AIMS K-12 College Prep Charter District

Finance Committee Meeting

Date and Time

Tuesday September 19, 2023 at 4:30 PM PDT

Location

171 12th Street Oakland, CA

Join Zoom Meeting
https://us02web.zoom.us/j/3311128694?pwd=cVFNbEJtWm40aDZpUlp5WFVxRGVqUT09
Meeting ID: 331 112 8694
Passcode: 0EjSCZ

One tap mobile
+17193594580,,3311128694#,,,,*076927# US
+19294362866,,3311128694#,,,,*076927# US (New York)

Dial by your location
• +1 719 359 4580 US

Meeting ID: 331 112 8694
Passcode: 076927
Find your local number: https://us02web.zoom.us/u/kmHNwDhDX

AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Marisol Magana has been designated to receive requests for disability-related modifications or accommodations in order to enable individuals with disabilities to participate in open and public

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

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**4:30 PM**
	A. Record Attendance		Barbara Pemberton	1 m
	B. Call the Meeting to Order		Director Edington	
II.	**Public Comment**			**4:31 PM**
	A. Public Comment on Agenda Items	Discuss	Barbara Pemberton	4 m
	B. Public Comment On Non-Agenda Items	Discuss	Barbara Pemberton	4 m
III.	**Approve Minutes**			**4:39 PM**
	A. Finance Meeting Minutes 08-29-23	Approve Minutes		1 m
IV.	**Action Items**			**4:40 PM**
	A. Board Policy & Administrative Regulation: Recognition of Prior Teaching Experience	Vote	Maya Woods-Cadiz	2 m
	B. 2023-2024 Contract Submission for Board Approval - EMPLOYEE CONTRACTS FY23-24 SEP BOARD		Tiffany Tung	5 m
	C. AIMS Vendor Agreement Revision: All Tied UP		Maya Woods-Cadiz	5 m
	D. 2023-24 AIPCS II & AIMS MS - ELOP		Natalie Glass	5 m
	E. Proposal for Trademarking AIMS School Names and Logos		Suzen Chu	
	F. 2023-24 Education Protection Account (EPA) AIMS HS		Katema Ballentine	

		Purpose	Presenter	Time
V.	**Closed Session**			**4:57 PM**
A.	Public Comment on Closed Session Items 1 minute per speaker	Discuss		10 m
B.	Closed Session Closed Session Items: 1. Conference with Real Property Negotiations (Gov. Code Section 54956.9) 2. Conference with Legal Counsel- Anticipated Litigation (Gov. Code Section 54956.9) 3. Employee Matters 4. Student Discipline Matter			30 m
VI.	**Closing Items**			**5:37 PM**
A.	Adjourn Meeting	Vote		
B.	NOTICES	FYI	Barbara Pemberton	

The next regular meeting of the Board of Directors is scheduled to be held in October 2023 by 4:30 pm. AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, it's 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, posted this agenda at the AIMS Campus at 746 Grand Avenue, Oakland, CA 94610, on September _____, 2023, before 4:30 PM. Certification of Posting

Coversheet

Finance Meeting Minutes 08-29-23

Section: III. Approve Minutes
Item: A. Finance Meeting Minutes 08-29-23
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Finance Committee Meeting on August 29, 2023

APPROVED

AIMS K-12 College Prep Charter District

Minutes

Finance Committee Meeting

Date and Time
Tuesday August 29, 2023 at 4:30 PM

Location
746 Grand Ave. Oakland CA 94610

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

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

Dial by your location
+1 669 900 6833 US (San Jose)
+1 669 444 9171 US
Meeting ID: 813 9746 7941
Passcode: 596846

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

Committee Members Present
C. Edington, J. Hinton, K. Ballentine (remote), M. Woods-Cadiz

Committee Members Absent
None

Committee Members who arrived after the meeting opened
J. Hinton

Guests Present
B. Pemberton

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

B. Pemberton called a meeting of the Finance Committee of AIMS K-12 College Prep Charter District to order on Tuesday Aug 29, 2023 at 5:00 PM.

