation Reimbursement | No, see below |
| Independent Study Certification for ADA Loss Mitigation | No, see below |
| School Districts, County Offices of Education, and Charter Schools | |
| California Clean Energy Jobs Act | No, see below |
| After/Before School Education and Safety Program | Yes, see below |
| Proper Expenditure of Education Protection Account Funds | Yes |
| Unduplicated Local Control Funding Formula Pupil Counts | Yes |
| Local Control and Accountability Plan | Yes |
| Independent Study - Course Based | No, see below |
| Immunizations | No, see below |
| Educator Effectiveness | Yes |
| Expanded Learning Opportunities Grant (ELO-G) | Yes |
| Career Technical Education Incentive Grant | No, see below |
| Transitional Kindergarten | No, see below |
| Charter Schools | |
| Attendance | Yes |
| Mode of Instruction | Yes |
| Nonclassroom-Based Instruction/Independent Study | No, see below |
| Determination of Funding for Nonclassroom-Based Instruction | No, see below |
| Annual Instructional Minutes – Classroom Based | Yes |
| Charter School Facility Grant Program | No, see below |

Programs listed above for “Local Education Agencies Other Than Charter Schools” are not applicable to charter schools; therefore, we did not perform any related procedures.

We did not perform California Clean Energy Jobs Act procedures because the Organization did not receive funding for this program.

The Organization does not offer a Before School Education and Safety Program; therefore, we did not perform procedures related to the Before School Education and Safety Program.

The Organization does not offer an Independent Study-Course Based Program; therefore, we did not perform any procedures related to the Independent Study-Course Based Program.

The Organization's charter schools were not listed on the immunization assessment reports; therefore, we did not perform any related procedures.

We did not perform Career Technical Education Incentive Grant procedures because the Organization did not receive funding for this grant.

The Organization does not offer a transitional kindergarten program; therefore, we did not perform any procedures related to the transitional kindergarten program.

We did not perform procedures for the Nonclassroom-Based Instruction/Independent Study because the Organization was not classified as nonclassroom-based and does not offer an Independent Study program.

ADA was below the threshold required for testing; therefore, we did not perform any procedures related to Determination of Funding for Nonclassroom-Based Instruction.

We did not perform procedures for the Charter School Facility Grant Program because the Organization did not receive funding for this program.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identify during the audit.

Report on Internal Control over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that a material noncompliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention from those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

Eide Bailly LLP

Rancho Cucamonga, California
February 16, 2024



Schedule of Findings and Questioned Costs
June 30, 2023

American Indian Model Schools

American Indian Model Schools

Summary of Auditor’s Results

Year Ended June 30, 2023

Financial Statements

| | |
|--|---------------|
| Type of auditor’s report issued | Unmodified |
| Internal control over financial reporting | |
| Material weaknesses identified | No |
| Significant deficiencies identified not considered to be material weaknesses | None Reported |
| Noncompliance material to financial statements noted? | No |

Federal Awards

| | |
|--|---------------|
| Internal control over major program | |
| Material weaknesses identified | No |
| Significant deficiencies identified not considered to be material weaknesses | None Reported |
| Type of auditor’s report issued on compliance for major programs | Unmodified |
| Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance 2 CFR 200.516(a) | No |

Identification of major programs:

| <u>Name of Federal Program or Cluster</u> | <u>Federal Financial Assistance Listing Number</u> |
|---|--|
| COVID-19 Education Stabilization Fund | 84.425C, 84.425D & 84.425U |
| Dollar threshold used to distinguish between type A and type B programs | \$750,000 |
| Auditee qualified as low-risk auditee? | Yes |

State Compliance

| | |
|--|---------------|
| Internal control over state compliance for programs | |
| Material weaknesses identified | No |
| Significant deficiencies identified not considered to be material weaknesses | None Reported |
| Type of auditor’s report issued on compliance for programs | Unmodified |

American Indian Model Schools
Financial Statement Findings
Year Ended June 30, 2023

None reported.

American Indian Model Schools
Federal Awards Findings and Questioned Costs
Year Ended June 30, 2023

None reported.

American Indian Model Schools
State Compliance Findings and Questioned Costs
Year Ended June 30, 2023

None reported.

American Indian Model Schools
Summary Schedule of Prior Audit Findings
Year Ended June 30, 2023

There were no audit findings reported in the prior year's Schedule of Findings and Questioned Costs.

