AIMS K-12 College Prep Charter District

Finance Committee Meeting

Date and Time

Tuesday November 21, 2023 at 5:30 PM PST

Location

171 12th Street, Oakland, CA 94607

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

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Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**5:30 PM**
	A. Record Attendance		Barbara Pemberton	
	B. Call the Meeting to Order		Director Edington	
II.	**Public Comment**			**5:30 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.	**Action Items**			**5:38 PM**
	A. Bereavement Policy Update	Vote	Eric Haar	1 m
	B. AIMS HS Student Polos	Vote	Natalie Glass	1 m
	C. AIMS College Preparatory Elementary School - Professional Development	Vote	Natalie Glass	1 m
	D. 2023-24 Sports Budget Final 102523	Vote	Natalie Glass	1 m
	E. AIPCS II SPSA 2023-24 - Update 11-23	Vote	Natalie Glass	1 m
	F. AIPCS II ESSER III Plan	Vote	Natalie Glass	1 m
	G. BACR Hourly Increase Proposal	Vote	Marisol Magana	1 m
	H. TSA Duties - Amendment to 2023-24 Employment Contract	Vote	Deborah Woods	1 m
	I. Job Description AIMS Assistant Athletic Director AIMS Assistant Coach AIMS Athletic Director Athletic Coach	Vote	Tiffany Tung	1 m

		Purpose	Presenter	Time
	Child Nutrition Coordinator Employee Relations Coordinator Food Service Clerk Teacher Induction Coach Teacher Intern Mentor			
J.	AIMS Oakland Promise Program Agreement 2023-24	Vote	Christopher Ahmad	1 m
K.	23-24 Contract Submission	Vote	Tiffany Tung	1 m
L.	Board Resolution - Surplus	Vote	Marisol Magana	1 m
M.	SCOE Ahmad Contract Agreement Stipend 2023-2024	Vote	Christopher Ahmad	1 m
N.	SCOE Coordinator Ahmad Contract pt. 2 Agreement Stipend 2023-2024	Vote	Christopher Ahmad	1 m
O.	SCOE Cabrera Contract Agreement Stipend 2023-2024	Vote	Christopher Ahmad	1 m
P.	SCOE Golden Contract Agreement Stipend 2023-2024	Vote	Christopher Ahmad	1 m
Q.	SCOE Jacques Contract Agreement Stipend 2023-2024	Vote	Christopher Ahmad	1 m
R.	Educator Effectiveness Block Grant 2021 - Update	Vote	Natalie Glass	1 m
S.	AIMS 22-23 Audit Extension Approval	Vote	Katema Ballentine	1 m
T.	Agreement for Services - Vital ELC	Vote	Maya Woods-Cadiz	1 m
U.	Board Memo - Cleaning Serices	Vote	Marisol Magana	1 m
IV.	**Closed Session**			**5:59 PM**
A.	Public Comment on Closed Session Items 1 minute per speaker	Discuss		10 m
B.	Closed Session			21 m

	Purpose	Presenter	Time

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

V. Closing Items — 6:30 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 February 2024 by 5:30 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 171 12th Street, Oakland, CA 94607, on November 18, 2023, before 5:30 PM.
Certification of Posting

Coversheet

Bereavement Policy Update

Section: III. Action Items
Item: A. Bereavement Policy Update
Purpose: Vote
Submitted by:
Related Material: Bereavement Policy Update for Board approval 112123.docx.pdf

Cover Sheet

AIMS Finance Committee Meeting

Item Name: Bereavement Policy Update

Purpose: to inform employees of changes to bereavement policy

Submitted By: Eric Haar

This is required by: CA Civil Rights Division

Cost: Negligible

Bereavement Leave

In the event of a death in the immediate family of a regular AIMS employee, the employee shall, upon request, be granted time off with pay not to exceed three (3) work days. An employee may take up to five days of bereavement leave consecutively or intermittently. However, the leave must be completed within three months of the date of death of the family member.

a. The employee shall provide proof of death (obituary notice, funeral notice, death certificate or other proof of death).

b. If out-of-state travel is required, the employee shall provide proof of travel.

c. Immediate family, for purposes of this provision, is defined as mother, father, grandmother, grandfather, grandchild of the employee or spouse of the employee, spouse, son, son-in-law, daughter, daughter-in-law, brother or sister.

d. Bereavement Leave shall not be cumulative.

CA Civil Rights Department Bereavement Policy Flyer

Coversheet

AIMS HS Student Polos

Section: III. Action Items
Item: B. AIMS HS Student Polos
Purpose: Vote
Submitted by:
Related Material: 22-23 AIMS_HS_Student_Polos Board presentation.pdf

AIMS Finance Committee Meeting Item Cover Letter

Item: Student Polo Shirts

Presented By: Maurice Williams

Staff Recommendation:

It is recommended that AIMS approve the purchase of student polo shirts for student uniforms for the 2022-23 academic school year.

Committee Approval: Finance Committee

Total Associated Cost: 29047.58

Included in Budget? Yes

Funding Source: General Funds - LCAP Goal 2.3

Over/Under Budget? Under

Amount Over/Under Budget? N/A

Included in LCAP? Yes

Which LCAP?

2022-23 LCAP Goal 2.3

1018 Elm Hill Pike
Nashville, TN 37210
(615) 499-4228

SOMETHINGINKED.COM

INVOICE

Date	02/03/23
Number	3025536
Your P.O.	AIMS - Uniform Polos
Ship Date	12/08/22 3025536
Carrier	
Rep	
Terms	Net 30 Days

SOLD TO:
AIMSCHOOLS
AIMS College Prep High School
746 Grand Avenue
Oakland CA 94610

Quantity	Unit	Item	Description	Unit Price	Extension
775		CUSTOM POLO	AIMS POLO - WHITE ST640 - XSM- 3XL 40 // 280 // 280 // 120 // 40 // 10 // 5	12.50	9687.50
775		CUSTOM POLO	AIMS POLO - NAVY ST550 - XSM-3XL 40 // 280 // 280 // 120 // 40 // 10 // 5	12.50	9687.50
87		CUSTOM POLO	AIMS POLO - RED ST640 - XS-3XL 10 // 20 // 20 // 20 // 10 // 5 // 2	12.50	1087.50
2413		PATCH	PATCH - AIMS HS	2.00	4826.00

DELIVERED TO:
AIMSCHOOLS
AIMS College Prep High School
746 Grand Avenue
Oakland CA 94610

SUB TOTAL	25288.50
TAX	2367.63
SHIPPING	1391.45
TOTAL DUE	29047.58
BALANCE DUE	29047.58

Thank you for your order! Please remit payment to the following address and make your check payable to:

Something Inked
1018 Elm Hill Pike
Nashville, TN 37210

Goal 2

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

An explanation of why the LEA has developed this goal.

Since the 2019-20 academic school year, AIMS HS has shifted towards a significant need in increasing teacher retention, by increasing the salary scale from 5-10 years, providing a $5K per year renewable bonus for all teachers that remain the entire school year, AP performance bonuses, new evaluation processes, and various teacher awards and incentives. However, due to continued increased COVID related teacher vacancies, AIMS HS has increased the teacher retention bonus to $7K per annum and has increased department chair stipends to $3K per year. As part of our model, AIMS caters to the holistic needs of students by fully-funding all relevant and necessary instructional materials for students, school uniforms, and supplemental resources. Together, these two elements will help students, teachers, staff, and administrators thrive.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately credentialed and assigned teachers	85% of teachers will be credentialed during the school year	47.6% of teachers were fully credentialed			100% of teachers are appropriately credentialed and assigned.
Teacher misassignment	15% of teacher misassignment	31% teacher misassignment (End of Year)			0% of teacher misassignment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student access to instructional materials and supplies	100% of students have access to board adopted materials and instructional supplies	100% of students have access to board adopted materials and instructional supplies			100% of students have access to board adopted materials and instructional supplies
Professional Development Attendance	At least 80% of the staff will attend professional development when it occurs	At least 92% of staff attended professional development			At least 90% of the staff will attend professional development when it occurs

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Administrative Staff (LCFF)	The Head of School, Head of Division for Academics, and Academic Dean will run the day to day operations of AIMS College Prep High School (AIMS HS).	$421,567	**[N]**
2.2	Teachers, Substitutes, and Teacher Incentives (LCFF, UR Lottery, EPA, FedSPED, State SPED)	Appropriately assigned, trained, and credentialed Teachers (including SPED and ELD) and will provide high quality instruction to all students using AIMS practices and data driven strategies. Substitute teachers will also provide temporary classroom coverage for absent teachers. AIMS HS will also provide teacher bonuses and incentives for Hard to Fill Positions, Math / Science teachers, AP performance bonuses, and CAASPP student performances.	$1,923,530	**[Y]**
2.3	School Supplies, Uniforms, and Instructional Materials (LCFF, One Time Grant, Title I, ESSER III)	The school will provide all necessary resources and components to support student learning, including school supplies, COVID masks, uniforms, jackets, science lab, and other instructional materials.	$177,105	**[N]**
2.4	Professional Development and Coaching (LCFF, Title II, EEBG, ESSER III)	Ongoing professional development and learning opportunities and resources for teachers will enhance their skills to improve student outcomes. In addition, Integrated and Designated ELD PD will support	$122,754	**[Y]**

Coversheet

AIMS College Preparatory Elementary School - Professional Development

Section: III. Action Items
Item: C. AIMS College Preparatory Elementary School - Professional Development
Purpose: Vote
Submitted by:
Related Material:
AIMS College Preparatory Elementary School - Professional Development.pdf

Learning A-Z Quote

Date: 11/7/2023
Valid Until: 9/10/2023
Bill Id #: 10370432
Username: axiavang1

Ship To:

Axia Vang
Aims College Preparatory Elementary School
171 12th Street
Oakland, California 94607
5102201730
axia.vang@aimsk12.org

Bill To:

Axia Vang
Aims College Preparatory Elementary School
171 12th Street
Oakland, California 94607
5102201730
axia.vang@aimsk12.org

Products	Type	License Terms	List Price	Final Cost
Professional Development - Webinar	Training	1 session	$500.00	$500.00

	Final Cost
Sales Tax:	$0.00
YOUR TOTAL COST:	$500.00

(*) Taxes (if applicable) to be calculated at time of purchase. All prices are in U.S. dollars.

Internal use only: CPQ Quote # Q-840941, CSI Quote # 702104

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Coversheet

2023-24 Sports Budget Final 102523

Section: III. Action Items
Item: D. 2023-24 Sports Budget Final 102523
Purpose: Vote
Submitted by:
Related Material: 2023 24 Sports Budget final 102523.xlsx - Google Sheets.pdf

140 AIMS K12 SPORTS BUDGET

TOTAL REVENUE	$	234,300.00
PERSONELL	$	85,596.50
NON SALARY EXPENSE	$	147,645.00
BALANCE	$	1,058.50

Atheltic Director	Middle	70		
Assistant Athletic Director	High	120		
Coach		190	$ 128.00	$ 24,320.00
Assistant Coach				

											6.20%	1.45%	0.70%	
UPC	obj	loc	res	prog	Full Name	Positoin	SPORT ASSIGNMENT	Department	Season	Total Comp	Cost / Stipend Rate	OASDI	MEDICARE	WORKERS COMP	TOTAL BENEFITS
		10	0	140	Vacancy	Student Activities Coordinator	Portion of Salary Funded Here	Athletic		$37,926.83	$35,004	$2,170.25	$507.56	$245.03	$ 2,922.83
ATHDIR0001	2200	10	0	140	Wooten, Mikael	Athletic Director	High School	Athletic	All Year	$13,002.00	$12,000	$744.00	$174.00	$84.00	$ 1,002.00
ATHDIR0002	2200	10	0	140	Hampton, Andrew	Athletic Director	Middle School	Athletic	All Year	$13,002.00	$12,000	$744.00	$174.00	$84.00	$ 1,002.00
AADR0001	2200	10	0	140	Brenda Nixon	Assistant Athletic Director	High School	Athletic	All Year	$6,501.00	$6,000	$372.00	$87.00	$42.00	$ 501.00
COACH0001	2200	10	0	140	Vacancy	Coach	Cross Country	Athletic	Fall	$3,250.50	$3,000	$186.00	$43.50	$21.00	$ 250.50
COACH0002	2200	10	0	140	Sunny Diaz	Coach	Volleyball (Girl: High School)	Athletic	Fall	$3,250.50	$3,000	$186.00	$43.50	$21.00	$ 250.50
COACH0003	2200	10	0	140	Vacancy	Coach	Soccer (Boys: High School)	Athletic	Fall	$3,250.50	$3,000	$186.00	$43.50	$21.00	$ 250.50
COACH0004	2200	10	0	140	Vacancy	Coach	Flag Football (Middle)	Athletic	Fall	$3,250.50	$3,000	$186.00	$43.50	$21.00	$ 250.50
COACH0005	2200	10	0	140	Tanya Nelson	Coach	Volleyball (Girl: Middle)	Athletic	Fall	$3,250.50	$3,000	$186.00	$43.50	$21.00	$ 250.50
ASCO0001	2200	10	0	140	Mikel Hardy	Assist Coach	Basketball (Girl: High School)	Athletic	Winter	$2,167.00	$2,000	$124.00	$29.00	$14.00	$ 167.00
COACH0006	2200	10	0	140	Jose Kabeer	Coach	Basketball (Girl: High School)	Athletic	Winter	$3,250.50	$3,000	$186.00	$43.50	$21.00	$ 250.50
COACH0007	2200	10	0	140	Vacancy	Coach	Basketball (Boy: Middle School)	Athletic	Winter	$3,250.50	$3,000	$186.00	$43.50	$21.00	$ 250.50
COACH0008	2200	10	0	140	Vacancy	Coach	Basketball (Girl: Middle School)	Athletic	Winter	$3,250.50	$3,000	$186.00	$43.50	$21.00	$ 250.50
COACH0009	2200	10	0	140	Vacancy	Coach	Soccer (Boy: Middle)	Athletic	Winter	$3,250.50	$3,000	$186.00	$43.50	$21.00	$ 250.50
COACH0010	2200	10	0	140	Vacancy	Coach	Soccer (Girl: Middle)	Athletic	Winter	$3,250.50	$3,000	$186.00	$43.50	$21.00	$ 250.50
COACH0011	2200	10	0	140	Vacancy	Coach	Volleyball (Boy: High)	Athletic	Winter	$3,250.50	$3,000	$186.00	$43.50	$21.00	$ 250.50
COACH0012	2200	10	0	140	Vacancy	Coach	Soccer (Girl: High)	Athletic	Winter	$3,250.50	$3,000	$186.00	$43.50	$21.00	$ 250.50
COACH0013	2200	10	0	140	Taylor Noel	Coach	Cheerleader (High)	Athletic	Winter	$3,250.50	$3,000	$186.00	$43.50	$21.00	$ 250.50
COACH0014	2200	10	0	140	Curtis Webster	Coach	Basketball (Boy: High)	Athletic	Winter	$3,250.50	$3,000	$186.00	$43.50	$21.00	$ 250.50
COACH0015	2200	10	0	140	Vacancy	Coach	Volleyball (Boys: Middle)	Athletic	Spring	$3,250.50	$3,000	$186.00	$43.50	$21.00	$ 250.50
ASCO0002	2200	10	0	140	Vacancy	Assist Coach	Basketball (Boy: High)	Athletic	Winter	$2,167.00	$3,000	$186.00	$43.50	$21.00	$ 250.50
Will get school credits	2900	10	0	140	Vacancy	Student Sports Interns	Communications & Marketing	Athletic		$0.00	$0	$0.00	$0.00	$0.00	$ -
Will get school credits	2900	10	0	140	Vacancy	Student Sports Interns	Communications & Marketing	Athletic		$0.00	$0	$0.00	$0.00	$0.00	$ -
		10	0	140	Vacancy			Athletic		$0.00	$0	$0.00	$0.00	$0.00	$ -
		10	0	140	Vacancy			Athletic		$0.00	$0	$0.00	$0.00	$0.00	$ -
							TOTAL COMPENSATION			$85,596.50	$80,000.00	$4,960.00	$1,160.00	$560.00	$6,680.00