II. Public Comment

A. Public Comment on Agenda Items

No comment

B. Public Comment On Non-Agenda Items

No comment

III. Approve Minutes

A. June 27 Finance Meeting Minutes

C. Edington made a motion to approve the minutes from Finance Committee Meeting on 06-27-23.
M. Woods-Cadiz seconded the motion.
The board **VOTED** to approve the motion.

IV. Action Items

A.

AIMS K12 College Prep Exec Memo Unaudited 2223

C. Edington made a motion to approve.
M. Woods-Cadiz seconded the motion.
The committee **VOTED** to approve the motion.

B. 2023-2024 Contract Submission

C. Edington made a motion to approve.
K. Ballentine seconded the motion.
The committee **VOTED** to approve the motion.
J. Hinton arrived at 5:08 PM.

C. AIMS K-12 College Prep RFP Response 8-25-23

C. Edington made a motion to approve.
J. Hinton seconded the motion.
The committee **VOTED** to approve the motion.

D. Vendor Agreement - All Tied Up

C. Edington made a motion to approve.
K. Ballentine seconded the motion.
The committee **VOTED** to approve the motion.

E. Psychoeducational and Academic Evaluations Contract

C. Edington made a motion to approve.
J. Hinton seconded the motion.
The committee **VOTED** to approve the motion.

F. Resolution of Surplus 2023

J. Hinton made a motion to approve.
K. Ballentine seconded the motion.
The committee **VOTED** to approve the motion.

G. Rojas Janitorial Contract

C. Edington made a motion to table.
J. Hinton seconded the motion.
The committee **VOTED** to approve the motion.

H. Speech and Language Occupational Contract

C. Edington made a motion to approve.
K. Ballentine seconded the motion.
The committee **VOTED** to approve the motion.

I.

TITLE III Memo of Understanding

C. Edington made a motion to approve.
K. Ballentine seconded the motion.
The committee **VOTED** to approve the motion.

V. Closed Session

A. Public Comment on Closed Session Items

No comment

B. Closed Session

Nothing to report

VI. 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 6:26 PM.

Respectfully Submitted,
C. Edington

B. NOTICES

None

Coversheet

Board Policy & Administrative Regulation: Recognition of Prior Teaching Experience

Section: IV. Action Items
Item: A. Board Policy & Administrative Regulation: Recognition of Prior Teaching Experience
Purpose: Vote
Submitted by:
Related Material: BP & AR Recognition of Prior Teaching Experience.pdf

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

Policy Code:
Effective Date:

Purpose: The purpose of this policy is to establish guidelines for recognizing and granting credit to teachers who have prior teaching experience in public, parochial, or private schools in the United States or abroad, provided that the experience meets specific criteria and is verified through the AIMS Verification of Employment process.
Policy: AIMS K12 College Prep Charter District acknowledges the value of prior teaching experience in various educational settings and is committed to ensuring fair and equitable recognition of this experience. To be eligible for credit for prior teaching experience, the following conditions must be met:

1. **Eligibility Criteria:** Teachers seeking credit for prior teaching experience must meet the following criteria:
    - The teaching experience must have been full-time permanent employment, amounting to at least 75% of the standard school year.
    - The teaching experience must be verifiable through the AIMS Verification of Employment process.
    - The teaching experience may have occurred in public, parochial, or private schools in the United States or abroad.
    - The teacher did not need to be credentialed at the time of service, recognizing that private and parochial schools may not always require teaching credentials.
1. **Maximum Credit:**
2. Credit for prior teaching experience shall not exceed a maximum of 10 years of service. The credit shall be applied towards determining the teacher's placement on the salary schedule and will not impact other employment-related benefits as determined by district policies.
3. **Verification of Employment:**
4. AIMS K12 College Prep Charter District will utilize the AIMS Verification of Employment process to verify prior teaching experience. This process will include contacting previous employers and reviewing relevant documentation to establish the accuracy and completeness of the experience.
5. **Application Procedure:** Teachers seeking credit for prior teaching experience shall submit a formal application to the Compliance Department of AIMS K12 College Prep Charter District. The application should include all necessary documentation, including proof of prior teaching experience and any other documents requested by the district for verification.
6. **Review and Approval:** The Compliance Department shall review each application for credit for prior teaching experience and recommend to the Superintendent or designee for final approval. The Superintendent or designee shall have the authority to grant or deny credit based on the eligibility criteria outlined in this policy.

