



AIMS K-12 College Prep Charter District

AIMS Board Meeting

Date and Time

Tuesday May 21, 2024 at 6:45 PM PDT

Location

171 12th Street, Oakland, CA 94607

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

Join Zoom Meeting

<https://us02web.zoom.us/j/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
<div>I. Opening Items</div> <div>Opening Items</div> <div> <div>A. Call the Meeting to Order</div> <div>B. Record Attendance and Guests</div> <div>C. Adoption of Agenda</div> <div>D. Public Comment on Agenda Items</div> <div>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).</div> <div>E. Public Comment on Non-Agenda Items</div> <div>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).</div> </div>			<div>6:45 PM</div> <div>1 m</div> <div>1 m</div> <div>4 m</div>
<div>II. Approve Minutes</div> <div> <div>A. AIMS Board Meeting: April 23, 2024</div> </div>	<div>Approve Minutes</div>		<div>6:55 PM</div> <div>1 m</div>
<div>III. Non-Action Items</div>			<div>6:56 PM</div>

	Purpose	Presenter	Time
A. President's Report	FYI	Chris Edington	3 m
B. Superintendent's Report	FYI	Superintendent Woods-Cadiz	3 m
C. Staff Reports	FYI		15 m
KIT Grant - Kitchen Infrastructure & Training Funds FY 23-24 (T. Tung)			
AIPCS II Credential (M. Magana)			
Data and Academic Performance (C. Ahmad)			
AIMS College Prep K-12 Board Report (N. Glass)			
Marketing, Communications and Recruitment (S. Chu)			
Facilities Department Update (J. Perry)			

IV. Consent Calendar

7:17 PM

A. Addendum to Agreement to Provide Food Service	Vote	Tiffany Tung	1 m
B. Job Descriptions	Vote	Tiffany Tung	
Custodian			
Facilities Coordinator-Amended			
Facilities Manager			
ELOP Instructor			
ELOP Staff Supervisor			
ELOP Club Advisor			
C. ELOP Extended Contracts	Vote	Tiffany Tung	
D. Wellness Policy 2023-2024	Vote	Tiffany Tung	
E. Employee Contracts FY23-24	Vote	Tiffany Tung	
F. Title III MOU 2024-2025	Vote	Adria Banihashemi	
G. Air Reading Quote for AIMS College Prep Middle School	Vote	Christopher Ahmad	
H. Air Reading Quote for American Indian Public Charter School II	Vote	Christopher Ahmad	
I. Special Education Consultant Contract Renewal	Vote	Deborah Woods	
J. Invoice - Santa Cruz Beach Boardwalk	Vote	Natalie Glass	

	Purpose	Presenter	Time
K. Student Chromebooks	Vote	Marisol Magana	
L. Teacher Laptops	Vote	Marisol Magana	
M. Kitchen Exhaust Fan Hood Installation	Vote	Jason Perry	
N. AIMS MS/AIPCS II - ELOP Budget & Program Details Update	Vote	Natalie Glass	
O. ESSER III Plan Update AIMS College Prep High School	Vote	Natalie Glass	
P. ESSER III - Plan Update - American Indian Public Charter School II	Vote	Natalie Glass	
Q. ESSER III - Plan Update - AIMS College Prep Middle School	Vote	Natalie Glass	
R. Educator Effectiveness Block Grant 2023-2024	Vote	Natalie Glass	
V. Action Items			7:18 PM
A. Approval Verification of Employment - High School Teacher	Vote		2 m
VI. Closed Session			7:20 PM
A. Public Comment on Closed Session Items	FYI		10 m
Public Comment on closed session items is set aside for members of the Public to address items on the Board's agenda for closed session. The Board of Directors will not respond or take action in response to Public Comment, except that the board may ask clarifying questions or direct staff. Comments are limited to two (2) minutes per person, and a total time allotted for all public comment will not exceed thirty (30) minutes (10 minutes per section).			
B. Recess to Closed Session	Discuss		30 m
Closed Session Items:			
1. Student Disciplinary Matter			
C. Report from Closed Session	FYI		2 m
- Board President, Mr. Chris Edington			

	Purpose	Presenter	Time
VII. Closing Items			8:02 PM
A. Adjourn Meeting	FYI		
B. NOTICES	FYI	Barbara Pemberton	

The next regular meeting of the Board of Directors is scheduled to be held on the third Tuesday of the month, June 18, 2024, at 6:45 pm. AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Marisol Magana has been designated to receive requests for disability-related modifications or accommodations in order to enable individuals with disabilities to participate in open and public meetings at AIMS. Please notify Marisol Magana at (510) 220-9985 at least 24 hours in advance of any disability accommodations being needed in order to participate in the meeting.

I, Barbara Pemberton, hereby certify that I posted this agenda on the AIMS website at www.aimsk12.org, on May 18, 2024, before 6:45 PM.

Certification of Posting

Coversheet

AIMS Board Meeting: April 23, 2024

Section:	II. Approve Minutes
Item:	A. AIMS Board Meeting: April 23, 2024
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for AIMS Board Meeting on April 23, 2024

APPROVED



AIMS K-12 College Prep Charter District

Minutes

AIMS Board Meeting

Date and Time

Tuesday April 23, 2024 at 6:45 PM

Location

171 12th St. Oakland, CA 94607

Teleconference location: 2450 Washington Ave., 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>

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Directors Present

C. Edington, J. Colly, J. Hinton, 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 Apr 23, 2024 at 6:54 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

Public comment was given. Parent inquired on the use of cameras in the classroom.

II. Approve Board Meeting Minutes

A. AIMS Board Meeting: February 27, 2024

C. Edington made a motion to approve the minutes from AIMS Board Meeting on 02-27-24.

J. Colly seconded the motion.
The board **VOTED** to approve the motion.

B. AIMS Special Board Meeting: March 26, 2024

C. Edington made a motion to approve the minutes from AIMS Special Board Meeting on 03-26-24.
J. Colly seconded the motion.
The board **VOTED** to approve the motion.

III. Information (Non-Action) Items

A. President's Report

There was no report

B. Superintendent's Report

The report was an update on April activities.

C. Staff Reports

Staff reports were given as follows:

- Data and Academic Performance March 2024
- Marketing, Communications and Recruitment
- AIPCS Credentials Update
- Special Education Report
- Compliance Tool Guidance FY 24-25
- K-12 School Report

D. Corrective Action Plan Review (M. Bowers)

The plan was reviewed

E. Paycom Presentation

The presentation was given

F. Board Goals Discussion

The goals were discussed

G. AIPCS Goals Discussion

The goals were discussed.

H. California Healthy Kids Survey (CHKS) - Survey Data

The presentation was given

- I. Enrollment data disaggregated by school, ethnicity, percentage of foster youth, percentage of homeless youth, and percentage of special education students for 2022-2023 and 2023-2024**

The presentation was given

- J. Credentialing information**

The presentation was given

- K. Lottery description and outcome**

The presentation was given

- L. SB 740 - Charter School Facility Grant Program**

Item withdrawn, no action taken

- M. AIPCS II - Permit Submission**

The presentation was given

- N. Budget Development Workshop**

The presentation was given

- O. Nutrition FRL Mandated Training**

The presentation was given

IV. Closed Session

- A. Public Comment on Closed Session Items**

No comment

- B. Recess to Closed Session**

Board exited to closed session and returned at 9:14 pm.

- C. Report from Closed Session**

Reviewed public employee performance evaluation: director of schools, administrators AIPCS II.

V. Consent Calendar

- A. Job Descriptions**

C. Edington made a motion to approve.
J. Colly seconded the motion.
The board **VOTED** to approve the motion.

B. Board Policies

C. Edington made a motion to approve.
J. Colly seconded the motion.
The board **VOTED** to approve the motion.

C. AIMS Salary Schedule PROPOSED FY 24-25

C. Edington made a motion to approve.
J. Colly seconded the motion.
The board **VOTED** to approve the motion.

D. Technology Agreement

C. Edington made a motion to approve.
J. Colly seconded the motion.
The board **VOTED** to approve the motion.

E. SB-740 Charter School Facility Grant Program

Item withdrawn, no action taken

F. PowerSchool SIS

C. Edington made a motion to approve.
J. Colly seconded the motion.
The board **VOTED** to approve the motion.

G. 2024-2025 School Calendar

C. Edington made a motion to approve.
J. Colly seconded the motion.
The board **VOTED** to approve the motion.

H. Cal-Shape

C. Edington made a motion to approve.
J. Colly seconded the motion.
The board **VOTED** to approve the motion.

I. Enroll Oaks MOU

C. Edington made a motion to approve.
J. Colly seconded the motion.
The board **VOTED** to approve the motion.

J. 23-24 Contract Submission

Item withdrawn, no action taken

K. Temporary Contract Custodial Services

C. Edington made a motion to approve.

J. Colly seconded the motion.

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

VI. Action Items

A. Agreement With Campus Safety Group

C. Edington made a motion to approve.

J. Colly seconded the motion.

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

B. Approval of Granting Service Credit for College Instruction

C. Edington made a motion to approve.

J. Colly seconded the motion.

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

C. Date of Board Town Hall Meeting

C. Edington made a motion to approve.

J. Hinton seconded the motion.

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

VII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:20 PM.

Respectfully Submitted,

C. Edington

B. NOTICES

None

Coversheet

Superintendent's Report

Section:	III. Non-Action Items
Item:	B. Superintendent's Report
Purpose:	FYI
Submitted by:	
Related Material:	Superintendent Board Presentation May 2024.pdf



Maya Woods-Cadiz

Superintendent

AIMS K-12 College Prep Charter District
171 12th Street, Oakland, CA 94607

Email : maya.woods-cadiz@aimsk12.org
T : 510-893-8701

TO: AIMS Board of Education
FROM: Maya Woods-Cadiz, AIMS Superintendent
DATE: 05/21/2024
SUBJECT: May Board Meeting Update

This memo provides an update on the key points for the AIMS May Board meeting. It highlights our ongoing commitment to the AIMS mission and credo and our plans and initiatives for the upcoming 2024-2025 school year.

Mission and Credo

Our mission at AIMS is to cultivate a community of diverse learners who achieve academic excellence. Our commitment to high expectations in attendance, academic achievement, and character development results in our students being prepared for lifelong success. This mission is supported by our 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.

These guiding principles drive our choices and decision-making processes, ensuring that we remain focused on cultivating a community of excellence for our students.

Staff Appreciation Week

We had a wonderful staff appreciation week to recognize and celebrate our staff and faculty's hard work and dedication. The week started with donuts and coffee for all campus staff, followed by a churro truck on the following day. We treated our staff to an ice cream trolley on the hottest day of the week. We closed the week with a taco stand for lunch for all staff and faculty. These gestures of appreciation aimed to foster a sense of community and demonstrate our gratitude for the tireless efforts of our educators.

Corrective Action Plan Submission

We successfully submitted the Corrective Action Plan to OUSD on time, demonstrating our commitment to addressing areas of concern and implementing necessary improvements to ensure the highest quality education for our students.

Community Engagement

Over the past two months, we have engaged in robust community engagement with various stakeholders, such as Oakland Promise, Chinatown Chamber of Commerce, FIA, BWOPA, and Eden Rose Chapter of the Links Incorporated, and attended various meetings and events. These efforts demonstrate our commitment to staying informed and engaged with the broader educational community.



Maya Woods-Cadiz

Superintendent

AIMS K-12 College Prep Charter District
171 12th Street, Oakland, CA 94607

Email : maya.woods-cadiz@aimsk12.org
T : 510-893-8701

Planning and Initiatives

We have engaged in comprehensive planning efforts, including a budget retreat to maximize our funds for student success and a curriculum and instruction planning retreat to set data-driven plans. These efforts demonstrate our commitment to accountability and continuous improvement.

Equity Focus and Instructional Approach

As we review the dashboard, we will be looking at ways to improve chronic absenteeism and subgroup performance, addressing areas of need and ensuring equitable outcomes for all students. This includes implementing targeted interventions and support systems, analyzing disaggregated data to identify achievement gaps, and providing professional development for teachers on culturally responsive teaching practices and differentiated instruction.

For the 2024-2025 school year, we will focus on achieving a better balance between traditional instruction and the use of computers for technology, as the heavy reliance on computers may not have provided the intended return on investment (ROI). This adjustment aligns with our commitment to academic excellence and data-driven decision-making, allowing us to leverage the strengths of both traditional and technology-based teaching methods for an effective and engaging educational experience.

By continuously evaluating our practices and making data-informed decisions, we demonstrate our dedication to providing a high-quality education that prepares our students for lifelong success.

We are excited about the plans and initiatives we have in place for the upcoming school year and look forward to continuing our work in service of our mission and credo. Please feel free to reach out with any questions or concerns.

Sincerely,
Superintendent Woods-Cadiz

Coversheet

Staff Reports

Section:	III. Non-Action Items
Item:	C. Staff Reports
Purpose:	FYI
Submitted by:	
Related Material:	KIT (Kitchen Infrastructure) Grant FY23-24.pptx.pdf AIPCS II - Credentials May 2024.pdf Data and Academics May Board Report.pptx.pdf May K-12 BOARD REPORT 2023 -2024.pdf April_May 2024 MarCom Dept Board Report.pdf Facilities Department Update- BoD 051524.pdf

KIT Grant

Kitchen Infrastructure & Training

Funds

FY23-24

Presented by: Program Compliance



AIMS K-12
COLLEGE PREP
CHARTER DISTRICT

Purpose of KIT Grant:

The purpose of the KIT funding is to support schools in improving their kitchen facilities and enhancing the skills of kitchen staff through training programs. The ultimate goal is to promote the provision of nutritious and high-quality meals to students, thereby supporting their health and well-being.

What KIT Funding Pays for:

- **Infrastructure Improvement:** This includes renovations, upgrades, and maintenance of kitchen facilities to ensure they meet health and safety standards. Funds may be used for equipment purchases, repairs, or renovations to enhance cooking efficiency and food quality.
- **Training Programs:** KIT funds are allocated for professional development opportunities for kitchen staff. This may include culinary skills training, nutrition education, food safety certification programs, and menu planning workshops.
- **Health and Safety Compliance:** Funds may be directed towards ensuring that school kitchens comply with health and safety regulations, such as obtaining permits, conducting inspections, and implementing sanitation protocols.
- **Promotion of Healthy Eating:** Some funds may support initiatives aimed at promoting healthy eating habits among students. This could involve introducing new menu options, incorporating more fresh fruits and vegetables, and offering nutrition education programs.



Allowable Expenses:

KIT funding can be used to purchase, repair, or fund infrastructure improvements, such as electrical, plumbing, and construction related to the following four categories:

- Cooking equipment and supporting infrastructure system needs—including, but not limited to, combination ovens, steamers, tilting skillets, and electrical, plumbing, and structural support and facility upgrade requirements
- Service equipment—including, but not limited to, service lines, point-of-sale systems, and mobile carts
- Refrigeration and storage—including, but not limited to, walk-in refrigerators, freezers, and blast chillers
- Transportation of ingredients, meals, and equipment between sites—including, but not limited to, vehicles and equipment to prevent spoilage of food in transit

Trainings provided with these funds are for the benefit of food service staff. Training topics must focus on promoting nutritious foods, which may include:

- Food preparation
- Healthy food marketing
- Changing the school lunchroom environment

Training can be facilitated through diverse methods. These funds aim to cultivate skills and enhance the capabilities of food service staff in promoting nutritious foods and implementing the Universal Meals Program.



Purchased Items

- Refrigerators
- Cabinet, Cook/Hold/Oven,
- Refrigerator Thermometer for Freezer Refrigerator Cooler
- Share carts
- Grab and Go carts
- Flavor Station Cart
- Desks for Point of Sale
- Stackable Bins
- Electrical Work
- Barcode Scanners
- Numeric Keypads
- Wall Shelving
- Materials & Supplies
- Food Manager Training



Current Projects:

Our ongoing projects to complete before the start of the 2024/2025 school year include:

1. Installation of ventilation in the kitchen.
1. Addition of a 220v outlet for our current ovens and a new oven..
1. Relocation of the electrical panel for the kitchen from the podcast room.
1. Installation of new outlets

Future Projects:

With the remaining funds, our objective is to accomplish the following:

1. Kitchen Expansion: We're aiming to expand our kitchen facilities to better serve our growing program. With 650 students participating daily and limited entry and exit points, our priority is to enhance both space and efficiency
1. Electrical Upgrades: As part of the expansion project, consider upgrading the electrical infrastructure to support the increased demands of the expanded kitchen. This may involve installing additional electrical circuits, outlets, and wiring to accommodate new appliances, equipment, and lighting fixtures.
1. Staff Training and Development: Alongside physical improvements, invest in training and development programs for our kitchen staff to ensure they have the skills and knowledge to operate efficiently in the expanded space. This might include food safety certification, or workshops on teamwork and communication.



Total Remainder Balance: \$133,146

1st Round (2021 KIT Grant):

Amount Received: \$64,000

Amount Left: \$33,146

Deadline: Per CDE Website: “There’s no deadline for the 2021 KIT funds. If the KIT funds stay in the agency’s general fund account, the CDE advises regular communication about they’re used with administration and business officials.”

2nd Round (2022 KIT Grant):

Amount Received: \$100,000

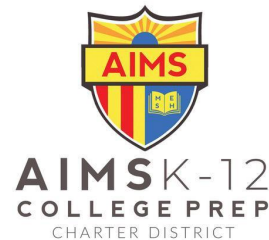
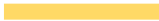
Amount Left: \$100,000

Deadline: June 30th, 2025



AIPCS II - Credentials Update

May 2024



*This information is being provided as requested evidence from the CAP committee and the subsequent CAP response.

AIPCS II - Permits/Vacancies as of 5/14/24

There are currently 6 vacancies for AIPCS II.

(1st Grade, 4/5 Grade, K-5 Music, K-5 Mandarin, 6/7th Math/Science, PE 6th-8th)

For the 2023-2024 Academic Year - AIPCS II submitted 10 Short-Term Staff Permits (STSP) for Educators

For the 2023-2024 Academic Year - AIPCS II submitted 6 Provisional Intern Permit (PIP) for Educators

For the 2023-2024 Academic Year - AIPCS II submitted 3 - 30 Day Substitute Permit

For the 2023-2024 Academic Year - AIPCS II utilized 1 - AB-1505 Credential Flexibility waivers

For the 2023-2024 Academic Year - AIPCS II submitted 1 - Variable Term Waiver

Thank you!!

Data and Academic Performance Board Report May, 2024

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





SBAC TESTING

- All 3 schools will be testing in May
- We are utilizing a completion report to track students who haven't taken the test because of absences and other reasons
- PD was given to teachers on how to administer the test and navigate the portal



NWEA

- New assessment platform
- Benchmarks are given 3 times a year
- Displays estimated SBAC score throughout the year
- Used by 50% of all charter schools



RESPOND EDU

- New platform for creating lesson plans
- Uses AI technology to create full lesson plans using the Common Core State Standards
- Teachers will be required to use it

CBK with Mr. Kabeer

Board Report:

- We are giving out 5 scholarships this year. David Chu, Alice Spearman, Toni Cooke and AIMS K12 demonstrated need scholarship
- A-G Transcript reviews were completed this month to ensure that all of the students are taking the correct classes that will allow them to meet their requirements and UC application criteria.
- Ask any board member if they would like to sit in on the Senior Presentations Starting in June. We are looking for 3 more panel judges. Will be during the school day. 10-12pm
- Mr. Kabeer will be speaking at the Questbridge Roundtable hosted by Williams College and Palo Alto East High School, providing information and suggestions about how to better increase the number of High Achieving Low income students at the country's most selective colleges and continuing to advocate for increase in financial aid from these colleges with very large endowments.
- May 22, June 5th We will be conducting College Readiness workshops with the MS in collaboration with Oakland Promise
- Planning to host weekly college preparation workshops over the summer for our incoming Juniors and Seniors.
- Will be creating the annual College Signing Day video this month . If any board member would like to help announce names of students they are welcome to. Just email Mr. Kabeer.

ELD with Ms. Bani

ELPAC testing is complete for all schools*

*A few students have left the country and it's unclear if they are withdrawing or not; if they aren't back by the end of May we can't test them. Also we have some newcomers who may become eligible for the test in the next week.