NON SALARY PROGRAM

	4342	10	140	0		Certificates of Insurance			$ 8,000	
	4342	10	140	0		BACSAC Entry Fee			$ 3,200	
	4342	10	140	0		CIF Student Fees ($1 Per Student)			$ 445	
	4342	10	140	0		HS Entry Fees (Cross Country)			$ 750	
	4342	10	140	0		HS Entry Fees (Badminton)			$ 750	
	4342	10	140	0		HS Entry Fees (E-Sports)			$ 2,250	
	4342	10	140	0		HS Entry Fees (Track and Field)			$ 750	
	4342	10	140	0		HS Entry Fees (Boys Soccer)			$ 3,200	
	4342	10	140	0		HS Entry Fees (Girls Soccer)			$ 3,200	
	4342	10	140	0		HS Entry Fees (Boys Volleyball)			$ 2,900	
	4342	10	140	0		HS Entry Fees (Girls Volleyball)			$ 2,900	
	4342	10	140	0		HS Entry Fees (Boys Basketball)			$ 2,700	
	4342	10	140	0		HS Entry Fees (Girls Basketball)			$ 2,700	
	4342	10	140	0		HS Facility Rentals			$ 20,000	
	4342	10	140	0		HS Tournaments / Invitationals			$ 5,000	
	4342	10	140	0		HS Overnight Lodging			$ 6,000	
	4342	10	140	0		HS Transportation / Gas			$ 5,000	
	4342	10	140	0		HS Sports Meals			$ 3,000	
	4342	10	140	0		Sports Uniforms / Equipment			$ 15,000	
	4342	10	140	0		HS End of Year Sports Banquet			$ 6,000	
	4342	10	140	0		HS Website / Marketing / Promotions			$ 500	
	4342	10	140	0		HS Hudl Video Recording / Livestreaming / Statistics Package*			$ 8,000	
	4342	10	140	0		MS Coaches Certifications			$ 1,000	
	4342	10	140	0		MS Entry Fees (Flag Football)			$ 800	
	4342	10	140	0		MS Entry Fees (Tennis)			$ 900	
	4342	10	140	0		MS Entry Fees (Boys Soccer)			$ 900	
	4342	10	140	0		MS Entry Fees (Girls Soccer)			$ 900	
	4342	10	140	0		MS Entry Fees (Boys Volleyball)			$ 500	
	4342	10	140	0		MS Entry Fees (Girls Volleyball)			$ 500	
	4342	10	140	0		MS Entry Fees (Boys Basketball)			$ 800	
	4342	10	140	0		MS Entry Fees (Girls Basketball)			$ 800	
	4342	10	140	0		MS Entry Fees (Cheer)			$ 300	
	4342	10	140	0		MS Uniforms			$ 10,000	
	4342	10	140	0		MS Equipment			$ 5,000	
	4342	10	140	0		MS Facility Rental			$ 10,000	
	4342	10	140	0		MS Snacks			$ 2,000	
	4342	10	140	0		MS Transportation/Gas			$ 3,000	
	4342	10	140	0		Team Building Activities			$ 3,000	
	4342	10	140	0		MS Awards Banquet (2)			$ 5,000	
						TOTAL NON SALARY PROGRAM			$147,645	

Coversheet

AIPCS II SPSA 2023-24 - Update 11-23

Section: III. Action Items
Item: E. AIPCS II SPSA 2023-24 - Update 11-23
Purpose: Vote
Submitted by:
Related Material: AIPCS II SPSA 2023-24 - Updated 11.23.docx.pdf

School Year: 2023-24

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
American Indian Public Charter School II	[01-61259-0114363]	June 9, 2023	June 29, 2023

Purpose and Description

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

Schoolwide Program

American Indian Public Charter School II (AIPCS II) is committed to provide academic excellence to all students. Our staff and teachers work collectively to cultivate a school community of diverse learners to commit high expectations, academic achievement, and character development.

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

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

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

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

4. Create a school culture and climate with support from SEL curriculum, SEL counselors and assemblies

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

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

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

Resource Inequities

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

N/A

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Assessment of Student Performance and Progress - Mathematics	55% of all students will reach proficiency in mathematics	65% of all students will reach proficiency in mathematics or higher.
California Assessment of Student Performance and Progress - English Language Arts	45% of all students will reach proficiency in English Language Arts	55% of all students will reach proficiency in English Language Arts or higher
California Assessment of Student Performance and Progress Science	40% of all students will reach proficiency in Science	60% of all students will reach proficiency in Science
Measure G1 Outcomes	71 of 5th grades students will remain at AIPCS II and matriculate to the 6th grade 5 students in our population will incur out-of-schoool suspension incidents 213 students in our population will students take elective courses 19 students in our population will experience chronic absence	75 of 5th grades students will remain at AIPCS II and matriculate to the 6th grade 2 students in our population will incur out-of-schoool suspension incidents 230 students in our population will students take elective courses 10 students in our population will experience chronic absence

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

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

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

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

Evaluate the effectiveness of the current ELD program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$1,800.00 (ELD Curriculum)	Title III

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$14,458.58 (Art and Music Field Trips and World Language Materials and Supplies)	Measure G1

Amount(s)	Source(s)
$11,745.86 (Materials/Supplies)	Title I
$20,000.00 (Benchmark Advance Online)	Title I
~~$29,000.00~~ $12,455.46 (Lumos Learning)	Title I
$16,544.53 Supplemental materials and learning programs	Title I
$9,564.06 (software and licensing)	Title IV
$75,000.00 (chromebooks)	Federal - ESSER III

Goal 2

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

Identified Need

All Teachers

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly Professional Development meetings	95%	98%
Teachers will show improvement from 1st teachers evaluation raw score to 2nd teacher evaluation raw score.	100%	95%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Professional development will increase teachers' effectiveness in lesson planning, teaching strategies, data tracking and support from TSA. TSA will perform observations and feedback on class improvements with structured strategies. TSA's will provide extensive support for teachers through weekly coaching and professional development. To increase student achievement, AIMS will provide enrichment programs and academic intervention during planned school break as well as before and after school for expanded learning opportunities. Teacher assistants will provide additional academic support by working with small groups on targeted learning goals. As part of instructional focuses, students will be provided with uniforms, instructional materials, and school supplies. Restorative justice professional development will support staff and teachers to implement restorative practices in classes to promote a well-rounded class structure.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$234,610.02 (personnel)	Title I
$90,000.00 (materials/supplies)	ELOP
$625.00 (Restorative Justice PD)	Title II
$28,507.28 (Boot Camp PD Training and other Professional Development training)	Title II
$3,000.00 (Curriculum Training)	Title II
$19,735.00 - SCOE Induction Program services	Educator Effectiveness Block Grant
$1500 - CTC Teacher Permit Fees	Educator Effectiveness Block Grant
$5000 - Intern Support Program services	Educator Effectiveness Block Grant
$ 231,761.00 (Arts and Music Teacher)	Prop 28 - Arts and Music
$685,276.00 (Academic counselor, student activity coordinator, instructional coach)	ESSER III

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$ 78,732.65 (Art and Music teacher)	Measure G1

Goal 3

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

Identified Need

All Students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase or maintain student achievement with statewide assessment data as measured on the Dashboard.	Dashboard Local Indicators	

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students K-8

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$5,478.00 (Illuminate benchmark)	Federal - ESSER III
$9,000.00 (SRI & SMI)	Title IV

Goal 4

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
At least 75 students will participate in afterschool program		75 students will enroll and participate in the after school program
Enrichment will be provided for afterschool program		All students enrolled in the program will receive enrichment
Outcomes for other expenditures		

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students K-8

Strategy/Activity

To promote a positive and safe learning environment, the SEL curriculum will support SEL counselors to develop character development through restorative justice and community circles. Our strategy is to provide students a safe environment to discuss any issues head on and learn to build friendships by discussing the current issues as well as their feelings. Additionally, a positive behavior intervention support program (PBIS) will provide social and emotional support by encouraging positive behavior through student rewards and incentives. PBIS will also maintain a low suspension rate and promote a safe and positive learning environment. To maintain school climate and school culture, students will have opportunities to be a part of Student Government Association (SGA) to take on leadership roles. Furthermore, to promote a positive and safe learning environment AIMS will invite guest speakers, SEL assemblies, academic assemblies, orientations, extracurricular activities, school celebrations and school events. Expanded learning opportunities will provide before and after school enrichment programs with extracurricular activities and clubs. GoGuardian is an online component that will support all students' digital citizenship and maintain safe usage of technology. Additionally, CharacterStrong SEL professional development will implement and maintain school culture and climate with the principles of family and community, the recognition of dignity and worth of every human being, and social awareness and justice.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$72,046.00 (SEL counselor)	Title I
$47,383.00 (health coordinator)	ESSER III
$340,000.00 (materials/supplies)	ELOP
$1,055,739.75 (personnel)	ELOP
$80,853.00 (ventilation)	ESSER III
$21,720.00 (PPE medical supplies/CPR First Aid, Hearing Test Equipment)	ESSER III
$195,000.00 (Janitorial Services)	ESSER III

Amount(s)	Source(s)
$3,500.00 (furniture)	ESSER III
$15,400.00 (GoGuardian)	Title I
$7,000.00 (~~CharacterStrong SEL~~) Heinemann PD	Title II

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

AIPCS II will contract with Bay Area Community Resources (BACR) to provide after school programming to our students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$203,279	ASES Grant

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Middle School Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$9225 (PBIS Program, Reward and Positive School Culture Contractors)	Measure G1

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

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

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

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

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

N/A

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$323,713.46

DESCRIPTION	AMOUNT
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$3,513,601.94

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
ESSER III	$1,291,650.00

Subtotal of additional federal funds included for this school: $ [1,615,363.46]

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

State or Local Programs	Allocation ($)
ELOP	$1,395,740.00
Measure G1	$102,183.58
Prop 28 - Arts and Music	$231,761.00
ASES	$203,279.00
[List state or local program here]	$[Enter amount here]

Subtotal of state or local funds included for this school: $ [1,932,963.58]

Total of federal, state, and/or local funds for this school: $[3,548,327.04]

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

b. use methods and instructional strategies that:

i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

Coversheet

AIPCS II ESSER III Plan

Section: III. Action Items
Item: F. AIPCS II ESSER III Plan
Purpose: Vote
Submitted by:
Related Material: AIPCS II- ESSER III Plan - 2023-24 v 11.23.docx.pdf

California Department of Education
July 2021

ESSER III Expenditure Plan

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

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

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

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

Total ESSER III funds included in this plan

$1,279,550

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and

mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

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

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

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.

[Respond here] 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

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.	$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~~ $80,853.00
	PPE medical supplies/CPR First Aid, Hearing Test Equipment	Masks and PPE will be available for staff and students. Staff will go through a CPR and First Aid Training Hearing Equipment to conduct hearing tests for students	$21,720
LCAP 4.10	School Site Technology/IT Services	AIMS will contract IT services to help maintain and improve our wireless and technology infrastructure.	$88,750
LCAP 4.11	Furniture	AIMS will also review and examine its existing school furniture inventory in order to maintain a clean and inviting environment within its school.	$3,500

Addressing the Impact of Lost Instructional Time

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

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

$781,814

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP 2.2	Personnel	Teachers, Counselors, Academic Counselors, Instructional Coach, Student Activities Coordinator to address any potential learning loss, we have decided that it would be best to hire an instructional coach, academic counselor and a student activities coordinator.	$685,276
~~LCAP 1.1~~	~~Lumos Learning~~ School Specialty-Student desks	~~AIMS will use Lumos Learning CAASPP Prep testing materials with online testing practices and books with practice tests.~~ Student desks will be purchased for 4th and 5th grade to allow for students to have their own desks.	~~$16,000~~ $17,219.96
4.10	JAMF	JAMF is an online platform that assists in maintaining protection for schoolwide devices and sensitive data.	$160
LCAP 4.11	Student Computers (Chromebooks)	AIMS will continue to maintain and exceed its ratio of 1:1 computers per student, in order to ensure a steady inventory of working computers at any given time.	$75,000
~~LCAP 3.1~~	~~Illuminate~~	~~AIMS will contract with a third-party entity to to collect, analyze, and report academic data for school improvement, monitor student student progress, analyze trends, and meet local, state, and federal reporting requirements. Monitor RFEPs for continued academic success.~~	~~$6,378~~
LCAP 1.1	Learning Ally	Supplemental learning program for reading improvement services to develop strong foundations for independent reading, engaged learners to promote reading.	$4,499.16
LCAP 1.1	Learning A-Z	Supplemental learning program for reading improvement with reading lexiles.	$8,002.80
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

Use of Any Remaining Funds

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

Total ESSER III funds being used to implement additional actions

$4980

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

Ensuring Interventions are Addressing Student Needs

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

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

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Janitorial Services	Facility Inspection Tool	Yearly

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

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

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

Fiscal Requirements

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

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

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

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

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

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

Other LEA Plans Referenced in this Plan

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

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

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

Summary of Expenditures

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

Instructions

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

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

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

Community Engagement

Purpose and Requirements

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

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

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

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

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

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

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

- 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

BACR Hourly Increase Proposal

Section: III. Action Items
Item: G. BACR Hourly Increase Proposal
Purpose: Vote
Submitted by:
Related Material: BACR Hourly Increase Proposal (1).pdf

BACR Hourly Increase Proposal

AIMS MS/AIPCS II Hourly Increase Proposal

AIMS I	
4 Existing Instructors - $3/hr x 22 hrs/wk x 38 weeks	$10,032.00
2 New Instructors - $23/hr x 22 hrs/wk x 30 weeks	$30,360.00
AIMS II	
4 Existing Instructors - $3/hr x 22 hrs/wk x 38 weeks	$10,032.00
2 New Instructors - $23/hr x 22 hrs/wk x 30 weeks	$30,360.00
Total	$80,784.00
Fringe	$20,196.00
Total	$100,980.00
AIMS I Subcontractors	10,000
AIMS I Subcontractors	10,000
Contrators Total	20,000
Total	$140,980.00
Admin	$21,147.00
Grand Total	$162,127.00

ELOP In Kind Contribution

Last year AIMS MS, and AIPCS II did not use all of the ASES funds. The ASES grant is an 18-month grant so we can use money that was not used last year and report it for Q5 and Q6. BACR sent us a budget proposal to increase the hourly rate for the staff and be more competitive with what other schools are offering in the area. We could use the leftover funds from last year and then make up the difference with ELOP funds which is an allowable expense. We need to increase our attendance otherwise the grants will be reduced. We also need to offer ELOP services otherwise we are losing money for every day we do not provide services.