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

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

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

Effective Date:

Purpose: This administrative regulation provides detailed procedures for implementing the Board Policy on the Recognition of Prior Teaching Experience (Policy Code:). It outlines the steps, documentation requirements, and appeals process for teachers seeking credit for their prior teaching experience in public, parochial, or private schools in the United States or abroad.
Procedures:

1. **Eligibility Verification:** a. Teachers seeking credit for prior teaching experience must meet the eligibility criteria outlined in Board Policy . The Compliance Department will initiate the AIMS Verification of Employment process to verify previous teaching experience.
2. **Application Submission:** a. Teachers seeking credit must formally apply to the Compliance Department. b. The application must include the following documentation:
    - Proof of prior teaching experience, including letters of employment, contracts, or other relevant documentation.
    - Any additional documents requested by the district for verification.

1. **Review and Recommendation:** a. The Compliance Department will review each application for completeness and eligibility. b. Upon completion of the review, the Compliance Department will make recommendations to the Superintendent or designee for approval or denial of credit.
2. **Superintendent's Approval:** a. The Superintendent or designee will review the application and recommendations from the Compliance Department. b. The Superintendent or designee will have the authority to grant or deny credit based on the eligibility criteria outlined in Board Policy .
3. **Notification:** a. Teachers will be notified of the Superintendent's decision in writing. b. If credit is granted, the notification will specify how it affects the teacher's placement on the salary schedule and other employment-related benefits.

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

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

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

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

Coversheet

2023-2024 Contract Submission for Board Approval - EMPLOYEE CONTRACTS FY23-24 SEP BOARD

Section: IV. Action Items
Item: B. 2023-2024 Contract Submission for Board Approval - EMPLOYEE CONTRACTS FY23-24 SEP BOARD
Purpose:
Submitted by:
Related Material:
2023-2024 Contract Submission for Board Approval - EMPLOYEE CONTRACTS FY23-24 SEP BOARD .pdf

EMPLOYEE CONTRACTS FY23-24

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

EXTENDED CONTRACTS FY23-24

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

Coversheet

AIMS Vendor Agreement Revision: All Tied UP

Section: IV. Action Items
Item: C. AIMS Vendor Agreement Revision: All Tied UP
Purpose:
Submitted by:
Related Material: AIMS Vendor Agreement 2023-24-2 (1) (1).pdf

Contract for Services
Contract term July 2023-June 2024

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

Armand Carr, Founder/CEO
Eileen Gazaway, Executive Director

Date: July 1, 2023

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

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

Hold Harmless and Indemnification

All Tied Up agrees to indemnify and hold harmless District, its officers, agents, employees and volunteers from any and all loss, costs and expense including legal fees, or other obligations or claims, arising directly or indirectly out of any liability or claim of loss or liability for personal injury, bodily injury to persons, contractual liability and damage to property, or any other loss, damage, injury or other claim of any kind or nature, arising out of the activities, omissions to act or negligence of All Tied Up (Vendor) and/or Vendor's officers, agents, independent contractors, subcontractors or affiliated entities and/or their employees, agents and representatives, whether such activities, omissions to act, negligence or intentional conduct is or was authorized by this Agreement or not.

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

Insurance

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

Limitation of Payments

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

Payment Terms

• Net-30 days

Invoices

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

Warranty

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

Excusable Delays

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

Independent Contractor

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

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

Termination by District

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

Assignment of Purchase Order

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

Compliance with Laws

All Tied Up shall observe and comply with all rules and regulations of the Governing Board of the District and all federal, state , and local laws, ordinances and regulations.