Next DELAC is taking place on June 6th

Reclassification Ceremony is confirmed for June 11th at the Terrace Room

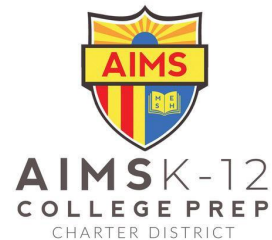
Title III MOU for 24-25 is being prepped for DELAC and Board approval

ELD Dept and Academic Coach planning work session to align in teacher support plan for 24-25

ESL for Parents Summer Session being planned

AIMS College Prep K-12 Board Report May 2024

Natalie Glass
K-12 Director of School



K-12 Highlights

- **Successful HS WASC Committee Visit**
- **Continued collaboration between Director Magana and sites to refine school plans**
- **Engagement with stakeholders to discuss school plans**
- **ELOP**

Important Dates:

- **SBAC Testing- May 2024**
- **AP Exams- May 2024**
- **Senior Prom 31st**
- **World Cultural Day June 1st**
- **Graduation June 13th and 14th**
- **Last day of school for students June 14th**

Number Of Students By Grade Level

AIMS Elementary School K-8

Kinder	51
1st	67
2nd	76
3rd	78
4th	89
5th	98
6th	56
7th	51
8th	72

AIMS Middle School 6-8

6th	64
7th	69
8th	76

AIMS High School 9-12

9th	112
10th	84
11th	87
12th	85

ADA Elementary School K-8

Attendance Summary By Grade

American Indian Public Charter School II 114363

Run Date/Time: 05/13/24 02:29 PM

05/01/2024 to 05/13/2024 =9 days

All Students

Grade Level	Carry Fwd	Gain	Loss	Ending	Actual Days	OffTrack	Days N/E	Days Ineligible	Days Absent	Days Attd	ADA	ADA %
K	51	0	0	51	459	0	0	0	29.00	430.00	47.78	93.68 %
SubTotal	51	0	0	51	459	0	0	0	29.00	430.00	47.78	93.68 %
1	67	0	0	67	603	0	0	0	34.00	569.00	63.22	94.36 %
2	76	0	0	76	684	0	0	0	40.00	644.00	71.56	94.15 %
3	78	0	0	78	702	0	0	0	39.00	663.00	73.67	94.44 %
SubTotal	221	0	0	221	1989	0	0	0	113.00	1876.00	208.44	94.32 %
4	89	0	0	89	801	0	0	0	34.00	767.00	85.22	95.76 %
5	98	0	0	98	882	0	0	0	39.00	843.00	93.67	95.58 %
6	56	0	0	56	504	0	0	0	19.00	485.00	53.89	96.23 %
SubTotal	243	0	0	243	2187	0	0	0	92.00	2095.00	232.78	95.79 %
7	51	0	0	51	459	0	0	0	2.00	457.00	50.78	99.56 %
8	72	0	0	72	648	0	0	0	23.00	625.00	69.44	96.45 %
SubTotal	123	0	0	123	1107	0	0	0	25.00	1082.00	120.22	97.74 %
Grand Total	638	0	0	638	5742	0	0	0	259.00	5483.00	609.22	95.49 %

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

Signed _____

ADA Middle School

Attendance Summary By Grade

AIMS College Prep Middle School 6113807

Run Date/Time: 05/14/24 10:29 AM

05/01/2024 to 05/13/2024 =9 days

All Students

Grade Level	Carry Fwd	Gain	Loss	Ending	Actual Days	OffTrack	Days N/E	Days Ineligible	Days Absent	Days Attd	ADA	ADA %
6	64	0	0	64	576	0	0	0	44.00	532.00	59.11	92.36 %
SubTotal	64	0	0	64	576	0	0	0	44.00	532.00	59.11	92.36 %
7	69	0	0	69	621	0	0	0	45.00	576.00	64.00	92.75 %
8	76	0	0	76	684	0	0	0	22.00	662.00	73.56	96.78 %
SubTotal	145	0	0	145	1305	0	0	0	67.00	1238.00	137.56	94.87 %
Grand Total	209	0	0	209	1881	0	0	0	111.00	1770.00	196.67	94.10 %

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

Signed _____

Date _____

Report Calculations

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

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

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

Committee Meeting Summary

School Site Council

- Elementary and Middle School hosted their SSC meeting: May 13, 2024
- High School hosted their SSC meeting: May 13, 2024

Wellness Committee Meeting

- Deans of Students hosted the K-12 wellness committee meeting on May 10, 2024

ACADEMIC BASELINE DATA MATH

AIPCS II K-5 Benchmark

Grade Level	Math
K	98%
1st	97%
2nd	86.8%
3rd	71%
4th	85%
5th	82%

AIMS MS Benchmark

Grade Level	Math
6th	pending
7th	pending
8th	pending

AIPHS Benchmark

Grade Level	Math
9th	73.1%
10th	47.7%
11th	56.2%
12th	58.8%

ACADEMIC BASELINE DATA ELA

AIPCS II K-5 Benchmark

Grade Level	ELA
K	98.0%
1st	83%
2nd	85.5%
3rd	77%
4th	83.1%
5th	82%

AIMS MS Benchmark

Grade Level	ELA
6th	pending
7th	pending
8th	pending

AIPHS Benchmark

Grade Level	ELA
9th	pending
10th	pending
11th	pending
12th	pending

KEY ACADEMIC FOCUS THIS MONTH

- Lesson plans
- Board configuration
- Diagnostic assessment
- Classroom community
- Reading and understanding data
- Data driven instruction
- Checking for understanding [CFU's]
- SBAC Preparation

SCHOOL CULTURE FOCUS THIS MONTH

- ***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.
- ***Anti Bullying*** - Teachers Focusing on developing the ability to identify bullying and students embracing their roles as allies.
- ***Mental Health*** - Working with AIMS Counselors to focus on student mental health and support
- **Cultural Awareness** - World Cultural Day educating and celebrating the school population about the accomplishments of different cultures within our school community.

STUDENT CELEBRATION

- High School won 2024 Distinguished California School Award
- Senior College Acceptances *various colleges and universities*
- San Jose State College Tour
- Lunar New Year Celebration Parade
- Middle School Dance
- PBIS Store

STAFF CELEBRATION

[ES]

-Teacher Appreciation

[MS]

-onboarding clerk

[HS]

-hosted two staff potluck and birthday celebrations

Parent Celebration

- Increased parent involvement from parent volunteers
- Parent of Month Recognition
- Open House at HS to meet incoming students and families



AIMS K-12
COLLEGE PREP
CHARTER DISTRICT

AIMS K-12

Marketing, Communications, and Recruitment Department

April/May 2024 Board Meeting Presentation

By Suzen Chu - Director of Marketing, Communications and Recruitment

Social Media Fast Facts in Last 28 Days

	Posts/Stories	Analytics in the Last 28 Days
Facebook	13/32	809 reaches
Instagram (AIMS_K12)	13/28	1.9K reaches
Instagram (AIMSathletics)	2/4	403 reached
TikTok	5	5279 views
YouTube	1	798 views
AIMS website	-	5.9K visits
AIMS Intranet	-	56 users



April/May 2024 - Wrap Up

Within the Department

- Special thanks to Business Operations to host the Budget Planning Retreat for central office.
 - Reviewed the expenses for current school year
 - Defined department budget assumption for next school year

Boosting Enrollment

- Acknowledged the grades that are short in waitlist for School Year 2024-2025.
 - AIPCS II: K, 1, 2
 - AIMS MS: 6, 7, 8 (all grades)
 - AIMS HS: 9, 10, 11, 12 (all grades)

AIMS District Reputation

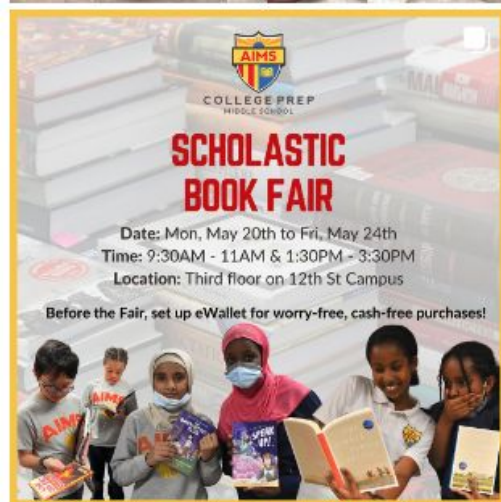
- Attended to Oakland Chinatown Chamber of Commerce Spring Banquet with Director Leung and Director Glass
 - Connected to elected offices, public/private sectors in Chinatown, Oakland and East Bay
 - Learned about the new opportunities on billboard project in Oakland downtown
- Engaged with Kimi Kean from FIA, and shared current published works.
- Published monthly AIMS Eagle Talk Magazine April Edition and distributed to education leaders, parents and media outlets.

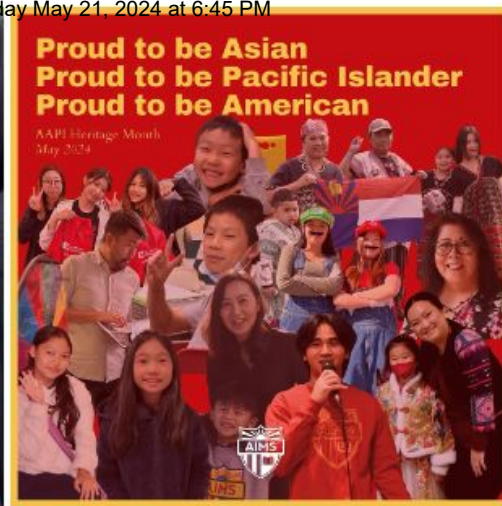
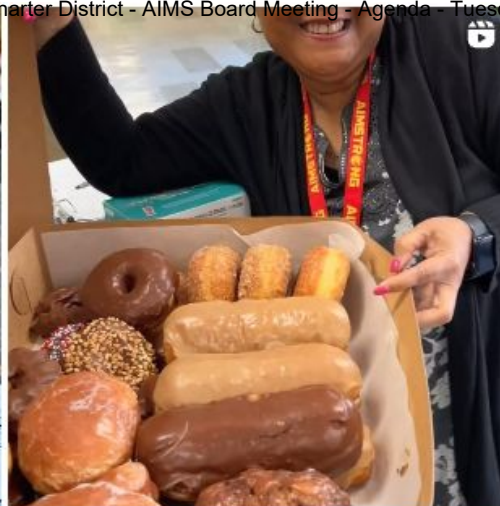


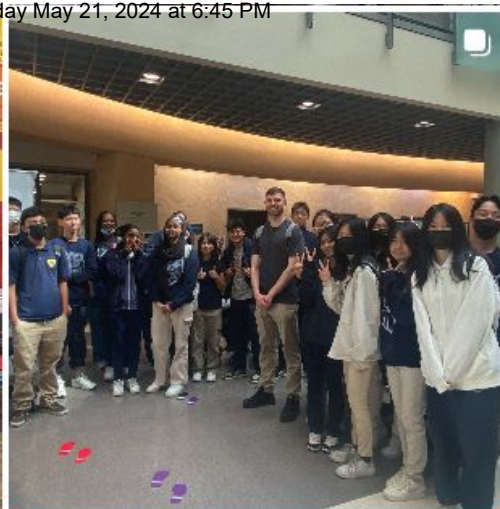
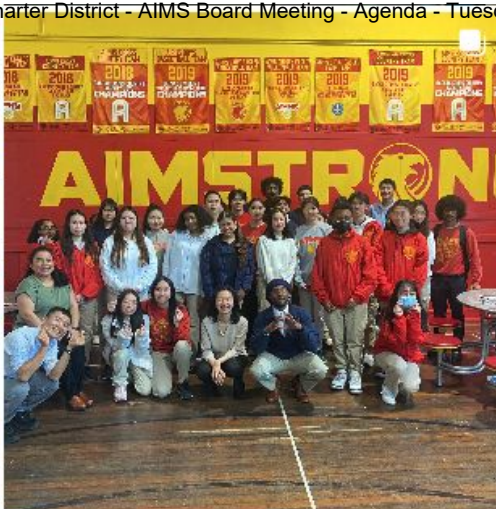
AIMS Magazine

bit.ly/AIMS-EagleTalkApr2024









AIMS HIGH SCHOOL

Parent Coffeehouse

Every Wednesday in April
4 PM - 5 PM

- Open Dialogue
- Collaboration
- Light Refreshments

Date: Every Wednesday in April (10th, 17th, 24th)
Time: 4 PM - 5 PM
Location: HS Campus, 746 Grand Ave, Oakland
Invitees: All AIMS HS Parents or Guardians

AIMS

Powered by BoardOnTrack

CELEBRATE CESAR CHAVEZ DAY ON APRIL 1ST!

No school in honor of this civil rights champion. Let's remember his fight for fair wages and social justice! 🌱

POSTS

REELS

SAVED

TAGGED



https://www.instagram.com/aims_k12/reels/

May 2024 - Wrap Up

Boosting Recruitment

- **Indeed campaign** to invite candidates to apply for open roles at AIMS.
 - 20,778 Impressions
 - 7% Click Through Rate
 - 1,406 Clicks
 - 18% Apply Start Rate
 - 259 Apply Starts
- **Indeed Candidates in Paycom**
 - 2 candidates were sent to TB and Credentialing.
 - 1 was sent to Interview.
 - Many of the Indeed candidates from Jan-May are in step one in Paycom hiring workflow (awaiting hiring managers to conduct pre screen/interview/reject)
 - We will be reviewing the cause and adjusting our strategies moving forward after our review.
- **Consulted with Indeed representatives** and discovered methods to enhance recruitment performance including sponsor hard-to-fill roles.
- **Conducted outreach** by sending direct messages to qualified candidates, introducing them to the advantages of working at AIMS, and inviting them to apply.

May 2024 - Current Projects/Moving Forward

For Enrollment

- Continue to promote open enrollment
- Outdoor advertising (billboard or banner outside of campuses)

For Recruitment

- Continue to work with hiring managers
- Find out the cause of losing candidates, and define strategy
- Post listings of eligibility pool for 2024-2025 school year

District Reputation

- Collaborating with legal to trademark AIMS logos and taglines.
- Publishing the AIMS Eagle Talk magazine.

Supporting School Sites and Departments

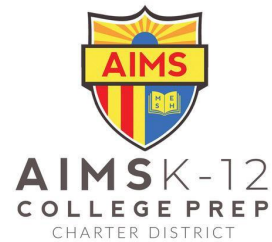
- Attend to selective school events at all sites and department.
- Collect photos and videos from event hosts that MarCom could not cover.
- Translate and format documents, policies, and forms.

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

Thank you!

Facilities Department Update

Jason Perry



Overview of actives

End of year

- Preparations are underway for graduation at Laney College
- World Community Day

Summer work

- Hiring new staff to fill positions in Facilities Department
- Floor stiping and wax, deep cleaning of schools
- Window washing inside and outside of 12th street
- Repainting common areas and classrooms
- RFPs for Roof, Bathrooms, and other projects currently in the planning stage.

Thank you

Coversheet

Addendum to Agreement to Provide Food Service

Section:	IV. Consent Calendar
Item:	A. Addendum to Agreement to Provide Food Service
Purpose:	Vote
Submitted by:	
Related Material:	Addendum to Agreeemnt to Provide Lunch Service Cover Letter.pdf Addendum to Agreement to Provide Food Service.pdf



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

Submitter Information

Full Name: Tiffany Tung
 Position/Title: Compliance Director
 Department: Program Compliance
 Date of Submission (MM/DD/YYYY): 05/14/2024

Item Details

Title of Item: FY 24-25 Addendum Lunch Masters (Nob Hill Catering) AIMS Nutrition Ser
 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:
Addendum will go to finance committee and governance for review 5/21/24

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: \$ 550,000

Is this expenditure included in the annual budget?

- ☒ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☐ Other: _____

CONTRACT EXTENSION ADDENDUM TO AGREEMENT TO PROVIDE FOOD SERVICE

Between **THE LUNCHMASTER** and **AMERICAN INDIAN MODEL SCHOOLS**

This Addendum made on March 29, 2024, between The LunchMaster, (Vendor) and American Indian Model Schools (School), is created for the purpose of providing meals under the National School Lunch Program (NSLP) and the School Breakfast Program (SBP).

1. Addendum Purpose:

This addendum contains the renewal rates and fees for the delivery of vended meals under the National School Lunch and School Breakfast Program for the period beginning July 1, 2024, ending on June 30, 2025. The terms and conditions of the original Base Year service Agreement are applicable to this Contract renewal.

2. Service Agreement Period:

Base Year:	July 1, 2023 – June 30, 2024
1 st Renewal Year:	July 1, 2024 – June 30, 2025

3. Pricing:

Vendor will charge School the following prices starting July 1, 2024.

MEAL	RATE SY 23/24	RATE SY 24/25
Breakfast – NSLP	\$2.25	\$2.35
K-8 Lunch – NSLP	\$3.50	\$3.50
9-12 Lunch – NSLP	\$3.75	\$3.75
Snack - NSLP	\$1.10	\$1.10

4. Additional Pricing Disclosures:

- a) Meals for Staff Members: PRICED UPON REQUEST.
- b) Soy milk per meal: (non-medically and medically required): PRICED UPON REQUEST.
- c) Meal labels: PRICED UPON REQUEST.
- d) Certified Gluten Free Meals are available for order with a signed doctor's note. PRICED UPON REQUEST.
- e) If a minimum of **100 Lunch Meals per day per delivery** cannot be maintained, a delivery fee of \$100.00 per day per site will need to be added to the weekly / monthly invoices.

School and Vendor hereby mutually exercise the option to renew the service agreement from Rate Year 2024-2025.

Name & Title of Sponsor Representative Tiffany Tung, Director of Compliance	Telephone Number 510-912-4045
Mailing Address 171 12 th Street, Oakland, CA 94605	
Signature	Date
Name & Title of Vendor Representative Mike Giouzelis General Manager	Telephone Number 650-596-8008 Ext. 1111
Mailing Address 601 Taylor Way San Carlos, CA 94070	
Signature	Date

Attachment M

Buy American/California Certification Form

***Please attach to your Proposal and provide documentation needed to support the claim

Buy American Provision (7 *CFR*, sections 210.21[d] and 220.16[d]; U.S. Department of Agriculture Policy Memorandum SP 38-2017)

Schools participating in the federal school meal programs are required to purchase domestic commodities and products for school meals to the maximum extent practicable. Domestic commodity or product means an agricultural commodity that is produced in the US and a food product that is processed in the US substantially (at least 51 percent) using agricultural commodities that are produced in the US.

Domestic commodities or products are defined as agricultural commodities (i.e., meat/meat alternate, grain, fruit, vegetable, and fluid milk) or processed products (i.e., processed food product that includes components that contribute to a reimbursable meal, such as a chicken patty that contains an M/MMA and grain component) that are processed in the United States using substantial agricultural commodities that are produced in the United States. Products from Guam, American Samoa, Virgin Islands, Puerto Rico, and the Northern Mariana Islands are allowed under this provision as territories of the United States.

All **creditable** food products must comply with the Buy American Provision requirement in 7 *CFR*, sections 210.21(d) and 220.16(d). **Note:** The SFA is not required to adhere to the domestic requirement for foods that are not creditable food components, such as for spices, oils, or condiments.

Exceptions to the Buy American Provision will be used as a last resort and are only allowable for one of the two exceptions listed below and outlined in further detail in the USDA Policy Memorandum SP 38-2017: Compliance with and Enforcement of the Buy American Provision in the National School Lunch Program.

- The product is not produced or manufactured in the United States in sufficient and reasonably available quantities of a satisfactory quality, such as bananas or pineapples.
- Competitive bids reveal the costs of a United States product are significantly higher than the nondomestic product.

Vendors/distributors must document and inform the SFA of exceptions to the Buy American Provision requirement *prior* to delivery of the nondomestic commodity or product. Exceptions must be provided in writing and approved by the Child Nutrition Director prior to delivery.

The vendor must include all food products bid by the company that do not meet the definition of "domestic".

California Senate Bill 490 is effective on January 1, 2024. This new law applies to local educational agencies (LEAs) who operate the School Nutrition Programs in California and receive more than \$1,000,000 in annual federal meal reimbursement (includes the National School Lunch Program (NSLP), School Breakfast Program (SBP), and the Afterschool meal supplement (AMS)).

The LEA and the Food Service Management Company receiving the contract award must only purchase agricultural products grown, packed, or processed domestically unless any of the following applies:

1. The bid or price of the nondomestic agricultural food product is more than 25 percent lower than the bid or price of the domestic agricultural food product.
2. The quality of the domestic agricultural food product is inferior to the quality of the agricultural food product grown, packed, or produced non-domestically.

3. The agricultural food product is not produced or manufactured domestically in sufficient and reasonably available quantities of a satisfactory quality to meet the needs of the public institution.

An "Agricultural food product" is defined as a fresh or processed product, including fruits, nuts, vegetables, herbs, mushrooms, dairy, shell eggs, honey, grains, livestock meats, poultry meats, and fish, including shellfish.

Further, **Assembly Bill 778** amends California Food and Agriculture Code (FAC) Section 58595(a) by removing the requirement that school districts must accept the bid or price of a California grown agriculture product if the price does not exceed more than 5 percent of the lowest bid or an agriculture product produced outside of the state. In addition, this law adds LEAs to FAC Section 58595(c) which requires LEAs to accept a bid or price for that agricultural food product when it is grown in California before accepting a bid or price for a domestic agricultural food product that is grown outside the state, when both of the following are met:

1. The bid or price of the California-grown agricultural food product does not exceed the lowest bid or price for a domestic agricultural food produced outside the state.
2. The quality of the California-grown agricultural food product is comparable to that domestic agricultural food product produced outside the state.

The FSMC must provide the LEA with the appropriate documentation demonstrating compliance with Senate Bill 490 and Assembly Bill 778.

This document must be signed and included as a part of the bid.

**BUY AMERICAN/CALIFORNIA CERTIFICATION FORM
FOR FOOD PURCHASES**

SFAName: American Indian Schools

The Buy American Provision (7 CFR Part 210.21(d)) requires School Food Authorities to purchase, to the maximum extent practical, domestically grown and processed foods. "Domestic" is defined as a product that is grown in the United States, or with processed food items, the product must be processed in the United States of food that is produced and grown domestically in the United States. Any product processed by a responsive vendor must contain over 51% of the food component, by weight or volume, from U.S. origin.

The vendor must include all component items proposed by the company that do not meet the definition of "domestic". This document must be included as a part of the proposal.


This form also includes additional requirements for Child Nutrition Programs in the State of California. Read the requirements carefully and submit the Buy American/California Certification form with your bid.