From CDE:

Allowable Uses

1. Can the ELO Program funding be used for the local match for After School Education and Safety (ASES) funds?
   Yes. The ELO Program funding can be used for the local match for ASES, as it is the intent that ASES, 21st CCLC Elementary/Middle School, and the ELO Program funding be considered a single comprehensive program. The expectation is that a substantial number of new pupils will be provided access beyond the ASES enrollment, in accordance with ELO Program requirements.

AIMS MS

AIMS MS - Grant Amount - $203,279.36

AIMS MS - 161,176.85

AIMS MS Remaining Funds - $42,102.51

BACR Proposal for an hourly rate increase: $81,063.5

ELOP in kind: $38,960.99

AIPCS II

AIPCS II - Grant Amount - $203,279.36

AIPCS II - $133,204.64

AIPCS II Remaining Funds - $70,074.72

BACR Proposal for an hourly rate increase: $81,063.5

ELOP in kind: $10,988.78

Coversheet

TSA Duties - Amendment to 2023-24 Employment Contract

Section:	III. Action Items
Item:	H. TSA Duties - Amendment to 2023-24 Employment Contract
Purpose:	Vote
Submitted by:	
Related Material:	TSA Duties- Amendment to 2023-24 Employment Contract.pdf

AIMS Finance Committee Meeting Item Cover Letter

Item: TSA Duties- Amendment to 2023-24 Employment Contract

Presented By: Deborah Woods

Staff Recommendation: Staff recommends that the board approves the amendment to the 2023-24 Employment Contract for Tanya Nelson to include Teacher on Special Assignment duties.

Committee Approval:

Total Associated Cost: 11,000

Included in Budget? YES

Funding Source:

Over/Under Budget?

Amount Over/Under Budget?

Included in LCAP? Yes

Which LCAP?
2023-24

Amendment to the 2023-2024 Employment Contract

This Contract Amendment Agreement ("Amendment") is entered into by and between American Indian Model Schools, located at 171 12th street Oakland, CA 94607, ("AIMS") and **Tanya Nelson** concerning additional duties beyond the existing contract.

WHEREAS, the Parties entered into an employment agreement for the 2023-2024 school year ("Employment Agreement");

WHEREAS, Employee agrees to perform additional duties beyond the scope of their Employment Agreement;

It is hereby agreed that Employee's Employment Contract shall be amended as follows:

1. Employee agrees to perform any and all additional duties as required by AIMS, including but not limited to:

Teacher on Special Assignment (TSA) Duties

- Curriculum Development and Alignment: Work closely with district curriculum coordinators and administrators to develop, revise, and align curriculum materials with educational standards and best practices. Create unit plans, lesson resources, and assessments that reflect current educational trends and research.
- Professional Development: Facilitate workshops, and training sessions for teachers and staff to enhance their instructional skills and knowledge. Stay updated on the latest pedagogical strategies, technology tools, and teaching techniques and share this information with their colleagues.
- Data Analysis: Analyze student performance data and assessment results to identify trends, areas for improvement, and instructional interventions. Collaborate with teachers to develop strategies that address student needs and enhance overall achievement.
- Instructional Coaching: Provide one-on-one or group coaching to SpEd instructional aides, offering feedback, guidance, and support to improve instructional practices. Model effective teaching methods, provide resources, and help instructional aides implement new strategies in classrooms.
- Collaboration: Collaborate with other educators, administrators, and stakeholders to align goals, share best practices, and promote a cohesive educational environment within the school or district.
- Assessment and Evaluation: Play a role in developing and refining assessment strategies to measure student progress and SpEd instructional aide effectiveness. Assist in designing formative and summative assessments and interpreting their results.
- IEP evaluation participant conducting new testing and/or data collection and submitting a summary of finding report, review existing data and sharing this information at IEP team meetings.

- Leadership and Advocacy: Take on leadership roles within the school or district, advocating for educational improvements, participating in committees, and contributing to decision-making processes.
- Other responsibilities assigned by direct supervisor

2. These additional duties are beyond the scope of the Employee's existing Employment Agreement and may be performed before or after regular school hours;
3. In consideration for the work to be performed under Paragraph 1 above, AIMS shall provide the Employee a stipend of $1,000 per month, totaling $11,000 for the 2023-24 school year.
4. Payment of Stipend shall be conditioned on Employee submitting weekly timesheets which reflect the additional duties performed.
5. All other terms and conditions of the Employment Agreement remain in effect, except that if a conflict exists between the Employment Agreement and this Amendment, this Amendment shall control.
6. Stipend shall only be paid for services performed pursuant to this Amendment; absent a written Amendment, no Stipend shall be paid.
7. This Agreement shall become effective only upon approval by AIMS' Governing Board.

It is so agreed.

_____	_____
Employee	Date
_____	_____
Direct Supervisor	Date
_____	_____
Superintendent	Date
_____	_____
Board President	Date

.

Coversheet

Job Description

Section: III. Action Items
Item: I. Job Description
Purpose: Vote
Submitted by:
Related Material: AIMS Assistant Athletic Director JD.docx - Google Docs.pdf
AIMS Assistant Coach JD.docx - Google Docs.pdf
AIMS Athletic Director JD.docx - Google Docs.pdf
Athletic Coach (1).docx.pdf
Child Nutrition Coordinator (1) (3).docx.pdf
Employee Relations Coordinator JD FV.docx.pdf
Food Service Clerk (Pending Board Approval) (1).docx.pdf
Teacher Induction Coach.pdf
Teacher Intern Mentor.pdf

AIMS K-12 College Prep Charter District

Title: Assistant Athletic Director

Category: Classified

Work Year: **School Year**

Employment Type: **Part Time**

Stipend: **$6,000**

Supervisor: Athletic Director

JOB GOALS: The Assistant Athletic Director at AIMS K-12 College Prep supports the overall management and operation of the athletic department, assisting the Athletic Director in various duties including but not limited to administrative and organizational tasks.

REPRESENTATIVE DUTIES: The role of Assistant Athletic Director is essential in ensuring the smooth operation of the AIMS K-12 College Prep athletic department, supporting the Athletic Director in various administrative and organizational tasks. The Assistant Athletic Director is a crucial administrative position within the AIMS K-12 athletic program. They support the overall management and operation of the athletic department, assisting the Athletic Director in various tasks.

ESSENTIAL JOB DUTIES:

- Assist the Athletic Director in planning, organizing, and implementing athletic programs and events.
- Collaborate on budget management, fundraising, and financial planning for the department.
- Maintain communication with the Head Coach.
- Ensure that the athletic department operates in compliance with relevant rules and regulations, including those from governing bodies.
- Maintain accurate records of student-athlete eligibility and required documentation.
- Help plan, schedule, and oversee athletic events, including games, tournaments, and competitions.
- Coordinate logistics, such as facility scheduling.
- Oversee the maintenance and scheduling of athletic facilities, ensuring they meet safety and operational standards.
- Assist in monitoring and supporting the academic progress and well-being of student-athletes.
- Promote a positive and inclusive team culture, emphasizing sportsmanship and character development.
- Contribute to the marketing and promotion of athletic programs to increase visibility and fan engagement.
- Collaborate on advertising, social media, and public relations efforts.
- Assist in fundraising efforts, including donor relations, sponsorships, and grant applications.
- Contribute to the development of long-term fundraising strategies.

- Supervise and provide support to coaching and support staff, as delegated by the Athletic Director.
- Participate in hiring, training, and evaluations.

QUALIFICATIONS:

- Minimum 1-2 years of relevant professional work experience preferred
- Athletic Coaching experience preferred
- Events management experience a plus
- Experience managing, training, and leading groups of students
- Experience with managing contracts with outside vendors/partners
- California Drivers License
- Experience in working with K-12 students
- Fingerprinting and TB requirements

Certification Requirements:

- NFHS Certification (First Aid, Health and Safety Fundamentals of Coaching, Concussion, Heat Stroke, COVID-19 Safety)
- CPR/First Aid Certification

KNOWLEDGE AND ABILITIES:

- Highly effective and professional communication skills with staff, students, and families
- Ability to meet the driving and transportation requirements.
- Ability to adapt and align on school-related initiatives
- Ability to meet deadlines on a tight schedule
- Highly organized, goal-oriented, and focused on outcomes
- Ability to communicate with and build relationships with students and their families in the culturally and linguistically diverse AIMS community
- Ability to uphold and reinforce school policies and procedures when addressing students and families
- Ability to work effectively in fast-paced environments
- Ability to work collaboratively and independently
- PowerSchool, Canvas, Blackboard, Google Drive, and Calendar,etc. if applicable)
- Professional orientation – appearance, communication, organization, and attitude

PHYSICAL ACTIVITY REQUIREMENTS:

Minimum Work Position (Percentage of Time):

Standing: 20 Walking: 75 Sitting: 5

Minimum Body Movement (Frequency): 4

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

Lifting (lbs.): 50 Lifting: 4 Bending: 3

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

Climbing Ladders: 1 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 October 2023 Board Approval

AIMS K-12 College Prep Charter District

Title: Assistant Athletic Coach

Category: Classified

Work Year: School Year

Employment Type: Part Time

Stipend: $2000

Supervisor: Athletic Director

JOB GOALS: The Assistant Athletic Coach believes in, and is passionate about the mission and commitments of AIMS High School and exhibits this through their leadership, reflection, execution of school culture, and collaboration to ensure the success of our student-athletes. The Assistant Athletic Coach is responsible for helping in the design and implementation of the assigned team. They will be responsible for following the guidance of the Head Coach in teaching student-athletes competitive techniques to prepare them for events and competitions.

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:

- Plan, organize, and direct the particular and assigned team.
- Instruct and demonstrate skill sets and techniques necessary for individual and team development.
- Ensure that team rules and regulations regarding conduct and eligibility of the athletes are clearly communicated and followed.
- Help plan, organize, advertise, and conduct tryouts for the particular sports program; inform the
- Athletic Department and participants of final selections. Maintain the integrity of the selection process.
- Consult with the Athletic Director and Head Coach regarding any off-season training programs including
- scheduling dates for summer camps/practices, uniform fitting, pre-post tryout informational parent meetings.
- Create a safe environment conducive to learning and appropriate for the physical, social, and emotional development of students.
- Supervise athletes at all times during practices, transport to games, games and until athletes
- have been picked up by guardians, or make arrangements to ride public transportation.
- Model good sportsmanship behavior and maintain appropriate conduct towards the opposing team, fans, parents, officials, spectators and community.
- Must be eligible to transport student-athletes to and from all contests

Training and Safety

- Obtain/maintain required NFHS and First Aid/CPR certifications required by the BACSAC and CIF
- Complete required safety training for basic first aid and injury prevention available through SafeSchools and NFHS Learn, including, but not limited to:
    - Annually - mandated reporter, bloodborne pathogens, concussion in sports, sudden cardiac arrest, heat illness prevention https://www.nfhslearn.com/
    - Every Two Years - CPR and First Aid: https://www.cprcertified.com/
    - At time of hire - Fundamentals of Coaching or certificate of completion in a previous sports season
- Attend seasonal informational meeting regarding your sport
- Enforce all academic requirements set forth by CIF, BACSAC, and OAL

QUALIFICATIONS:

- Athletic Coaching experience preferred
- Experience managing, training, and leading groups of students
- California Drivers License
- Experience in working with K-12 students
- Fingerprinting and TB requirements

KNOWLEDGE AND ABILITIES:

- Highly effective and professional communication skills with staff, students, and families
- Ability to meet the driving and transportation requirements.
- Ability to adapt and align on school-related initiatives.
- Highly organized, goal-oriented, and focused on outcomes
- Ability to communicate with and build relationships with students and their families in the culturally and linguistically diverse AIMS community
- Ability to uphold and reinforce school policies and procedures when addressing students and families
- Ability to work effectively in fast-paced environments
- Ability to work collaboratively and independently

PHYSICAL ACTIVITY REQUIREMENTS:

Minimum Work Position (Percentage of Time):
Standing: 20 Walking: 75 Sitting: 5
Minimum Body Movement (Frequency): 4
None (0) Limited (1) Occasional (2) Frequent (3) Very Frequent (4)
Lifting (lbs.): 50 Lifting: 4 Bending: 3
Pushing and/or Pulling Loads: 4 Reaching Overhead: 4 Kneeling or Squatting: 4
Climbing Ladders: 1 Climbing Stairs: 4

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Effective:

Board Approved: Pending October 2023 Board Approval

AIMS K-12 College Prep Charter District

Title: Athletic Director

Category: Classified

Work Year: **School Year**

Employment Type: **Part Time**

Stipend: **$12,000**

Supervisor: Director of Schools or Designee

JOB GOALS: The Athletic Director at AIMS K-12 College Prep, under the direction of the Director of Schools, oversees the overall success of the athletic programs, ensuring that they operate efficiently, comply with rules and regulations, and provide a positive experience for student-athletes. The Athletic Director's role involves managing sports teams, athletic facilities, compliance, budgeting, and more. Additionally, the Athletic Director will support the overarching goal to increase sports participation across socioeconomic and gender demographics.