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

Certificates/Permits/Licenses

All Tied Up and all its employees or agents shall secure and maintain in force such certificates, permits and licenses as are required by law in connection with the furnishing of goods or services pursuant this Agreement.

No Rightist Third Parties

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

Limitation of District Liability

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

California Law

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

Waiver

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

Severability

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

Scope of Services

Contract term July 2023-June 2024

All Tied Up agrees to perform the following services:

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

(152 hours)

AIMS College Prep Elementary School (5th Grade)

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

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

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

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

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

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

High School and Middle School Podcast /Cisco Networking Academy

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

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

Students will learn the basics of:

- Programming
- Production
- Promotion
- Packaging

Students will learn the basics of working in various positions:

- Executive Producer
- Producer
- Host
- Audio Engineer
- Audio Editor

All Tied Up Cisco Networking Academy (certification courses) Project Timeline: September 2023-June 2024

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

***Upon successful completion, students will gain industry-recognized certifications that not only validate their skills and knowledge but also open doors to exciting career opportunities in the fields of IT and cybersecurity.*

AIMS College Prep High School (9th-12)

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

Objective: Monthly workshops and/or assemblies to help promote self-empowerment through education in the following areas:

- Mental Health
- Physical Health
- Financial Health
- Networking
- Leadership development
- Special guests

AIMS College Prep Middle and High School Field Trips

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

make informed decisions about their future endeavors.

Signature Authority

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

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

All Tied Up (Vendor)

Date: 8/24/2023

Signature: 

Print Name: Armand Carr

Title: CEO

All Tied Up

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

Non-profit
Employer Identification Number: 87-2619949

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

Appendix: Invoice Submission Schedule

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

Total: $37,600.00

Coversheet

2023-24 AIPCS II & AIMS MS - ELOP

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

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by:
Expanded Learning Division

California Department of Education
1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923

This Program Plan Template Guide is required by California *Education Code* (*EC*) Section 46120(b)(2)

Note: This cover page is an example, programs are free to use their own logos and the name of their program.

Expanded Learning Opportunities Program Plan Guide

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name:

Contact Name: Natalie Glass

Contact Email: natalie.glass@aimsk12.org

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Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. AIPCS I
2. AIPCS II
3.
4.
5.
6.
7.
8.

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

“Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and

physical needs and interests of pupils through hands-on, engaging learning

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Expanded Learning Opportunities Program Plan Guide

experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section

8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in *EC* Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA’s Governing Board in a public meeting and posted on the LEA’s website.

The program plan template guide is considered a living document that is periodically

reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative

response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of

Education’s (CDE) Quality Standards and CQI web page, located at

https://www.cde.ca.gov/ls/ex/qualstandcqi.asp.

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1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

The Expanded Learning Opportunities Program will provide a safe learning environment that supports the social-emotional and physical needs of participating students.

Staff will ensure that attendance is taken daily, requiring parents to follow the sign-in and sign out procedures. All staff members will be trained in safety protocols and will possess first aid certification. All ELOP safety procedures are aligned with those used daily in the regular school setting. Safety drills will be conducted on a monthly basis to ensure that staff and students know how to respond in case of an emergency.

All students and staff will wear identification badges at all times, so they are easily identifiable. Staff will have assigned students to ensure supervision at all times.

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

Embedded in the ELOP will be Science, Technology, Engineering, Art, and Music STEAM) projects. Students will be provided with hands-on activities and experiments that focus on STEAM concepts and will be introduced to coding, robotics, 3D printing or electronics to encourage critical thinking and problem solving skills. Additionally, students will learn about media technology, including digital literacy skills and internet safety. The ELOP will collaborate with local STEAM professionals in organizing opportunities for guest speakers and field trips.

Students will have a space to explore their creativity through various art forms such as painting, drawing, sculpting, or collage making. Student artwork will be displayed at ELOP sponsored community showcases.