VENDORS MUST CERTIFY EITHER: (CHECK NUMBER 1 OR 2)	
<input type="checkbox"/>	1. I certify that all food products bid by my company are 100% produced in the U.S., or processed in the U.S. with the final processed product including over 51% of food that was grown in the U.S.
<input type="checkbox"/>	2. I certify that all food products bid by my company are 100% produced in the U.S., or processed in the U.S. with the final processed product including over 51% of food that was grown in the U.S. with the EXCEPTION of the following items listed below.
NAME OF FOOD ITEM	COMPLETE BELOW AND CHECK Tiffi APPROPRIATE REASON THE NON-DOMESTIC PRODUCT IS BID OR PRODUCT IS GROWN OUTSIDE OF CALIFORNIA.
Bananas	<p>1. This product includes _____ % U.S. Content. The product is grown in</p> <p><input checked="" type="checkbox"/> The product is not produced or manufactured in the U.S. in sufficient and reasonably available quantities</p> <p>OR</p> <p><input type="checkbox"/> The quality of the domestically grown product is inferior to the non-domestically grown product (sufficient documentation must be provided with the Buy American/California Certification form.</p> <p>OR</p> <p><input type="checkbox"/> The cost of the non-domestic product is more than 25% lower than the bid or price of the domestic agricultural food product.</p> <p>List prices and unit pack size below for item to be considered:</p> <p>\$ <u>1</u> Price of Domestic or U.S. Grown Product Per Unit</p> <p>\$ <u>1</u> Price of Non-Domestically Grown Product Per Unit</p> <p>2. This product is grown outside of the State of California and both of the following apply:</p> <p>D The price of the California-grown agricultural food product exceeds the lowest price for a domestic agricultural food product produced outside the state.</p> <p>AND</p> <p>D The quality of the California-grown agricultural food product is inferior to the product produced outside the State.</p> <p>\$ <u>1</u> Price of California-grown agricultural food product Per Unit</p> <p>\$ <u>1</u> Price of non-California Grown Product Per Unit</p>
Pineapples	<p><input type="checkbox"/> This product includes _____ % U.S. Content. The product is grown in</p> <p><input checked="" type="checkbox"/> The product is not produced or manufactured in the U.S. in sufficient and reasonably available quantities</p> <p>OR</p> <p>D The quality of the domestically grown product is inferior to the non-domestically grown product (sufficient documentation must be provided with the Buy American/California Certification form.</p> <p>OR</p> <p><input type="checkbox"/> The cost of the non-domestic product is more than 25% lower than the bid or price of the domestic agricultural food product.</p> <p>List prices and unit pack size below for item to be considered:</p>

	<p>\$ Price of Domestic or U.S. Grown Product Per Unit</p> <p>\$ Price of Non-Domestically Grown Product Per Unit</p> <p>2. This product is grown outside of the State of California and both of the following apply:</p> <p>D The price of the California-grown agricultural food product exceeds the lowest price for a domestic agricultural food product produced outside the state.</p> <p>AND</p> <p>D The quality of the California-grown agricultural food product is inferior to the product produced outside the State.</p> <p>\$ / Price of California-grown agricultural food product Per Unit</p> <p>\$ / Price of non-California Grown Product Per Unit</p>
Canned Mandarin Oranges	<p>I. This product includes % U.S. Content. The product is grown in</p> <p>X The product is not produced or manufactured in the U.S. in sufficient and reasonably available quantities</p> <p>OR</p> <p>D The quality of the domestically grown product is inferior to the non-domestically grown product (sufficient documentation must be provided with the Buy American/California Certification form.</p> <p>OR</p> <p><input type="checkbox"/> The cost of the non-domestic product is more than 25% lower than the bid or price of the domestic agricultural food product.</p> <p>List prices and unit pack size below for item to be considered:</p> <p>\$ / Price of Domestic or U.S. Grown Product Per Unit</p> <p>\$ / Price of Non-Domestically Grown Product Per Unit</p> <p>2. This product is grown outside of the State of California and both of the following apply:</p> <p>D The price of the California-grown agricultural food product exceeds the lowest price for a domestic agricultural food product produced outside the state.</p> <p>A N D</p> <p><input type="checkbox"/> The quality of the California-grown agricultural food product is inferior to the product produced outside the State.</p> <p>\$ / Price of California-grown agricultural food product Per Unit</p> <p>\$ / Price of non-California Grown Product Per Unit</p>
Jicama	<p>I. This product includes % U.S. Content. The product is grown in</p> <p>X The product is not produced or manufactured in the U.S. in sufficient and reasonably available quantities</p> <p>OR</p> <p>D The quality of the domestically grown product is inferior to the non-domestically grown product (sufficient documentation must be provided with the Buy American/California Certification form.</p> <p>OR</p> <p><input type="checkbox"/> The cost of the non-domestic product is more than 25% lower than the bid or price of the domestic agricultural food product.</p> <p>List prices and unit pack size below for item to be considered:</p> <p>\$ / Price of Domestic or U.S. Grown Product Per Unit</p> <p>\$ / Price of Non-Domestically Grown Product Per Unit</p> <p>2. This product is grown outside of the State of California and both of the following apply:</p> <p>D The price of the California-grown agricultural food product exceeds the lowest price for a domestic agricultural food product produced outside the state.</p> <p>AND</p> <p>D The quality of the California-grown agricultural food product is inferior to the product produced outside the State.</p> <p>\$ / Price of California-grown agricultural food product Per Unit</p> <p>\$ / Price of non-California Grown Product Per Unit</p>

	<p>I. This product includes _____ % U.S. Content. The product is grown in _____</p> <p>X The product is not produced or manufactured in the U.S. in sufficient and reasonably available quantities</p> <p>OR</p> <p>D The quality of the domestically grown product is inferior to the non-domestically grown product (sufficient documentation must be provided with the Buy American/California Certification form.</p> <p>OR</p> <p><input type="checkbox"/> The cost of the non-domestic product is more than 25% lower than the bid or price of the domestic agricultural food product.</p> <p>List prices and unit pack size below for item to be considered:</p> <p>\$ _____ I Price of Domestic or U.S. Grown Product Per Unit</p> <p>\$ _____ I Price of Non-Domestically Grown Product Per Unit</p> <p>2. This product is grown outside of the State of California and both of the following apply:</p> <p>D The price of the California-grown agricultural food product exceeds the lowest price for a domestic agricultural food product produced outside the state.</p> <p>AND</p> <p>D The quality of the California-grown agricultural food product is inferior to the product produced outside the State.</p> <p>\$ _____ I Price of California-grown agricultural food product Per Unit</p> <p>\$ _____ I Price of non-California Grown Product Per Unit</p>
Edamame	

Company Name:

Signature: 
Title: *C.M.*
Date: *4/4/2024*

SFA Name:

Approval: _____
Date:

Certifications Regarding Lobbying, Debarment, Suspension, and Other Responsibility Matters

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 7 *CFR*, Part 3018, "New Restrictions on Lobbying," 7 *CFR*, Part 3017, "Government-wide Debarment and Suspension (Nonprocurement)," and 7 *CFR*, Part 3021, "Government-wide Requirements for Drug-Free Workplace (Grants)." The certification shall be treated as a material representation of fact upon which reliance will be placed when the SFA determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Title 31, *U.S. Code* (31 *U.S.C.*) Section 1352, and implemented at

7 *CFR*, Part 3018, for a person entering into a grant or cooperative agreement over \$100,000, as defined at 7 *CFR*, Section 3018.105, the applicant certifies that:

- (a) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement;
- (b) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with these instructions; and
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

Disclosure Of Lobbying Activities and Instructions

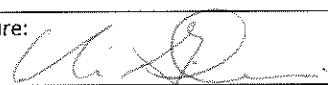
Complete this form to disclose lobbying activities pursuant to 31U.S.C. 1352

Approved by OMB

No. 0348-0046

(See next page for public burden disclosure)

<p>1. Type of Federal Action:</p> <p>a. Contract</p> <p>b. Grant</p> <p>c. Cooperative agreement</p> <p>d. Loan <i>N/A</i></p> <p>e. Loan guarantee</p> <p>f. Loan insurance</p>	<p>2. Status of Federal Action:</p> <p>a. Bid/Offer/Application</p> <p>b. Initial Award</p> <p>c. Post-Award</p> <p><i>N/A</i></p>	<p>3. Report Type:</p> <p>a. Initial filing</p> <p>b. Material change</p> <p>For Material Change Only:</p> <p>Year _____ Quarter _____</p> <p>Date of last report _____</p> <p><i>N/A</i></p>
<p>4. Name and Address of Reporting Entity:</p> <p>Prime <input type="checkbox"/> Subawardee <input type="checkbox"/></p> <p>Tier, if known <input type="checkbox"/></p> <p><i>N/A</i></p> <p>Congressional District, if known:</p>		<p>5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime:</p> <p><i>N/A</i></p> <p>Congressional District, if known:</p> <p><i>N/A</i></p>
<p>6. Federal Department/Agency:</p> <p><i>N/A</i></p>		<p>7. Federal Program Name/Description:</p> <p><i>N/A</i></p> <p>CFDA Number, if applicable:</p> <p><i>N/A</i></p>
<p>8. Federal Action Number, if known:</p> <p><i>N/A</i></p>	<p>9. Award Amount, if known:</p> <p><i>N/A</i></p>	

		\$
<p>10. a. Name and Address of Lobbying Registrant</p> <p>(if individual, last name, first name, MI):</p> <p>N/A</p>		<p>c. Individuals Performing Services (including address if different from No. 10a)</p> <p>(last name, first name, MI)</p> <p>N/A</p>
<p>11. Information requested through this form is authorized by Title 31 U.S.C. Section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</p>		<p>Signature: </p> <p>Print Name: MICHAEL GIOIREUS</p> <p>Title: GENERAL MANAGER</p> <p>Telephone No: (650) 596-8008 EXT: 1101</p> <p>Date: 4/4/2024</p>
<p>FEDERAL USE ONLY:</p>		<p>Authorized for Local Reproduction</p> <p>Standard Form (SF—LLL (Rev. 7-97)</p>

Instructions for Completion of SF-LLL, Disclosure Of Lobbying Activities

This disclosure form shall be completed by the reporting entity, whether subawardee or prime federal recipient, at the initiation or receipt of a covered federal action, or a material change to a previous filing, pursuant to 31 U.S.C. Section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget (OMB) for additional information.

1. Identify the type of covered federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered federal action.
2. Identify the status of the covered federal action.
3. Identify the appropriate classification of this report. If this is a follow-up report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered federal action.
4. Enter the full name, address, city, state, and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the first tier. Subawards include but are not limited to subcontracts, subgrants, and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, state, and zip code of the prime federal recipient. Include Congressional District, if known.
6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, U.S. Department of Agriculture, Food and Nutrition Service.
7. Enter the federal program name or description for the covered federal action (Item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate federal identifying number available for the federal action identified in item 1 (e.g., RFP number; Invitation for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the federal agency). Include prefixes, e.g., "RFP-DE-90-001."
9. For a covered federal action where there has been an award or loan commitment by the federal agency, enter the federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
10. (a) Enter the full name, address, city, state, and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered federal action.
(b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter last name, first name, and middle initial (MI).
11. The certifying official shall sign and date the form, print his/her name, title, and phone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503.

Debarment, Suspension, and Other Responsibility Matters

As required by Executive Order 12549, Debarment and Suspension, and implemented at 7 *CFR* Section 3017.510, for prospective participants in primary covered transactions, as defined at 7 *CFR* Section 3017.200:

A. The contractor certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency;
- (b) Have not within a three-year period preceding this application 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 public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and
- (d) Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default.

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

NOB HILL CATERING INC. DBA THE LUNCH MASTER

Contractor/Company Name

Award Number, Contract Number, or Project Name

MICHAEL GONZEUS, GENERAL MANAGER

Name(s) and Title(s) of Authorized Representatives

[Signature] 4/4/2024

Signature(s)

Date

Certificate of Independent Price Determination

Both the SFA and VENDOR shall execute this Certificate of Independent Price Determination.

The Lunch Master
Name of VENDOR

Name of SFA


A. By submission of this offer, the offeror (VENDOR) certifies and, in the case of a joint offer, each party thereto certifies as to its own organization that in connection with this procurement:

1. The prices in this offer have been arrived at independently—without consultation, communication, or agreement—for the purpose of restricting competition, as to any matter relating to such prices with any other offeror or with any competitor;
2. Unless otherwise required by law, the prices which have been quoted in this offer have not been knowingly disclosed by the offeror and will not knowingly be disclosed by the offeror prior to opening the case of an advertised procurement, directly or indirectly to any other offeror or to any competitor; and
3. No attempt has been made or will be made by the offeror to induce any person or firm to submit, or not to submit, an offer for the purpose of restricting competition.

B. Each person signing this offer on behalf of the offeror certifies that:

1. He or she is the person in the offeror's organization responsible within the organization for the decision as to the prices being offered herein and has not participated, and will not participate, in any action contrary to (A)(1) through (A)(3) above; or
2. He or she is not the person in the offeror's organization responsible within the organization for the decision as to the prices being offered herein, but that he or she has been authorized in writing to act as agent for the persons responsible for such decision in certifying that such persons have not participated, and will not participate, in any action contrary to (A)(1) through (A)(3) above and as their agent does hereby so certify; and he or she has not participated, and will not participate, in any action contrary to (A)(1) through (A)(3) above.

To the best of my knowledge, this vendor and its affiliates, subsidiaries, officers, directors, and employees are not currently under investigation by any governmental agency and have not in the last three years been convicted or found liable for any act prohibited by state or federal law in any jurisdiction, involving conspiracy or collusion with respect to bidding on any public contract, except as follows (provide detail):

 _____ Signature of VENDOR's	General Manager _____ Title	4/4/2024 _____ Date
Authorized Representative		

In accepting this offer, the SFA certifies that no representative of the SFA has taken any action that may have jeopardized the independence of the offer referred to above.

_____ Signature of SFA's	_____ Title	_____ Date
Authorized Representative		

Note: Accepting a Respondent's offer does not constitute award of the contract.

BYRD ANTI-LOBBYING AMENDMENT CERTIFICATION

(To be submitted with each bid or offer exceeding \$100,000)

The undersigned, [Company] THE LUNCHMASTER certifies, to the best of his or her knowledge, that:

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by 31, U.S.C. § 1352 (as amended by the Lobbying Disclosure Act of 1995). Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

The Contractor, [Company] THE LUNCHMASTER, certifies or affirms the truthfulness and accuracy of each statement of its certification and disclosure, if any. In addition, the Contractor understands and agrees that the provisions of 31 U.S.C. § 3801 *et seq.*, apply to this certification and disclosure, if any.



Signature of Contractor's Authorized Official

George S. Minter, G.M.

Name and Title of Contractor's Authorized Official

4/4/2024

Date

Coversheet

Job Descriptions

Section:	IV. Consent Calendar
Item:	B. Job Descriptions
Purpose:	Vote
Submitted by:	
Related Material:	Custodian.docx.pdf Facilities Coordinator.Amended.FY25.docx.pdf Facilities Manager.docx.pdf ELOP Instructor Cover Letter.pdf ELOP Instructor JD.pdf ELOP Supervisor Cover Letter.pdf ELOP Staff Supervisor JD.pdf ELOP Club Advisor Cover Letter.pdf ELOP Club Advisor JD.pdf



AIMS K-12 College Prep Charter District

Title: Custodian

Category: Classified

Work Year: 12 Months

Employment Type: 12 Months Full Time

Starting Range: \$22.36-\$23.73/hr

FLSA: Non-Exempt

Supervisor: Facilities Manager

JOB GOALS:

We are seeking a dedicated and reliable School Custodian to maintain the cleanliness, safety, and functionality of our school facilities. The ideal candidate will be responsible for performing a variety of custodial duties, ensuring a clean and sanitary environment for students, staff, and visitors. This role requires a strong attention to detail, the ability to work independently, and a commitment to upholding high standards of cleanliness and maintenance.

REPRESENTATIVE DUTIES:

(Incumbents may perform any combination of the essential functions shown below.

This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to reflect the principal job elements accurately.)

ESSENTIAL JOB DUTIES:

Clean and sanitize classrooms, offices, restrooms, stairwells, and common areas on a daily basis.

Use Janitorial cleaning equipment as directed by management

Strip and wax floors as needed and during deep cleaning.

Clean the Kitchen area to CAL OSHA, Alameda County Health Department, CDE

Empty and clean waste receptacles and dispose of trash daily/as needed throughout the site.

Clean windows, glass partitions, and mirrors daily as needed

Maintain and stock cleaning and maintenance supplies daily/as needed

Ensure that all doors, windows, and gates are open in the morning and securely locked alarm is set at night

Monitor and report any maintenance or safety issues to the Facilities Manager/CMMS system

Follow all health and safety regulations and procedures per OSHA, CDE, Alameda County Department of Health and other regulatory agencies.

Assist with moving of school materials

Assist with special requests from school staff as assigned by Manager

Organize and maintain the garage storage areas as assigned

Assist with setup and cleanup for school events and activities.

Assist Facilities Coordinator as needed

Fill out daily work reports and use of the CMMS work order system
Assist with graffiti and homeless encampment cleanup on AIMS properties
Attend training sessions as required by CAL OSHA, CDE, ACDH, CALEPA
Respond to after hours emergencies
Other duties as assigned

QUALIFICATIONS:

High school diploma or equivalent.
Knowledge of cleaning and sanitation procedures.
Ability to operate cleaning equipment and machines.
Physical stamina and the ability to lift heavy objects and perform repetitive tasks.
Strong attention to detail and thoroughness in completing tasks.
Good communication skills and the ability to work effectively both independently and as part of a team.
Commitment to maintaining a safe and clean environment for students and staff.
Ability to use email, word, excel, google docs, etc.
Experience working in a school environment (preferred)
Experience with CMMS systems (preferred)

KNOWLEDGE AND ABILITIES:

Proper cleaning techniques for various surfaces and materials.
Understanding of safety protocols and procedures.
Knowledge of handling and storing cleaning chemicals.
Basic maintenance knowledge for equipment and facilities.
Understanding of waste management and recycling procedures.
Abilities:

Physical stamina and strength for carrying out cleaning tasks.
Attention to detail for thorough cleaning and maintenance.
Time management skills to complete tasks within a set schedule.
Ability to work independently and as part of a team.
Good communication skills for interacting with school staff and students.

Licenses & Certificates:

**A valid driver's license. Must be eligible to meet the requirements of AIMS vehicle use policy.
Requires fingerprint clearance from the Department of Justice and TB clearance.**

PHYSICAL ACTIVITY REQUIREMENTS:

Minimum Work Position (Percentage of Time):

Standing:40 Walking: 50 Sitting: 10

Minimum Body Movement (Frequency):

None (0) Limited (1) Occasional (2) Frequent (3) Very Frequent (4)

Lifting (lbs.): 15-18, 4 Lifting: 25-50 (lbs), 4 Greater than 50 (lbs) 4 Bending: 4

Pushing and/or Pulling Loads: 4 Reaching Overhead: 4 Kneeling or Squatting: 4

Climbing Ladders: 3 Climbing Stairs: 4

NON-DISCRIMINATION:

AIMS College Prep Charter District does not discriminate on the basis of race, color, religion, gender, marital status, ancestry, political affiliation, age, sexual orientation, disability, medical condition, national origin, or mental or physical handicap in any of its policies or procedures related to admissions, employment, educational services, programs or activities.

Effective:

Board Approved: Pending Board Approval

Board Approved Date:



AIMS K-12 College Prep Charter District

Title: Facilities Coordinator

Category: Classified

Work Year: 12 Months

Employment Type: Full Time

Starting Range: \$70,000-\$74,295.45.

FLSA: Exempt

Supervisor: Facilities Manager

JOB GOALS:

The **Facilities Coordinator** is responsible for maintaining and overseeing the cleanliness, safety, and functionality of our school facilities. The ideal candidate will be responsible for performing a variety of maintenance duties, ensuring a safe and well maintained facility for students, staff, and visitors. This role requires a strong attention to detail, the ability to work independently, and a commitment to upholding high standards of cleanliness and maintenance.

REPRESENTATIVE DUTIES:

(Incumbents may perform any combination of the essential functions shown below.

This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to reflect the principal job elements accurately.)

ESSENTIAL JOB DUTIES:

- Perform routine maintenance and inspections of the school's buildings, classrooms, gymnasium, and other facilities.
- Ensure compliance of district CAL OSHA, Alameda County Health Department, CDE and other regulatory standards.
- Troubleshoot and repair issues with electrical, plumbing, HVAC, and other building systems.
- Assist with inventory control; orders, receives, and stores new equipment and supplies; assure the proper disposal of surplus or obsolete equipment.
- Assist and manage operations and activities of campus facility services including parking, mail, maintenance and inventory.
- Manage buildings and facilities in a safe, clean, and orderly condition
- Implement appropriate safety precautions and procedures according to Cal OSHA, ACco Health Department, Federal, State, Local regulatory standards and reporting.
- Coordinate the operations and activities of a K-12 school facilities department
- Assist/Run Monthly Fire, Earthquake, and Lockdown drills
- Assist/oversee vendor/contractor bids and oversee projects under Facilities Manager direction
- Assist with moving of school materials and furniture
- Assist with special projects and events as requested.

- Oversee scheduling of van maintenance.
- Submit purchase orders for Facilities Department in a timely manner in PO system
- Manage SDS binder updating as needed.
- Assist with CMMS delegation of work orders.
- Assist with the Safe School Plan.
- Fill out daily work reports and use of the CMMS work order system
- Use of PPE as required by the District.
- Other duties as assigned

QUALIFICATIONS:

- High school diploma or equivalent
- 2+ years experience in facility maintenance or construction (preferred)
- Knowledge of cleaning and sanitation procedures.
- Ability to operate cleaning equipment and machines.
- Physical stamina and the ability to lift heavy objects and perform repetitive tasks.
- Strong attention to detail and thoroughness in completing tasks.
- Good communication skills and the ability to work effectively both independently and as part of a team.
- Commitment to maintaining a safe and clean environment for students and staff.
- Ability to use email, word, excel, google docs, etc.
- Experience working in a school environment (preferred)
- Experience with CMMS systems (preferred)
- Understanding of equipment and materials used in facilities maintenance repair work
- Ability to analyze situations accurately and adopt an effective course of action

KNOWLEDGE AND ABILITIES:

- Proper maintenance techniques and repair of building systems and equipment
- Understanding of safety protocols and procedures.
- Knowledge of handling and storing maintenance related chemicals.
- Understanding of waste management and recycling procedures.
- Physical stamina and strength for carrying out cleaning tasks.
- Attention to detail for thorough cleaning and maintenance.
- Time management skills to complete tasks within a set schedule.
- Ability to work independently and as part of a team.
- Good communication skills for interacting with school staff and students.
- Ability to operate a variety of equipment, machines, and vehicles including forklift, electric cart, truck, drill and various hand tools, etc

Licenses & Certificates:

**A valid driver's license. Must be eligible to meet the requirements of AIMS vehicle use policy.
Requires fingerprint clearance from the Department of Justice and TB clearance.**

PHYSICAL ACTIVITY REQUIREMENTS:

Minimum Work Position (Percentage of Time):

Standing: 40 Walking: 40 Sitting: 20

Minimum Body Movement (Frequency):

None (0) Limited (1) Occasional (2) Frequent (3) Very Frequent (4)

Lifting (lbs.): 15-18 Lifting: 3, 19-50 3 Over 50: 3, Bending: 3

Pushing and/or Pulling Loads: 3 Reaching Overhead: 3 Kneeling or Squatting: 3

Climbing Ladders: 3 Climbing Stairs: 4

NON-DISCRIMINATION:

AIMS College Prep Charter District does not discriminate on the basis of race, color, religion, gender, marital status, ancestry, political affiliation, age, sexual orientation, disability, medical condition, national origin, or mental or physical handicap in any of its policies or procedures related to admissions, employment, educational services, programs or activities.

Effective:

Board Approved:

Pending Amended Board Approval:

Amended Board Approval Date:



AIMS K-12 College Prep Charter District

Title: Facilities Manager

Category: Classified

Work Year: 12 Months

Employment Type: Full time

Starting Range: \$98,031.60-\$104,047.47

FLSA: Exempt

Supervisor: Superintendent

JOB GOALS:

Under the Superintendent of Schools and/or designee, organize, manage and administer assigned programs and activities related to school facilities. Assist with the acquisition of property and support with the creation of facilities plans. The facilities manager will manage and monitor the maintenance and repair of all AIMS facilities including renovation and new construction.

ESSENTIAL JOB DUTIES:

- Knowledge, familiarity, and experience with property and facility management techniques and industry standards.
- Management and Implementation of procedures, and practices in the planning, design, construction, rehabilitation, maintenance, and operation of school buildings and facilities; requirements of the Public Contract Code, State Education Code, State Allocation Board, Division of State Architect, and Office of Public School Construction as they apply to the school facility planning and construction process.
- Basic knowledge of, and experience with, public school or private construction and modernization design and construction projects.
- Oversee the facilities department staff and all operations
- Lead the coordination and monitoring the work of outside vendors/contractors and in-house facilities staff.
- Grants writing/administration – Assist in seeking out and applying for other sources of facility funding (e.g. energy efficient savings grants, facilities grants, etc).
- Oversee Community Use Policy/Use of Facilities – includes permit applications and charges to users.
- Oversee city inspections and keep up to date/ and or apply for city permits.
- Provide leadership and training for the professional development of site leaders regarding facility requirements.
- Conducts monthly facilities inspections,
- Ensure compliance of district CAL OSHA, Alameda County Health Department, CDE and other regulatory standards.
- Develop, establish, and maintain District-wide equipment, materials, performance, and task standards for the work of site facilities, grounds, and custodial staff.
- Plan and oversee summer deep cleaning activities, coordinating with vendors and the Head of Schools or Designee.