Coversheet

Measure G1 Parcel Tax

Section: V. Action Items
Item: K. Measure G1 Parcel Tax
Purpose: Vote
Submitted by:
Related Material: AIMS Board Submission Cover Letter.pdf
Measue G1 Governance Letter.pdf
Measure G1 Parcel Tax Finall Compliance Report.pdf



AIMS K-12 College Prep Charter District Board Submission Cover Letter

Submitter Information

Full Name: Katema Ballentine
Position/Title: CBO
Department: Business Operation Services
Date of Submission (MM/DD/YYYY): 2-27-2024

Item Details

Title of Item: 2022-2023 Measure G1 Independent Audit Report
Is this item a: New Submission
 Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed by:
 Superintendent
 Chief Business Officer (CBO) (If budget changes)
 Director of Compliance (If plan changes)
 Neither

Committee Review

Has this item been through the appropriate committee review process?
 Yes No
If yes: Please specify which committee(s) and provide minutes or approval documentation:
Finance Committee
If no: Explain why:

Deadline Information

Is there a submission deadline for this item?
 Yes No
If yes: Please indicate the deadline date (MM/DD/YYYY): 1/31/2024

Financial Information (if applicable):

Total Cost: \$ 190,872
Is this expenditure included in the annual budget?
 Yes No
Please specify in which plan this expense is indicated:
 SPSA LCAP Other: Measure G1 Plan



December 13, 2023

To the Measure G1 Citizens' Oversight Committee and
the Governing Board of the American Indian Model Schools

We have audited American Indian Model Schools (the Organization) compliance with the requirements described in the November 8, 2016 Measure G1 for the year ended June 30, 2023 and have issued our report thereon dated December 13, 2023. Professional standards require that we advise you of the following matters relating to our audit.

Our Responsibility in Relation to the Compliance Audit under Generally Accepted Auditing Standards and Government Auditing Standards

As communicated in our engagement letter dated March 20, 2023 our responsibility, as described by professional standards, is to plan and perform the audit to obtain reasonable assurance about whether the Organization complied with the compliance requirements of the Measure G1 for the fiscal years ending June 30, 2023. Our audit of compliance does not relieve you or management of your respective responsibilities.

Our responsibility, as prescribed by professional standards, is to plan and perform our audit to obtain reasonable, rather than absolute, assurance about whether the Organization complied with Measure G1. An audit of compliance in accordance with *Government Auditing Standards* includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control over financial reporting. Accordingly, as part of our audit, we considered the internal control of the Organization solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

We are also responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

Planned Scope and Timing of the Audit

We conducted our audit consistent with the planned scope and timing we previously communicated to you.

Compliance with All Ethics Requirements Regarding Independence

The engagement team, others in our firm, as appropriate, our firm, and other firms utilized in the engagement, if applicable, have complied with all relevant ethical requirements regarding independence.

Significant Risks Identified

As stated in our auditor's report, professional standards require us to design our audit to obtain reasonable assurance about whether material noncompliance with the compliance requirements of the November 8, 2016 Measure G1 occurred whether caused by fraud or error. In designing our audit procedures, professional standards require us to evaluate the compliance and assess the risk that material noncompliance could occur. Areas that are potentially more susceptible to material noncompliance, and thereby require special audit considerations, are designated as "significant risks." We identified no significant risks of material noncompliance.

Significant Difficulties Encountered during the Audit

We encountered no significant difficulties in dealing with management relating to the performance of the audit.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter, which could be significant to the Organization's financial statements or the auditor's report. No such disagreements arose during the course of the audit.

Representations Requested from Management

We have requested certain written representations from management which are included in the management representation letter dated December 13, 2023.

Management's Consultations with Other Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters. Management informed us that, and to our knowledge, there were no consultations with other accountants regarding auditing and accounting matters.

Other Significant Matters, Findings, or Issues

In the normal course of our professional association with American Indian Model Schools, we generally discuss a variety of matters, including the application of accounting principles and auditing standards, operating conditions affecting the entity, and operating plans and strategies that may affect the risks of material misstatement. None of the matters discussed resulted in a condition to our retention as the Organization's auditors.

This report is intended solely for the information and use of the Measure G1 Citizens' Oversight Committee and the Governing Board of the American Indian Model Schools, and management of the Organization and is not intended to be, and should not be, used by anyone other than these specified parties.



Rancho Cucamonga, California



Independent Auditor's Report on Compliance
and Supplementary Schedules
June 30, 2023

American Indian Model Schools
Oakland Unified School District
Measure G1 Parcel Tax

American Indian Model Schools

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June 30, 2023

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Independent Auditor's Report on Measure G1 Compliance

Governing Board
American Indian Model Schools
Oakland, California

Report on Compliance

Opinion on Compliance with Measure G1

We have audited the American Indian Model Schools' (the Schools) compliance with the requirements described in Appendix I, Summary of Audit Procedures, applicable to the November 8, 2016 Measure G1 for the year ended June 30, 2023.