The ELOP will promote environmental awareness and outdoor activities by teaching students environmental stewardship through nature based activities and field trips. Students will also conduct gardening projects and recycling initiatives.

The ELOP will offer opportunities for students to explore music, singing, dance, and theater. Students will be provided with musical instruments and lessons for music development. Additionally, students will take field trips to plays, musical performances,

the opera, etc.

ELOP staff will collaborate with site administrators to coordinate efforts and ensure they have the training required to support student learning through tutoring, enhancing academic achievement. Additionally, intervention is available to students requiring additional support in core content subject areas.

3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

Skill building opportunities for students will be provided through the ELOP educational and literacy elements which will align with the curriculum used in the regular school day. These skill building activities are an extension of the lessons taught in the classroom, providing students with additional opportunities to practice concepts and work towards skill mastery.

The goals of the ELOP will align with “AIMSTRONG”- Academics, Integrity, Mentorship, Strength, Teamwork, Responsibility, Organization, Nerve, and Grit as well as social emotional learning. “AIMSTRONG” will be promoted by enrichment activities that support active and engaged learning. These activities will intentionally link goals and curriculum.

As an extension of the schoolwide SEL curriculum, students learn essential life skills, such as communication, problem solving, and time management. Students will also participate in financial literacy workshops, goal setting activities and career exploration. Additionally, the ELOP will facilitate leadership activities, team building exercises, and community services projects.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

The ELOP will facilitate leadership activities, team building exercises, and community services projects. Students will engage in volunteer activities, such as organizing food and clothing drives, providing tutoring to younger students, and engaging in peer mentorship. Students will learn event planning and leadership skills by planning and organizing special events. Students will be assigned roles and responsibilities, allowing them to develop skills in project management, teamwork, and communication. ELOP will provide opportunities for students to develop public speaking skills by providing them with platforms to practice and deliver presentations, share experiences, or lead discussions on topics of interest.

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in

healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

Adhering to the AIMS College Prep School District's wellness plan, the ELOP will implement the practices that encourage healthy choices and behaviors. Healthy habits and well-being will be promoted through nutrition and fitness activities. Students will participate in cooking classes and nutrition workshops hosted by local health and wellness professionals. In efforts to help students relax and manage stress, students will learn about yoga and mindfulness exercises. The ELOP will organize sports activities and games to promote physical fitness and teamwork, offering a variety of sports options such as soccer, basketball, volleyball, and dance.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

The ELOP will promote cultural exploration by introducing students to different cultures throughout music, art, dance and cuisine. Cultural celebrations/festivals will be organized, so students can learn about and share cultural traditions. Guest speakers will be invited from diverse backgrounds to share experiences and insights. There will be special attention to ensuring activities are inclusive of all students' and staff members, including offering reading materials that represent the diversity of student populations. Additionally, staff work closely with Special Education teachers and parents to understand the learning needs of any students in the program, and collaboratively develop a plan for success. To meet the needs of English learners, staff members will support student language needs and facilitate communication with parents through language translation platforms. Although Mandarin and Tigrinya are the predominant second languages, many students and families also speak a variety of other languages, including Vietnamese, Mongolian, Spanish, Arabic, and Amharic, among others. Program staff will work with site administrators to ensure effective communication with students and families.

7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

Staff directly supporting children in the ELOP program will meet the similar minimum requirements as AIMS College Prep clerical staff and instructional aids

I. Some College

II. Completed Mandated Reporter Training

III. CPR and First Aid Certification

IV. Health Screening and Fingerprint Clearance

ELOP staff will have experience working with and supervising students, have knowledge of child development principals behavior management strategies. Effective communication skills, both with children and families are important. Staff must be able to work collaboratively with a team including program coordinators, site administrators, and other ELOP staff.

There will be opportunities for staff to participate in trainings and professional developments through various providers/vendors.

8—Clear Vision, Mission, and Purpose

Describe the program's clear vision, mission, and purpose.