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:

- Manage the athletic programs at one or more high schools, including hiring and firing coaches, as well as advising them on academics and coaching strategies
- Ensure that student athletes are receiving adequate training and opportunities
- Ensure that all students, coaches, and parents are following school policies
- Create and maintain a positive image for the school and athletic programs within the community
- Initiate and manage budgetary process for recruiting, training, and supplying coaches and staff
- Schedule, develop, and oversee practices and game schedules
- Provides and explain team practice, game rules and specific team policies
- Adhere and maintain compliance of all offered sport programs
- Negotiate contracts with local vendors for uniforms, equipment, and supplies
- Research, recommend, and implement Safety Awareness, Health and Safety, and Title IX programs for athletes and teams
- Maintain records of athletic participation and attendance
- Develop and track safety program compliance
- Oversee compliance with institutional policies and state laws
- Maintain accurate records of coaching staff
- Coordinate the collection of rosters for program information as needed

- Maintains communication with Head Coaches
- Overview scheduling of league or sport team practices
- Organize promotional events
- Establish positive relationships with parents, students, coaches and other staff
- Attend BACSAC Conference athletic director meetings (4 per year)
- Attend all sporting events scheduled
- Develop and maintain positive relationships with area athletic directors
- Schedule facilities usage for each individual sports team
- Submit student athlete physicals to district prior to participation
- Support coaching staff with outreach and recruitment of students
- Track student academic progress and ensure student athletes maintain eligibility for participation
- Maintain and oversee equipment inventory and uniforms.
- Building community relations and handling media inquiries.
- Developing and implementing processes and procedures for the athletics department to ensure the school remains compliant with athletic rules and regulations.
- Ensuring both boys' and girls' sports teams receive the same amount of attention and dedication.

QUALIFICATIONS:

- Minimum 1-2 years of relevant professional work experience preferred
- Athletic Coaching experience preferred
- Events management experience a plus
- Experience managing, training, and leading groups of students
- Experience with managing contracts with outside vendors/partners
- California Drivers License
- Experience in working with K-12 students
- Fingerprinting and TB requirements

Certification Requirements:

- NFHS Certification (First Aid, Health and Safety Fundamentals of Coaching, Concussion, Heat Stroke, COVID-19 Safety)
- CPR/First Aid Certification

KNOWLEDGE AND ABILITIES:

- Highly effective and professional communication skills with staff, students, and families
- Ability to meet the driving and transportation requirements.
- Ability to adapt and align on school-related initiatives
- Ability to meet deadlines on a tight schedule
- Manage a high volume of paperwork effectively
- Highly organized, goal-oriented, and focused on outcomes
- Ability to communicate with and build relationships with students and their families in the culturally and linguistically diverse AIMS community
- Ability to uphold and reinforce school policies and procedures when addressing students and families
- Ability to work effectively in fast-paced environments
- Ability to work collaboratively and independently

- Ensure effective positive training, support and supervision of all coaches
- PowerSchool, Canvas, Blackboard, Google Drive, and Calendar,etc. if applicable)
- Professional orientation – appearance, communication, organization, and attitude

PHYSICAL ACTIVITY REQUIREMENTS:

Minimum Work Position (Percentage of Time):

Standing: 20 Walking: 75 Sitting: 5

Minimum Body Movement (Frequency): 4

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

Lifting (lbs.): 50 Lifting: 4 Bending: 3

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

Climbing Ladders: 1 Climbing Stairs: 4

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Effective:

Board Approved: Pending October 2023 Board Approval

AIMS K-12 College Prep Charter District

Title: Athletic Coach

Category: Classified

Work Year: **Seasonal**

Employment Type: **Part Time**

Stipend: **$3250**

Supervisor: Athletic Director

JOB GOALS: The Athletic Coach at AIMS K-12 College Prep, under the direction of the Director of Schools or Athletic Director, is to lead, coordinate, and support all student activities, including and not exclusive of sports, interest clubs, student government, Pep rallies, dances and spirit weeks, etc.. One of the expectations within the AIMS K-12 College Prep Charter District community is that students give back - both externally and internally. The Student Activities Coordinator is important in helping students fulfill this expectation. (Please add here)

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:

- Works with the head coach of each sport and school site administrator to establish a pre-contest checklist to ensure the proper location of necessary equipment and supplies and proper field and/or facility preparation.
- Works with each head coach and the school site administrator to establish specifications for supplies, equipment, and services.
- Coordinates the use of facilities used by the athletic teams.
- Maintain a report of student athlete's attendance on game days
- Provides copies of all game schedules when needed.
- Emphasizes the positive aspects of athletics and encourages participation in athletics on campus.
- Performs other duties as assigned by the School Site Administrator and Athletic Director.
- Attends all required coaches meetings.
- Collecting all uniforms and equipment.
- Teaching the skills, rules and attitudes necessary for successful competition.
- Supervise students at all times from the time practice or the activity starts until the designated activity ends
- Be responsible for the conduct of student-athletes and other involved students at all times (practices, games, bus rides, other schools, etc.)

- Equal treatment of male and female student-athletes (Title IX).

- Schedules team practices
- Supervise athletes at all times during practices, transport to games, games and until athletes have been picked up by guardians, or make arrangements to ride public transportation. .

- Help arrange transportation as needed for all away contests
- In collaboration with the Head Coach plan, organize, advertise logistics for the season:
- Conduct tryouts for the particular sports program; inform the Athletic Department and participants of final selections. Maintain the integrity of the selection process.
- Help ensure the proper completion of physical examinations and all forms relating to examinations and emergency medical authorization before a student participates in any tryout, practice, scrimmage, or game
- Help plan a Senior Night at the last home contest of each year
- Assists the Athletic Director in the planning of suitable team events such as awards ceremonies and banquets.
- Consult with the Athletic Director regarding any off-season training programs,including scheduling dates for summer camps/practices, uniform fitting, pre and post tryout informational parent meetings.
- Be responsible for the security of all facilities used by the team and coaching staff when custodians are not on duty
- Perform any other duties or responsibilities related to the coaching position as needed or directed by the Principal and/or Athletic Director

QUALIFICATIONS:

- Minimum 1-2 years of relevant professional work experience preferred
- Athletic Coaching experience preferred
- Events management experience a plus
- Experience managing, training, and leading groups of students
- Experience with managing contracts with outside vendors/partners
- California Drivers License
- Experience in working with K-12 students
- Fingerprinting and TB requirements

Certification Requirements:

- NFHS Certification (First Aid, Health and Safety Fundamentals of Coaching, Concussion, Heat Stroke, COVID-19 Safety)
- CPR/First Aid Certification

KNOWLEDGE AND ABILITIES:

- Highly effective and professional communication skills with staff, students, and families
- Ability to meet the driving and transportation requirements.
- Ability to adapt and align on school-related initiatives
- Ability to meet deadlines on a tight schedule
- Highly organized, goal-oriented, and focused on outcomes
- Ability to communicate with and build relationships with students and their families in the culturally and linguistically diverse AIMS community
- Ability to uphold and reinforce school policies and procedures when addressing students and families
- Ability to work effectively in fast-paced environments
- Ability to work collaboratively and independently

- PowerSchool, Canvas, Blackboard, Google Drive, and Calendar,etc. if applicable)
- Professional orientation – appearance, communication, organization, and attitude

PHYSICAL ACTIVITY REQUIREMENTS:

Minimum Work Position (Percentage of Time):
Standing: 20 Walking: 75 Sitting: 5
Minimum Body Movement (Frequency): 4
None (0) Limited (1) Occasional (2) Frequent (3) Very Frequent (4)
Lifting (lbs.): 50 Lifting: 4 Bending: 3
Pushing and/or Pulling Loads: 4 Reaching Overhead: 4 Kneeling or Squatting: 4
Climbing Ladders: 1 Climbing Stairs: 4

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Effective:
Board Approved: Pending October 2023 Board Approval

AIMS K-12 College Prep Charter District

Title: **Child Nutrition Coordinator**

Category: **Classified**

Work Year: **12 Months**

Employment Type: **Full-time**

Starting Range: **$67,915.75 - $77,654.19**

FLSA: **Exempt**

Supervisor: **Director of Reporting and Compliance**

JOB GOALS: Under the direction of the Director of Program Compliance or assigned designee, plan, coordinate and direct the district's food and nutrition services program, assuring cost effectiveness and compliance with district, state and federal requirements regarding nutrition, sanitation, Department of Environmental health standards of food handling procedures of food handling and safety are met. Record-keeping; assign, train, supervise and evaluate the performance of assigned personnel. Maintain equipment and inventory and assist in planning, equipping district food service facilities. Plan the district menus and nutrition education programs; supervise and evaluate the performance of assigned personnel.

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:

- Plan, organize, direct, and supervise District-wide Food Service Program
- Travel to various sites to conduct site operations, monitor operations and services, evaluate organization and sanitation of facility
- Participate in the selection, assignment and evaluation of food services personnel
- Complete and hold a valid Food Service Manager certificate.
- Administer employee discipline in conjunction with established district policy and collective bargaining agreements
- Plan and direct in-service workshops and training programs for nutrition services personnel
- Attend a variety of meetings to maintain current knowledge of nutritional requirements, legal codes and related requirements
- Conduct and facilitate training in customer service
- Develop application process and procedures under the National School Lunch and School Breakfast Program
- Coordinate with back office support, School Food Solutions as needed, including emails and monthly calls.

- Generate reports and documentation as required, including participation statistics, financial reports, and compliance records
- Collaborate with the school community and parents to gather feedback, address concerns, and promote the nutrition program
- Stay updated on federal and state regulations related to school nutrition programs and ensure compliance with all relevant laws
- Supervise and provide leadership to kitchen staff, ensuring they adhere to food safety regulations, maintain a clean and organized workspace, and follow safe food handling practices
- Assist in managing the school nutrition budget by monitoring costs, expenses and revenue
- Provide education and training to employees and other stakeholders to ensure understanding and adherence to the wellness policy
- Oversee the day-to-day implementation of the wellness policy ensuring that its guidelines and objectives are put into practice across the organization
- Perform other related duties and responsibilities as assigned.

QUALIFICATIONS:

- Bachelor's degree and/or 3 year's equivalent experience. ● Valid CA Drivers License at time of and during employment.

KNOWLEDGE AND ABILITIES:

- Planning, organization and direction of a large-scale food services program
- Menu planning to meet the nutritional requirements of school age students
- Food production including preparation, service, and storage
- Food pricing, portion control, methods of computing food quantities and qualities, and merchandising
- Proper procedures, methods and equipment used in ordering, preparing, cooking, transporting and distributing large quantities of food
- Sanitation and safety practices related to cooking and serving food
- Applicable state and Federal laws, regulations, codes, policies, and procedures related to child nutrition programs
- Basic principles public purchasing, cost analysis, budget preparation and control, and accounting
- Analysis and interpretation of financial and operational data to recommend and implement more effective and efficient practices
- Kitchen facilities planning and procurement of large food service equipment ● Interpersonal skills using tact, patience and courtesy

PHYSICAL ACTIVITY REQUIREMENTS:

Minimum Work Position (Percentage of Time):

Standing: 30 Walking: 20 Sitting: 50

Minimum Body Movement (Frequency):

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

Lifting (lbs.): 15-35 Lifting: 2 Bending: 2

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

Climbing Ladders: 0 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

Title: HR, Employee Relations Coordinator (Amendment to Title to Reflect Duties)

Category: Classified
Work Year: 12 months

Employment Type: Full time

Starting Range: 70, 000 - 74,295.45

FLSA: Exempt

Supervisor: Ombudsperson

JOB GOALS: The Employee Relations Coordinator, under the supervision of the Ombudsperson, is accountable for maintaining effective employee relations for the District, by providing professional support and guidance to employees regarding benefits, leaves, and other employee support related areas. The position is the first line of engagement for employees who are seeking resolution of concerns and employee-related inquiries.

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:

- Manage all aspects of benefits administration
- Coordinate and manage all leaves of absence
- Maintains accurate records and documentation pertaining to employee relations issues. • Investigating and responding to concerns from faculty, staff, parents, or other stakeholders • Implements policies and procedures related to concern resolution
- Facilitates informal mediation among parties involved in disputes
- Communicates protocols for filing grievances and appeals
- Provides periodic reports on concerns resolution data to district administrators
- Ensures that all concerns resolutions are handled in accordance with district and state regulations • Monitors and reports trends in concerns within the district and proactively develops solutions to address issues before they become problematic
- Ability to meet travel requirements
- All other duties as may be assigned

QUALIFICATIONS:

- Minimum two years experience providing support to a diverse workforce population
- Excellent verbal and written communication skills.
- Bachelor's degree in psychology or related field required
- CA Driver's license required

KNOWLEDGE AND ABILITIES:

- Maintain confidentiality at all times with employee information
- Skill in Microsoft Word, Excel, and PowerPoint, as well as Google Mail and Google Docs (preferred) ● Must have demonstrated ability to maintain confidentiality, and use good judgment and problem-solving skills.
- Ability to maintain professional composure at all times
- Ability to act as an impartial arbitrator

PHYSICAL ACTIVITY REQUIREMENTS:

Minimum Work Position (Percentage of Time):
Standing: 25 Walking: 25 Sitting: 50
Minimum Body Movement (Frequency):
None (0) Limited (1) Occasional (2) Frequent (3) Very Frequent (4)
Lifting (lbs.): 50 Lifting: 2 Bending: 2
Pushing and/or Pulling Loads: 2 Reaching Overhead: 2 Kneeling or Squatting: 3
Climbing Ladders: 1 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

AIMS K-12 College Prep Charter District

Food Service Clerk

Category: Classified
Work Year: 12 months
Employment Type: Part-Time
FSLA: Non-Exempt
Salary Range: $20.00 per hour - $21.23 per hour
Supervisor: Nutrition Service Coordinator or Designee

JOB GOALS:
Perform a wide variety of routine duties requiring good communications skills providing food service meal distribution by assisting school staff in supervising students in eating areas, traffic areas, and study hall rooms and by assisting staff with basic clerical needs

RESPONSIBILITIES:
Supervise school aged children and ensure safe, clean and orderly student environments; communicate with others using tact, patience and courtesy; understand and follow oral and written instructions; work cooperatively with others; meet schedules and timelines; complete work accurately; administer first aid, food service.