- Develop and evaluate custodians/maintenance staff/vendors ensuring adequate levels of safety and skills training, efficient utilization of resources, high productivity, and a high morale work environment.
- Conducts and documents regular facility inspections
- Checks completed work by vendors and contractors
- Forecasts, allocates, and supervises the financial and physical resources of the facility management.
- Provide training to staff and site leaders regarding fire drills, earthquake, and active shooter drills with the sites.
- Conduct and track monthly fire drills, and earthquake and active shooter drills with the sites.
- Assists in developing furniture and equipment purchasing processes and recommendations
- Initiates procurement of storage containers, moving services, packing boxes, and other related vendors and contractors for construction and other projects.
- Communicates with district-wide staff regarding utility conservation, energy efficiency, peak pricing, and other utility issues.
- Oversee maintenance and usage of district equipment and vans/transportation vehicles.
- Manager energy efficiency improvement projects and conservation programs at district and school site levels as appropriate.
- Assist in the procurement of new AIMS facilities and long term facilities plan
- Manage/Update Safe Schools Plan
- Present department updates to Superintendent or BoD as instructed
- Develop and deploy cost saving measures across the district where/when available
- Oversee asset management and CMMS systems for facilities department
- Solicit, review, and negotiate bids for repairs and projects
- Maintain owner manuals/information, asset lists, schedules and maintenance records
- Manage the fire, safety, and security systems
- Other duties as assigned

REPRESENTATIVE DUTIES:

(Incumbents may perform any combination of the essential functions shown below.

This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to reflect the principal job elements accurately.)

QUALIFICATIONS:

High school diploma or equivalent

Supervisory experience (required)

Budget management experience (required)

5-10 years experience in facility maintenance or construction (required)

Knowledge of basic electrical, plumbing, HVAC, and carpentry principles

Ability to read and interpret blueprints, schematics, and technical manuals

Strong problem-solving and troubleshooting skills

Proficient in the use of hand and power tools

Excellent communication and customer service skills

Ability to lift and move heavy equipment and materials

Experience working in a school environment (preferred)

Experience with CMMS systems (preferred)

Communication skills a plus

Licenses & Certificates:

A valid driver's license. Must be eligible to meet the requirements of AIMS vehicle use policy.

Requires fingerprint clearance from the Department of Justice and TB clearance.

KNOWLEDGE AND ABILITIES:

- Aid in the design of appropriate, effective, efficient, and safe facilities.
- Understand and work effectively with people from different cultures.
- Pay attention to detail and follow through.
- Work on multiple projects, issues, and tasks at any one time.
- Meet schedules and timelines.
- Initiate, and recommend actions and resolutions to problems.
- Interpret data from a variety of sources to extract necessary data for the preparation of plans and reports.
- Listen and analyze problems and develop solutions.
- Conduct research, prepare, and present oral and/or written reports and represent the District.
- Control the quality of projects, schedules, and budgets.
- Perform a wide range of professional, administrative, advocacy, and liaison duties involved in the facility planning process
- Establish and maintain effective working relationships with District administrators and representatives of a wide variety of public agencies, community groups, and private industry.
- Work confidentially with discretion.
- Maintain professional conduct at all times.
- School operations preferred.
- State and local laws related to school construction and construction funding.
- Proficiency in technology, software and hardware, including Word, Excel, and Google Suite.
- Effective written and oral communication using correct English and grammar skills.
- A construction and or engineering license is a plus.
- Project management experience preferred.

PHYSICAL ACTIVITY REQUIREMENTS:

Minimum Work Position (Percentage of Time):

Standing: 30 Walking: 40 Sitting: 30

Minimum Body Movement (Frequency):

None (0) Limited (1) Occasional (2) Frequent (3) Very Frequent (4)

Lifting (lbs.): 15-18 Lifting: 2 Bending: 2

Pushing and/or Pulling Loads: 1 Reaching Overhead: 1 Kneeling or Squatting: 1

Climbing Ladders: 2 Climbing Stairs: 2

NON-DISCRIMINATION:

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Effective:

Board Approved: Pending Board Approval

Board Approved Date:



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

Submitter Information

Full Name: Tiffany Tung
 Position/Title: Director of Program Compliance
 Department: Compliance
 Date of Submission (MM/DD/YYYY): 5/14/24

Item Details

Title of Item: \$75.00/hr ELOP Instructor
 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): 06/30/2024

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



AIMS K-12 College Prep Charter District

Title: Expanded Learning Opportunities Program Instructor

Category: Classified

Employment Type: Seasonal Extended Work

Available Hours: School Days: M-F 4p-6p; Intersession/Weekends: 8a-5p

Starting Range: \$75.00 per hr.

FLSA: Exempt

Supervisor: Director of Schools or Designee

JOB GOALS: As an Expanded Learning Opportunities (ELOP) Instructor you will be responsible for planning, implementing, and supervising engaging and educational activities for students participating in the program. This position requires creativity, patience, excellent communication skills, and a strong commitment to supporting the academic and social development of students.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below:

- Provide age appropriate and engaging learning/enrichment activities that align with program goals.
- Create a safe, inclusive, and nurturing environment for students to learn and thrive.
- Supervise and monitor students during program hours, ensuring their safety and well-being at all times.
- Facilitate educational activities, off site field trips, games, arts and crafts, sports, and other enrichment opportunities that promote learning and engagement.
- Collaborate with other program staff, school personnel, and parents to assess student needs, progress, and areas for improvement.
- Maintain accurate attendance records, behavior logs, and other program documentation as required.
- Communicate regularly with parents/guardians regarding student progress, program updates, and upcoming events.
- Participate in staff meetings, training sessions, and professional development opportunities to enhance job performance and program effectiveness.

- Assist with program setup, cleanup, and organization of materials and resources as needed.
- Adhere to program policies, procedures, and safety protocols at all times.
- Complete and hold a valid Food Handlers card.
- Arranges food and beverage items (e.g., placing in food warmer, handling distributing cold meals, a la carte trays, filing racks, mobile carts, etc.) for the purpose of making items available to students and staff for the ELOP program.
- Documentation of all meals given out to students in the ELOP program in POS (Mealtime).
- Loads carts, food warmers, trays, etc. for the purpose of ensuring that food and/or beverage items are available for transporting to other sites (by assignment).
- Serving customers (students) in a fast, efficient, and friendly manner.
- Performs other related essential functions as assigned.

QUALIFICATIONS:

- Bachelor's Degree and/or previous program leadership experience
- Fingerprinting and TB test required

KNOWLEDGE AND ABILITIES:

- Previous experience working with children in an educational or recreational setting (preferred).
- Strong organizational skills and ability to multitask in a fast-paced environment.
- Excellent communication and interpersonal skills, with the ability to interact effectively with students, parents, and colleagues.
- Creativity, enthusiasm, and a passion for working with children and youth.
- Ability to maintain a positive and supportive attitude while addressing behavioral challenges and conflicts.

PHYSICAL ACTIVITY REQUIREMENTS:

Minimum Work Position (Percentage of Time):

Standing: 15 Walking: 15 Sitting: 70

Minimum Body Movement (Frequency): 2

None (0) Limited (1) Occasional (2) Frequent (3) Very Frequent (4)

Lifting (lbs.): 50 Lifting: 2 Bending: 2

Pushing and/or Pulling Loads: 1 Reaching Overhead: 1 Kneeling or Squatting: 1

Climbing Ladders: 1 Climbing Stairs: 2

NON-DISCRIMINATION: AIMS College Prep Charter District does not discriminate on the basis of race, color, religion, gender, marital status, ancestry, political affiliation, age, sexual orientation, disability, medical condition, national origin, or mental or physical handicap in any of its policies or procedures related to admissions, employment, educational services, programs or activities

Effective:

Board Approved: Pending Board Approval



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

Submitter Information

Full Name: Tiffany Tung
 Position/Title: Director of Program Compliance
 Department: Compliance
 Date of Submission (MM/DD/YYYY): 5/14/24

Item Details

Title of Item: \$100.00/hr ELOP Supervisor
 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): 06/30/2024

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



AIMS K-12 College Prep Charter District

Title: Expanded Learning Opportunities Program Supervisor

Category: Classified

Employment Type: Seasonal Extended Work

Available Hours: School Days: M-F 4p-6p; Intersession/Weekends: 8a-5p

Starting Range: \$100.00 per hr.

FLSA: Exempt

Supervisor: Director of Schools or Designee

JOB GOALS: As an Expanded Learning Opportunities (ELOP) Supervisor, you will be responsible for planning, implementing, and supervising engaging and educational activities for students participating in the program. This position requires creativity, patience, excellent communication skills, and a strong commitment to supporting the academic and social development of students.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below:

- Supervise and support ELOP staff, including club advisors, support staff, and volunteers, providing guidance, feedback, and professional development opportunities as needed.
- Collaborate with program staff to develop and implement a comprehensive program curriculum that aligns with program goals, educational standards, and student interests.
- Coordinate program activities and events, ensuring a diverse range of enriching and age-appropriate opportunities for students, including academic support, arts and crafts, sports, STEM activities, and enrichment workshops.
- Foster a positive and inclusive environment that promotes student engagement, participation, and collaboration, implementing strategies to address individual student needs and interests.
- Establish and maintain positive relationships with parents, guardians, and community members, providing regular communication and opportunities for involvement in program activities and events.
- Ensure the safety and well-being of students and staff by implementing and enforcing program safety protocols and procedures, and addressing any safety concerns or incidents promptly.
- Assist in the development and management of program budgets, overseeing expenditures, monitoring financial resources, and identifying opportunities for cost-effective program enhancements.

- Collect and maintain accurate records of program attendance, student progress, and program outcomes, preparing reports and evaluations as needed to assess program effectiveness and inform decision-making.
- Collaborate with school administrators, teachers, and community partners to coordinate program activities, share resources, and align program goals with school and community priorities.
- Provide age appropriate and engaging learning/enrichment activities that align with program goals.
- Create a safe, inclusive, and nurturing environment for students to learn and thrive.
- Supervise and monitor students during program hours, ensuring their safety and well-being at all times.
- Facilitate educational activities, off site field trips, games, arts and crafts, sports, and other enrichment opportunities that promote learning and engagement.
- Collaborate with other program staff, school personnel, and parents to assess student needs, progress, and areas for improvement.
- Maintain accurate attendance records, behavior logs, and other program documentation as required.
- Performs other related essential functions as assigned.

QUALIFICATIONS:

- Bachelor's Degree and/or previous program leadership experience
- Fingerprinting and TB test required

KNOWLEDGE AND ABILITIES:

- Previous experience working with children in an educational or recreational setting (preferred).
- Strong organizational skills and ability to multitask in a fast-paced environment.
- Excellent communication and interpersonal skills, with the ability to interact effectively with students, parents, and colleagues.
- Creativity, enthusiasm, and a passion for working with children and youth.
- Ability to maintain a positive and supportive attitude while addressing behavioral challenges and conflicts.

PHYSICAL ACTIVITY REQUIREMENTS:

Minimum Work Position (Percentage of Time):

Standing: 15 Walking: 15 Sitting: 70

Minimum Body Movement (Frequency): 2

None (0) Limited (1) Occasional (2) Frequent (3) Very Frequent (4)

Lifting (lbs.): 50 Lifting: 2 Bending: 2

Pushing and/or Pulling Loads: 1 Reaching Overhead: 1 Kneeling or Squatting: 1

Climbing Ladders: 1 Climbing Stairs: 2

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Effective:

Board Approved: Pending Board Approval



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

Submitter Information

Full Name: Tiffany Tung
 Position/Title: Director of Program Compliance
 Department: Compliance
 Date of Submission (MM/DD/YYYY): 5/14/24

Item Details

Title of Item: \$50.00/hr ELOP Club Advisor
 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): 06/30/2024

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



AIMS K-12 College Prep Charter District

Title: Expanded Learning Opportunities Program Club Advisor

Category: Classified

Employment Type: Seasonal Extended Work

Available Hours: School Days: M-F 4p-6p; Intersession/Weekends: 8a-5p

Starting Range: \$50.00 per hr.

FLSA: Non-Exempt

Supervisor: Director of Schools or Designee

JOB GOALS: As an Expanded Learning Opportunities (ELOP) Club Advisor, you will be responsible for supporting the administrative and student supervisory functions of the program, ensuring smooth operations and effective communication with staff, students, and parents. This position requires patience, excellent communication skills, and a strong commitment to supporting the academic and social development of students.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below:

- Assist with various administrative tasks, including answering phone calls, responding to emails, and maintaining program records and databases.
- Manage the registration process for new and returning students, ensuring all necessary paperwork is completed accurately and filed appropriately.
- Maintain accurate attendance records for students and staff, tracking daily attendance and communicating with parents regarding any absences or attendance issues.
- Serve as a point of contact for parents and guardians, providing information about program activities, schedules, and policies in a clear and professional manner.
- Assist with inventory management, ordering supplies, and organizing program materials to ensure adequate resources are available for program activities and events.
- Coordinate logistics for program activities, including scheduling rooms, arranging transportation, and securing necessary equipment or facilities.
- Supervise students on and off campus
- Work closely with program staff to support the implementation of program curriculum and activities, providing assistance as needed to ensure the successful execution of program goals.

- Maintain a safe and secure environment for students and staff, following established protocols and procedures for emergency situations and ensuring compliance with program safety guidelines.
- Prepare and distribute program materials, such as newsletters, flyers, and event announcements, to communicate important information to program participants and stakeholders.
- Participate in training and professional development opportunities to enhance skills and knowledge relevant to the role and responsibilities of a Clerk in an after-school program.
- Arrange food and beverage items (e.g., placing in food warmer, handling and distributing cold meals, a la carte trays, filing racks, mobile carts, etc.) for the purpose of making items available to students and staff for the ELOP program.
- Documentation of all meals given out to students in the ELOP program in POS (Mealtime).
- Loads carts, food warmers, trays, etc. for the purpose of ensuring that food and/or beverage items are available for transporting to other sites (by assignment).
- Serving customers (students) in a fast, efficient, and friendly manner.
- Performs other related essential functions as assigned.

QUALIFICATIONS:

- High school diploma or equivalent required; some college coursework or degree preferred.
- Strong organizational skills and attention to detail, with the ability to manage multiple tasks and priorities effectively.
- Excellent communication and interpersonal skills, with the ability to interact professionally with students, parents, staff, and community members.
- Commitment to the mission and values of the after school program, with a passion for supporting the academic and personal development of children and youth.
- Fingerprinting and TB test required

KNOWLEDGE AND ABILITIES:

- Previous experience working with children in an educational or recreational setting (preferred).
- Strong organizational skills and ability to multitask in a fast-paced environment.
- Excellent communication and interpersonal skills, with the ability to interact effectively with students, parents, and colleagues.
- Creativity, enthusiasm, and a passion for working with children and youth.

- Ability to maintain a positive and supportive attitude while addressing behavioral challenges and conflicts.

PHYSICAL ACTIVITY REQUIREMENTS:

Minimum Work Position (Percentage of Time):

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Minimum Body Movement (Frequency): 2

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Effective:

Board Approved: Pending Board Approval

Coversheet

ELOP Extended Contracts

Section:	IV. Consent Calendar
Item:	C. ELOP Extended Contracts
Purpose:	Vote
Submitted by:	
Related Material:	ELOP Extended Contracts Cover Letter.pdf 23-24 ELOP Employee Board Approved Contracts.xlsx.pdf



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

Submitter Information

Full Name: Tiffany Tung
 Position/Title: Compliance Director
 Department: Program Compliance
 Date of Submission (MM/DD/YYYY): 05/14/2024

Item Details

Title of Item: ELOP Extended Contracts FY23-24
 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:
Employee contracts will go to Finance Committee for approval 5/21/24

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: ELOP

SITE LOCATION	RESOURCE	PROGRAM/DEPT	EMPLOYEE	POSITION TITLE	PAY FOR EXTENDED WORK	Unrestricted/Restricted
	30 ELOP		320 John Burrell	ELOP Instructor	\$75.00/hr	ELOP Funding
	30 ELOP		320 Shirley Beh	ELOP Instructor	\$75.00/hr	ELOP Funding
	20 ELOP		320 Jermisha Worley	ELOP Instructor	\$75.00/hr	ELOP Funding
	20 ELOP		320 Kyle Bilorusky	ELOP Instructor	\$75.00/hr	ELOP Funding
	30 ELOP		320 Brian Evans	ELOP Instructor	\$75.00/hr	ELOP Funding
	30 ELOP		320 Jonas Szajowitz	ELOP Instructor	\$50.00/hr	ELOP Funding
	30 ELOP		320 Fenglin Wu	ELOP Instructor	\$75.00/hr	ELOP Funding
	30 ELOP		320 Charles Thimesch	ELOP Instructor	\$75.00/hr	ELOP Funding
	20 ELOP		320 Ammnah Babikir	ELOP Instructor	\$75.00/hr	ELOP Funding
	30 ELOP		320 Rebecca Spencer	ELOP Instructor	\$75.00/hr	ELOP Funding
	30 ELOP		320 Elizabeth Householder	ELOP Instructor	\$75.00/hr	ELOP Funding
	30 ELOP		320 Laura Flores	ELOP Instructor	\$75.00/hr	ELOP Funding
	30 ELOP		305 Irene Vega	ELOP Instructor	\$75.00/hr	ELOP Funding
	30 ELOP		305 Eric Lee	ELOP Instructor	\$75.00/hr	ELOP Funding
	30 ELOP		305 Brian Cabrera	ELOP Instructor	\$75.00/hr	ELOP Funding
	30 ELOP		305 Melissa Ha	ELOP Instructor	\$75.00/hr	ELOP Funding
	30 ELOP		305 Lavonna Johnson	ELOP Instructor	\$75.00/hr	ELOP Funding
	30 ELOP		305 Yuan Mai	ELOP Instructor	\$50.00/hr	ELOP Funding
	30 ELOP		305 Jenny Hui	ELOP Instructor	\$50.00/hr	ELOP Funding
	30 ELOP		305 Brandon Phu	ELOP Instructor	\$75.00/hr	ELOP Funding
	30 ELOP		305 Uzoma Amuchie	ELOP Instructor	\$75.00/hr	ELOP Funding
	30 ELOP		305 Raymond Say	ELOP Instructor	\$75.00/hr	ELOP Funding
	30 ELOP		305 Tony Aria	ELOP Instructor	\$75.00/hr	ELOP Funding
	30 ELOP		305 Timothy Yang	ELOP Instructor	\$75.00/hr	ELOP Funding
	30 ELOP		305 Angel Her	ELOP Instructor	\$75.00/hr	ELOP Funding
	30 ELOP		305 Rachael Khan	ELOP Instructor	\$75.00/hr	ELOP Funding
	30 ELOP		305 Genesis Chavez	ELOP Instructor	\$75.00/hr	ELOP Funding
	30 ELOP		305 Tara Seo	ELOP Instructor	\$75.00/hr	ELOP Funding
	30 ELOP		305 William Minh	ELOP Instructor	\$75.00/hr	ELOP Funding
	30 ELOP		305 Jamelle Jacques	ELOP Instructor	\$75.00/hr	ELOP Funding
	30 ELOP		305 Zubida Bakheit	ELOP Supervisor	\$100.00/hr	ELOP Funding
	20 ELOP		305 Mikael Wooten	ELOP Supervisor	\$100.00/hr	ELOP Funding
	30 ELOP		305 Natalie Glass	ELOP Supervisor	\$100.00/hr	ELOP Funding
	30 ELOP		305 Andrew Hampton	ELOP Supervisor	\$100.00/hr	ELOP Funding
	30 ELOP		305 Axia Vang	ELOP Supervisor	\$100.00/hr	ELOP Funding
	30 ELOP		305 Chaniel Clark	ELOP Supervisor	\$100.00/hr	ELOP Funding
	30 ELOP		305 Brenda Nixon	ELOP Supervisor	\$100.00/hr	ELOP Funding
			305 Ashlee Robinson	ELOP Supervisor	\$100.00/hr	ELOP Funding
	30 ELOP		305 Arezu Yaqubi	ELOP Supervisor	\$100.00/hr	ELOP Funding
	30 ELOP		305 Andrea Jones	ELOP Club Advisor	\$50.00/hr	ELOP Funding
	30 ELOP		305 Karmyon Slocum	ELOP Club Advisor	\$50.00/hr	ELOP Funding
	30 ELOP		320 Lionell Andrews	ELOP Club Advisor	\$50.00/hr	ELOP Funding
	30 ELOP		305 Kay Earby	ELOP Club Advisor	\$50.00/hr	ELOP Funding
	30 ELOP		305 Jose Vega	ELOP Club Advisor	\$50.00/hr	ELOP Funding
	30 ELOP		305 Melani Brewster	ELOP Club Advisor	\$50.00/hr	ELOP Funding
	30 ELOP		305 Kevin Ma	ELOP Instructor	\$75.00/hr	ELOP Funding
	20 ELOP		305 Earl Campbell	ELOP Club Advisor	\$50.00/hr	ELOP Funding

Coversheet

Wellness Policy 2023-2024

Section:	IV. Consent Calendar
Item:	D. Wellness Policy 2023-2024
Purpose:	Vote
Submitted by:	
Related Material:	Wellness Policy Cover Letter.pdf AIMS Wellness Policy 2023-2024 - Board Approval Pending.docx.pdf



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

Submitter Information

Full Name: Tiffany Tung
 Position/Title: Compliance Director
 Department: Program Compliance
 Date of Submission (MM/DD/YYYY): 05/14/2024

Item Details

Title of Item: Wellness Policy
 Is this item a: ☐ New Submission
☒ Renewal
 If Renewal: Please summarize any changes from the previous submission:
Year taken out of policy and update to wellness committee staff within polic

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:
Wellness committee policy will be brought to governance for review and approval

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: \$ N/A

Is this expenditure included in the annual budget?

- ☒ Yes
- ☐ No

Please specify in which plan this expense is indicated:

- ☐ SPSA
- ☐ LCAP
- ☐ Other: N/A



AIMS K-12
COLLEGE PREP
CHARTER DISTRICT

AIMS K-12 College Prep Charter District

Wellness Policy

Table of Contents

Table of Contents	2
Preamble	3
School Wellness Committee	5
Committee Role and Membership	5
Leadership	5
Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement	6
Implementation Plan	6
Recordkeeping	6
Annual Progress Reports	6
Triennial Progress Assessments	7
Revisions and Updating the Policy	7
Community Involvement, Outreach, and Communications	7
Nutrition	9
School Meals	9
Staff Qualifications and Professional Development	10
Water	10
Competitive Foods and Beverages	10
Celebrations and Rewards	10
Fundraising	11
Nutrition Promotion	11
Nutrition Education	11
Essential Healthy Eating Topics in Health Education	11
Food and Beverage Marketing in Schools	12
Physical Activity	14
Physical Education	14
Essential Physical Activity Topics in Health Education	14
Physical Activity Breaks (Elementary and Secondary)	15
Active Academics	15
Before and After School Activities	15
Active Transport	15
Other Activities that Promote Student Wellness	16
Community Partnerships	16
Community Health Promotion and Engagement	16
Staff Wellness and Health Promotion	16
Professional Learning	17
Social-emotional Wellness	17
Community Engagement	17

AIMS K12 College Prep Charter District

Wellness Policy

Preamble

AIMS K12 College Prep Charter District (AIMS) (hereto referred to as the District) is committed to the optimal development of every student. AIMS believes that for our students to have the opportunity to achieve personal and academic success, we need to create positive and safe learning environments at every level, in every setting, throughout the school year.