Vision: "To empower and inspire students to reach their full potential by providing a nurturing and engaging after school environment that fosters academic, social-emotional, and personal growth."

Mission: "Our mission is to provide a safe and supportive after school environment that offers a comprehensive range of academic support, enrichment activities, and social-emotional learning opportunities. Through collaboration with families, schools, and community partners, we aim to cultivate a love for learning, promote personal development, and empower students to become confident and well-rounded individuals."

Purpose: "Our purpose is to bridge the gap between school and home by providing a structured and enriching program that supports students' academic progress, fosters social-emotional well-being, and nurtures their interests and talents. We strive to create a positive and inclusive community where every student feels valued, empowered, and equipped with the skills and mindset for success."

9—Collaborative Partnerships

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

Collaborative partnerships will be valuable for the school programs as they can provide additional resources, expertise, and support to enhance the program's offerings. Collaboration with teachers, staff and site administrators to align program goals, share resources, and coordinate academic support. This partnership will help ensure continuity in learning and reinforce the concepts covered during the regular school day. Partnerships with local community organizations such as libraries, museums, art centers, sports clubs, or non-profit organizations will be established. These partnerships will

provide access to specialized resources, expertise, and facilities that enhance the program's curriculum and offer unique learning opportunities. Partnerships with local businesses and corporations will provide resources or expertise. They will offer opportunities for career exploration, mentorship, or exposure to workplace skills and environments. All partnerships will align with the goals and needs of the after school program.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Data will be used from multiple sources to assess program strengths and needs in order to consistently improve program design, outcome and impact. The Continuous Quality Improvement (CQI) will incorporate feedback from staff, parents, program participants, teachers, and partners. The feedback will be used to inform program goals and design.

11—Program Management

Describe the plan for program management.

ELOP budget supports the overall functioning of the program by funding expenditures that are required for the operation of a quality program, including:

Program Coordinator

Overall, the after school program coordinator is responsible for overseeing all aspects of the program, including planning, staff management, curriculum development, budgeting, community engagement, safety, evaluation, and program promotion. They play a crucial role in creating a positive, enriching, and supportive environment for the participants.

Supplies and Materials

Social emotional learning and academic enrichment materials, including those for STEM, arts, and physical activities; office and program materials and supplies, paper, clerical supplies, printer cartridges, and duplication; and storage equipment, including necessary units, cabinets, and bins to maintain instructional materials in good condition.

Curriculum (Intervention, SEL, Language, Extra Curricular)

The curriculum will support social-emotional learning (SEL), by addressing emotional regulation, teaching students strategies to manage their emotions effectively, develop self-awareness, and practice self-control. Students will engage in activities that promote reflection, mindfulness, and emotional expression. The curriculum will focus on relationship building, facilitating activities that foster positive relationships and teamwork, such as team-building exercises, cooperative games, and group projects. Students will learn communication, empathy, and conflict resolution skills. Additionally, the curriculum will focus on character development, promoting values such as respect,

responsibility, honesty, and empathy through discussions, role-playing, and real-life scenarios. Students will be encouraged to apply these values in their interactions with peers, teachers, and the community.

Snacks
On school days, students will be provided with an after school snack. On non-school days, students will be served healthy breakfast, lunch and snacks provided by local food service vendors.

Field Trips
Field trips will be an exciting and educational component of the program. They will provide unique opportunities for hands-on learning, exploration, and exposure to new experiences. Field trips will be well-planned, supervised, and aligned with the program's objectives. They will provide meaningful learning experiences and contribute to the overall enrichment and engagement of the participants.

Uniforms (T-shirts for summer/winter/ spring Participants)
Uniforms/T-shirts will be provided to all students to create a sense of identity and unity among program participants. They can help foster a cohesive group atmosphere and promote a sense of belonging. Uniforms will aid in easily identifying program participants, making it easier to monitor and ensure the safety and security of students.

Student Incentives
Incentives will be used to motivate and reward students in the program. They will help promote positive behavior, encourage participation, and enhance engagement. Incentives will be customized to suit the age and interests of students. The goal is to create a positive and supportive environment where students feel recognized, motivated, and rewarded for their efforts in the program.