Essential Functions:
- Complete and hold a valid Food Handlers card.
- Arranges food and beverage items (e.g., placing in food warmer, a la carte trays, filling racks, mobile carts, etc.) for the purpose of making items available to students and staff.
- 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.
- Escalating customer concerns and complaints to Child Nutrition Coordinator or designee
- Understand USDA Breakfast and Lunch meal pattern and administer Offer v Serve.
- Adhere to all school nutrition program policies and procedures, including health and safety standards.
- Support and promote nutrition education initiatives to encourage healthy eating habits among students.
- Manage Kitchen Inventory.
- Operate standard food service equipment such as warming cabinets, oven, refrigeration/freezer units.
- Maintain daily records and prepare reports as required.
- May assists in the training of food service clerks.
- Operate Point of Sale (POS) terminal and other applicable software
- Inspects received items of food and/or supplies for the purpose of ensuring specifications, quantity and quality of orders and/or complying with mandated health requirements.
- Perform other related duties and responsibilities as assigned.

QUALIFICATIONS:

Any combination of education, training and/or equivalent to graduation from high school and one year of relevant experience.

KNOWLEDGE AND ABILITIES:

Ability to:

Supervise school aged children and ensure safe, clean and orderly student environments; communicate with others using tact, patience and courtesy; understand and follow oral and written instructions; work cooperatively with others; meet schedules and timelines; complete work accurately; administer first aid, food handling, food distribution.

Knowledge of:

District policies regarding health, safety and other procedures; first aid techniques , food handling

PHYSICAL ACTIVITY REQUIREMENTS:

Work Position (Percentage of Time):

Standing: 30 Walking: 20 Sitting: 50

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: 0 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.

(Pending AIMS Board Approval)

AIMS K-12 College Prep Charter District

Title: Teacher Induction Coach

Category: Certificated

Work Year: **Academic Year**

Employment Type: **Part Time**

Stipend: **$2000**

Supervisor: Director of Schools or Designee

JOB GOALS: The Teacher Induction Coach at AIMS K-12 College Prep, under the direction of the Director of Academics Data and Performance or Designee, provides key leadership in the development of AIMS' faculty in partnership with the SCOE Teacher Induction Program. Assist qualifying teachers in fulfilling the requirements of the California Clear credential for general education and/or special education. Observe the assigned candidate to facilitate self-reflective evidence of practice.

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:

- Provides direction to the program, support providers, and beginning teachers.
- Attends and provides ongoing coach training to build capacity for coaching and teacher development.
- Communicates the expectations and requirements of the Teacher Induction Program to participating teachers, district administrators, and school administrators.
- Participates in the Teacher Induction process
- Coordinates staff development activities for beginning teachers.
- Performs related duties as assigned
- Support the development and implementation of assessment, teaching, and classroom management strategies.
- Select and provide appropriate instructional materials, accommodations, adaptations, and modifications.
- Utilize district online platforms and integrated technology for communication and instructional purposes.
- Engage in daily and weekly planning and co-teaching as applicable.
- Demonstrate mastery of teaching performance expectations.
- Maintain a schedule of appointments and attend ongoing support provider training.

QUALIFICATIONS:

- Valid California Clear Credential or Administrative Services Credential.
- Minimum of three years of successful teaching experience and completion of Induction or equivalent, leading to Clear Credential.
- Knowledge of coaching strategies and working with Adult Learners.
- Experience and strategies for English Language Learner instruction.

- Familiarity with Commission on Teacher Credentialing (CTC) requirements, New Teacher Development, Mentoring and Coaching New Teachers, California State/Common Core Standards, Integrated Technology, and Working with English Language Learners.
- Experience in working with K-12 students.
- Fingerprinting and TB requirements.

CERTIFICATION REQUIREMENTS:

- Valid California Clear Credential

KNOWLEDGE AND ABILITIES:

- Highly effective and professional communication skills with staff, students, and families
- Ability to meet deadlines on a tight schedule
- Highly organized, goal-oriented, and focused on outcomes
- Ability to communicate with and build relationships with staff in the culturally and linguistically diverse AIMS community
- Ability to uphold and reinforce school policies and procedures when addressing staff
- Ability to work effectively in fast-paced environments
- Ability to work collaboratively and independently
- PowerSchool, Canvas, Blackboard, Google Drive, and Calendar, etc. if applicable)
- Professional orientation – appearance, communication, organization, and attitude

PHYSICAL ACTIVITY REQUIREMENTS:

Minimum Work Position (Percentage of Time):

Standing: 20 Walking: 75 Sitting: 5

Minimum Body Movement (Frequency): 4

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

Lifting (lbs.): 50 Lifting: 4 Bending: 3

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

Climbing Ladders: 1 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 November 2023 Board Approval

AIMS K-12 College Prep Charter District

Title: Teacher Intern Mentor

Category: Certificated

Work Year: **Academic Year**

Employment Type: **Part Time**

Stipend: **$2000**

Supervisor: Director of Schools or Designee

JOB GOALS: The Teacher Intern Mentor at AIMS K-12 College Prep, under the direction of the Director of Schools or Designee, provides key leadership in the development of AIMS' faculty in partnership with Commission on Teacher Credentialing approved teacher preparation programs.

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:

- In this role, you will mentor and coach intern teachers assigned to classrooms throughout the district, offering intensive support to facilitate their growth and student achievement.
- Provide ongoing guidance and assistance to Interns at school sites.
- Support the development and implementation of assessment, teaching, and classroom management strategies.
- Select and provide appropriate instructional materials, accommodations, adaptations, and modifications.
- Utilize district online platforms and integrated technology for communication and instructional purposes.
- Engage in daily and weekly planning and co-teaching as applicable.
- Demonstrate mastery of teaching performance expectations.
- Reflect on and improve intern teacher practice through a coaching model.
- Maintain a schedule of appointments and attend ongoing support provider training.

QUALIFICATIONS:

- Valid California Clear Credential with EL Authorization and Subject Match with Intern or Administrative Services Credential.
- Minimum of three years of successful teaching experience and completion of Induction or equivalent, leading to Clear Credential.
- Knowledge of coaching strategies and working with adult learners
- Experience and strategies for English Language Learner instruction.
- Familiarity with California Commission on Teacher Credentialing (CCTC) requirements, Teaching Performance Expectations (TPEs), Teaching Performance Assessments (TPAs), New Teacher Development, Mentoring and Coaching New Teachers, California State/Common Core Standards, Integrated Technology, and Working with English Language Learners.
- Experience in working with K-12 students.
- Fingerprinting and TB requirements.

CERTIFICATION REQUIREMENTS:

- Valid California Clear Credential with EL Authorization and Subject Match with Intern or Administrative Services Credential.

KNOWLEDGE AND ABILITIES:

- Highly effective and professional communication skills with staff, students, and families
- Ability to meet deadlines on a tight schedule
- Highly organized, goal-oriented, and focused on outcomes
- Ability to communicate with and build relationships with staff in the culturally and linguistically diverse AIMS community
- Ability to uphold and reinforce school policies and procedures when addressing staff
- Ability to work effectively in fast-paced environments
- Ability to work collaboratively and independently
- PowerSchool, Canvas, Blackboard, Google Drive, and Calendar, etc. if applicable)
- Professional orientation – appearance, communication, organization, and attitude

PHYSICAL ACTIVITY REQUIREMENTS:

Minimum Work Position (Percentage of Time):

Standing: 20 Walking: 75 Sitting: 5

Minimum Body Movement (Frequency): 4

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

Lifting (lbs.): 50 Lifting: 4 Bending: 3

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

Climbing Ladders: 1 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 November 2023 Board Approval

Coversheet

AIMS Oakland Promise Program Agreement 2023-24

Section: III. Action Items
Item: J. AIMS Oakland Promise Program Agreement 2023-24
Purpose: Vote
Submitted by:
Related Material: AIMS Oakland Promise Program Agreement 2023024.pdf

reement

2023-24

About Oakland Promise

In 2016, Oaklanders came together to make a promise to every child in our city, offering them the resources, support, coaching, and incentives they need from birth and throughout their school years to empower them to seek out and thrive in the higher education and career of their choosing. In 2019, Oakland Promise and East Bay College Fund (which has been supporting college students since 2003) merged into one unified organization named Oakland Promise (OP). OP is a founding partner of the **Northern California College Promise Coalition (NCCPC)**. Oakland Promise engages the Oakland community to advance equity and economic mobility through cradle-to-college and career achievement. OP is a 501c3 nonprofit organization.

About College Access Middle School Programming

College Access is excited to serve both middle and high school students in Oakland's district and charter schools!

- **Our vision is to support all students in accessing a clear and solid path to post-secondary educational experiences that lead to a variety of career options - 2-year, 4-year, and vocational or technical programs.**
- **Our goal is to offer integrated programming to students and families that target the elimination of structural and cultural barriers to intergenerational social mobility.**

Our work includes:

- ***Scholarships and College Savings Accounts*:**

  Need-based college scholarships of up to $4000 to qualifying students from low-income backgrounds to support their attendance at accredited post-secondary educational institutions. Through a competitive process, high school seniors may also qualify for a Great Expectations scholarship of up to $16,000 for college.
  All Oakland kindergarten students, beginning with the 2016-17 cohort, receive Oakland Promise Scholarships with an initial $100 deposit with opportunities to earn additional $100 in grades 5, 6, 8, and 9.
  OP offers support and $75 of seed money for any Oakland family that opens a family College Savings Account (CSA).
- ***College and Career Readiness*:**

  Support for high school College and Career Centers with personalized services and coordinated volunteer teams to help with career exploration, finding internships, college applications, financial aid, scholarships, and more!
  Access TIP (Targeted Intervention Program): Workshops, presentations, and panels, both virtually and at school sites, covering key topics such as high school readiness, the first-gen experience, financial literacy, transfer options, and Career Technical Education.

Family Learning Groups exploring high school readiness as well as college and career options and opportunities.
Coming Soon! Promise Leaders: A program that will engage students and families across Oakland in advancing equity and economic mobility through peer leadership and mentoring.

college Access Middle School Programming

College Access Activity	School Site Support	College Access Support
Middle School Innovation Grant	● Participating middle schools will receive a $1000 College Access Innovation Grant at the beginning of the school year to support the school, students, and staff in building a college-going culture. ● Contact your OP College Access Coordinator if you have questions on how to use the grant.	● As an example, Innovation Grant can be used for the following purposes: Pay for buses for trips to visit colleges. Purchase materials, such as college banners, college sweaters, etc to incentivize and award students and staff for implementing college-going activities. Purchase snacks and drinks when the school hosts college and/or career events at their schools.
General Communications & Norms	● Organize regular meetings (monthly or bi-weekly) with College Access staff members. ● Be responsive via email, phone, text, etc.	● Lead and attend regular meetings to ensure the program is serving student needs. ● Work with school staff to communicate in ways that best fit the needs of the school site. ● If scheduled OP staff is unable to attend, OP will provide an alternative staff member to substitute.
A-G Graduation Requirements & High School Readiness Indicators (HSRI)	● Support the College Access team in selecting homeroom classrooms /advisory/cohorts for group presentations. ● Select students who may benefit from additional smaller cohort support. ● Share student data and parent/guardian contact information.	● Promote awareness and knowledge of High School Readiness Indicators and A-G graduation requirements for students and families. ● Conduct small group work: goal-setting, understanding HSRI, and A-G requirements. ● Provide social, emotional, and academic check-ins with a select cohort of students as identified and needed by the school.

College Going Culture	● Support and welcome college presentations and field trips. ● Support and promote College Access Middle School Programming by sharing information with students and families.	● Invite families and students to participate in the following opportunities: Winter Career Conference College Career Week Black College Expo College and Career Panels ● Whole class presentations and activities conducted in partnership with school counselors, community school managers, teachers, and partners- aligned with post-secondary and HS options and preparedness. ● Partner with OUSD' to host CTE workshop(s) for students to learn about academies, pathways, and student life experiences in high school (before and during the high school options window).
High School Transition	● Support the College Access team in selecting homeroom classrooms /advisory/cohorts to participate. ● Support and facilitate field trips to feeder high schools.	● Welcome school alumni to share high school and/or college experiences. ● Promote academy options within OUSD. ● Guide and support families through the high school application process. ● Schedule high school tours for prospective students. ● Connect students to Oakland Promise Future Centers or College and Career Centers at feeder high schools.
Transitions to postsecondary opportunities and development of financial awareness as it relates to college affordability	● Collaborate and form partnerships between OP and school staff (teacher, school counselor, CSM, etc) for presentations and information sessions (workshops, FLGs, etc) for students and parents.	● HS Teams are invited to present to classrooms about their postsecondary plans. ● Introduce financial literacy and methods to pay for post-secondary education (CSAs, OP Scholarship, Other Scholarships and FAFSA) for both students and families. ● Build awareness and knowledge of OP Scholarship and other financing options.
Family Engagement	● Access to space for meetings ● Communication with parents	● Coordinate parent events around topics of interest.

	● Monthly Family Learning Groups	● Liaison to partner organizations for content and logistical support.
Levels of College Access Services	**Purple** ● Innovation Grant ● Information Sharing ● Invitations to OP College Access Events ● One student and/or parent event per semester ● Monthly classroom-based workshops ● Support for community events	
	Blue ● Innovation Grant ● Information Sharing ● Invitations to OP College Access Events ● One student and/or parent event per semester	
	Green ● Innovation Grant ● Information Sharing ● Invitations to OP College Access Events	

2023-2024 Program Calendar

Timeline by month	CA Priorities/ Focus	6-8th Grade	Families
Prior to School Year	● Identify school-site staff to support CA work ● Introduce/connect CA staff and OUSD site staff	● Regular follow-up ● Contract signing with principals and counselors ● Identify CA lesson schedule with school-site staff	● Regular follow-up ● Share calendar with families and school-site parent leaders ● Connect with parent organizations on collaboration throughout the school year
August	Welcome Back to School!	● Attending Welcome Back to School Night ● Reconnecting with school staff 6th/7th Grade ● OP Scholarship	Family Learning Group: ● Outreach with Academic Calendar ● Reconnecting with parent leaders/organizations

		Activation	
September	Increase belief in college graduation.	• Pre eval • My Educational Journey	Family Learning Group: • Oakland Promise Introduction + Scholarship Overview / My529
October	Increase knowledge of HS Readiness Indicators (HSRI).	• High School Readiness - Learning from High Schoolers	Family Learning Group: • Families in Action
November	Increase knowledge of HS Graduation Requirements.	• High School Graduation Requirements	Family Learning Group: • DCAC
February	Awareness of CTE, 2yr & 4yr options.	• My Career Interests	Family Learning Group: • 5 Bucket
March	Awareness of CTE, 2yr & 4yr options.	• My Educational Pathways	Family Learning Group: • Summer Resources • Big Brother Big Sister, • Oakland Trybe
April	Increase belief in college graduation.	• Post Eval • College Is For Me!	Family Learning Group: • Kindergarten to College
Semester One: High School Readiness Indicators Semester Two: College/Career Pathways			

Signatures: School Site

I pledge that my school will participate in the College Access Middle School Program as outlined above.