In our opinion, the Schools complied, in all material respects, with the compliance requirements referred to above that are applicable to the November 8, 2016 Measure G1 for the year ended June 30, 2023.

Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS), the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the Schools and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of the Schools' compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to Measure G1.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the Schools' compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, and *Government Auditing Standards* will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the Schools' compliance with the requirements of the government program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and Measure G1, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the Schools' compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the Schools' internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with Measure G1, but not for the purpose of expressing an opinion on the effectiveness of the Schools' internal control over compliance. Accordingly, no such opinion is expressed.
- Select and test transactions and records to determine the Schools' compliance with laws and regulations applicable to Measure G1.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis.

A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that have not been identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing. Accordingly, this report is not suitable for any other purpose.

The image shows a handwritten signature in black ink that reads "Eide Bailly LLP". The signature is written in a cursive, professional style.

Rancho Cucamonga, California
December 13, 2023



Appendix I
Summary of Audit Procedures
June 30, 2023
American Indian Model Schools

American Indian Model Schools

Summary of Audit Procedures

June 30, 2023

Objectives of the Audit

- Ensure proceeds and expenditures of the parcel tax are fully accounted in the books and records of the Schools.
- Ensure expenditures are in support of allowable uses as per the ballot language, separately with respect to middle school grants, salary for school site educators, and administrative overhead.
- Ensure that middle school grant expenditures agree with the education improvement plans that were approved by the Citizens' Oversight Committee.
- Ensure that expenditures of Measure G1 are only for supplemental activities.

Scope of the Audit

- Schools' expenditures funded by Measure G1 during the fiscal year ending June 30, 2023.

Methodology

The following describes the audit procedures and our related findings.

1. Obtain parcel tax expenditure detail reports prepared by the Schools and agree amounts to the general ledger.

Finding - No exceptions were identified from applying this procedure. The Measure G1 accounting records are complete and include all activity during the fiscal year. The summary financial schedules provided in Appendix II reconcile with the Schools' accounting records.

2. Review the nature of the expenditures incurred by the school sites, and review source documents as appropriate, to ensure they were within the specific purposes of the ballot language.

Finding – No exceptions were identified from applying this procedure. We analytically reviewed the entire population of expenditure accounting records to search for transactions outside the scope of allowable expenditures. Individual transactions were selected for additional audit analysis, which includes reviewing source documents such as invoices, contracts, purchase orders, or payroll records. Subjected to the additional audit analysis were 18 individual transactions aggregating \$151,778 or 80% of the total Schools' site level transactions.

3. Ascertain if salary increases were used to supply raises to "school site educators," as the term is used in the ballot text.

Finding – No exceptions were identified from applying this procedure. The administrative regulations define a "school site educator" as an employee who spends at least 75% of their time at school sites, or who is a union-represented employee. The salary increases funded by Measure G1 were provided to these groups for the year ending June 30, 2023 through increases to the Charter School's salary schedule.

4. Ensure the same percentage increase in salary was applied to all school site educators.

Finding – No exceptions were identified in applying this procedure. We recalculated the salary increases and noted that the same percentage was applied to all school site educators.

American Indian Model Schools

Summary of Audit Procedures

June 30, 2023

5. Verify if the parcel tax is funding supplemental activities by performing the following procedures. Ascertain if funds were used to provide services which were required to be made available by virtue of being a school. Also, perform procedures to ascertain whether the parcel tax funded services that were previously provided with another funding source.

Finding – No exceptions were identified from applying this procedure.

6. Recalculate the 65/35% allocation between raises for school site educators and middle school grants.

Finding – Not applicable as the Charter School did not have any administrative overhead costs.

7. Test a sample of expenditures to ensure they were spent following the approved education improvement plans.

Finding – No exceptions were identified from applying this procedure. We reviewed 18 transactions representing 80% and verified that they are consistent with the approved plan.

8. Examine supporting documentation to validate the amount of Measure G1 Parcel Tax revenues received.

Finding – No exceptions were identified from applying this procedure.