Community Engagement Events and Activities
Community engagement events are a wonderful way to involve the local community and enhance the program experience. The events will provide opportunities for students to Students will be involved in the planning and organization of these events as much as possible. This allows them to develop leadership skills, take ownership of the event, and strengthen their sense of community.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be

adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

By integrating the ELO-P funding into the existing ASES program and aligning the most stringent requirements, the result would be a comprehensive and universal Expanded Learning Program that maximizes the resources and benefits provided to elementary and middle school students.
Some examples of this include:

1. Extended Hours and Days: ELOP funding can be used to extend the program's hours and days of operation, aligning with the expanded learning vision. This would provide students with more opportunities for academic support, enrichment activities, and social-emotional development.
2. Enrichment and Project-Based Learning: ELOP funding can be allocated to offer a wide range of enrichment activities and project-based learning experiences. This could include arts and music programs, STEM (Science, Technology, Engineering, and Math) activities, sports and physical education, career exploration, and community engagement projects.
3. Professional Development: ELOP funding can be utilized to provide professional development opportunities for program staff. This would ensure that educators and support personnel are equipped with the necessary skills and knowledge to implement high-quality, research-based practices in areas such as academic instruction, social-emotional learning, and positive youth development.
4. Family and Community Engagement: ELOP funding can be dedicated to strengthening family and community engagement efforts. This might involve organizing workshops, events, and informational sessions for parents and caregivers, as well as fostering partnerships with local organizations and businesses to provide additional resources and opportunities for students and families.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil to-staff member ratio of no more than 10 to 1. (*EC* Section 46120[b][2][D]). Please

address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

To address the requirements of maintaining a pupil-to-staff member ratio of no more than 10 to 1 in programs serving transitional kindergarten or kindergarten pupils, a schedule and plan can be implemented as follows:

1. Recruiting and Hiring Staff:
    - Advertise job openings specifically targeting individuals experienced in working with younger children, such as those with early childhood education backgrounds.
    - Provide training and orientation programs to new staff members to familiarize them with the curriculum, program goals, and best practices for working with younger children.
2. Maintaining the Pupil-to-Staff Ratio:
    - Regularly monitor and adjust the number of staff members based on the enrollment of pupils to ensure compliance with the 10 to 1 ratio.
    - Hire additional staff members as needed to maintain the appropriate pupil-to-staff ratio, especially during peak enrollment periods.
    - Conduct regular assessments and evaluations of the program to ensure that the ratio is being maintained effectively.
3. Developmentally-Informed Curriculum and Program:
    - Use a curriculum that aligns with the developmental needs and abilities of transitional kindergarten or kindergarten pupils, considering their physical, social, emotional, and cognitive development.
    - Incorporate age-appropriate activities, materials, and teaching strategies into the curriculum to support children's learning and development.
    - Provide opportunities for hands-on, experiential learning, and play-based activities that encourage exploration, problem-solving, and creativity.
    - Foster a supportive and nurturing classroom environment that promotes positive social interactions, self-regulation skills, and a love for learning.

To ensure the success of these efforts, it's important to establish effective communication channels with staff members, provide ongoing support and feedback, and create a collaborative and inclusive work culture that values the unique contributions of each team member. Additionally, seeking input from families and involving them in the educational process can further enhance the program's effectiveness in meeting the needs of younger children.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or

Intersession day.