There is evidence showing that good nutrition and physical activity are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism, and better performance on cognitive tasks.^{1,2,3,4,5,6,7} Conversely, less-than-adequate consumption of specific foods, including fruits, vegetables, and dairy products, is associated with lower grades among students.^{8,9,10}

This policy outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the District have access to healthy foods throughout the school day—both through reimbursable school meals and other foods available throughout the school campus—in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active.
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged to practice healthy nutrition and physical activity behaviors in and out of school;

¹ Bradley, B, Green, AC. Do Health and Education Agencies in the United States Share Responsibility for Academic Achievement and Health? A Review of 25 years of Evidence About the Relationship of Adolescents' Academic Achievement and Health Behaviors, *Journal of Adolescent Health*. 2013; 52(5):523–532.

² Meyers AF, Sampson AE, Weitzman M, Rogers BL, Kayne H. School breakfast program and school performance. *American Journal of Diseases of Children*. 1989;143(10):1234–1239.

³ Murphy JM. Breakfast and learning: an updated review. *Current Nutrition & Food Science*. 2007; 3:3–36.

⁴ Murphy JM, Pagano ME, Nachmani J, Sperling P, Kane S, Kleinman RE. The relationship of school breakfast to psychosocial and academic functioning: Cross-sectional and longitudinal observations in an inner-city school sample. *Archives of Pediatrics and Adolescent Medicine*. 1998;152(9):899–907.

⁵ Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. *American Journal of Clinical Nutrition*. 1998; 67(4), 804S–813S.

⁶ Rampersaud GC, Pereira MA, Girard BL, Adams J, Metzl JD. Breakfast habits, nutritional status, body weight, and academic performance in children and adolescents. *Journal of the American Dietetic Association*. 2005;105(5):743–760, quiz 761–762.

⁷ Taras, H. Nutrition and student performance at school. *Journal of School Health*. 2005;75(6):199–213.

⁸ MacLellan D, Taylor J, Wood K. Food intake and academic performance among adolescents. *Canadian Journal of Dietetic Practice and Research*. 2008;69(3):141–144.

⁹ Neumark-Sztainer D, Story M, Dixon LB, Resnick MD, Blum RW. Correlates of inadequate consumption of dairy products among adolescents. *Journal of Nutrition Education*. 1997;29(1):12–20.

¹⁰ Neumark-Sztainer D, Story M, Resnick MD, Blum RW. Correlates of inadequate fruit and vegetable consumption among adolescents. *Preventive Medicine*. 1996;25(5):497–505.

- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives.

The Wellness Policy in its entirety may be viewed in the School's Main Office.

This policy applies to all students, staff, and schools in the District.

School Wellness Committee

Committee Role and Membership

The District will convene a representative district wellness committee (hereto referred to as the DWC or work within an existing school health committee) that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of this district-level wellness policy (heretofore referred as “wellness policy”).

The DWC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (ex., school nutrition director); physical education teachers; health education teachers; school health professionals (ex., health education teachers, school health services staff [i.e., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [i.e., school counselors, psychologists, social workers, or psychiatrists]; school administrators (ex., superintendent, principal, vice principal), school board members; health professionals (ex., dietitians, doctors, nurses, dentists); and the general public. To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community.

Leadership

The Superintendent or designee(s) will convene the DWC and facilitate the development of and updates to the wellness policy and will ensure each school’s compliance with the policy.

Name	Title	Email address	Role
Laila Ahmad	Nutritional Service Coordinator	laila.ahmad@aimsk12.org	DWC Committee Co-Chair
Anthony Castellanos	Social-emotional Counselor	anthony.castellano@aimsk12.org	
Maryetta Golden	Community Liaison	maryetta.golden@aimsk12.org	
Marisol Magana	Health & School Support Services Director	marisol.magana@aimsk12.org	DWC Committee Co-Chair
Deborah Woods	Special Education Director	deborah.woods@aimsk12.org	
Suzen Chu	Communications & Marketing Director	suzen.chu@aimsk12.org	

Each school will designate a school wellness policy coordinator who will ensure compliance with the policy. For a list of school-level wellness policy coordinators, refer to Appendix A.

Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement

Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions, and timelines specific to each school, and includes information about who will be responsible to make what change, by how much, where, and when, as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education, and other school-based activities that promote student wellness. It is recommended that the school use the [Healthy Schools Program online tools](#) to complete a school-level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation, and generate an annual progress report.

This wellness policy and the progress reports can be found at: <http://www.aimsk12.org/>

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at the AIMS K-12 College Prep Charter District (AIMS), 171 12th Street, Oakland CA, and/or on the AIMS K-12 College Prep Charter District (AIMS) website, <http://www.aimsk12.org/>.

Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating compliance with community involvement requirements, including (1) Efforts to actively solicit DWC membership from the required stakeholder groups; and (2) These groups' participation in the development, implementation, and periodic review and update of the wellness policy;
- Documentation of annual policy progress reports for each school under its jurisdiction; and
- Documentation of the triennial assessment* of the policy for each school under its jurisdiction;
- Documentation demonstrating compliance with public notification requirements, including: (1) Methods by which the wellness policy, annual progress reports, and triennial assessments are made available to the public; and (2) Efforts to actively notify families about the availability of wellness policy.

Annual Progress Reports

The District will compile and publish an annual report to share basic information about the wellness policy and report on the progress of the schools within the district in meeting wellness goals. This annual report will be published around the same time each year June, and will include information from each school within the District. This report will include, but is not limited to:

- The website address for the wellness policy and/or how the public can receive/access a copy of the wellness policy;

- A description of each school's progress in meeting the wellness policy goals;
- A summary of each school's events or activities related to wellness policy implementation;
- The name, position title, and contact information of the designated District policy leader(s) identified in Section I; and
- Information on how individuals and the public can get involved with the DWC or SWC.

The annual report will be available in English, and translated into Spanish as requested.

The District will actively notify households/families of the availability of the annual report.

The DWC, will establish and monitor goals and objectives for the District's schools, specific and appropriate for each instructional unit (middle, and high school, as appropriate), for each of the content-specific components listed in Sections III-V of this policy.

Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
- The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is Laila Ahmad at (510) 893-8701.

The DWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The District will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The DWC will update or modify the wellness policy based on the results of the annual progress reports and triennial assessments, and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Community Involvement, Outreach, and Communications

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of DWC and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards.

The District will use electronic mechanisms, such as email or displaying notices on the district's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating other important school information with parents.

The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

Nutrition

School Meals

Our AIMS K-12 College Prep Charter District (AIMS) is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; moderate in sodium, low in saturated fat, and zero grams trans fat per serving (nutrition label or manufacturer's specification); and to meet the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), and Afterschool Snack Program. All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet [USDA nutrition standards](#).)
- Promote healthy food and beverage choices using at least ten of the following [Smarter Lunchroom techniques](#):
 - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans)
 - Sliced or cut fruit is available daily
 - Daily fruit options are displayed in a location in the line of sight and reach of students
 - All available vegetable options have been given creative or descriptive names
 - Daily vegetable options are bundled into all grab and go meals available to students
 - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal
 - White milk is placed in front of other beverages in all coolers
 - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas
 - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.)
 - Student surveys and taste testing opportunities are used to inform menu development, dining space decor, and promotional ideas
 - Student artwork is displayed in the service and/or dining areas
 - Daily announcements are used to promote and market menu options
 - Menus will be created/reviewed by a Registered Dietitian or other certified nutrition professional.
 - School meals are administered by a team of child nutrition professionals.
 - The District child nutrition program will accommodate students with special dietary needs.

- Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.

Staff Qualifications and Professional Development

All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the [USDA professional standards for child nutrition professionals](#). These school nutrition personnel will refer to [USDA's Professional Standards for School Nutrition Standards website](#) to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day* and throughout every school campus* ("school campus" and "school day" are defined in the glossary). The District will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus* during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs (i.e., "competitive" foods and beverages) may when possible meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information are available at: <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.healthiergeneration.org/smartsnacks.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the extended school day may when possible meet or exceed the state nutrition. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, a la carte options in cafeterias, vending machines, school stores, and snack or food carts.

Celebrations and Rewards

All foods offered on the school campus may when possible meet or exceed the state nutrition standards, including through:

1. Celebrations and parties. The school sites will provide a suggested list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas from the [Alliance for a Healthier Generation](#) and from the [USDA](#).
2. Classroom snacks brought by parents. The schools sites will provide to parents a [list of foods and beverages that meet Smart Snacks](#) nutrition standards; and
3. Rewards and incentives. School sites will provide teachers and other relevant school staff a [list of alternative ways to reward children](#). Food will not be used in a punitive form.

Fundraising

When possible foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus* during the school day*. School sites will make available to parents and teachers a list of healthy fundraising ideas [examples from the [Alliance for a Healthier Generation](#) and the [USDA](#)].

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff and teachers, parents, students, and the community.

School sites will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing evidence-based healthy food promotion techniques through the school meal programs using [Smarter Lunchroom techniques](#); and
- Promoting foods and beverages that meet the USDA Smart Snacks in School nutrition standards. Additional possible promotion techniques that the District and individual schools may use are available at www.healthiergeneration.org/smartsnacks.

Nutrition Education

The District aims to teach, model, encourage, and support healthy eating by students. Schools will provide nutrition education and engage in nutrition promotion.

Essential Healthy Eating Topics in Health Education

When possible, classes will include in the health education curriculum the following essential topics on healthy eating:

- The relationship between healthy eating and personal health and disease prevention
- Food guidance from [MyPlate](#)
- Reading and using USDA's food labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables, and whole-grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain trans fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks

- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers, and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

[USDA's Team Nutrition](#) provides free nutrition education and promotion materials, including standards-based nutrition education curricula and lesson plans, posters, interactive games, menu graphics, and more.

Food and Beverage Marketing in Schools

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day.

while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health, and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts.

Any foods and beverages marketed or promoted to students on the school campus during the extended school day will when possible meet or exceed the state nutrition standards. Food advertising and marketing is defined¹¹ as an oral, written, or graphic statements made for the

¹¹The U.S. Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.)

If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, found online at http://www.ascr.usda.gov/complaint_filing_cust.html, or call (866)632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or e-mail at program.intake@usda.gov. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employer.

purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors.
- Corporate brand, logo, name, or trademark on school equipment, such as marquees, message boards, scoreboards, or backboards (Note: immediate replacement of these items
- Corporate brand, logo, name, or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment; as well as on posters, book covers, pupil assignment books, or school supplies displayed, distributed, offered, or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests, or coupons of a product, or free samples displaying advertising of a product.

Physical Activity

Children and adolescents should participate in 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive, school-based physical activity program (CSPAP) that includes these components: physical education, recess, classroom-based physical activity, walk and bicycle to school, and out-of-school time activities and the district is committed to providing these opportunities. Schools will ensure that these varied opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). Physical activity during the school day (including but not limited to recess, physical activity breaks, or physical education) when reasonable not be withheld.

Physical Education

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the "Essential Physical Activity Topics in Health Education" subsection).

All students will be provided equal opportunity to participate in physical education classes. When possible, school sites will make appropriate accommodations to allow for equitable participation for all students

All AIMS K-12 College Prep Charter District (AIMS) secondary students (middle and high school) are required to take the required numbers of year of Physical Education per UC acceptance requirements.

The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the [Presidential Youth Fitness Program](#) or other appropriate assessment tool) and will use criterion-based reporting for each student.

Essential Physical Activity Topics in Health Education

School sites will include in the health education curriculum the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise, and fitness
- Phases of an exercise session, that is, warm up, workout, and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community

- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time, and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers, and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity

Physical Activity Breaks (Elementary and Secondary)

The Wellness Committee recommends teachers provide short (3-5 minute) physical activity breaks to students during and between classroom time. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies, and others) and do their part to limit sedentary behavior during the school day.

School sites will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

School sites offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. School sites will encourage students to be physically active before and after school by:

Active Transport

The District will encourage active transport to and from school, such as walking or biking.

Other Activities that Promote Student Wellness

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues, and physical activity facilities. The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition, and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development, and strong educational outcomes. Schools in the District are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the District's curriculum experts.

All efforts related to obtaining federal, state, or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the DWC/SWC. When possible school-sponsored events may adhere to the wellness policy.

Community Partnerships

The District will attempt to develop relationships with community partners (i.e. hospitals, universities/colleges, local businesses, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Engagement

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the "Community Involvement, Outreach, and Communications" subsection, the District will use electronic mechanisms (such as email or displaying notices on the district's website), as well as non-electronic mechanisms, (such as newsletters, presentations to parents, or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion

In conjunction with HR the DWC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources, and perform other functions that support staff wellness in coordination with human resources staff.

AIMS K-12 College Prep Charter District (AIMS) will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. The District encourages staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

Professional Learning

When feasible, the District may offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

Social-Emotional Wellness

The district provides counseling and psychological support services that address students' social and emotional needs.

School counselors provide one-on-one guidance that is determined by students' evaluated level of support needed and can help learning acquisition of individual and IEP goals using wrap-around family support. Collaboration with local mental health agencies allow for family and student referrals to access additional resources in the community.

The district's social-emotional counselors also facilitate groups which provide support to students on a weekly basis. These peer-based counseling groups are formed based on affinities addressing growth areas such as stress management, conflict resolution and relationship repair, grief, and gender-specific groups. Periodic surveys of staff and students and reporting progress in overall school climate and well-being among our AIMS community is also included in Social Emotional Wellness services. The counselors also provide social-emotional learning services to grade levels at periodic grade-level assemblies on campus.

School Psychologists hold a Pupil Personnel Services (PPS) credential and collaborate closely with school teams to conduct assessments, implement interventions, and support students' academic and socio-emotional needs. They adhere to state and ethical guidelines, provide crisis intervention and mental health support, and advocate for policies promoting equity and inclusion in education.

Community Engagement

The district provides within the community engagement department a bridging of the gap between administration, school, families, and community. When families are in need of food resources, they are bridged to community-based organizations that provide emergency food and supplies to families. This department also receives parent suggestions and feedback as well as provides opportunities for families to gather in positive ways for holistic wellness.

Coversheet

Employee Contracts FY23-24

Section:	IV. Consent Calendar
Item:	E. Employee Contracts FY23-24
Purpose:	Vote
Submitted by:	
Related Material:	Employee Conracts Cover Letter.pdf Employee Board Approved Contracts FY23-24.xlsx.pdf



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

Submitter Information

Full Name: Tiffany Tung
 Position/Title: Compliance Director
 Department: Program Compliance
 Date of Submission (MM/DD/YYYY): 05/14/2024

Item Details

Title of Item: Employee Contracts FY23-24
 Is this item a: ☒ New Submission
 ☐ Renewal
 If Renewal: Please summarize any changes from the previous submission:
Employee contracts

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:
Employee contracts will go to Finance Committee for approval 5/21/24

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: _____

[illegible]

Coversheet

Title III MOU 2024-2025

Section:	IV. Consent Calendar
Item:	F. Title III MOU 2024-2025
Purpose:	Vote
Submitted by:	
Related Material:	Title III MOU Cover Letter - ELD MOU 24-25.pdf Title III MOU (Pending Approval) Title III MOU 2024-2025.pdf



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

Submitter Information

Full Name: Adria Banihashemi

Position/Title: ELD Coordinator

Department: Academic Data and Performance

Date of Submission (05/14/2024)

Item Details

Title of Item: Title III MOU 2024-2025

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: This will be submitted to District ELAC on June 6th. A request was

made by Director Tung for the Board to review it *before* ELAC instead of after.

Deadline Information

Is there a submission deadline for this item?

☒ Yes ☐ No

If yes: Please indicate the deadline date (09/30/2024):

Financial Information (if applicable):

Total Cost: \$35,542.60

Is this expenditure included in the annual budget?

☒ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP x Other: Title III

Board Submission Cover Letter | Version: Spring 2024

Memorandum of Understanding

Elementary and Secondary Education Act, Title III, Part A,

English Learner Student Program Subgrant Consortium

Memorandum of Understanding, 2024-2025 School Year

This Memorandum of Understanding represents the agreed-upon program, services and products to be provided to English learner (EL) students in the AIMS K12 College Prep District during the **2024-2025** school year. The AIPCS II will act as lead local educational agency (LEA) and member. The consortium shall be named the AIMS K-12 College Prep.

The AIMS K-12 College Prep will be responsible for acting as the fiscal agent for the Consortium and will file the required expenditure reports, maintain fiscal records, and is the only agency entitled to up to two percent of the total consortium allocation for direct administrative costs. The Consortium will plan to expend all Title III funds during the 2024-2025 grant year. AIMS K12 College Prep must continue to serve as the fiscal agent for the Consortium for the duration of the 27-month grant period or until all the funds are expended, whichever comes first. After that time, the California Department of Education (CDE) will bill the AIMS K12 College Prep for any remaining balance.

According to our estimates, the Consortium collectively enrolled 284 EL students, which results in a subgrant amount of approximately **\$35,542.60**. In its role as the lead LEA, the AIMS K12 College Prep will support a total amount of programs, services, and products as indicated below:

Program/Service/Product	Approximate Cost	Delivery Date	Provided By
JAMF Subscription (2)	\$170.00 AIPCS I		Technology Coordinator, Business Office
Language Line Interpreting and Translations, Supplies for Mailings (4) (5000 HS, 2507.60 AIPCS II, 3000 AIPCS I)	\$10,507.60 AIPCS I and II, AIMS HS		ELD Coordinator, Business Office
Contractor Hours for ESL Class (4) (3000 AIPCS II, 3000 AIPCS I)	\$6000.00 AIPCS II and I		ELD Coordinator, Business Office
Supplementary programs/field trips for ELs (2) (944.60 HS, 6055.40 AIPCS II)	\$7000.00 AIPCS II and HS		ELD Coordinator, Business Office
Student ELD Program and Adult ESL Supplies (2)	\$3,000.00 AIPCS II		ELD Coordinator, Business Office
Supplemental ELD Curriculum, Trainings & Materials K-8 (1, 2, 3) (3087.50 AIPCS I, 3712.50 AIPCS II)	\$6800.00 AIPCS II and I		ELD Coordinator, Business Office
Supplemental ELD Curriculum, Trainings & Materials HS (1, 2, 3)	\$2065.00 AIMS HS		ELD Coordinator, Business Office
Total Consortium Grant allocation	\$35,542.60	N/A	N/A

In addition to the above services and products, the AIMS K12 College Prep will coordinate regular meetings for the purpose of assessing the needs of the consortium.

Also, the AIMS K12 College Prep will be responsible for completing and submitting the Title III Annual Report and any other required report to the CDE. The signature of each LEA representative indicates that the consortium has met and conferred and that members are in agreement to everything stated.

AIMS HS (64 EL) = 8009.60

1 Professional development \$1000.00

2 Program activities \$1144.60

3 English Proficiency and Academic Achievement \$865.00

4 Parent/family/community engagement \$5000.00

AIMS MS (50 EL) = 6257.50

1 Professional development \$2000.00

2 Program activities \$170.00

3 English Proficiency and Academic Achievement \$1087.50

4 Parent/family/community engagement \$3000.00

AIMS Elementary (170 EL) = 21,275.50

Professional development \$3000.00

Program activities \$9055.40

English Proficiency and Academic Achievement \$3712.50

Parent/family/community engagement \$5507.60

TOTAL \$35,542.60

Coversheet

Air Reading Quote for AIMS College Prep Middle School

Section:	IV. Consent Calendar
Item:	G. Air Reading Quote for AIMS College Prep Middle School
Purpose:	Vote
Submitted by:	
Related Material:	Air Reading Quote (25827) AIPCS II - 2024.pdf



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

Submitter Information

Full Name: Christopher Ahmad
 Position/Title: Director
 Department: Academic Data & Performance
 Date of Submission (MM/DD/YYYY): 5/14/24

Item Details

Title of Item: Air Reading Quote for AIMS College Prep Middle 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): 6/30/2024

Financial Information (if applicable):

Total Cost: \$ 101,800

Is this expenditure included in the annual budget?

- ☐ Yes ☐ No

Please specify in which plan this expense is indicated:

- ☐ SPSA ☐ LCAP ☒ Other: ELOP



Payment to

Company Air Education Inc
 Address 220 Cupertino Way
 San Mateo, CA 94403
 Phone (469) 288 - 5290
 Email support@airreadingclass.com

Quote No. 25827**

Account	AIMS Middle School College Prep	Contact	Marisol Magana
Address	171 12th St Oakland, CA 94607	Email	marisol.magana@aimsk12.org

Product	Quantity	Time*	Price	Amount
Air Reading High-Impact Small-group Reading Instruction	4,000 student sessions with up to 3 students/group (e.g. 100 students for 40 sessions per student)	'23-'24 school year	\$25 per student per session	\$100,000.00
<u>Curriculum Fee</u>	100 students		\$25 per student	\$2,500.00 (waived)
<u>Implementation Fee</u>	100+ students		\$2000 one-time	\$2,000.00 (waived)
<u>Platform Fee</u>	100 students		\$10 per student	\$1,000.00 (waived)
<u>Headphones (mic, noise cancellation)</u>	120		\$15 per headphone	\$1800.00

Domestic ACH / Wire
 Routing number (Column NA - Brex): **121145349**
 Account number: **541666000T346208**

TOTAL
~~**\$107,300**~~
\$101,800
(\$5,500 off)

****Platform and implementation fees waived.**

To accept this quote, please sign below to authorize. By accepting the quote, you agree to the Terms of Services and Privacy Policy linked within and available at the Air Reading website at www.AirReading.com.

Quote Authorized By:

Name: _____ Signature: _____ Date: _____

Coversheet

Air Reading Quote for American Indian Public Charter School II

Section:	IV. Consent Calendar
Item:	H. Air Reading Quote for American Indian Public Charter School II
Purpose:	Vote
Submitted by:	
Related Material:	Air Reading Quote (25829) AIPCS II - 2024.pdf



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

Submitter Information

Full Name: Christopher Ahmad
 Position/Title: Director
 Department: Academic Data & Performance
 Date of Submission (MM/DD/YYYY): 5/14/24

Item Details

Title of Item: Air Reading Quote for American Indian Public Charter School 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): 6/30/2024

Financial Information (if applicable):

Total Cost: \$ 724,200

Is this expenditure included in the annual budget?