School Name	
School Administrator Name	
School Administrator Title	

Signature	
Date	

Signatures: Oakland Promise

Name	
Title	
Signature	
Date	

Coversheet

23-24 Contract Submission

Section: III. Action Items
Item: K. 23-24 Contract Submission
Purpose: Vote
Submitted by:
Related Material: FY23_24 Contracts Submission Board Approval November.xlsx.pdf

POSITION CODE	SITE LOCATION	RESOURCE	EMPLOYEE	FY23-24 Position Title	FTE FUNDED	FY23-24 SALARIES/WAGES	11/12 MONTH
TCHAST0007	High School	General	Vanessa Payne	Teacher's Assistant	FULL 1.00	$53289.36 annually	11 Month Classified
CLERK0001	Middle School	General	Renee Lopez	Clerk	FULL 1.00	$21.60 per hour	11 Month Classified
IA0006	High School	Esser III	Mary Lemon	Instructional Aide	FULL 1.00	$28.72 per hour	11 Month Classified
MIDTCH0020	Middle School	EPA (Education Protection Act)	Rebecca Gustafson-Ohare	Teacher	FULL 1.00	$73,986.00 annually	11 Month Certificated
ELMTCH0008	Elementary	EPA (Education Protection Act)	Chandlier Carr	Teacher	FULL 1.00	$61,882.00 annually	11 Month Certificated
CORFM0001	AimsK12 district	General	Jason Perry	Coordinator of Facilities and Mainta	FULL 1.00	$70,000.00 annually	12 Month Classified
HITCH0016	High School	EPA (Education Protection Act)	Andrew Johnson	Teacher	FULL 1.00	$64,247.00 annually	11 Month Certificated
HITCH0004	High School	EPA (Education Protection Act)	Joseph Lyford	Teacher	FULL 1.00	$61,882.00 annually	11 Month Certificated
CAMP0003	High School	ELOP (General Fund)	Christopher Scott	Campus Supervisor	FULL 1.00	$28.72 per hour	11 Month Classified

EXTENDED CONTRACTS FY23-24

OBJECT	LOCATION	RESOURCE	PROGRAM/DEPT	EMPLOYEE	POSITION TITLE		Type of Pay	PAY FOR EXT	Unstricted/R	Start/End Date of Work
COACH0006	10	General	High School Sports	Jose Kabeer	Girls Basketball Head Coach		Stipend		August 2023-June 2024	
ASCO0001	10	General	High School Sports	Mikel Hardy	Girls Basketball Assistant Coach		Stipend		August 2023-June 2024	
COACH0013	10	General	High School Sports	Taylor Noel	Cheer Coach		Stipend		August 2023-June 2024	
	40	LCFF	High School	Dejah Lovejoy	Saturday Academic School		Hourly		August 2023-June 2024	
	40	LCFF	High School	Andrew Johnson	Saturday Academic School		Hourly		August 2023-June 2024	
WININT0001	30	LCFF	AIPCS II	Rebecca Spencer	Saturday Academic School		Hourly		August 2023-June 2024	
	40	LCFF	High School	Jenifer Franz	Saturday Academic School		Hourly		August 2023-June 2024	
WINAIDE0001	20	LCFF	AIPCSI	Jonas Szajowitz	Saturday Academic School		Hourly		August 2023-June 2024	
	40	LCFF	High School	Chaniel Clark	HS Summer Scheduling		Stipend		August 2023-June 2024	
COACH0004	10	LCFF	Middle School Sports	Uzoma Amuchie	Flag Football Coach		Stipend		August 2023-June 2024	
WININT0002	20	LCFF	Middle School	Brian Evans	Saturday Academic School		Hourly		August 2023-June 2024	
COACH0014	40	General	High School Sports	Curtis Webster	Boys Basketball Head Coach		Stipend	2,000	August 2023-June 2024	
		General	High School	Chris Scott	Assistant Boys Basketball Coach				Temporary Employee	

Coversheet

Board Resolution - Surplus

Section: III. Action Items
Item: L. Board Resolution - Surplus
Purpose: Vote
Submitted by:
Related Material: Board resolution - Surplus 11.23.docx.pdf

RESOLUTION OF THE BOARD OF EDUCATION OF AIMS K-12 COLLEGE PREP CHARTER DISTRICT

WHEREAS, the Board of Trustees of AIMS K-12 College Prep Charter District has received from the Superintendent of Schools a list of AIMS K-12 personal property –i.e., furniture listed in Exhibit "A" deemed no longer required for school purposes, or that should be disposed of for the purpose of replacement, or that is unsatisfactory or not suitable for school use, collected from or at listed sites; and

WHEREAS, the Superintendent recommends that the Board declare said AIMS personal property listed in Exhibit "A" to be obsolete, surplus and for items to be disposed of pursuant to applicable law,

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustee authorizes and directs the Superintendent or designee to dispose of each item of the AIMS personal property approved and/or by sale, donation to a charitable organization or disposition in the local public dump upon compliance with the provisions of Education Code Sections 17545 and 17546, respectively. PASSED AND ADOPTED by the Board of Trustees the AIMS K-12 College Prep Charter District, this 21st day of November 2023, by the following vote:

AYE:

NAY:

ABSTAIN:

RECUSED:

ABSENT:

CERTIFICATION

I hereby certify that the foregoing is a full, true and correct copy of a Resolution adopted, at a Special Board Meeting of the Governing Board of the AIMS K-12 College Prep Charter District held on November 21, 2023.

Exhibit A

Item Description	Brand	Quantity	Reason for Disposal	Location
Office desk		2	broken/ missing parts	12th Street
Office divider		3	ripped/broken	12th Street
Desk chair base		1	broken/ missing parts	12th Street
Metal folding square table		1	Old /paint wear	12th Street
Black upholstered benches		2	Broken/missing legs	12th Street
Filing cabinet 4 drawer tall		12	Broken missing parts	12th Street
Red storage cabinets		4	broken/missing parts	12th Street
Metal bookshelves		3	broken/missing parts	HS

Coversheet

SCOE Ahmad Contract Agreement Stipend 2023-2024

Section: III. Action Items
Item: M. SCOE Ahmad Contract Agreement Stipend 2023-2024
Purpose: Vote
Submitted by:
Related Material: SCOE Ahmad Contract Agreement Stipend 2023-2024 .docx.pdf

Amendment to the 2023-2024 Employment Contract

This Contract Amendment Agreement ("Amendment") is entered into by and between American Indian Model Schools, located at 171 12th street Oakland, CA 94607, ("AIMS") and [Christopher Ahmad] ("Employee," collectively, "Parties") concerning additional duties beyond the existing contract.

WHEREAS, the Parties entered into an employment agreement for the 2023-2024 school year ("Employment Agreement");

WHEREAS, Employee agrees to perform additional duties beyond the scope of their Employment Agreement;

It is hereby agreed that Employee's Employment Contract shall be amended as follows:

1. Employee agrees to perform any and all additional duties as required by AIMS, including but not limited to:

   [2023-2024 SCOE Induction Mentor/Coach + Intern Support for the 2023-2024 School Year]

2. These additional duties are beyond the scope of the Employee's existing Employment Agreement and may be performed before or after regular school hours;
3. In consideration for the work to be performed under Paragraph 1 above, AIMS shall provide Employee In consideration for the work to be performed under Paragraph 1 above, AIMS shall provide Employee a stipend of $6,000 prorated to the time of services to be paid according to AIMS pay schedule. 2 Mentees SCOE, 1 Mentees University Intern Support
4. Payment of Stipend shall be conditioned on Employee submitting weekly timesheets which reflect the additional duties performed.

5. All other terms and conditions of the Employment Agreement remain in effect, except that if a conflict exists between the Employment Agreement and this Amendment, this Amendment shall control.
6. Stipend shall only be paid for services performed pursuant to this Amendment; absent a written Amendment, no Stipend shall be paid.
7. This Agreement shall become effective only upon approval by AIMS' Governing Board.

It is so agreed.

_____ _____

Employee Date

_____ _____

Direct Supervisor Date

_____ _____

Superintendent Date

_____ _____

Board President Date

.

Coversheet

SCOE Coordinator Ahmad Contract pt. 2 Agreement Stipend 2023-2024

Section: III. Action Items
Item: N. SCOE Coordinator Ahmad Contract pt. 2 Agreement Stipend 2023-2024
Purpose: Vote
Submitted by:
Related Material:
SCOE COORDINATOR Ahmad Contract pt. 2 Agreement Stipend 2023-2024 .docx.pdf

Amendment to the 2023-2024 Employment Contract

This Contract Amendment Agreement ("Amendment") is entered into by and between American Indian Model Schools, located at 171 12th street Oakland, CA 94607, ("AIMS") and [Christopher Ahmad] ("Employee," collectively, "Parties") concerning additional duties beyond the existing contract.

WHEREAS, the Parties entered into an employment agreement for the 2023-2024 school year ("Employment Agreement");

WHEREAS, Employee agrees to perform additional duties beyond the scope of their Employment Agreement;

It is hereby agreed that Employee's Employment Contract shall be amended as follows:

1. Employee agrees to perform any and all additional duties as required by AIMS, including but not limited to:

   [2023-2024 SCOE Induction Coordinator for the 2023-2024 School Year]

2. These additional duties are beyond the scope of the Employee's existing Employment Agreement and may be performed before or after regular school hours;
3. In consideration for the work to be performed under Paragraph 1 above, AIMS shall provide Employee In consideration for the work to be performed under Paragraph 1 above, AIMS shall provide Employee a stipend of $4,500 prorated to the time of services to be paid according to AIMS pay schedule. Overseeing the entire SCOE program with 3 mentors, 5 mentees, and serving as the direct connection to the Sacramento County Office of Education.
4. Payment of Stipend shall be conditioned on Employee submitting weekly timesheets which reflect the additional duties performed.

5. All other terms and conditions of the Employment Agreement remain in effect, except that if a conflict exists between the Employment Agreement and this Amendment, this Amendment shall control.
6. Stipend shall only be paid for services performed pursuant to this Amendment; absent a written Amendment, no Stipend shall be paid.
7. This Agreement shall become effective only upon approval by AIMS' Governing Board.

It is so agreed.

_____ _____

Employee Date

_____ _____

Direct Supervisor Date

_____ _____

Superintendent Date

_____ _____

Board President Date

.

Coversheet

SCOE Cabrera Contract Agreement Stipend 2023-2024

Section: III. Action Items
Item: O. SCOE Cabrera Contract Agreement Stipend 2023-2024
Purpose: Vote
Submitted by:
Related Material: SCOE CABRERA Contract Agreement Stipend 2023-2024 .docx.pdf

Amendment to the 2023-2024 Employment Contract

This Contract Amendment Agreement ("Amendment") is entered into by and between American Indian Model Schools, located at 171 12th street Oakland, CA 94607, ("AIMS") and [Brian Cabrera] ("Employee," collectively, "Parties") concerning additional duties beyond the existing contract.

WHEREAS, the Parties entered into an employment agreement for the 2023-2024 school year ("Employment Agreement");

WHEREAS, Employee agrees to perform additional duties beyond the scope of their Employment Agreement;

It is hereby agreed that Employee's Employment Contract shall be amended as follows:

1. Employee agrees to perform any and all additional duties as required by AIMS, including but not limited to:

   [2023-2024 SCOE Induction Mentor/Coach for the 2023-2024 School Year]

2. These additional duties are beyond the scope of the Employee's existing Employment Agreement and may be performed before or after regular school hours;
3. In consideration for the work to be performed under Paragraph 1 above, AIMS shall provide Employee In consideration for the work to be performed under Paragraph 1 above, AIMS shall provide Employee a stipend of $2,000 prorated to the time of services to be paid according to AIMS pay schedule.
4. Payment of Stipend shall be conditioned on Employee submitting weekly timesheets which reflect the additional duties performed.

5. All other terms and conditions of the Employment Agreement remain in effect, except that if a conflict exists between the Employment Agreement and this Amendment, this Amendment shall control.
6. Stipend shall only be paid for services performed pursuant to this Amendment; absent a written Amendment, no Stipend shall be paid.
7. This Agreement shall become effective only upon approval by AIMS' Governing Board.

It is so agreed.

_____ _____

Employee Date

_____ _____

Direct Supervisor Date

_____	_____
Superintendent	Date
_____	_____
Board President	Date

.

Coversheet

SCOE Golden Contract Agreement Stipend 2023-2024

Section: III. Action Items
Item: P. SCOE Golden Contract Agreement Stipend 2023-2024
Purpose: Vote
Submitted by:
Related Material: SCOE Golden Contract Agreement Stipend 2023-2024 .docx.pdf

Amendment to the 2023-2024 Employment Contract

This Contract Amendment Agreement ("Amendment") is entered into by and between American Indian Model Schools, located at 171 12th street Oakland, CA 94607, ("AIMS") and [Maryetta Golden] ("Employee," collectively, "Parties") concerning additional duties beyond the existing contract.

WHEREAS, the Parties entered into an employment agreement for the 2023-2024 school year ("Employment Agreement");

WHEREAS, Employee agrees to perform additional duties beyond the scope of their Employment Agreement;

It is hereby agreed that Employee's Employment Contract shall be amended as follows:

1. Employee agrees to perform any and all additional duties as required by AIMS, including but not limited to:

   [2023-2024 SCOE Induction Mentor/Coach + Intern Support for the 2023-2024 School Year]

2. These additional duties are beyond the scope of the Employee's existing Employment Agreement and may be performed before or after regular school hours;
3. In consideration for the work to be performed under Paragraph 1 above, AIMS shall provide Employee In consideration for the work to be performed under Paragraph 1 above, AIMS shall provide Employee a stipend of $6,000 prorated to the time of services to be paid according to AIMS pay schedule. 1 Mentee SCOE, 2 Mentees University Intern Support
4. Payment of Stipend shall be conditioned on Employee submitting weekly timesheets which reflect the additional duties performed.