Sample K-2nd Grade Schedule (School Day)
7:00-8:30 Before School Care
7:00-7:30 Breakfast
7:30-8:00 Morning Stretch
8:00-8:30 HW Club

Sample 3rd -5th Grade Schedule
School Day
7:00-8:30 Before School Care
7:00-7:30 Breakfast
7:30-8:00 Morning Stretch
8:00-8:45 HW Club

Sample 6th-8th Schedule
School Day
7:00-8:00 Before School Care
7:00-7:20 Breakfast
7:20-7:30 Morning Stretch
7:30-8:00 HW Club

Sample Schedule K-8th
Non School Day
8:00 - 8:30 Breakfast
8:30-9:00 Morning Free Time
9:00 - 10:00 HW Club/Intervention
10:00 -10:15 Snack
10:15 -12:00 HW Club/Intervention
12:00 -1:00 Lunch/ Free Time
1:00 - 2:00 Enrichment #1
2:00 - 2:30 Small Group Instruction
2:30 - 3:00 Snack
3:00 - 4:30 Enrichment #2
4:30-5:00 SSR

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Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

***EC* Section 46120(b)(2):**

> [LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;
>
> (2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:
>
> (A) The department's guidance.
>
> (B) Section 8482.6.
>
> (C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.
>
> (D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

***EC* Section 46120(b)(1)(A):**

> On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school
>
> expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

***EC* Section 46120(b)(1)(B):**

> For at least 30 non school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

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***EC* Section 46120(b)(3):**

> [LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

***EC* Section 46120(b)(4):**

> [LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

***EC* Section 46120(b)(6):**

> [LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally
>
> subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

***EC* Section 46120(c):**

> A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

***EC* Section 8482.3(d):**

> [LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.
>
> [LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care

Food Program (42 United States Code [U.S.C.] Section 1766).

***EC* Section 8482.6:**

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program

that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

***EC* sections 8483.4 and 46120(b)(2)(D):**

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the

minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject

to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

***EC* Section 8482.3(c)(1)(A–B):**

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be

limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

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Coversheet

Proposal for Trademarking AIMS School Names and Logos

Section: IV. Action Items
Item: E. Proposal for Trademarking AIMS School Names and Logos
Purpose:
Submitted by:
Related Material: Proposal for trademarking AIMS school names and logos.pdf

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

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Proposal for trademarking AIMS school names and logos

Introduction:

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

Background:

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

Objectives:

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

Proposal Details:

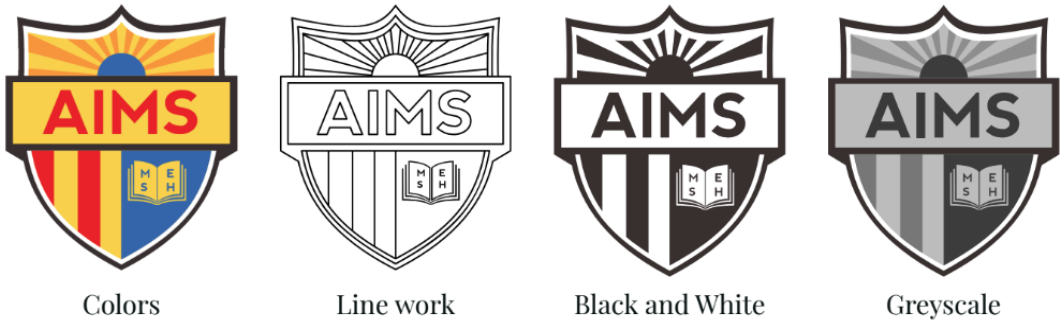
Trademarking the series of School Names, Logos, Mascots, and Taglines as the intellectual property of AIMS District.

School Names:

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

Logos:

Variations of AIMS shield logo:



Spirits Logos:



Wordmark:

Mascots:

“Goldie” The Golden Eagle

Tagline:

“WHO’S STRONG? AIMSTRONG!”

“We are stronger together, and together, we are AIMSTRONG!”

Budget:

~$800 per mark to hire a trademark attorney.

~$350 per mark as the registration fee.

Reference:

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

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

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

Benefits and Impact:

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

Timeline:

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

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

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

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

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

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

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

Conclusion:

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

Request for Approval:

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

Coversheet

2023-24 Education Protection Account (EPA) AIMS HS

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

2023-24 Education Protection Account (EPA)

RESOLUTION OF THE GOVERNING BOARD OF

AIMS HIGH

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

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

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

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