- ☐ Yes ☐ No

Please specify in which plan this expense is indicated:

- ☐ SPSA ☐ LCAP ☒ Other: ELOP



Payment to

Company Air Education Inc
 Address 220 Cupertino Way
 San Mateo, CA 94403
 Phone (469) 288 - 5290
 Email support@airreadingclass.com

Quote No. 25829**

Account	AIPCS II	Contact	Marisol Magana
Address	171 12th St Oakland, CA 94607	Email	marisol.magana@aimsk12.org

Product	Quantity	Time*	Price	Amount
Air Reading High-Impact Small-group Reading Instruction	2,880 student sessions with up to 3 students/group (e.g. 240 students for 120 sessions per student)	'23-'24 school year	\$25 per student per session	\$720,000.00
<u>Curriculum Fee</u>	240 students		\$25 per student	\$6,000.00 (waived)
<u>Implementation Fee</u>	100+ students		\$2000 one-time	\$2,000.00 (waived)
<u>Platform Fee</u>	240 students		\$10 per student	\$2,400.00 (waived)
<u>Headphones (mic, noise cancellation)</u>	280		\$15 per headphone	\$4200.00

Domestic ACH / Wire
 Routing number (Column NA - Brex): **121145349**
 Account number: **541666000T346208**

TOTAL
~~\$734,600~~
\$724,200
(\$10,400 off)

****Platform and implementation fees waived.**

To accept this quote, please sign below to authorize. By accepting the quote, you agree to the Terms of Services and Privacy Policy linked within and available at the Air Reading website at www.AirReading.com.

Quote Authorized By:

Name: _____ Signature: _____ Date: _____

Coversheet

Special Education Consultant Contract Renewal

Section:	IV. Consent Calendar
Item:	I. Special Education Consultant Contract Renewal
Purpose:	Vote
Submitted by:	
Related Material:	SpEd Consultant Contract Renewal.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): 05/14/2024

Item Details

Title of Item: Consultant Contract Renewal for the 2024-25 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:
The contract is being brought to the governance and finance committees for
board approval.

Deadline Information

Is there a submission deadline for this item?

- ☒ Yes ☐ No

If yes: Please indicate the deadline date (MM/DD/YYYY): 07/01/2024

Financial Information (if applicable):

Total Cost: \$ 15,000

Is this expenditure included in the annual budget?

- ☒ Yes ☐ No

Please specify in which plan this expense is indicated:

- ☐ SPSA ☐ LCAP ☒ Other: AIMS K12 CMO SpEd

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) is entered between Alison Rose (“Service Provider”) and the AIMS K-12 College Prep Charter District (“Charter”). Service Provider and Charter may be collectively referred to as the “Parties” or individually as a “Party.” This MOU shall be effective as of the date of the last-executed signature below. This MOU is regarding the provision of consultation services by Service Provider to Charter.

1. Purpose of MOU

Whereas, Education Code section 56195.1, subdivision (e) provides that membership in a special education local plan area (“SELPA”) does not limit a local educational agency’s (“LEA”), including a charter school’s, authority to contract for special education consultation, services or assessments.

Whereas, Service Provider is willing to contract with Charter to provide consultation services;

Whereas, Charter is a charter school deemed an LEA for the purposes of special education under Education Code Section 47640 and is a member LEA of the El Dorado Charter SELPA.

Whereas, Charter seeks to contract with Service Provider in order for Service Provider to provide consultation services.

2. MOU Must be Renewed Annually

This MOU shall be in effect for the period beginning July 1, 2024 to June 30, 2025. This MOU may be renewed at the end of that period by following the “Submission Procedures” set forth in **Section 3** of this MOU. The MOU may be amended at any time by mutual consent of the Parties.

3. Submission Procedures

Unless there is a documented change in writing and agreed to by both parties, all services contracted for under this MOU will run for a period of one year, from July 1, 2024, to June 30, 2025. On or before May 30, 2025 Charter shall submit a written request for renewal of the contract to Service Provider.

On or before June 15, 2024, Service Provider shall provide Charter with a written response to the request. The Service Provider’s response shall specify whether the Service Provider is willing to provide all, some, or none of the services requested. If Service Provider is willing to provide less than all the requested services, the response will list each type of service it is willing to provide and the number of weekly/monthly/annual service hours it is willing to provide. Service Provider’s written response shall include a rate schedule for all requested services.

4. Scope of Services

The Parties agree that Service Provider shall provide consultation services. All services will be provided via zoom unless otherwise agreed to by the Parties. The Parties will mutually identify a schedule specifying the time, day that Service Provider is available to complete activities.

Timeline	Activity
Twice monthly 7/1/24 to 6/30/25	Consult- Meetings with SPED Director
Beginning of the 24-25 school year PD schedule TBD	Consult- Assistance with presentations for SPED and/ or GE team As determined by the Director of SPED
As needed throughout the 24-25 SY	Assessment- Psychological Assessments, FBAs, ERMHS, and Academic Assessments

It will be the responsibility of the Service Provider to track the above hours and provide invoices to the Charter.

Renegotiation and resubmission shall be completed within 30 days of written notification and prior to Service Provider completing or invoicing for additional services not otherwise included in this contract.

5. Rate Schedule

The Parties agree that the CONSULT services set forth in **Section 4** shall be billed at \$100/ hour and the ASSESSMENT services set forth shall be billed at \$150/ hour.

6. Payment for Services

Services shall be billed on a monthly basis. At the end of each monthly billing period, Service Provider will provide Charter with an invoice for the services provided and/or offered under this MOU. The invoice will show the specific services provided during the billing period and the fees for those services.

Charter shall process and pay each invoice within thirty (30) days from its receipt. If the payment for the invoice is not postmarked from the Charter within forty-five (45) days of the receipt of the invoice, the Charter agrees to pay an additional fee of 5% interest per month on amounts not paid, such interest being calculated beginning day forty-six (46) from receipt of the invoice. Interest shall be calculated in accordance with standard accounting procedures. Service Provider shall bill the LEA for the interest. Failure by Charter to pay an appropriately submitted invoice, including an invoice from a prior MOU between the Parties, within 90 days of receipt may be considered a breach of contract and is grounds for termination of this MOU.

7. Staff Absences

Charter acknowledges that the services provided by Service Provider under this MOU will be provided for the entire school year and that Service Provider will be adjusting their calendar as appropriate.

As such, the Parties agree that the Service Provider shall be reimbursed for any services offered by Service Provider when cancellation is needed if notice is given the day of the meeting and no other items can take the place of the canceled meeting.

8. Termination

Either Charter or Service Provider may terminate this MOU by providing the other party with thirty days (30) written notice except that Service Provider may terminate this MOU by providing Charter with written notice that it is unable or unwilling to provide the requested services pursuant to **Section 3** of this MOU.

9. Service Provider and Charter Are Independent Contractors

Charter and Service Provider are independent parties to this MOU and each agree that this MOU was not intended to create the relationship of agent, servant, employee, partnership, joint venture or association.

10. Non-Exclusive Agreement

The Parties agree that nothing herein is intended nor shall be construed as creating any exclusive arrangement between the Parties. This MOU shall not restrict Charter from contracting for services with other LEAs, nor shall it restrict Service Provider from providing services to other LEAs, including other charter schools.

11. Indemnification and Hold Harmless

Charter and Service Provider shall each defend, hold harmless and indemnify the other party, its governing board, officers, administrators, agents, employees, independent contractors, subcontractors, consultants, and other representatives from and against any and all liabilities, claims, demands, costs, losses, damages, or expenses, including reasonable attorneys' fees and costs, and including but not limited to consequential damages, loss of use, extra expense, cost of facilities, death, sickness, or injury to any person(s) or damage to any property, from any cause whatsoever arising from or connected with the provision of services hereunder, that arise out of or result from, in whole or in part, the negligent, wrongful or willful acts or omissions of the indemnifying party, its employees, agents, subcontractors, independent contractors, consultants, or other representatives.

12. Responsibility for Litigation Costs

In the event of any compliance complaint, due process hearing request, or other litigation based on, arising from, or connected to the provision of services under this MOU, the Parties shall negotiate an agreement specifying how legal costs, including attorney's fees, are to be shared between the Parties.

13. Meet and Confer

If a dispute arises regarding any aspect of this MOU, the Parties agree that they shall meet and confer in a good faith effort to amicably resolve their difference prior to initiating any litigation. If the initial

attempt to resolve the dispute is not successful, the Parties may, by mutual agreement, participate in alternative dispute resolution.

14. Severability/Waiver

If any provision of this MOU is determined to be illegal, unenforceable, or invalid, such provision shall in no way affect the validity of any other provision of this MOU. No waiver of any provision of this MOU shall be deemed, or shall constitute, a waiver of any other provision, whether or not similar, nor shall any such waiver constitute a continuing or subsequent waiver of the same provision. No waiver shall be binding unless executed in writing by the party making the waiver.

15. Execution of MOU Electronically and In Counterparts

This MOU may be executed in counterparts such that the signatures may appear on separate signature pages. A copy or an original, with all signatures appended together, shall be deemed a fully executed MOU. A facsimile or scanned version of any party's signature shall be deemed an original signature.

IN WITNESS WHEREOF, the Parties via their respective authorized representatives have executed and entered into this MOU as of the date set next to the signatures below.

Dated: _____

By: _____

Superintendent Maya Woods
For AIMS K-12 College Prep Charter School District

Dated: _____

By: _____

Alison Rose
Service Provider

Coversheet

Invoice - Santa Cruz Beach Boardwalk

Section:	IV. Consent Calendar
Item:	J. Invoice - Santa Cruz Beach Boardwalk
Purpose:	Vote
Submitted by:	
Related Material:	Invoice - Santa Cruz Beach Boardwalk.pdf



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

Submitter Information

Full Name: Natalie Glass
 Position/Title: Director of Schools
 Department: Schools
 Date of Submission (MM/DD/YYYY): 5/14/24

Item Details

Title of Item: Santa Cruz Beach Boardwalk- Approved Vendor Request
 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): 06/30/2024

Financial Information (if applicable):

Total Cost: \$ 9453

Is this expenditure included in the annual budget?

- ☐ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☐ Other: ELOP

Shopping Cart (150 Items)

Modify Cart

Ride Wristband - Groups
Groups - Ride Wristband
Date: 06/08/2024

Qty 150
\$8,992.50

Subtotal

\$8,992.50

Processing Fee

\$9.95

Tax

\$450.00

Total

\$9,452.45

☐ By clicking this box, I agree that all ticket sales are final. There are no refunds or exchanges. Items purchased are only valid for the **Santa Cruz Beach Boardwalk**

This site is protected by reCAPTCHA and the Google Privacy Policy (<https://policies.google.com/privacy>) and Terms of S

Continue Shopping

Checkout

Coversheet

Student Chromebooks

Section:	IV. Consent Calendar
Item:	K. Student Chromebooks
Purpose:	Vote
Submitted by:	
Related Material:	Student Chromebooks.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): 5/14/24

Item Details

Title of Item: Student chromebooks
 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: \$ 21,722.83

Is this expenditure included in the annual budget?

- ☐ Yes ☐ No

Please specify in which plan this expense is indicated:

- ☐ SPSA ☐ LCAP ☒ Other: ESSER III



Staples Technology Solutions

P O Box 95230
Chicago, Illinois 60694-5230
United States
(P) 1-888-438-4806

Quotation (Open)

Quote # : 1000365 1 rev of 1
Modified Date: May 14, 2024 05:22 PM EDT
Expiration Date: 05/17/2024
Description: AIMS College Prep 11246781

Products

#	Image	Description	Part #	Qty	Unit Price	Total
1		HP Chromebook 11 G9 Education Edition Intel Celeron - N4500 / up to 2.8 GHz - Chrome OS - UHD Graphics - 4 GB RAM - 32 GB eMMC - 11.6" 1366 x 768 (HD) - 802.11a/b/g/n/ac/ax - jet black - kbd: US	3V2Y2UT#ABA	75	\$229.71	\$17,228.25
2		Google Chrome OS Management Console License - academic	CROS-SW-DIS-EDU-NEW	75	\$33.00	\$2,475.00

Subtotal: \$19,703.25
Tax (10.2500%): \$2,019.58
Shipping: \$0.00
Fees: \$0.00
Total: \$21,722.83

Special Note: ♦Displayed inventory availability is subject to change. Prompt placement of your order, will help establish prioritization and provide the highest likelihood of fulfillment for constrained products.

Terms of Purchase

If shipping charges or sales tax & fees are shown, they are estimates only. Actual shipping charges and sales taxes and fees will be calculated at the time of shipment and added to the invoice. Pricing quoted is subject to change prior to shipment, manufacturer and distributor pricing changes regularly. This quote is confidential and meant for the client recipient above, any unauthorized review, use, disclosure or distribution is prohibited. Credit cards may be used only at the time of purchase and not for the payment of invoices. Credit Card Fees may apply.

Purchase subject to Terms and Conditions here : https://sts.staples.com/tech_services_STS.html

Returns are subject to Return Policy found here: <https://sts.staples.com/returns.html>.

Leasing available on orders over \$1,000 and is subject to credit approval and agreement to terms.

Coversheet

Teacher Laptops

Section:	IV. Consent Calendar
Item:	L. Teacher Laptops
Purpose:	Vote
Submitted by:	
Related Material:	Teacher Laptops.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): 5/14/24

Item Details

Title of Item: Teacher laptop replacement for 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): _____

Financial Information (if applicable):

Total Cost: \$ 45,838

Is this expenditure included in the annual budget?

- ☐ Yes ☐ No

Please specify in which plan this expense is indicated:

- ☐ SPSA ☐ LCAP ☒ Other: ESSER III



Your Quote is ready.

Your personalized Quote is now available for purchase.

Complete your order through our secure online checkout before your Quote expires.

Order Now

Quote No.	3000175613249.4	Sales Rep	Brent Shumpert
Total	\$49,969.94	Phone	(800) 456-3355, 512-513-0409
Customer #	530015569684	Email	Tyler_Shumpert@Dell.com
Quoted On	May. 13, 2024	Billing To	ALEXANDER LEE
Expires by	May. 20, 2024		AMERICAN INDIAN MODEL
Deal ID	27245152		SCHOOLS
			171 12TH ST
			OAKLAND, CA 94607

Message from your Sales Rep

Please use the Order button to securely place the order with your preferred payment method online. You may contact your Dell sales team if you have any questions. Thank you for shopping with Dell.

Regards,
 Brent Shumpert

Shipping Group

Shipping To	Shipping Method
ALEXANDER LEE AMERICAN INDIAN MODEL SCHOOLS 171 12TH ST OAKLAND, CA 94607 (151) 089-3870	Standard Delivery

Product	Unit Price	Quantity	Subtotal
Dell Latitude 5550	\$1,118.00	41	\$45,838.00

DBC as low as \$1500 / month^

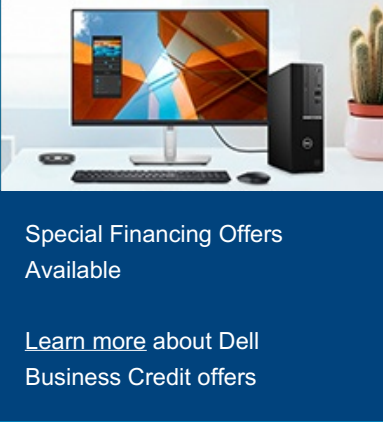
Subtotal:	\$45,838.00
Shipping:	\$0.00
Environmental Fee:	\$205.00
Non-Taxable Amount:	\$7,731.37
Taxable Amount:	\$38,311.63
Estimated Tax:	\$3,926.94
Total:	\$49,969.94

License Subtotal for Commitment Term: \$0.00

*Excludes Taxes

Flexible Payment Solutions

Months	Technology Ownership	Technology Rotation
24	\$2,195.40	\$1,777.86
36	\$1,520.07	\$1,306.89
48	\$1,179.15	\$1,071.56
60	\$973.70	\$914.49



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Shipping Group Details

Shipping To	Shipping Method
ALEXANDER LEE AMERICAN INDIAN MODEL SCHOOLS 171 12TH ST OAKLAND, CA 94607 (151) 089-3870	Standard Delivery

	Unit Price	Quantity	Subtotal
Dell Latitude 5550	\$1,118.00	41	\$45,838.00
Estimated delivery if purchased today: May. 23, 2024			

Description	SKU	Unit Price	Quantity	Subtotal
Dell Latitude 5550 BTX Base	210-BLMN	-	41	-
Intel Core Ultra 5 125U processor (12 MB cache, 12 cores, 14 threads, up to 4.3 GHz Turbo)	379-BFNZ	-	41	-
Windows 11 Pro, English, Brazilian Portuguese PT-BR, French, Spanish	619-ARSB	-	41	-
Assembly Base MTL 5550	338-CNRG	-	41	-
Integrated Intel graphics for Intel Core Ultra 5 125U processor	338-CNRK	-	41	-
Intel vPro Management Disabled	631-BBSQ	-	41	-
16 GB: 2 x 8 GB, DDR5, 5600 MT/s (5200 MT/s with 13th Gen Intel Core processors)	370-BBTL	-	41	-
256 GB, M.2 2230, TLC, Gen 4 PCIe NVMe, SSD	400-BRFT	-	41	-
15.6", FHD 1920x1080, 60Hz, IPS, Non-Touch, AG, 250 nit, 45% NTSC, FHD+IR Cam	391-BJFL	-	41	-
English US backlit AI hotkey keyboard with numeric keypad, 99-key	583-BLNH	-	41	-
Intel AX211 WLAN Driver	555-BKQC	-	41	-
Intel Wi-Fi 6E (6 where 6E unavailable) AX211, 2x2, 802.11ax, Bluetooth 5.3 wireless card	555-BKLQ	-	41	-
3-cell, 54 Wh, ExpressCharge Capable, ExpressCharge Boost Capable	451-BDGX	-	41	-
65W AC adapter, USB Type-C, EcoDesign	492-BDMN	-	41	-
Fingerprint Reader, Control Vault 3+	346-BKLQ	-	41	-
E4 Power Cord 1M for US	537-BBDO	-	41	-
Latitude 5550 Quick Start Guide	340-DMNY	-	41	-
ENERGY STAR Qualified	387-BBPC	-	41	-
Fixed Hardware Configuration	998-GXFP	-	41	-
BTS MTL 65W ADPT	340-DMLZ	-	41	-
Intel Core Ultra 5 Non-vPro Label	389-FGSN	-	41	-
POD Label	389-EDJB	-	41	-
FHD HDR IR Camera, ExpressSign-In, No Intelligent Privacy, TNR, Camera Shutter, Microphone	319-BBKH	-	41	-
EPEAT 2018 Registered (Gold)	379-BDZB	-	41	-
Latitude 5550 Bottom Door, MTL U15	321-BKTQ	-	41	-
Intel Rapid Storage Technology Driver	409-BCXY	-	41	-

Mail In Service 12 Months	709-BBRC	-	41	-
ProSupport and Next Business Day Onsite Service Extension, 24 Month(s)	199-BIQI	-	41	-
ProSupport and Next Business Day Onsite Service Initial, 12 Month(s)	199-BIQJ	-	41	-
ProDeploy Essentials Client Remote Deployment	898-4450	-	41	-
ProDeploy Essentials Client Service Entitlement	898-4451	-	41	-
Information Only - Dell APEX Managed Device Service Core Support - Not Selected	892-8437	-	41	-
No Microsoft Office License Included - 30 day Trial Offer Only	658-BCSB	-	41	-
Foxit PDF Editor with AI Assistant	634-CHCK	-	41	-
Dell Additional Software	658-BFQB	-	41	-

Subtotal:	\$45,838.00
Shipping:	\$0.00
Environmental Fee:	\$205.00
Estimated Tax:	\$3,926.94
Total:	\$49,969.94

Important Notes

Terms of Sale

This Quote will, if Customer issues a purchase order for the quoted items that is accepted by Supplier, constitute a contract between the entity issuing this Quote ("Supplier") and the entity to whom this Quote was issued ("Customer"). Unless otherwise stated herein, pricing is valid for thirty days from the date of this Quote. All product, pricing and other information is based on the latest information available and is subject to change. Supplier reserves the right to cancel this Quote and Customer purchase orders arising from pricing errors. Taxes and/or freight charges listed on this Quote are only estimates. The final amounts shall be stated on the relevant invoice. Additional freight charges will be applied if Customer requests expedited shipping. Please indicate any tax exemption status on your purchase order and send your tax exemption certificate to Tax_Department@dell.com or ARSalesTax@emc.com, as applicable.

Governing Terms: This Quote is subject to: (a) a separate written agreement between Customer or Customer's affiliate and Supplier or a Supplier's affiliate to the extent that it expressly applies to the products and/or services in this Quote or, to the extent there is no such agreement, to the applicable set of Dell's Terms of Sale (available at www.dell.com/terms or www.dell.com/oemterms), or for cloud/as-a-Service offerings, the applicable cloud terms of service (identified on the Offer Specific Terms referenced below); and (b) the terms referenced herein (collectively, the "Governing Terms"). Different Governing Terms may apply to different products and services on this Quote. The Governing Terms apply to the exclusion of all terms and conditions incorporated in or referred to in any documentation submitted by Customer to Supplier.

Supplier Software Licenses and Services Descriptions: Customer's use of any Supplier software is subject to the license terms accompanying the software, or in the absence of accompanying terms, the applicable terms posted on www.Dell.com/eula. Descriptions and terms for Supplier-branded standard services are stated at www.dell.com/servicecontracts/global or for certain infrastructure products at www.dell.com/en-us/customer-services/product-warranty-and-service-descriptions.htm.

Offer-Specific, Third Party and Program Specific Terms: Customer's use of third-party software is subject to the license terms that accompany the software. Certain Supplier-branded and third-party products and services listed on this Quote are subject to additional, specific terms stated on www.dell.com/offeringsspecificterms ("Offer Specific Terms").

In case of Resale only: Should Customer procure any products or services for resale, whether on standalone basis or as part of a solution, Customer shall include the applicable software license terms, services terms, and/or offer-specific terms in a written agreement with the end-user and provide written evidence of doing so upon receipt of request from Supplier.

In case of Financing only: If Customer intends to enter into a financing arrangement ("Financing Agreement") for the products and/or services on this Quote with Dell Financial Services LLC or other funding source pre-approved by Supplier ("FS"), Customer may issue its purchase order to Supplier or to FS. If issued to FS, Supplier will fulfill and invoice FS upon confirmation that: (a) FS intends to enter into a Financing Agreement with Customer for this order; and (b) FS agrees to procure these items from Supplier. Notwithstanding the Financing Agreement, Customer's use (and Customer's resale of and the end-user's use) of these items in the order is subject to the applicable governing agreement between Customer and Supplier, except that title shall transfer from Supplier to FS instead of to Customer. If FS notifies Supplier after shipment that Customer is no longer pursuing a Financing Agreement for these items, or if Customer fails to enter into such Financing Agreement within 120 days after shipment by Supplier, Customer shall promptly pay the Supplier invoice amounts directly to Supplier.