5. All other terms and conditions of the Employment Agreement remain in effect, except that if a conflict exists between the Employment Agreement and this Amendment, this Amendment shall control.
6. Stipend shall only be paid for services performed pursuant to this Amendment; absent a written Amendment, no Stipend shall be paid.
7. This Agreement shall become effective only upon approval by AIMS' Governing Board.

It is so agreed.

_____ _____

Employee Date

_____ _____

Direct Supervisor Date

_____ _____

Superintendent Date

_____ _____

Board President Date

.

Coversheet

SCOE Jacques Contract Agreement Stipend 2023-2024

Section:	III. Action Items
Item:	Q. SCOE Jacques Contract Agreement Stipend 2023-2024
Purpose:	Vote
Submitted by:	
Related Material:	SCOE Jacques Contract Agreement Stipend 2023-2024 .docx.pdf

Amendment to the 2023-2024 Employment Contract

This Contract Amendment Agreement ("Amendment") is entered into by and between American Indian Model Schools, located at 171 12th street Oakland, CA 94607, ("AIMS") and [Jamelle Jacques] ("Employee," collectively, "Parties") concerning additional duties beyond the existing contract.

WHEREAS, the Parties entered into an employment agreement for the 2023-2024 school year ("Employment Agreement");

WHEREAS, Employee agrees to perform additional duties beyond the scope of their Employment Agreement;

It is hereby agreed that Employee's Employment Contract shall be amended as follows:

1. Employee agrees to perform any and all additional duties as required by AIMS, including but not limited to:

   [2023-2024 SCOE Induction Mentor/Coach + Intern Support for the 2023-2024 School Year]

2. These additional duties are beyond the scope of the Employee's existing Employment Agreement and may be performed before or after regular school hours;
3. In consideration for the work to be performed under Paragraph 1 above, AIMS shall provide Employee In consideration for the work to be performed under Paragraph 1 above, AIMS shall provide Employee a stipend of $6,000 prorated to the time of services to be paid according to AIMS pay schedule.
4. Payment of Stipend shall be conditioned on Employee submitting weekly timesheets which reflect the additional duties performed.

5. All other terms and conditions of the Employment Agreement remain in effect, except that if a conflict exists between the Employment Agreement and this Amendment, this Amendment shall control.
6. Stipend shall only be paid for services performed pursuant to this Amendment; absent a written Amendment, no Stipend shall be paid.
7. This Agreement shall become effective only upon approval by AIMS' Governing Board.

It is so agreed.

_____ _____

Employee Date

_____ _____

Direct Supervisor Date

_____	_____
Superintendent	Date
_____	_____
Board President	Date

.

Coversheet

Educator Effectiveness Block Grant 2021 - Update

Section: III. Action Items
Item: R. Educator Effectiveness Block Grant 2021 - Update
Purpose: Vote
Submitted by:
Related Material: AIPCS II - EEBG Update 2023.pdf

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	12/21/21 Revision:

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	Total Budgeted per Activity
Professional Development for Teachers & Staff	$1451	~~$ 6,000~~	$6,000	$6000
SCOE Induction Program Services Fees			$19735	$19,735

Intern Support Program Service Fees			$5000	$5000
CTC Permit Fees for Teachers		$103	1500	$1602
Subtotal for this section	**$1451**	**~~$6,000~~ $103**	**$32,135**	**33689**

(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	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	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	Total Budgeted per Activity
Student Incentives, PBIS Rewards, Student Leadership Luncheons	$11,882.67	$ 11,882.67	$11,882.67	$35,648.01
Subtotal for this section	**$11,882.67**	**$11,882.67**	**$11,882.67**	**$35,648.01**

(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	Total Budgeted per Activity
PBIS, Restorative Justice, MTSS, & Transforming School Culture for diversity and racial equity.	$7,000	$7,000	$7,000	$21,000
Subtotal for this section	**$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	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	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).

	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	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	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	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	Total Budgeted per Activity
Subtotal Section (1) Professional Development for Teachers & Staff, SCOE Induction, Intern Program fees and CTC Permit Fees	$1451	$103	$32,135	33689
Subtotal Section (2)				
Subtotal Section (3) Intervention Aid	~~$ 22,000~~	~~22, 000~~	~~$22, 000~~	~~$66.000~~
Subtotal Section (4)Student Incentives, PBIS Rewards, Student Leadership Luncheons	$11,882.67	$11,882.67	$11,882.66	$35,648
Subtotal Section (5)PBIS, Restorative Justice, MTSS, & Transforming School Culture for diversity and racial equity.	$7,000	$7,000	$7,000	$21,000
Subtotal Section (6)				
Subtotal Section (7)				

Subtotal Section (8)				
Subtotal Section (9)				
Subtotal Section (10)				
Totals by year	**$46,992.67**	**$46,992.67**	**$46,992.67**	**$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.

Coversheet

AIMS 22-23 Audit Extension Approval

Section: III. Action Items
Item: S. AIMS 22-23 Audit Extension Approval
Purpose: Vote
Submitted by:
Related Material: AIMS 22-23 Audit Extension Aopproval.pdf

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

OFFICE OF CHARTER SCHOOLS

November 15, 2023

Katema Ballentine, Chief Business Officer
American Indian Model Schools
171 12th Street
Oakland, CA 94607

RE: 22/23 Audit Deadline Extension Request – APPROVED
AIMS College Prep Elementary (CDS # 01-61259-0114363, Charter #0882)
AIMS College Prep Middle (CDS # 01-61259-6113807, Charter #0106)
AIMS College Prep High (CDS # 01-61259-0111856, Charter #0765)

Dear Ms. Ballentine,

The Office of Charter Schools hereby grants your request to extend the December 15, 2023 deadline for the completion and submission of the 22/23 FY audit report. The new extended deadline is January 31, 2024. If the report is completed sooner, please submit the report as soon as it is available.

I will notify CDE, the State Controller's Office, and the Alameda County Office of Education of the extension.

Sincerely,

Minh Co
Accounting Manager
Office of Charter Schools

AIMS K-12 College Prep Charter District

American Indian Public Charter School II (K-8)
171 12th St | Oakland | CA 94607
E elementary@aimsk12.org
T 510-893-8701
F 510-893-0345

AIMS College Prep Middle School
171 12th St | Oakland | CA 94607
E middleschool@aimsk12.org
T 510-893-8701
F 510-893-0345

AIMS College Prep High School
746 Grand Ave | Oakland | CA 94610
E highschool@aimsk12.org
T 510-220-5044
F 510-519-5549

www.AIMSK12.org

TO: Minh Co
FROM: Katema Ballentine, AIMS K-12 Business Office
DATE: November 15,2023
SUBJECT: Request for 2023-2024 Audit Extension
American Indian Public Charter II (AIPCS II)/ AIMS Elementary
CDS# 01-61259-0114363
Charter #: 0882

AIMS Elementary (American Indian Public Charter II), CDS code 1-61259-0114363, charter # 0882, would like to formally request an extension of submission of the 2022-2023 Audit ending June 30th, 2023 for January 31,2024. Our Auditor needs additional time in which to complete the audit for submission. The Auditors have provided the following feedback requiring American Indian Public Charter II to request this extension.

Significant additional time requirements on our part to complete the audit. The state has reported a back-log for the review and responses for J-13a waiver applications. This delay will impact the final audit report. The back-log on the state level has created challenges in completing the audit by the December 15 timeline.

Thank you for your attention to this matter

Katema Ballentine

Katema Ballentine

Chief Business Officer
AIMS K-12 College Prep
171 12th Street
Oakland, CA 94607

AIMS K-12 College Prep Charter District

American Indian Public Charter School II (K-8)
171 12th St | Oakland | CA 94607
E elementary@aimsk12.org
T 510-893-8701
F 510-893-0345

AIMS College Prep Middle School
171 12th St | Oakland | CA 94607
E middleschool@aimsk12.org
T 510-893-8701
F 510-893-0345

AIMS College Prep High School
746 Grand Ave | Oakland | CA 94610
E highschool@aimsk12.org
T 510-220-5044
F 510-519-5549

www.AIMSK12.org

TO: Minh Co
FROM: Katema Ballentine, AIMS K-12 Business Office
DATE: November 15,2023
SUBJECT: Request for 2022-2023 Audit Extension
AIMS K-12 College Prep Middle School
CDS# 01-61259-6113807
Charter #: 0106

AIMS Middle, CDS code 1-61259-6113807, charter # 0106, would like to formally request an extension of submission of the 2022-2023 Audit ending June 30th, 2023 for January 31,2024. Our Auditor needs additional time in which to complete the audit for submission. The Auditors have provided the following feedback requiring AIMS College Prep Middle School to request this extension.

Significant additional time requirements on our part to complete the audit. The state has reported a back-log for the review and responses for J-13a waiver applications. This delay will impact the final audit report. The back-log on the state level has created challenges in completing the audit by the December 15 timeline.

Thank you for your attention to this matter

Katema Ballentine

Katema Ballentine

Chief Business Officer
AIMS K-12 College Prep
171 12th Street
Oakland, CA 94607

AIMS K-12 COLLEGE PREP CHARTER DISTRICT

AIMS K-12 College Prep Charter District

American Indian Public Charter School II (K-8)
171 12th St | Oakland | CA 94607
E elementary@aimsk12.org
T 510-893-8701
F 510-893-0345

AIMS College Prep Middle School
171 12th St | Oakland | CA 94607
E middleschool@aimsk12.org
T 510-893-8701
F 510-893-0345

AIMS College Prep High School
746 Grand Ave | Oakland | CA 94610
E highschool@aimsk12.org
T 510-220-5044
F 510-519-5549

www.AIMSK12.org

TO: Minh Co
FROM: Katema Ballentine, AIMS K-12 Business Office
DATE: November 15,2023
SUBJECT: Request for 2023-2024 Audit Extension
AIMS HIGH
CDS# 01-61259-0111856
Charter #: 0765

AIMS High school, CDS code 1-61259-0111856, charter # 0765, would like to formally request an extension of submission of the 2022-2023 Audit ending June 30th, 2023 for January 31,2024. Our Auditor needs additional time in which to complete the audit for submission. The Auditors have provided the following feedback requiring AIMS College Prep High School to request this extension.

Significant additional time requirements on our part to complete the audit. The state has reported a back-log for the review and responses for J-13a waiver applications. This delay will impact the final audit report. The back-log on the state level has created challenges in completing the audit by the December 15 timeline.

Thank you for your attention to this matter

Katema Ballentine

Katema Ballentine

Chief Business Officer
AIMS K-12 College Prep
171 12th Street
Oakland, CA 94607

Coversheet

Agreement for Services - Vital ELC

Section: III. Action Items
Item: T. Agreement for Services - Vital ELC
Purpose: Vote
Submitted by:
Related Material: Agreement for Services - Vital ELC.pdf

VITAL ELC
Educational Leadership Consulting

AGREEMENT FOR PROFESSIONAL CONSULTING SERVICES

This Agreement ("Agreement") made this _____ day of _____, 2023, by and between American Indian Public Charter School II, 171 12th St., Oakland, California, 94607 (hereinafter referred to as "Charter District"), and Vital ELC a Limited Liability Corporation, 2219 Shoshone Falls Ct., Henderson, Nevada 89044 (hereinafter referred to as "Consultant").

1. **Term.** This Agreement shall commence on October 20, 2023, and terminate on November 30, 2023 (the "Term").

2. **Scope of Services.** Charter District hereby retains the Consultant to serve as a member of the Corrective Action Plan (CAP) Committee as part of their response to complaints and concerns itemized in the investigative report and notice from Oakland Unified School District (OUSD) dated September 27, 2023 (the "Work").

Consultant's scope of work shall include:

1. **Participation in CAP Committee:** Consultant shall actively participate in the CAP Committee meetings as scheduled, contributing their expertise and insights to address identified issues.
2. **Input on CAP Improvements:** Consultant shall provide meaningful input and recommendations for improving the CAP, ensuring its effectiveness in achieving remediation goals.
3. **Work with staff, committee members, and AIMS Board members to facilitate development of a corrective action plan**. These services include the comprehensive review of all pertinent documents, plans, personnel information, forms, and other materials as required to inform and address the complaint areas. Services may also include, but is not limited to, working with Charter District current and former staff, OUSD staff, students, community members, and the Board of Directors.
4. **Develop a plan and timeline for progress monitoring of CAP.** Ensure that the CAP includes timelines for progress monitoring and identify indicators/measures that will be used to determine progress and make recommendations for improvement and/or next steps.
5. **Develop a communication plan.** Consultant shall work with staff, the CAP committee, and other designated parties to ensure consistent and timely communication regarding goals, priorities, and progress.

3. **Expertise.** The Consultant represents and warrants to Charter District that it has staff available to perform the Work and that individuals providing the Work have the appropriate licensure, credentials, background, training, and experience to perform properly the Work to be delivered under this Agreement. The Consultant further represents and warrants that it owns or is authorized to use all the intellectual property that it may transfer to the Charter District or otherwise include in its deliverables to District under this Agreement.

4. **Fees and Expenses.** Charter District shall provide the Consultant with an original or electronic version of this Agreement that shall have been signed by an authorized Charter District signatory and will be countersigned by an authorized Consultant Signatory.

Consultant shall be paid a consultancy fee of $350.00 per hour for any and all services provided by this Agreement, including but not limited to document review/revision, phone consults, and in-person or virtual meetings as requested by the charter. Consultancy fee shall be payable upon Charter District's receipt from Consultant of an invoice that, in form and substance satisfactory to the Charter District, shall describe the Work that Consultant shall have provided to the Charter District in the period during the Term for which Consultant seeks payment. Consultant shall be entitled to reimbursement of reasonable expenses for travel and/or materials that are actually incurred and allocable solely to the Work provided to Charter District pursuant to the Agreement. The Consultant shall provide such reasonable evidence as Charter District may request in support of the Consultant's claims for expense reimbursement.

5. **Termination.** Either party may terminate this Agreement with thirty (30) days prior written notice to the other party. The Consultant hereby acknowledges and agrees that anything to the contrary notwithstanding, in the event of such termination, District shall only be liable for payment of the services rendered through the effective date of termination.

6. **No Employment Relationship Created.** It is understood and agreed between the parties that the Agreement is not intended to nor does it create an employment contract between District, on the one hand, and Consultant and any of its employees, on the other, nor does it create a joint relationship or partnership between the parties hereto. Neither Consultant nor its employees are entitled to benefits that District provides for District employees. Consultant's relationship to District is solely and exclusively that of an independent contractor. Conduct and control of the Work shall be solely with the Consultant. Consultant shall be permitted to engage in any business and perform services for its own accounts, provided that the Work is not compromised. Except as specifically permitted in this Agreement, neither party shall use the name or trademarks of the other party or incur any obligation or expense for or on behalf of the other party without the other party's prior written consent in each instance.