Appendix II
Summary Financial Schedules (Unaudited)
June 30, 2023
American Indian Model Schools

American Indian Model Schools
 Summary Financial Schedule
 June 30, 2023

Table 1

Allocations and Ending Balances as of and for the year ended June 30, 2023:

| Site | Carryover at June 30, 2022 | FY 2022-23 Allocation | FY 2022-23 Actual | Carryover at June 30, 2023 |
|---------------------------------------|-------------------------------|--------------------------|----------------------|-------------------------------|
| Charter Schools | | | | |
| American Indian Public Charter School | \$ 38,310 | \$ 111,350 | \$ 98,837 | \$ 50,823 |
| American Indian Public Charter II | 34,789 | 109,702 | 92,035 | 52,456 |
| Total | <u>\$ 73,099</u> | <u>\$ 221,052</u> | <u>\$ 190,872</u> | <u>\$ 103,279</u> |

Notes to Table 1

The “actual” column is reimbursement requests made by the Schools for fiscal year 2022-2023.

Coversheet

Independent Auditor Selection

Section: V. Action Items
Item: L. Independent Auditor Selection
Purpose: Vote
Submitted by:
Related Material: AIMS Board Submission Cover Letter.pdf
Alameda County Office of Education.pdf



AIMS K-12 College Prep Charter District Board Submission Cover Letter

Submitter Information

Full Name: Katema Ballentine
 Position/Title: CBO
 Department: Business Operation Services
 Date of Submission (MM/DD/YYYY): 2-27-2024

Item Details

Title of Item: Independent Auditor Selection
 Is this item a: New Submission
 Renewal
 If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed by:

- Superintendent
- Chief Business Officer (CBO) (If budget changes)
- Director of Compliance (If plan changes)
- Neither

Committee Review

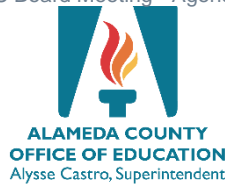
Has this item been through the appropriate committee review process?
 Yes No
 If yes: Please specify which committee(s) and provide minutes or approval documentation:
Finance Committee
 If no: Explain why:

Deadline Information

Is there a submission deadline for this item?
 Yes No
 If yes: Please indicate the deadline date (MM/DD/YYYY): 3/15/2024

Financial Information (if applicable):

Total Cost: \$ 45000
 Is this expenditure included in the annual budget?
 Yes No
 Please specify in which plan this expense is indicated:
 SPSA LCAP Other: Not applicable



Oakland Unified School District

**Independent Auditor Selection Form
Fiscal Year 2023/24**

AIMS K12 College Prep

Charter School

CDS Code #:

01-61259-6113807; 01-61259-0114363; 01-61259-0111856

Each year the State Controller’s Office confirms that the county offices of education, school districts, charter schools and certain joint powers entities have arranged for their annual audits.

Please complete the following for the above charter school:

Audit Firm: EIDE BAILEY

Address: 10681 Foothill Blvd, Ste 300
Rancho Cucamonga, CA 91730

Telephone Number: 909-466-4410

2023/24 Fiscal Year Audit Fee \$ 45,000

If a multiple year contract, please state the fiscal years covered and fee for each year:

| | | | |
|-------------|-------|--------|-------|
| Fiscal Year | _____ | Fee | _____ |
| | | \$ | _____ |
| Fiscal Year | _____ | Fee \$ | _____ |
| Fiscal Year | _____ | Fee \$ | _____ |

Date of Charter School Governing Board Approval: Feb 27,2024

The District has verified that this firm is authorized to conduct school audits by confirming this firm’s name appears on the Certified Public Accountants Directory Service (i.e. CPADS) for Local Education Audits list. <http://cpads.sco.ca.gov/>

Maya Woods-Cadiz

Authorized Charter Representative (Print Name)

Charter Representative’s Signature

2/27/2024
Date

Sponsoring District Representative’s Signature

Date

Charter Schools: Please complete and return to your sponsoring district representative listed below.

Please return to: **Minh Co**

By (date): **March 15, 2024**

Districts: Please complete highlighted areas before sending to the charter. After reviewing and signing, return to ACOE.

PLEASE RETURN BY MARCH 31, 2023 TO SHANNON DOE, DISTRICT BUSINESS & ADVISORY SERVICES, ROOM 348.