Customer represents that this transaction does not involve: (a) use of U.S. Government funds; (b) use by or resale to the U.S. Government; or (c) maintenance and support of the product(s) listed in this document within classified spaces. Customer further represents that this transaction does not require Supplier's compliance with any statute, regulation or information technology standard applicable to a U.S. Government procurement.

For certain products shipped to end users in California, a State Environmental Fee will be applied to Customer's invoice. Supplier encourages customers to dispose of electronic equipment properly.

Electronically linked terms and descriptions are available in hard copy upon request.

^DELL BUSINESS CREDIT (DBC): Offered to business customers by WebBank, who determines qualifications for and terms of credit. Taxes, shipping and other charges are extra and vary. The Total Minimum Payment Due is the greater of either \$20 or 3% of the New Balance shown on the statement rounded up to the next dollar, plus all past due amounts. Dell and the Dell logo are trademarks of Dell Inc.

****Payment solutions provided and serviced by Dell Financial Services L.L.C. or its affiliate or designee ("DFS") for qualified customers.** Offers may not be available or may vary in certain countries. Where available offers may be changed without notice and are subject to product availability, applicable law, credit approval, documentation provided by and acceptable to DFS and may be subject to minimum transaction size. Offers not available for personal, family or household use. Dell Technologies and the Dell Technologies logo are trademarks of Dell Inc. Restrictions and additional requirements may apply to transactions with governmental or public entities. Rates are based upon the final amount, configuration and specification of the supplied equipment. Interim rent may apply and be due in the first payment cycle. The quote is exclusive of shipping costs, maintenance fees, filing fees, licensing fees, property or use taxes, insurance premiums and similar items, which shall be for lessee's account. CALIFORNIA: Loans made or arranged pursuant to California Finance Lenders Law license #6037884.

FINANCE LEASE: At the end of the initial Finance Lease term, lessee may 1) purchase the equipment for \$1 or 2) return the equipment to DFS. **FAIR MARKET VALUE ("FMV") LEASE:** At the end of the initial FMV Lease term, lessee may 1) purchase the equipment for the then FMV, 2) renew the lease or 3) return the equipment to DFS.

This proposal is valid through the expiration date shown above, or, if none is specified, for 30 calendar days from date of presentation. This proposal is property of DFS and contains confidential information. This proposal shall not be duplicated or disclosed in whole or part.

Coversheet

Kitchen Exhaust Fan Hood Installation

Section:	IV. Consent Calendar
Item:	M. Kitchen Exhaust Fan Hood Installation
Purpose:	Vote
Submitted by:	
Related Material:	Janitorial Contract for Services Cover Letter.pdf CK2024-47 Kitchen Exhaust Fan Hood Installation.xlsm.pdf



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

Submitter Information

Full Name: Jason Perry
 Position/Title: Facilities Manager
 Department: Facilities and Maintenance
 Date of Submission (MM/DD/YYYY): 04/19/2024

Item Details

Title of Item: New Janitorial Contract for services at High school and 12th Street
 Is this item a: ☒ New Submission
☐ Renewal
 If Renewal: Please summarize any changes from the previous submission:
Rojas resigned as 4/19/2024 Green Source Janitorial will provide services 1
month though mid July or until in-house personal can be hired

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: _____

Bay City Mechanical Service, LLC
870 Harbour Way South
Richmond, CA 94804
510.275.2298 CA Lic# 1035982



PROPOSAL FOR SERVICES

Bay City Mechanical, LLC. Proposal No. CK2024-47

American Indian Public Charter School
Attn: Jason Perry
171 12th Street
Oakland, CA 94607
Phone: 510-893-8701

May 14, 2024

E-mail: jason.perry@aimsk12.org

We are pleased to submit for your review our proposal for the project referenced below. Once approved and signed, we will arrange to schedule and execute directly.

Project Name: Kitchen Exhaust Fan Hood Installation

Job Site Address: 171 12th Street **City:** Oakland

Area(s) Affected: Kitchen in the Cafeteria

Base Project Amount:		\$	29,997	_____	See "Scope of Services" Attachment
Add Alternate(s):	1	\$	12,534	_____	Initial for acceptance
	2	\$	6,199	_____	Initial for acceptance
	3	\$	-	_____	Initial for acceptance
	4	\$	-	_____	Initial for acceptance
	5	\$	-	_____	Initial for acceptance
	6	\$	-	_____	Initial for acceptance

Submitted By:

Celise Knox

By

Account Manager

Title

Executed By:

Signature

Date

Print Name / Title

\$

Approved Project Amount

This proposal is effective from the date noted above and will expire if not accepted within 30 days of proposal submission. Acceptance beyond the 30 days will be at the sole discretion of Bay City Mechanical, LLC.

Attachments:

Scope of Services

Terms and Conditions

Check if required:

☐ Certified Payroll Required

☐ Davis-Bacon Required

☐ Performance Bonds Required

Bay City Mechanical Service, LLC
 870 Harbour Way South
 Richmond, CA 94804
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SCOPE OF SERVICES

Base Scope of Work

Bay City Mechanical is pleased to present this proposal to fabricate and install a sheet metal hood over the (2) existing warming ovens. The hood we will install is sized to accommodate (1) additional oven.

Scope of work:

- Perform preliminary jobsite safety inspection
- Isolate necessary electrical
- Core through concrete wall creating a 14" hole in between the 2 buildings
- Furnish and install (1) hood
- Furnish and install (1) 22 cfm inline fan
- Furnish and install Rio stat to control fan
- Furnish and install ducting
- Furnish and install grille and necessary water proofing
- Start up fan (Once electrical is complete)
- Verify operations
- Clean up work area and check out with customer

****Alt-1:** Alternate 1 is a Not To Exceed cost for mechanical engineering, drawings and permits.

****Alt-2:** Alternate 2 is a Not To Exceed cost for electrical work needed.

Excludes: permits, roofing, overtime labor, electrical, painting or patching, repairs to existing equipment, fire life safety upgrades and repairs, mechanical and structural engineering and anything other than stated above.

Due to the recent shutdowns and vendor supply chain issues, please be advised that there are longer lead times for equipment and parts than usual. We will do our best to provide the most accurate lead time information possible but changes in pricing and delays are expected. We will update you accordingly. Pricing and lead time are only valid for 30 days.

Base Project Amount:	<u>\$</u>	<u>29,997</u>
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Bay City Mechanical Service, LLC
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TERMS AND CONDITIONS

GENERAL CONDITIONS

- A. Each sentence or paragraph of the Terms and Conditions of the Agreement between Customer and Contractor - Proposal For Services shall be construed as an express term or condition of this Contract.
- B. Issuance of Purchase Order or other communication by Customer authorizing Contractor to perform the Scope of Work will constitute acceptance of each and every term and condition of this Contract. Any additional terms or conditions stated in Customer's Purchase order, or other communication accepting this Contract shall not be valid under any circumstances unless specifically approved by written response of Contractor. Failure to respond by Contractor shall be deemed a denial of any additional terms or conditions stated in Customer's acceptance.
- C. Contractor shall comply with Federal, State, and Local laws.
- D. Any claim against Contractor alleging any breach of this Contract or asserting negligence by Contractor must be initiated no later than one (1) year after Contract Completion.
- E. Contract Completion shall be the date on which Contractor's work is completed, as distinguished from the date of Customer's Acceptance thereof.
- F. Contractor shall advise Customer of the completion of the work. Upon Customer's prompt inspection and notice to Contractor of any work not in accordance with this Contract, Contractor will correct such work. Customer's inspections shall be performed in sequence with Contractor's work progress, so as to avoid delay. If Customer fails to give such notice to Contractor within seventy-two (72) hours from notice of Contract Completion, Contractor's performance shall be deemed to be completed.
- G. If Contractor claims it is required to change the method, manner, or sequence of construction, Contractor shall notify the Customer in writing of such claim and if requested, Contractor shall provide Customer with a brief report. Contractor reserves the right to obtain a reasonable Change Order for costs or work associated with such changes.
- H. Contractor shall maintain Worker's Compensation and General Liability insurance in limits required by state law. Contractor will furnish appropriate Insurance Certificates as requested. Owner agrees that Contractor's total liability shall not exceed the total amount recoverable from the coverage specified by such Insurance Certificates.
- I. Contractor accepts no liability to indemnify or hold Customer harmless for claims or damages to persons or property, except to the extent that such damages occur during performance of Contractor's work, and are the direct result of Contractor's negligent error or omission. Customer understands and agrees that Contractor shall have no responsibility at any time after completion of the work for damages of any kind to persons or property.
- J. Contractor assumes no responsibility for design, structural adequacy, or compliance of the structure with building codes. If "professional" design services are necessary, Customer shall be responsible for the results of such services, whether or not such services are provided in relation to this Contract.
- K. Contractor is not responsible for items not normally subject to mechanical maintenance including but not limited to: duct work, casings, cabinets, fixtures, structural supports, grillage, water piping, steam piping, drain piping, cooling tower fill, boiler tubes, boiler refractory, disconnect switches, and circuit breakers. Contractor is not responsible for repairs, replacements, alterations, additions, adjustments, repairs by others, vandalism, obsolesce, building system design, damage due to freezing weather, chemical/electrochemical attack, corrosion, erosion, deterioration due to unusual wear and tear, any damages related to the presence of mold, fungi, mildew or bacteria, damages caused by power reductions or any other cause beyond Contractor's control. Contractor shall not be required to repair or replace equipment that has not been properly maintained.
- L. Contractor is not responsible for the identification, detection, abatement, encapsulating or removal of asbestos, products or materials containing asbestos, similar hazardous substances, or mold, fungi, mildew or bacteria. In the event that Contractor encounters any of these hazardous materials in the course of performing the work, Contractor may suspend its work and remove its employees from the project until such product or hazardous material and any additional hazardous material connected with it are abated. Contractor shall receive an extension of time to complete its work and compensation for delays encountered as a result of such situation and its correction. Contractor shall not be required to perform tests, install any items of equipment or make modifications that may be recommended or directed by insurance companies, government, state, municipal or other authority. However, in the event any such recommendations occur, Contractor, at its option may submit a proposal for Customer's consideration in addition to this Agreement.
- M. The price for this Contract includes Contractor's labor, trade work, supervision, equipment, and materials necessary to perform the Contract according to conditions which could be reasonably anticipated by HVAC tradespersons visually examining the job site. If latent conditions cause delay or require unanticipated cost or expense in the performance of the Contract, Contractor shall promptly notify Customer of such conditions in writing. Contractor shall charge for such additional services or rework, and be compensated as authorized by a Change Order to this Contract.
- N. The Contract Price is based on Contractor's estimated costs and expenses in effect as of this proposal date. Should costs or expenses not under the control of the Contractor increase during the performance of Contractor's work, Contractor shall promptly notify Customer of its additional costs or expenses. Contractor shall charge for such additional costs and expenses, and be compensated as if authorized by a Change Order to this Contract.
- O. Customer shall not require Contractor to become a party to or comply with any terms or conditions of any collective bargaining agreement.

DUTIES AND RESPONSIBILITIES OF OWNER

- P. Customer represents to Contractor that the building and the roof deck on which the installation is to be made is in a sound, load-bearing condition, sufficient for the project conditions for Contractor's work. Customer represents that the building's structure will be adequate for Contractor's work. Customer will inform Contractor in writing of any latent or other conditions which could affect the Contractor's work.
- Q. Customer shall provide the following:
 - 1. Safe and reasonable equipment access and a safe work environment.
 - 2. Permit access to Customer's site and use of building services including but not limited to: water, elevators, receiving dock facilities, electrical service and local telephone service.
 - 3. Keep areas adjacent to equipment free of extraneous material, move any stock, fixtures, walls, partitions or furniture that may be necessary to perform the specified service.
 - 4. Promptly notify contractor of any unusual operating conditions.

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TERMS AND CONDITIONS

DUTIES AND RESPONSIBILITIES OF OWNER

5. Upon agreement of a timely mutual schedule, allow Contractor to stop and start equipment necessary to perform service.
6. Provide adequate water treatment.
7. Provide the daily routine equipment operation (if not part of this Agreement) including availability of routine equipment log readings.
8. Where Contractor's remote monitoring service is provided, provide and maintain a telephone line with long distance direct dial and answer capability.
9. Promptly address any issues that arise related to mold, fungi, mildew or bacteria.

PAYMENT

- R. Payment shall be made net 30 days from date of invoice. Contractor reserves the right to require cash payment or other alternative method of payment prior to completion of work if Contractor determines, in its sole discretion, that Customer or Customer's assignee's financial condition at any time does not justify continuance of the net 30 days payment term. In addition to the Contract price, Customer shall pay Contractor any applicable taxes or government changes that may be required in connection with the service or material furnished under this Agreement.

WARRANTY

- S. Contractor warrants that all service provided under this Agreement shall be performed in a workmanlike manner. Contractor also warrants that all parts or components supplied hereunder shall be free from defects in material and workmanship. For parts or components determined to be defective within one year from date of installation, and in the case of service, determined to be defective within ninety (90) days of completion of that service, Contractor shall at its option repair, replace, or issue a credit for any such equipment, components or service, provided that they were not damaged, abused, or affected by chemical properties. Contractor shall not be liable for repairs required as a consequence of faulty installation, misapplication, abuse, improper servicing, unauthorized alteration or improper operation. Any claim for defective workmanship must be provided to Contractor in writing. THIS WARRANTY IS IN LIEU OF ALL OTHER WARRANTIES, EXPRESSED, IMPLIED OR STATUTORY, INCLUDING THE IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE. Contractor's obligations to repair, replace, or issue credit for any defective equipment, components or service shall be customer's exclusive remedy.

EQUIPMENT CONDITIONS & RECOMMENDED SERVICE

- T. Upon the initial scheduled preventive maintenance or annual maintenance, should Contractor determine the need for repairs or replacement, Contractor will provide Customer in writing an "equipment condition" report including recommendations for corrections and the price for repairs in addition to this agreement. In the event Contractor recommends certain services that are not included herein or upon initial inspection, and if Customer does not elect to have such services properly performed in a timely fashion, Contractor shall not be responsible for any equipment or control failures, operability, or any long-term damage that may result. Contractor at its own option will either continue to maintain equipment and/or controls to the best of its ability, without any responsibility, or remove such equipment from this Agreement, adjusting the price accordingly.

EXCLUSIONS

- U. Unless specifically addressed in the Scope of Services, the following items will be excluded: pre-existing conditions, code compliance improvements to the existing HVAC, permits, title 24 calculations, engineering, structural calculations or modifications, building life-safety tie in, overtime labor, line voltage power wiring, gas/condensate piping, patching/sealing of penetrations and anything other than state in the Scope of Services. Anything not specifically listed as included herein shall be known by the parties as excluded from this proposal.

CONTRACT EXECUTION

- V. This contract signed by both parties constitutes a final written expression of all the terms of this agreement and is a complete and exclusive statement of those terms, except as modified by written Change Orders agreed to by each party to this agreement.
- W. Should this contract conflict with project specifications, this Contract shall govern. Should the Scope of Work conflict with the Manufacturer's Specifications, the Scope of Work shall govern. Should Drawings prepared by Contractor conflict with Manufacturer's Standard Construction Details, the Contractor's Drawings shall govern.

Coversheet

AIMS MS/AIPCS II - ELOP Budget & Program Details Update

Section:	IV. Consent Calendar
Item:	N. AIMS MS/AIPCS II - ELOP Budget & Program Details Update
Purpose:	Vote
Submitted by:	
Related Material:	AIMS MS:AIPCS II - ELOP Budget Program Details 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: Schools
 Date of Submission (MM/DD/YYYY): 5/14/2024

Item Details

Title of Item: AIMS MS/AIPCS II - ELOP Budget & Program Details - Update
 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 will need to approve

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: \$ AIMS MS - \$184,059 AIPCS II - \$1,638,252

Is this expenditure included in the annual budget?

- ☒ Yes ☐ No

Please specify in which plan this expense is indicated:

- ☐ SPSA ☐ LCAP ☒ Other: ELOP

ELO-P BUDGET PLANNING SPREADSHEET (Updated May 2024)

MIDDLE SCHOOLS 2023-2024

Site Name:	AIMS College Prep Middle School		ELOP
Average # of students to be served daily (ADA):	40		School Site
	TOTAL GRANT AWARD		

MEALS, TRANSPORTATION, LODGING

	Transportation		\$5,360
	Adimission/Lodging		\$9,782
	Afterschool Snacks		\$1,650
	Non instructional Day Meals		\$6,120
	Total		\$22,912

PERSONNEL

	Program Coordinator		\$1,000
	Program Instructor/Club Advisor - Before School		\$638
	Program Instructor/Club Advisor - After School		\$7,163
	Program Instructor/Club Advisor - Non-Instructional Day		\$33,975
	Program Supervisor		\$4,740
	Total personnel		\$45,878

BENEFITS

3000's	Employee (rate: 25%)		\$11,469
	Total benefits		\$11,469

BOOKS AND SUPPLIES

6141	Supplies (Yearbook, classroom materials and supplies)		\$2,600
6270	Professional Develpment		\$0
	Total books and supplies		\$2,600

CONTRACTED SERVICES

6245	Contractors (Air Reading)		\$101,200
	Total services		\$101,200

IN-KIND DIRECT SERVICES

	ASES - In Kind		
	Total services		

	Subtotals		\$184,059
	Total		\$184,059

ELO-P BUDGET PLANNING SPREADSHEET (Updated May 2024)

MIDDLE SCHOOLS 2023-2024

Site Name:	American Indian Public Charter School II (K-8)		ELOP
Average # of students to be served daily (ADA):	200		School Site
	TOTAL GRANT AWARD		

MEALS, TRANSPORTATION, LODGING

	Transportation		\$48,243
	Adimission/Lodging		\$88,036
	Afterschool Snacks		\$14,850
	Non instructional Day Meals		\$55,080
	Total		\$206,208

PERSONNEL

	Program Coordinator		\$7,000
	Program Instructor/Club Advisor - Before School		\$5,738
	Program Instructor/Club Advisor - After School		\$64,463
	Program Instructor/Club Advisor - Non-Instructional Day		\$305,775
	Program Supervisor		\$42,660
	Total personnel		\$425,635

BENEFITS

3000's	Benefits (rate: 25%)		\$106,409
	Total benefits		\$106,409

BOOKS AND SUPPLIES

6141	Supplies (Yearbook, classroom materials and supplies)		\$50,000
6270	Professional Dvelopment		\$0
	Total books and supplies		\$50,000

CONTRACTED SERVICES

6245	Contractors (Air Reading)		\$750,000
6245	Other contractors		\$75,000
	Total services		\$825,000

IN-KIND DIRECT SERVICES

	ASES - In Kind		\$25,000
	Total services		\$25,000

	Subtotals		\$1,638,252
	Total		\$1,638,252

Updated (May - 2024) - Expanded Learning Opportunity Program Details												
Non-instructional day	Day	Date	Activity	Location	Number of Students	Admission/Lodging	Transportation	Food/Meals	Number of Staff	Rate	Staff Cost	Total Cost
	Mon - Friday		After School - ELO-P study hall/clubs (Start date 3/27 - 5/21) (33 Days) - 2 Hours	On Site	200			\$10,890	15	50	\$27,000	\$37,890
	Non instructional day		Non instructional day (Start date 3/27-5/21) - 14 Days - 9 Hours	On Site	200				25	50	\$157,500	\$157,500
	Mon - Friday		Before School Instructor/Club Advisor (17 days)	On Site	200				5	75	\$6,375	\$6,375
	Mon - Friday		After School Instructor/Club Advisor (17 days)	On Site	200			\$5,610	15	75	\$38,250	\$38,250
	Mon - Friday		ELOP Supervisor (17 Days)	On Site					6	100	\$20,400	\$20,400
	Non instructional day		Non instructional day - ELOP Instructor/Club Advisor (18 days)	On Site	200				15	75	\$182,250	\$182,250
	Non instructional day		Non instructional day ELOP Supervisor (18 days)	On Site	200				6	100	\$27,000	\$27,000
1	Saturday	March 23	Jelly Belly Factory Tour & Boomers (E)	Livermore	100	\$2,500	\$3,000	\$3,500				\$9,000
	Saturday	March 23	Academic School Day/Enrichment (8:00-5:00)	On Site	100	\$0	\$0					\$0
	Thursday	March 28	Academic 3:30-5:00 (A's Opening Day (All)) - 5:30-10:00 PM	Oakland	100	\$7,700	\$2,203	\$2,200				\$12,403
2	Saturday	March 30	Jelly Belly Factory Tour & Boomers (M)	Livermore	100	\$2,500	\$4,300	\$3,500				\$10,300
	Saturday	March 30	Academic School Day/Enrichment (8:00-5:00)	On Site	100	\$0	\$0					\$0
3	Monday	April 1	Academic School Day/Enrichment/SBAC Test Prep (8:00-5:00)	On Site	100							\$0
4	Tuesday	April 2	Academic School Day/Enrichment/SBAC Test Prep (8:00-5:00)	On Site	100							\$0
5	Wednesday	April 3	Aerospace Museum of California (All)	McClellan	40	\$2,000	\$4,000					\$6,000
6	Thursday	April 4	The Tech Interactive	San Jose	40	\$2,500	\$4,000					\$6,500
7	Friday	April 5	Academic School Day/Enrichment/SBAC Test Prep (8:00-5:00)	On Site	100							\$0
8	Saturday	April 6	Exploratorium (M)	San Francisco	21	\$0	\$3,000					\$3,000
	Saturday	April 6	Academic School Day/Enrichment/SBAC Test Prep (8:00-5:00)	On Site	40	\$0	\$0					\$0
												\$0
9	Saturday	April 13	Academic School Day/Enrichment (8:00-5:00)	On Site	50							\$0
10	Saturday	April 20	Academic School Day/Enrichment (8:00-5:00)	On Site	50							\$0
	Saturday	April 20	Exploratorium (M)		100	\$2,495						
11	Saturday	April 27	Academic School Day/Enrichment (8:00-5:00)	On Site	50							\$0
												\$0
12	Saturday	May 4	Exploratorium (ES / MS)	San Francisco	50	\$1,397	\$300					\$1,697
13	Saturday	May 11	Exploratorium (ES / MS)	San Francisco	50	\$1,397	\$300					\$1,697
14	Saturday	May 18	SF Aquarium (M)	San Francisco	50	\$2,500	\$2,500					\$5,000
	Saturday	May 18	Academic School Day/Enrichment (8:00-5:00)	On Site	50			\$2,000				\$2,000
15	Saturday	May 25	Academic School Day/Enrichment (8:00-5:00)	On Site	50			\$2,000				
16	Saturday	June 1	Academic School Day/Enrichment (8:00-5:00)/World Culture Day	On Site	50	\$8,470	\$3,000	\$2,000				\$13,470
17	Sunday	June 2	Academic School Day/Enrichment (8:00-5:00)	On Site	50			\$2,000				2,000
	Monday	June 1	Cal Academy of Sciences (ES)	San Francisco	50	\$1,558	\$3,000	\$2,000				
18	Saturday	June 8	Santa Cruz (All)	Santa Cruz	150	\$15,500	\$10,000	\$7,500				\$33,000
19	Sunday	June 9	Redwood Alliance (7th - 9th)		90	45,000	\$10,000	\$4,500				
20	Saturday	June 15	Academic School Day/Enrichment (8:00-5:00)	On Site	50			\$2,000				\$2,000
	Saturday	June 15	MOSAC SMUD Museum of Science and Curiosity (All)	Sacramento	50	\$2,300	\$4,000	\$2,000				\$8,300
21	Sunday	June 16	Academic School Day/Enrichment (8:00-5:00)		50			\$2,000				
21	Thursday	June 20	Academic School Day/Enrichment (8:00-5:00)	On Site	50			\$2,000				\$2,000
22	Thursday	June 20	Academic School Day/Enrichment (8:00-5:00)	On Site	50			\$2,000				\$2,000
23	Friday	June 21	Academic School Day/Enrichment (8:00-5:00)	On Site	50			\$2,000				\$2,000
24	Saturday	June 22	Academic School Day/Enrichment (8:00-5:00)	On Site	50			\$2,000				\$2,000
25	Sunday	June 23	Academic School Day/Enrichment (8:00-5:00)	On Site	50			\$2,000				\$2,000
26	Monday	June 24	Academic School Day/Enrichment (8:00-5:00)	On Site	50			\$2,000				\$2,000
27	Tuesday	June 25	Academic School Day/Enrichment (8:00-5:00)	On Site	50			\$2,000				\$2,000
28	Wednesday	June 26	Academic School Day/Enrichment (8:00-5:00)	On Site	50			\$2,000				\$2,000
29	Thursday	June 27	Academic School Day/Enrichment (8:00-5:00)	On Site	50			\$2,000				\$2,000
30	Friday	June 28	Academic School Day/Enrichment (8:00-5:00)	On Site	50			\$2,000				\$2,000
31	Saturday	June 29	Academic School Day/Enrichment (8:00-5:00)	On Site	50			\$2,000				\$2,000
32	Sunday	June 30	Academic School Day/Enrichment (8:00-5:00)	On Site	50			\$2,000				\$2,000
			Total Spend:			\$97,818	\$53,603	\$61,200			\$458,775	\$610,032.50

Coversheet

ESSER III Plan Update AIMS College Prep High School

Section:	IV. Consent Calendar
Item:	O. ESSER III Plan Update AIMS College Prep High School
Purpose:	Vote
Submitted by:	
Related Material:	ESSER III Plan Update AIMS College Prep High School.pdf



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

Submitter Information

Full Name: Natalie Glass
 Position/Title: Director of Schools
 Department: Schools
 Date of Submission (MM/DD/YYYY): 5/14/2024

Item Details

Title of Item: ESSER III Plan Update - AIMS College Prep 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): _____

Financial Information (if applicable):

Total Cost: \$ \$166,000

Is this expenditure included in the annual budget?