7. **No Withholding.** Consultant is solely and exclusively responsible for the satisfaction of Consultant's own local, state, and federal income tax and Social Security withholding that may be applicable to the amounts payable by District under this Agreement.

8. **Confidentiality.** During the course of performance of the Agreement, Consultant may be given access to information that relates to District past, present and future research, development, business, activities, services, programs, technical knowledge and personally identifiable student and employee information. All such information shall be deemed to be "Confidential Information" unless otherwise indicated by District in writing at or after the time of disclosure. Consultant may use the Confidential Information only in connection with the specific duties authorized pursuant to this Agreement. Access to Confidential Information shall be restricted to those of Consultant's personnel, representatives, and Consultants on a need-to-know basis solely in connection with Consultant's internal business. Consultant further agrees that it shall (i) take all necessary steps to inform any of its personnel, representatives, or

consultants to whom Confidential Information may be disclosed of Consultant's obligations hereunder and (ii) cause said personnel, representatives, and consultants to agree to be bound by the terms of this Agreement by executing a confidentiality agreement containing the same restrictions contained herein or some other method acceptable to District. Consultant agrees to protect the confidentiality of Confidential Information in the same manner that it protects the confidentiality of its own proprietary and confidential information of like kind. Consultant agrees to notify District of any unauthorized use or disclosure of Confidential Information and to take all actions reasonably necessary to prevent further unauthorized use or disclosure thereof. The terms of this Section 8 shall survive the expiration or termination of this Agreement.

These requirements apply to any subcontractors or agents the Consultant uses in the performance of the Work and it is Consultant's responsibility to assure that all such subcontractors and agents comply with all such requirements.

9. **Assignment.** Consultant shall not assign its duties hereunder without the prior written consent of the District.

10. **Binding Effect.** This Agreement shall be binding upon the parties hereto and upon their respective successors and assigns.

11. **Compliance With Laws.** Consultant warrants on its behalf and that of its subcontractors, employees, and agents that it shall comply with all applicable federal, state, and local laws, ordinances, rules, regulations and codes, including, but not limited to, the Family Educational Rights and Privacy Act of 1974 (the "Buckley Amendment") with respect to personally identifiable student education records; the Gramm-Leach-Bliley Act with respect to student financial information; and applicable provisions of paragraphs (1) through (7) of section 202 of Executive Order 11246 relating to Equal Employment Opportunity, section 402 of the Vietnam Era Veterans Readjustment Act of 1974, as amended, and section 503 of the Rehabilitation Act of 1973.

12. **Dispute Resolution.** The parties agree to make a good faith effort to resolve any dispute arising from or relating to this Agreement through mediation prior to commencing litigation. Within sixty (60) days following a written request by either party to mediate a dispute that has not been resolved by informal negotiation, the parties shall mutually agree upon a mediator, schedule a mediation, and shall share the costs of mediation equally, except costs incurred by each party for representation by legal counsel.

13. **Severability.** If any provision of this Agreement is determined to be illegal, invalid, or unenforceable, in part or in whole, the remaining provisions, or portions of the Agreement shall remain in full force and effect.

14. **Authorization.** Each individual executing this Agreement, or its counterpart, on behalf of the respective party, warrants that he/she is authorized to do so, and that this Agreement constitutes the legally binding obligation of the entity which he/she represents.

The parties hereto have executed this Agreement on the day and year first written above.

American Indian Public Charter School II By:	Vital ELC By:
_____ Authorized Signature	_____ Authorized Signature
_____ Print Name	_____ Dr. Michele Bowers
_____ Title	Founder and Chief Executive Officer Title
_____ Date	_____ Date

Coversheet

Board Memo - Cleaning Serices

Section:	III. Action Items
Item:	U. Board Memo - Cleaning Serices
Purpose:	Vote
Submitted by:	
Related Material:	Board Memo - Cleaning Services.pdf Rojas Janiforial Contract.pdf

Subject: Update on Proposal Development for Cleaning Services at [School Name]

Dear AIMS K-12 Board,

I am writing to provide an update on the progress made in formulating a proposal for cleaning services at AIMS K-12.

Accomplishments and Progress:

Assessment of Current Services: We reviewed the services provided by our current cleaning company.

Contract with the current vendor: We have requested for our current vendor to update their contract with the terms and conditions that the board requested at the last meeting.

Research: We have explored the possibility of doing a proposal for internal services. We have compared similar services provided in other school districts. More time is needed to provide you with information on either outsourcing or doing it in-house.

Next Steps:

Proposal Drafting: We will be drafting the Request for Quote and posting it on our website and then going through the process of selecting a vendor.

Board Presentation and Decision-making: Once the proposal is finalized, a comprehensive presentation will be prepared for the board's review.

Our goal remains to ensure that the cleaning services provided at [School Name] meet the highest standards of cleanliness, efficiency, and responsiveness to our community's needs.

Thank you for your ongoing support and guidance throughout this process. If there are any specific aspects or considerations the board wishes to emphasize in this proposal, please feel free to communicate them for inclusion.

Marisol Magana
Director of Health & School Support Services

RJS

COMPLETED FACILITIES MAINTENANCE SOLUTIONS

Juan Carlos Rojas

Rojas Janitorial Services
6800 Macarthur Boulevard
Oakland, CA 94605

C: 510-878-0110
E: rojasjanitorialservice@gmail.com

INTRODUCTION

We are pleased to continue our partnership. We are confident that we can continue to provide AIMS with exceptional service. We understand that the cleanliness and disinfection of the facilities are very important because people are simply more comfortable and productive in an environment that is clean and safe. Our janitorial service ensures the highest level of cleanliness for the health of your employees and students and provides an unbeatable first impression.

This agreement is to provide janitorial services to the following locations:

AIMS College Prep Middle School American Indian Public Charter School II 171 12th Street Oakland, CA 94607	AIMS College Prep High School 746 Grand Avenue Oakland, CA 94610

AGREEMENT

Term: The term of this Agreement shall commence on July 1, 2023 and shall continue in full force and effect until June 30, 2024 unless otherwise terminated pursuant to the termination provisions of this Agreement.

Services Provided. Rojas Janitorial Services (RJS) agrees to provide janitorial services to the facilities operated by School and agrees to provide the following services:

DAY PORTER START DAILY FROM 6:00 AM TO 4:30 PM

- Inspect around the building and remove any residue or debris found and pressure wash as needed.
- Pressure wash front courtyard and surrounding area.
- Sweep front sidewalk pavement and around the building.
- Sweep the parking area and remove any debris.
- Power wash and remove any debris on the driveway.
- Set up handwashing sinks for all entry areas
- Inspect and clean all Restroom constantly. Remove trash inside the Restroom once found ¾ full.
- Wipe and disinfect all tables and chairs in common areas
- Throw trash out prior to the shift completion

- Empty trash, compost and recycle after lunch service
- Throw out any food and clean kitchen area after food service is over
- Wipe down cafeteria tables and sweep after lunch service
- Support with any additional cleaning and disinfecting that the school may need.

NIGHTLY CLEANING SCHEDULE

- Clean – Lobby, school offices, hallways, all classrooms, elevator, all stairwells and common areas.
- Clean fingerprints and smudges from all entrance glass and entry doors.
- Neatly arrange all reading materials, product displays, marketing, and furniture in the reception areas.
- Dust all horizontal surfaces of office furniture and front desk including, counters, desks, computer monitors, tables, file cabinets, copy and fax machines, etc.
- Spot clean horizontal surfaces for removal of spillage, marks, and coffee rings.
- Thoroughly spot clean all interior in each classroom.
- Spot clean and shampoo with steam clean any liquid spill or stain found on the carpet.
- Thoroughly mop the floor of with disinfectant to all ceramic tiles.
- Empty all trash receptacles and remove to a collection point.
- Replace new trash liners to all trashcans.
- Vacuum all carpeted areas in each classroom.
- Vacuum all mats, roll up, clean beneath and replace.
- Thoroughly disinfect all tables and chairs every night, return all chairs in proper places.
- Disinfect all light switches and door handles.
- Thoroughly clean all windows.
- Wipe down exterior doors.

Lunchroom, Common Areas, and Lounge

- Wipe clean tables, chairs, sink, counters, and exterior of cabinets in the cafeteria and faculty lounge.
- Wipe clean exterior of all countertop appliances in the kitchen including the interior of microwaves
- Wipe down coffee machines and coffee stations. Check to be sure coffee machines have been turned off.
- Vacuum mats and runners.
- Wipe clean all countertops and sinks.
- Clean and disinfect all drinking fountains and water coolers.

Restrooms

- Fill dispensers with towels, tissue, and hand soap. Wipe dispenser fronts.
- Empty trash receptacles and wash/wipe with disinfectant, as needed.
- Wipe clean exposed pipes, counters, ledges, mirrors, and air grills with approved disinfectant.
- Sweep tile floor.
- Disinfect interior and exterior of toilets and toilet seats. Polish all chrome fittings.
- Disinfect interior and exterior of urinals. Polish all chrome fittings.
- Empty sanitary napkin receptacle and spray with a disinfectant.
- Change urinal deodorizers as needed.
- Thoroughly remove odor inside the restrooms.

- Change urinal deodorizers as needed.
- Disinfect door handles, partition handles, and light switches.
- Clean sinks, disinfect counters, and polish chrome fittings.
- Remove splash marks from walls around sinks.
- Clean and polish mirrors and fixtures.
- Sweep the bathroom floor.
- Damp mop restroom floors, including corners and edges, with disinfectant, pouring water down drains to eliminate odors.
- Wipe clean handrails with a disinfectant.
- Wipe clean tile walls with a disinfectant.
- Spot clean walls and partitions to remove smudges and graffiti.

MONTHLY CLEANING SCHEDULE

- Thoroughly dust all vertical surfaces of furniture, including desks, tables, chairs, file cabinets, etc.
- High dusting of air vents tops of doors, door frames, ceiling corners, and edges etc.
- Dust all baseboards.
- Dust all blinds
- Vacuum upholstered furniture to remove dust and lint.
- Vacuum carpet edges and corners along walls and partitions.
- Wipe down all artificial plants.

2X A YEAR CLEANING SCHEDULE

- Shampoo and steam all carpeted areas.
- Machine scrub the tiles and wax the floor.

OTHER SERVICES OFFERED

- Maintenance jobs such as light bulb replacement, faucet replacement, interior repairs such as plumbing, wall repair, painting, assembling furniture, landscaping and others.
- Maintenance is charged at $25 per hour.

Insurance: RJS shall maintain appropriate insurance coverage including general liability insurance and worker's compensation insurance

Compliance: RJS shall comply with all applicable laws, regulations, and safety standards while performing the cleaning services.

Payment Terms

Payment Amount: Janitorial services are charged at $22.50 an hour. The Client will pay the RJS the following amount for hours worked:

AIMS College Prep Middle School American Indian Public Charter School II 171 12th Street Oakland, CA 94607	AIMS College Prep High School 746 Grand Avenue Oakland, CA 94610 24 Hours of Day Porters

24 Hours of Day Porters 11 Hours of evening cleaning **Weekly total: $3,935**	10 Hours of evening cleaning **Total weekly: $3825**

*There are weeks that hours may vary – such as if there no classes or if there is a holiday or there is an event that requires additional hours.

Invoicing - RJS shall submit invoices to the Client for payment within one week of the completion of services. Payment is due 21 days later.

Termination - Notice of intent to terminate shall be given by a party desiring to terminate this contract a minimum of sixty days (without cause) or thirty days (with cause) prior to the initial termination date or the termination date of any renewed term of this contract. Notice of intent to terminate shall be given in writing.

Confidentiality - Both parties agree to keep confidential any proprietary or sensitive information obtained or disclosed during the term of this Agreement.

Miscellaneous:

Indemnification - RJS agrees to indemnify and hold harmless the School from any claims, damages, or liabilities arising out of the RJS's services.

Governing Law - This Agreement shall be governed by and construed in accordance with the laws of the State of California.

Entire Agreement - This Agreement constitutes the entire understanding between the parties concerning the subject matter and supersedes all prior agreements, understandings, or negotiations.

Signatures

Client Signature . RJS Signature

_____ _____

Client Name: RJS Name:

_____ _____

Date Date

This contract is subject to the terms and conditions outlined herein and shall be effective as of the date first above written.

CLEANING CONTRACT AGREEMENT

Rojas Janitorial Services (RJS) and AIMS K-12 College Prep **("CLIENT").** Both **RJS** and **CLIENT** agree that **Rojas Janitorial Services** will begin service on _____, 2023, with the following terms and conditions.

1. **CLIENT** agrees to contract **RJS** to perform cleaning services according to the outlined cleaning schedule enclosed.

2. **CLIENT** agrees to verbally notify **RJS** of any non-performance prior to written notification.

3. **CLIENT** is responsible for purchasing cleaning supplies needed.

4. **RJS** staff will do a livescan – results will be sent to **CLIENT** and RJS staff will also provide of proof of TB test prior to starting employment at any of the **CLIENT'S** facilities.

5. **RJS** will charge the cleaning services at a rate of **$22.50** per hour.

6. **CLIENT** agrees that during the term of this agreement and within ninety (90) days after termination of this agreement, will not employ directly or indirectly any employees, agent representatives of **RJS.**

7. **RJS** will keep up with current and future cleaning requirements established by the Center for Disease Control (CDC).

8. This agreement is for a term of one (1) year, and shall be automatically renewable on the anniversary date, with the same terms and conditions, unless either party shall give written notice of termination, at least thirty (30) days prior to said anniversary date. Otherwise, this agreement may be terminated for non- performance only, and the terminating party must give the other party written notice specifying in detail the nature of any defect in performance. The non-terminating party shall have thirty (30) days to cure, to the reasonable satisfaction of the terminating party. If satisfaction is not achieved at the end of the thirtieth (30) day, the terminating party shall notify the non-terminating party in writing of failure to cure, and the agreement shall terminate thirty (30) days from date of said notice. All written notices must be timely and via certified mail. The Cure Period shall not apply in the event of failure by **CLIENT** to make payment for services in accordance with the Payment Terms in the Cleaning Agreement. In such event, **RJS** will provide written notice of delinquency to **CLIENT**, and **CLIENT** shall have 10 days to remit all balances then outstanding, after which time **RJS** may, at its sole discretion, discontinue services without further notice.

9. Invoices are sent out on a weekly basis with payment due 21 days later.

Client Signature

_____

RJS Signature

_____