Coversheet

Student Participation in Board Coimmittees

Section: V. Action Items
Item: M. Student Participation in Board Coimmittees
Purpose: Vote
Submitted by:
Related Material: Student Participation in Board Committees Cover Letter.pdf
CSBA_Student_Fact_Sheet_Student_board_members.pdf



AIMS K-12 College Prep Charter District Board Submission Cover Letter

Submitter Information

Full Name: Katema Ballentine
Position/Title: CBO
Department: Business Operation Services
Date of Submission (MM/DD/YYYY): 2-27-2024

Item Details

Title of Item: Student Participation in Board Committees
Is this item a: New Submission
 Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed by:
 Superintendent
 Chief Business Officer (CBO) (If budget changes)
 Director of Compliance (If plan changes)
 Neither

Committee Review

Has this item been through the appropriate committee review process?
 Yes No
If yes: Please specify which committee(s) and provide minutes or approval documentation:

If no: Explain why:

Deadline Information

Is there a submission deadline for this item?
 Yes No
If yes: Please indicate the deadline date (MM/DD/YYYY): _____

Financial Information (if applicable):

Total Cost: \$ 0
Is this expenditure included in the annual budget?
 Yes No
Please specify in which plan this expense is indicated:
 SPSA LCAP Other: Information

Student School Board Members in California: Student Voice and Democratic Action

California is one of 35 states that include a student representative on local district school boards and one of only three states that legally require student representation when petitioned by students in the district. Beginning July 1, 2023, students may begin serving as student board members on county boards of education as well. Beyond legislative requirements, having a student board member benefits the governing board, the student representative, and the district community.

Student board members enable governance teams to incorporate student voices in their district responsibilities, elevating student perspectives on education policy decisions that they may not have otherwise considered. Students get the opportunity to meaningfully participate in the governance process of their district, learn essential democratic skills, and represent and advocate for their peers.

Who can become a student board member?

Any student who is elected to serve as a member of the governing board of a school district must be enrolled in a high school of the school district and be chosen by the pupils enrolled in the high school or high schools of the school district.

What can a student member do on a governing board?

Student board members are full members of the board and have the right to attend meetings and receive all open session materials, be appointed to subcommittees, be briefed by staff, and be invited to attend other functions of the board.

School boards may also set the roles and responsibilities of student board members within their bylaws. Examples of these duties *may* include:

- » Making motions on matters upon which the board can act
- » Questioning witnesses during open session
- » Attending trainings and conferences

Student board members, however, cannot participate in or receive closed session materials because they often include discussions of sensitive topics such as student discipline or personnel and labor issues.

Quick facts on student board members and their districts

There are 424 unified and high school districts in California. According to a CSBA poll, 270 school districts — 64 percent of those eligible — have one or more student board members. Geographically, 116 school districts designate themselves rural, 113 as suburban, and 41 as urban districts. Seventy-eight districts are considered small districts, or districts with an average daily attendance of fewer than 2,501 pupils.

Student board members can also express their opinions and perspectives through preferential voting. Preferential voting means that student members may formally express their preference on a motion before a vote by the board. Preferential votes do not count in the final numerical outcome of a motion.

School boards may also grant student board members elective course credit for service on the board based on the equivalent daily instructional minutes.

If you are unsure what activities student board members can participate in, check your district's governance handbook or bylaws.

If my local school board does not have a student member, how can it get one?

If your school district includes a high school, the student body can petition the board for student representation. Depending on the district's size, the petition must have at least 500 signatures or 10 percent of the student body (whichever number is less). Upon receiving the petition, the school board must designate a student board member or process for the board member's selection at their next meeting (or within 60 days of receiving the petition).

How many students can serve on a school board?

California law requires school districts with one or more high schools to appoint at least one student board member to their school board when petitioned by the district's high school students. Most student board members in California serve a one-year term beginning on July 1.

Can students serve on county boards of education?

Yes! Gov. Gavin Newsom recently signed a bill that allows for student representation on county boards of education. Beginning in July 2023, at least one student may serve as a full board member in counties with one or more high schools. The process to petition a county board for a student member is similar to that of a district board, requiring 500 signatures or 10 percent of students enrolled in high schools under the jurisdiction of the county board (whichever number is less). If students attending a county high school do not petition the county board to appoint a student board member, the board is authorized to select a student from a district high school in the county to serve as a student board member on the county board. Student board members on county boards will be granted all of the privileges and responsibilities of student board members serving on district boards, including preferential voting rights.

What resources does CSBA offer for student board members?

The California School Boards Association offers training and guidance to student board members, which includes:

- » Access to programming at both the in-person and virtual CSBA Annual Education Conference events in December
- » Virtual training following their appointment in July to help them understand their governance role and responsibilities, the *Brown Act*, and communication with the board to provide support at the beginning of their term.
- » An invitation to all Leadership Institute events (starting in Summer 2022).
- » Participation with the rest of their governance team at Legislative Action Day, where school governance leaders advocate for better education policy with members of the California Legislature.
- » Sample Board Bylaw (BB 9150) about student board members, which is available through the GAMUT program.