- ☒ Yes ☐ No

Please specify in which plan this expense is indicated:

- ☐ SPSA ☐ LCAP ☒ Other: ESSER III

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	[\$57,000]
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	[\$85,300]
Use of Any Remaining Funds	[\$18,720]

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

[\$57,000]

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP 4.6	PPE, Masks	Masks and PPE will be available for staff and students.	\$6,000
LCAP 4.6	Air Filters	Filter for the air purifiers	\$2,000
[Plan, Goal #, Action #]	Medical supplies, CPR First Aid, Hearing Test Equipment	Medical supplies to maintain the health and safety of students, educators, and other staff. Staff will go through a CPR and First Aid Training Hearing Equipment to conduct hearing tests for students	\$7,000
[Plan, Goal #, Action #]	First Aid Kits	Update all of the first aid kits with supplies and replace any missing kits	\$2,000
[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, emotional, and social health needs, students will be supported in the learning process and poised for achievement.	\$40,000

Addressing the Impact of Lost Instructional Time

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

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

[\$85,300]

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, events, and activities for student engagement and outreach.	\$40,000
	Schoology	Learning management system used to provide support for online learning and classroom support.	\$6300
	Math & ELA Lab	Expanded learning opportunities, summer enrichment activities, and summer bridge program created to address learning loss and provide additional support to students in core subjects ELA, Math, Science, and Social Science.	\$19,000

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

[\$23,700]

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 #]	Network upgrade	Upgrading the network switches and wireless access points. Consulting fee for network configuration and equipment installation	18,720

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

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

ESSER III - Plan Update - American Indian Public Charter School II

Section:	IV. Consent Calendar
Item:	P. ESSER III - Plan Update - American Indian Public Charter School II
Purpose:	Vote
Submitted by:	
Related Material:	ESSER III - Plan Update - American Indian Public Charter School II.pdf



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

Submitter Information

Full Name: Natalie Glass
 Position/Title: Director of Schools
 Department: Schools
 Date of Submission (MM/DD/YYYY): 5/14/2024

Item Details

Title of Item: ESSER III - Plan Update - American Indian Public Charter School 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): _____

Financial Information (if applicable):

Total Cost: \$ \$1,279,550

Is this expenditure included in the annual budget?

- ☒ Yes ☐ No

Please specify in which plan this expense is indicated:

- ☐ SPSA ☐ LCAP ☒ Other: ESSER III

California Department of Education
July 2021

ESSER III Expenditure Plan

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

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

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
LCAP	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

\$1,706,933

Plan Section	Total Planned ESSER III Expenditures
<p>Strategies for Continuous and Safe In-Person Learning</p> <p>Janitorial Services</p> <p>Health Coordinator</p> <p>Go Guardian</p> <p>Adobe Suite</p> <p>Ventilation</p> <p>PPE medical supplies/CPR First Aid, Hearing Test Equipment</p> <p>School Site Technology/IT Services</p> <p>Laptops for teachers and support staff</p> <p>Furniture</p> <p>IT Inventory Temp</p> <p>School Specialty-Student desks</p>	<p>\$450,545</p>
<p>Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)</p> <p>Personnel: (Teachers, Counselors, Academic Counselors, Instructional Coach, Student Activities Coordinator)</p> <p>Lumos Learning</p> <p>JAMF</p> <p>Student Chromebooks</p> <p>Illuminate</p> <p>Learning Ally</p> <p>Learning A-Z</p> <p>Instructional Materials and Supplies</p> <p>Attendance Incentives</p>	<p>\$824,025</p>
<p>Use of Any Remaining Funds</p> <p>Maintenance/Inventory Software</p>	<p>\$4980</p>

Total ESSER III funds included in this plan

\$1,279,550

Community Engagement

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

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

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

The LEA met with their SSC to review and discuss the plan.

The LEA met with their SSC body on 11/13/2023 to review the plan and new actions to the plan.

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

The needs from our teachers, staff, and community to provide fundings for learning platforms. Learning environment to encourage classroom engagement with individual student desks to create small group learning and whole class learning.

Actions and Expenditures to Address Student Needs

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

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

Strategies for Continuous and Safe In-Person Learning

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

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

\$452,756 (\$450545)

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP 4.6	Janitorial Services	We will use funds to continue to clean, maintain facilities and keep them in good repair. Custodial Staff will provide a clean and safe environment, based upon COVID-19 standards, with facilities maintained and in good repair.	\$195,000
LCAP 4.3	Health Coordinator	The Health Coordinator will help to provide basic assessment, support student success by providing health care through assessment, intervention, and follow-up for all children within the school setting. By addressing the physical, mental, emotional, and social health needs, students will be supported in the learning process and poised for achievement. Health Coordinator: HLTCO0001	\$47,383.00
LCAP 4.16	GoGuardian	AIMS will utilize GoGuardian software to manage and monitor student devices and online activity.	\$7,500
LCAP 1.2	Adobe Suite	Adobe Suite software is software that will be purchased to support the Visual Performing Arts Department.	\$1050
LCAP 4.6	Ventilation	Funds will be set aside to upgrade and improve the ventilation system in the building.	\$87,853.00 \$32,617
	PPE medical supplies/CPR First Aid, Hearing Test Equipment	Masks and PPE will be available for staff and students. Staff will go through a CPR and First Aid Training Hearing Equipment to conduct hearing tests for students	\$21,720 \$35,025
LCAP 4.10	School Site Technology/IT Services	AIMS will contract IT services to help maintain and improve our wireless and technology infrastructure.	\$88,750 \$43,750
	Laptops for Teachers and support staff	Upgrade laptops for teachers and support staff. To ensure that that they have the necessary tools to be able to have continuous in person learning.	\$50,000
LCAP 4.11	Furniture	AIMS will also review and examine its existing school furniture inventory in order to maintain a clean and inviting environment within its school.	\$3,500 \$15,000
	IT Temp Inventory Support	IT Temp Inventory Support to assist with fixing chromebooks, doing inventory and preparing for the chromebooks to be used by students - (Robert Half Temp Agency)	\$6,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	School Specialty-Student desks	Student desks will be purchased for 4th and 5th grade to allow for students to have their own desks.	\$17,220.00

Addressing the Impact of Lost Instructional Time

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

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

~~\$781,814~~ \$824,025

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP 2.2	Personnel	Teachers, Counselors, Academic Counselors, Instructional Coach, and Student Activities Coordinator to address learning loss. Physical Education UPC -PETCH0004, PETCH0001 Teacher UPC: MIDTCH0019, MIDTCH0003, MIDTCH0016, MIDTCH0017, MIDTCH0013, MIDTCH0008 Academic counselor: ACOUNS0001, ACOUNS0002 Instructional Coach UPC: INSTC0001 Student Coordinator UPC: STACT0001	\$685,276
LCAP 1.1	Lumos Learning	AIMS will use Lumos Learning CAASPP Prep testing materials with online testing practices and books with practice tests.	\$16,000
4.10	JAMF	JAMF is an online platform that assists in maintaining protection for schoolwide devices and sensitive data.	\$160
LCAP 4.11	Student Computers (Chromebooks)	AIMS will continue to maintain and exceed its ratio of 1:1 computers per student, in order to ensure a steady inventory of working computers at any given time.	\$75,000 \$50,000
LCAP 3.1	Illuminate	AIMS will contract with a third-party entity to to collect, analyze, and report academic data for school improvement, monitor student student progress, analyze trends, and meet local,	\$6,378

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		state, and federal reporting requirements. Monitor RFEPs for continued academic success.	
LCAP 1.1	Learning Ally	Supplemental learning program for reading improvement services to develop strong foundations for independent reading, engaged learners to promote reading.	\$4,500
LCAP 1.1	Learning A-Z	Supplemental learning program for reading improvement with reading lexiles.	\$8,003
LCAP 1.3	Instructional Materials and Supplies	Instructional materials and supplies to implement curriculum-aligned instruction that includes learning tools, student planners, class materials and supplies.	\$40,000
	Attendance Incentives	Student attendance incentives, school SWAG, events, and activities for student engagement and outreach.	\$36,086

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 Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[\$ 0.00]

Ensuring Interventions are Addressing Student Needs

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

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

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

ESSER III - Plan Update - AIMS College Prep Middle School

Section:	IV. Consent Calendar
Item:	Q. ESSER III - Plan Update - AIMS College Prep Middle School
Purpose:	Vote
Submitted by:	
Related Material:	ESSER III - Plan Update - American Indian Public Charter School II.pdf



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

Submitter Information

Full Name: Natalie Glass
 Position/Title: Director of Schools
 Department: Schools
 Date of Submission (MM/DD/YYYY): 5/14/2024

Item Details

Title of Item: ESSER III - Plan Update - American Indian Public Charter School 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): _____

Financial Information (if applicable):

Total Cost: \$ \$1,279,550

Is this expenditure included in the annual budget?

- ☒ Yes ☐ No

Please specify in which plan this expense is indicated:

- ☐ SPSA ☐ LCAP ☒ Other: ESSER III

California Department of Education
July 2021

ESSER III Expenditure Plan

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

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

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
LCAP	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

\$1,706,933

Plan Section	Total Planned ESSER III Expenditures
<p>Strategies for Continuous and Safe In-Person Learning</p> <p>Janitorial Services</p> <p>Health Coordinator</p> <p>Go Guardian</p> <p>Adobe Suite</p> <p>Ventilation</p> <p>PPE medical supplies/CPR First Aid, Hearing Test Equipment</p> <p>School Site Technology/IT Services</p> <p>Laptops for teachers and support staff</p> <p>Furniture</p> <p>IT Inventory Temp</p> <p>School Specialty-Student desks</p>	<p>\$450,545</p>
<p>Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)</p> <p>Personnel: (Teachers, Counselors, Academic Counselors, Instructional Coach, Student Activities Coordinator)</p> <p>Lumos Learning</p> <p>JAMF</p> <p>Student Chromebooks</p> <p>Illuminate</p> <p>Learning Ally</p> <p>Learning A-Z</p> <p>Instructional Materials and Supplies</p> <p>Attendance Incentives</p>	<p>\$824,025</p>
<p>Use of Any Remaining Funds</p> <p>Maintenance/Inventory Software</p>	<p>\$4980</p>

Total ESSER III funds included in this plan

\$1,279,550

Community Engagement

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

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

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

The LEA met with their SSC to review and discuss the plan.

The LEA met with their SSC body on 11/13/2023 to review the plan and new actions to the plan.

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

The needs from our teachers, staff, and community to provide fundings for learning platforms. Learning environment to encourage classroom engagement with individual student desks to create small group learning and whole class learning.

Actions and Expenditures to Address Student Needs

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

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

Strategies for Continuous and Safe In-Person Learning

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

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

\$452,756 (\$450,545)

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP 4.6	Janitorial Services	We will use funds to continue to clean, maintain facilities and keep them in good repair. Custodial Staff will provide a clean and safe environment, based upon COVID-19 standards, with facilities maintained and in good repair.	\$195,000
LCAP 4.3	Health Coordinator	The Health Coordinator will help to provide basic assessment, support student success by providing health care through assessment, intervention, and follow-up for all children within the school setting. By addressing the physical, mental, emotional, and social health needs, students will be supported in the learning process and poised for achievement. Health Coordinator: HLTCO0001	\$47,383.00
LCAP 4.16	GoGuardian	AIMS will utilize GoGuardian software to manage and monitor student devices and online activity.	\$7,500
LCAP 1.2	Adobe Suite	Adobe Suite software is software that will be purchased to support the Visual Performing Arts Department.	\$1050
LCAP 4.6	Ventilation	Funds will be set aside to upgrade and improve the ventilation system in the building.	\$87,853.00 \$32,617
	PPE medical supplies/CPR First Aid, Hearing Test Equipment	Masks and PPE will be available for staff and students. Staff will go through a CPR and First Aid Training Hearing Equipment to conduct hearing tests for students	\$21,720 \$35,025
LCAP 4.10	School Site Technology/IT Services	AIMS will contract IT services to help maintain and improve our wireless and technology infrastructure.	\$88,750 \$43,750
	Laptops for Teachers and support staff	Upgrade laptops for teachers and support staff. To ensure that that they have the necessary tools to be able to have continuous in person learning.	\$50,000
LCAP 4.11	Furniture	AIMS will also review and examine its existing school furniture inventory in order to maintain a clean and inviting environment within its school.	\$3,500 \$15,000
	IT Temp Inventory Support	IT Temp Inventory Support to assist with fixing chromebooks, doing inventory and preparing for the chromebooks to be used by students - (Robert Half Temp Agency)	\$6,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	School Specialty-Student desks	Student desks will be purchased for 4th and 5th grade to allow for students to have their own desks.	\$17,220.00

Addressing the Impact of Lost Instructional Time

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

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

\$781,814 \$824,025

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP 2.2	Personnel	Teachers, Counselors, Academic Counselors, Instructional Coach, and Student Activities Coordinator to address learning loss. Physical Education UPC -PETCH0004, PETCH0001 Teacher UPC: MIDTCH0019, MIDTCH0003, MIDTCH0016, MIDTCH0017, MIDTCH0013, MIDTCH0008 Academic counselor: ACOUNS0001, ACOUNS0002 Instructional Coach UPC: INSTC0001 Student Coordinator UPC: STACT0001	\$685,276
LCAP 1.1	Lumos Learning	AIMS will use Lumos Learning CAASPP Prep testing materials with online testing practices and books with practice tests.	\$16,000
4.10	JAMF	JAMF is an online platform that assists in maintaining protection for schoolwide devices and sensitive data.	\$160
LCAP 4.11	Student Computers (Chromebooks)	AIMS will continue to maintain and exceed its ratio of 1:1 computers per student, in order to ensure a steady inventory of working computers at any given time.	\$75,000 \$50,000
LCAP 3.1	Illuminate	AIMS will contract with a third-party entity to to collect, analyze, and report academic data for school improvement, monitor student student progress, analyze trends, and meet local,	\$6,378

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		state, and federal reporting requirements. Monitor RFEPs for continued academic success.	
LCAP 1.1	Learning Ally	Supplemental learning program for reading improvement services to develop strong foundations for independent reading, engaged learners to promote reading.	\$4,500
LCAP 1.1	Learning A-Z	Supplemental learning program for reading improvement with reading lexiles.	\$8,003
LCAP 1.3	Instructional Materials and Supplies	Instructional materials and supplies to implement curriculum-aligned instruction that includes learning tools, student planners, class materials and supplies.	\$40,000
	Attendance Incentives	Student attendance incentives, school SWAG, events, and activities for student engagement and outreach.	\$36,086

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 Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[\$ 0.00]

Ensuring Interventions are Addressing Student Needs

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

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

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

Educator Effectiveness Block Grant 2023-2024

Section:	IV. Consent Calendar
Item:	R. Educator Effectiveness Block Grant 2023-2024
Purpose:	Vote
Submitted by:	
Related Material:	AIPCS II Educator Effectiveness Cover Letter.pdf AIPCS II - EEBG Update 2023-2024.docx.pdf



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

Submitter Information

Full Name: Natalie Glass
 Position/Title: Director of Schools
 Department: Schools
 Date of Submission (MM/DD/YYYY): 5/14/24

Item Details

Title of Item: AIPCS II - Educator Effectiveness Grant Plan Update
 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): 5/31/24

Financial Information (if applicable):

Total Cost: \$ \$140,648
 Is this expenditure included in the annual budget?
☐ Yes ☐ No
 Please specify in which plan this expense is indicated:
☐ SPSA ☐ LCAP ☐ Other: _____

EDUCATOR EFFECTIVENESS BLOCK GRANT 2021 EXPENDITURE PLAN TEMPLATE

LEA Name:	Contact Name:	Email Address:	Phone Number:
American Indian Public Charter School II	Natalie Glass	natalie.glass@aimsk12.org	510-893-8701

Total amount of funds received by the LEA:	Date of Public Meeting prior to adoption:	Date of adoption at public meeting:
\$140,648	11/30/2021 5/13/2024	12/21/21 Revision: 5/21/2024

[EC 41480](#)

(a)(2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision from the 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools **shall coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.**

(b) A school district, county office of education, charter school, or state special school shall expend funds apportioned pursuant to this section to provide professional learning for **teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils**, with a focus on any of the following areas:

- (1) **Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one’s self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Professional Development for Teachers & Staff	\$1451	\$6,000	\$6,000	\$6000	\$6000	\$19,451

SCOE Induction Program Services Fees (Mentor, program enrollment and coordinator fees)			\$19735	\$15,925	\$15925	\$51,585
Intern Support Program Service Fees			\$5000	\$12000	\$12000	\$29,000
CTC Permit Fees for Teachers		\$103	1500	1500	1500	\$4603
Subtotal for this section	\$1451	\$6,000 \$103	\$32,135	\$35,425	\$35,425	\$104,539

- (2) 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.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<Enter planned activity here>	\$	\$	\$			\$
<Add table rows as necessary>						
Subtotal for this section	\$	\$	\$			\$

- (3) Practices and strategies that reengage pupils and lead to accelerated learning.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Intervention Aide	\$ 22,000	22,000	\$22,000			\$66,000
<Add table rows as necessary>						
Subtotal for this section	\$22,000	\$22,000	\$22,000			\$66,000

- (4) Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Student Incentives, PBIS Rewards, Student Leadership Luncheons	\$11,882.67	\$11,882.67	\$11,882.67 \$5000	\$5000	\$5000	\$15,000
Subtotal for this section	\$11,882.67	\$11,882.67	\$5000	\$5000	\$5000	\$15,000

- (5) Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2024-25	Total Budgeted per Activity
PBIS, Restorative Justice, MTSS, & Transforming School Culture for diversity and racial equity.	\$7,000	\$7,000	\$7,000	\$7000	\$7000	\$21,000
Subtotal for this section	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000	\$21,000

- (6) Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<Enter planned activity here>	\$	\$	\$			\$
<Add table rows as necessary>						
Subtotal for this section	\$	\$	\$			\$

- (7) Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
	\$	\$	\$	\$		
Subtotal for this section	\$	\$	\$	\$		

- (8) New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgete d 2024-25	Budgeted 2025-26	Total Budgeted per Activity
	\$	\$	\$	\$		

Subtotal for this section	\$	\$	\$	\$		

- (9) Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<Enter planned activity here>	\$	\$	\$	\$		
<Add table rows as necessary>						
Subtotal for this section	\$	\$	\$	\$		

- (10) Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<Enter planned activity here>	\$	\$	\$	\$		
<Add table rows as necessary>						
Subtotal for this section	\$	\$	\$	\$		

SUMMARY OF EXPENDITURES

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 20223-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (1) Professional Development for Teachers & Staff, SCOE Induction, Intern Program fees and CTC Permit Fees	\$1451	\$103	\$32,135	\$35,425	\$35,425	\$104,539
Subtotal Section (2)						
Subtotal Section (3) Intervention Aid	\$22,000	22,000	\$66,000			\$66,000
Subtotal Section (4) Student Incentives, PBIS Rewards, Student Leadership Luncheons	\$11,882.67	\$11,882.67	5000	5000	5000	\$15,000
Subtotal Section (5) PBIS, Restorative Justice, MTSS, & Transforming School Culture for diversity and racial equity.	\$7,000	\$7,000	7036	7036	7037	\$21,108
Subtotal Section (6)						
Subtotal Section (7)						
Subtotal Section (8)						
Subtotal Section (9)						
Subtotal Section (10)						
Totals by year	\$1451	\$103	\$44,171	\$47,461	\$47,461	\$140,648.00

Total planned expenditures by the LEA:
\$ 140,648.00

Note:

Per EC 41480 (d)(2): On or before September 30, 2026, the LEA must report detailed expenditure information to the California Department of Education, including, but not limited to:

- specific purchases made;
- the number of the following educators who received professional development:
 - Teachers;
 - Administrators;
 - Paraprofessional educators;
 - Classified staff.